Personal Resources Management for Migrants, Trainers, Guiders and Assessors

The CAMPLUS Manual and Glossary

2nd revised and updated edition

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Authors	Ruud Duvekot & Kees Schuur
Design cover	Liesbeth Duvekot
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We never know the reality of things: we see only what we are aware of. It is our consciousness that determines the shape of the world around us -- its size, motion and meaning.

Nawal El Saadawi

Trust yourself. Create the kind of self that you will be happy to live with all your life. Make the most of yourself by fanning the tiny, inner sparks of possibility into flames of achievement.

Golda Meir

Content

Editorial

This manual and glossary aim to support both migrants as well as trainers, guiders and assessors in getting grip on their Personal *Resources Management (PRM).* PRM is a methodology aimed at empowering people and activating and facilitating their ability to learn. PRM builds further on the recognition and validation of one's prior learning experiences. Once one's already existing value – acquired through prior formal, informal and non-formal learning experiences – has been articulated and linked to personal potential, then a person can take career steps that fit the personal profile and are provided in a personal action plan. This increases the chances of creating a successful career.

PRM is an activating strategy for learning to reflect on one's actions and the choices one faces in practice and life by:
- Supporting migrants in articulating their talents based on their prior learning experiences, in order to give them a real chance of career development in their new country.
- Equipping the trainer to learn their trainees how to reflect and create (new) perspectives for their career and enjoyability.
- Providing a guide and terminology for trainers, guiders and assessors to support and value trainees in their PRM.

The manual provides insight into the process of learning to reflect on one's activities and learning experiences, and also on those of others to learn from. Different sets of exercises are presented to support migrants, trainers, guiders and assessors in such learning and capacitating. The manual is based on the principle of *'practice what you preach'*. That is, everyone involved in PRM starts at the beginning: creating their own PRM through the basic training at level 1. Once someone has mastered the basic level, someone can also choose to become a trainer, guider and assessor, with the accompanying certification. This means that a trainee can also learn further and acquire the levels of trainer, guider and assessor if her/his own PRM demonstrates potential for such a career choice.

The focus in this manual is on applying the CAMPLUS-training scheme on the target group of migrants who are in refugee camps and/or already based in a new community. This manual, however, can easily be adapted to the needs of any other target group in society. After all, it is important for everyone to be able to reflect respectfully and positively on their own actions and the actions of others. It is, so to speak, *'learning to value yourself and others with a **green** pencil in your hand and not a **red** one as we are so used to'*. Such a mind-shift is possible for everyone and can be (further) developed. Learning to reflect therefore has an added value for yourself and with that also for everyone else, wherever you are in society.
The glossary opens up the geographical, historical, sociological and legal terminology that needs to be known for (self-)valuation, guidance and facilitating learning and working opportunities.

Instruction for trainers
To use this manual effectively, the following instruction applies:
A. Anyone wanting to become a trainer of the CAMPLUS method for PRM should first have completed the basic training at level 1. The plan of action as an outcome of the training can

then be geared at 'becoming a trainer of the CAMPLUS-model' on all levels and functionalities.

B. It is of utmost importance that each exercise performed contributes to building a personal portfolio in accordance with the portfolio format included in Chapter 11. The trainer should think this through carefully with each exercise how this portfolio-enrichment can be achieved.

C. A trainer should be aware that the program can be utilised in a flexible manner:

    a. Each module contains a number of exercises. Each exercise (see also the workbook) has a time indication with a minimum and maximum time. The time needed depends on the size of the group and the focus the trainer wants to bring to the training.

    b. The trainer can choose to emphasise one or more exercises in a module. Not all exercises in the workbook as belonging to the module need to be used to achieve the intended training objective.

    c. The trainer can reduce the number of exercises in a module if she wants to organise more time for feedback-feedforward, for theoretical learning or the specific context a training group is in.

    d. The 4 modules of the group-sessions and the 2 modules of the personalised sessions can be used for an integrated program or as stand-alone programs.

D. Being a certified trainer can have two levels:

    a. level 2 involves a trainer using an existing training model to deliver training under the guidance of another trainer - certified at level 3. The emphasis is on delivering and evaluating a set training course.

    b. level 3 involves a trainer operating autonomously, capable of creating a high-quality training model himself/herself that fits a particular target group and/or context. The emphasis is on designing, conducting and evaluating training.

E. The roles of the guider and assessor (level 4) focus on:

    a. for the guider: advising and guiding organisations and candidates who want to start working with the CAMPLUS-model, guiding and advising trainees in implementing their action plan, guiding and advising trainers (levels 2 and 3), and in general monitoring the quality of the CAMPLUS-model.

    b. for the assessor: assessment of level 1 candidates in the final session of the basic training, training models of level 2 and level 3 candidates, and in general monitoring the quality of the CAMPLUS-model.

Workbook and downloads

In addition to the manual, a workbook for trainees has also been developed. This workbook follows the exercises as they are presented in the manual with the difference that the exercises in the workbook show the trainee how she/he grows in reflecting on her activities and learning processes and the choices she/he might make for her/his well-being and career.

The downloads that correspond with the training modules can be downloaded from:

- https://cl3s.nl/
- https://drive.google.com/drive/u/1/folders/1YknAZ-aXrnHcNnkGMQtVEa_CPSRH4QPX

Introduction

CAMPLUS ("Empowerment for migrants-from camps to integration", 2021-1-FR01-KA220-ADU-000028439) is a three-year partnership for Adult Education, financed by the Erasmus+ Programme of the European Union, 2021-2024.

The CAMPLUS-consortium involves seven different organisations from France, Germany, Italy, Iraq, Netherlands and Greece who work together for initiating a cascading action. These partners implement training courses addressed to social professionals working inside the refugee camps of Erbil (Iraq) and Larissa (Greece). Once operators will have acquired the methodology, they will deliver learning sessions to migrants living inside camps mentioned above to promote their lifelong learning and their empowerment.

A study of the needs identified 'on the ground' in the practices and policies in Europe and outside Europe, confirmed the idea that the inclusion of migrants could be prepared in the camps themselves, before starting a new life. The migrants, in fact, need to become aware of their potential in terms of competences, learn to reflect on their actions in practice and the choices they face in that practice and to be recognised as competent and qualified talents. This opens a way to guide them to more learning and career opportunities and, in general, to their well-being and that of others in a new community.

CAMPLUS therewith answers the question on migrant's inclusion by promoting a bottom-up approach which includes migrants as well as educators, NGOs operators and other stakeholders.

The objective of the CAMPLUS-model is to capacitate migrants (trainees), trainers, assessors and guiders in the fields of:

1. Self-management competences: learning to reflect on one's actions, recognising one's potential and building further on one's learning experiences for creating a (new or better) future.
2. Assessment: reflecting on, valuing and validating people's prior learning experiences in a summative and a formative way.
3. Counselling and guidance: supporting migrants in the process of self-managing one's qualities for creating (new) perspectives.
4. Management of validation: mastering the methodology of Personal Resources Management (PRM) for managing the CAMPLUS-training model in one's own local, regional or national context.

This manual contains the training-the-trainers programme for learning to work actively on the aims of the CAMPLUS-project with target group of migrants. This programme is designed for training the trainers in in refugee camps and in service-centres for migrants. It is built on the research-action principle with the aim of facilitating and stimulating lifelong learning and employability, therewith bridging the gap between education and employment for the sake of inclusion of migrants in their 'new' country and context.

The manual fills-in seven (7) modules for training-the-trainers in the CAMPLUS-training-model for designing, implementing and evaluating a contextualised training for migrants in their own country. The manual also offers a certification programme for the trainers and for the migrants involved in the training.

Learning to Reflect

'Learning to Reflect' is a validation approach based on portfolio management and a holistic assessment methodology. It uses a 'practice what you preach' approach in these two constituent parts:

1. *Portfolio management: recognising personal qualities.*
   Portfolio management as an integrated part within the general mission of organisations working for specific target groups by means of:
   a. Teaching the target group to organise their own portfolio management and to use it to steer their own learning process.
   b. Teaching the target group to integrate such portfolio management into their existing or new practice and empowering them to motivate and purposefully steer their (future) career in a changing society.

2. *Holistic Assessment: valuing personal qualities.*
   Holistic assessment is a summative (assessment OF learning), formative (assessment FOR learning) and reflective (assessment AS learning) tool that is integrated into the personal development approach of citizens in the changing society. The functionality of assessment in people's learning and work processes is used more effectively and efficiently by not only assessing people summatively, but also by (a) strengthening the formative and reflective functions of assessment and (b) learning to value both informal and formal learning and work experiences in context.
   By combining these forms of assessment in 'a dialogue between learner and trainer' on the value of being able to learn to reflect on one's own actions and those of others, someone's participation and functioning in society is enriched by including informal and non-formal learning and work experiences in one's focus on career and life opportunities. In this way, people learn to use the (self-)valuation of learning to steer their personal learning and work processes.
   All forms and functions of summative/formative/reflective assessment are covered, from self-assessment to peer-assessment and from analytical to holistic assessment.
   People who apply such reflective and assessment tools in their given practice, strengthen themselves in substantiating and purposefully filling in their personal qualities for the benefit of their career in the changing society.

In conjunction, both aspects of recognising and valuing personal learning experiences form a holistic approach to 'learning to reflect' or 'learning to value with the green pencil one's own actions and those of others', that benefits the creation and strengthening of personalised career and life strategies. The added value of this is that the process of learning to reflect - depending on one's context and career steps - teaches a sustainable, personal quality that helps give lasting meaning to one's career. This quality enables the 'citizen' to continue learning within the chosen profession and education or to become permanently employable elsewhere, in a different setting.

1. Personal Resources Management (PRM)

CAMPLUS strengthens self-managing one's competence-development through *Personal Resources Management (PRM)*. PRM strengthens the sustainable employability, integration and participation of migrants by building further on a migrant's prior learning experiences and values for the sake of creating new (posterior) activities and perspectives.

PRM can be defined as the individual ownership and self-management of competences that activates self-awareness and -efficacy of one's own sustainable employability at a personal level.[1] In fact, this entails developing a good eye for managing one's personal qualities in the most effective and efficient way within one's social context.
PRM is a methodology aimed at empowering people and activating and facilitating their learning capacity. In principle, PRM can be used by any target group, but in this project the focus is on the target group of migrants. PRM helps the target group of migrants to organise a realistic and future-oriented career within the new context and situation in which the migrant finds himself.

Using PRM's methodology, organisations active in guiding and supporting migrants can make sustainable and effective investments in their own staff so that staff members can perform their tasks well or better.
PRM has an important added value for both the staff members involved and the migrants, because PRM helps to make potential visible on a personal level, in which the staff member and the migrant can invest or profile themselves, for the organisation and for themselves. As a personalised approach, PRM ensures that someone learns to describe what he or she is already good at and in which skills it is smart to start developing (further).
The result of CAMPLUS' way of helping to develop and implement this PRM method is that migrants learn to invest in themselves adequately and meaningfully. The CAMPLUS trainer supports this process and the development actions that follow from it.

This manual and glossary are tailored to capacitate trainees, teachers, trainers, assessors, counsellors and guiders - in the worlds of <u>learning</u> (formal education, non-formal training, guidance) and of <u>working</u> (personnel services, human resource managers) - in the methodology of personal resources management in the given socio-economic context. This methodology is presented in this manual as a train-the-trainer model for acquiring the competences in training, coaching, guiding and assessing the trainees in their self-management of competences for the sake of creating new and/or other perspectives in their life and career.

The training works according to the principle of 'practice what you preach'. This means that the training is first implemented as a train-the-trainer programme for the 'would-be' trainers. The trainer of migrant groups first learns by experience what it takes to create a personal portfolio and a personal career plan. and then transfers this method of self-managing one's competence-development with which a migrant can present her/himself and set-out career

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1   Duvekot, R.C. & Stienstra S. (2020). *PRM. Personal Resources Management. Handboek PRM-manager. H*outen, CL3S.

steps. It makes the migrant taking control over her/his personal enterprise in work and life. The training ensures that someone learns to describe what he or she is already good at in which core competences and professional skills it is smart and appropriate to start developing (further). This development takes place as much as possible in practical situations: learning in the context of the migrant. PRM thus teaches someone how he or she can best invest in him or herself. The PRM-trainer supports this process and the subsequent developmental actions.

After completing the training on all levels (1-4), the CAMPLUS trainee is a professional who is trained and certified in the PRM-methodology and can use it to train, assess and guide target groups in investing in themselves and, with a broad view of their own abilities, look for new or different perspectives in life and career.

Step-by-step plan

The starting point for PRM is that a trainer helps groups of migrants to become (more) aware of their personal profile with the strong and to-be-developed competences. The main approach is to create a self-responsible attitude and to learn to focus on what is useful for one's further development. PRM helps prevent unnecessary training and can base the development of migrants on learning while working. In this way, a migrant can develop by being helped to recognise the qualities that he or she can further develop within the existing context and career or on the way to a new career. Once the personal best fitted ways for creating development opportunities have been identified, personal development can usually even take place in the (old or new) workplace. The PRM-trainer supports this process of recognising and investing in people's existing and needed qualities and thus helps them strengthen their careers.

The PRM-approach is based on a process with three consecutive steps:
1. Training of the trainers who act as supporters of the target group. First as trainees themselves, they learn the skills to teach a target group to manage their sustainable, personal development. *Noted: to become a trainer one first needs to be trainee in the level 1 course of which they will then become trainer!*
2. Development: the trainer guides people in strengthening their qualities. The degree of self-management depends on the development demand one needs to be able to facilitate.
3. Evaluation: trainees and trainer evaluate the results of the approach.

Going through these steps, the trainee grows in the role of a professional teacher, trainer, assessor and guide who is trained and certified in the methodology of personal resources management. He or she can then use this method to teach his or her clients to invest in themselves and, by understanding the potential of one's qualities, to learn how personal development and taking career steps can effectively go hand in hand when linking personal talents and developmental power to social participation in society.

The principles of PRM

The PRM-approach differs from traditional approaches in that it focuses on putting the formal and informal qualities of the trainee at the centre, strengthening one's personal development and avoiding unnecessary training/education. In essence, the PRM-approach is based on the following principles:

- Everybody is a learner, continuously learning through life activities, occupational tasks, volunteering, citizenship and in private life activities. This learning is both consciously and intended as well as unconsciously and unintended taking place, irrespective of one's social position and mostly in social interaction with other people. These learning experiences are acquired formally (accredited learning programmes), non-formally (non-accredited learning programmes) and informally (all other learning). One's informal learning is the strongest learning power of a person since informal learning activities are by far the most important source of new knowledge and skills with more than 80% of one's learning in one's lifetime.[2]
- PRM offers added value when taking stock of one's learning experiences, analysing developmental issues and initiating improvement plans for learners from designated target groups.
- PRM stimulates and facilitates self-directed learning for and by people.
- PRM strengthens itself through the guidance and exchange of knowledge of the PRM-professionals (trainer., assessor, guider).
- PRM strengthens the self-management of competences by learners in their personal resources management within the context in which they live, work and play.
- PRM focuses on the continuing development process of competences by the learner and thus contributes to the sustainability of the management and further development of their competences for the sake of their lifelong learning and employability (= enjoyability).

The manual

This manual is both a guide for trainees aspiring to take (more) ownership of their personal development and create career opportunities attuned to one's strengths and developmental might, as well as a means to become trainer of the CAMPLUS-model to set-up, contextualize and manage a designated training scheme for specific target groups.

Level 1 training
Trainees ('would-be' trainers) need to invest approximately 75 hours to prepare, participate in and produce for the learning process on the 1st CAMPLUS-level that gives access to a reaching out to a certified trainership. The takes about 20-40 hours of preparation and five to seven

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2 Borghans, L., Fouarge, D. & Grip, A. de (2011). *Een leven lang leren in Nederland.* Maastricht, ROA.
   Sociaal-Economische Raad (SER) (2012). *Werk maken van scholing, advies over de postinitiële scholingsmarkt*. Den Haag, SER.
   Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA) (2015). *De arbeidsmarkt naar opleiding en beroep tot 2020. Maastricht, ROA.*
   Grip, A. de, Belfi, B., Fouarge, D., Künn-Nelen, A., Peeters, T. & Poulissen, D. (2018). *Levenslang leren en competentie-ontwikkeling. Beleidsrapport.* Maastricht, ROA*.*
   Sociaal-Economische Raad (SER) (2019). *Leven Lang Ontwikkelen. Voortgangsrapportage SER Actie-agenda. Den Haag, SER.*

training sessions of 3 to 5 hours each, aimed at learning trainees to recognise and strengthen one's own potential, reflecting on one's learning experiences in a personal portfolio, articulating learning strengths and needs, and presenting a personal action plan for the next step in one's career.

The first four modules of the programme are developmental modules. These modules are geared at mastering the PRM-methodology and obtaining the competences for recognising, strengthening, assessing and managing one's personal competence-development.

The 5th and 6th modules are personalised modules, focused on guiding migrants in turning one's self-management of competences into a new or other perspective in one's life and career. Conducting these two modules depends on the trainee group's aspirations to further investigate their potential career as an entrepreneur.

The 7th module is an additional module migrants wanting to be or already placed in Europe. This module gives insight in the European culture and languages.

The training is rounded off with an assessment in which the trainees present their personal approach and plans to manage their career. This presentation focuses on the personal vision and intended actions to further develop and guide oneself based on the personal insights in one's talents and potential career steps. This presentation takes place in the training group with a peer-assessment by the other trainees in the group, managed by a certified assessor of the CAMPLUS-model. After a successful assessment the trainee obtains the level 1 certificate.

Levels 2-4 training

For people aspiring to become a trainer, guider and assessor of the CAMPLUS-model the same training is needed to start the certification process. After finalising the training and obtaining the level 1 certificate, the trainer-to-be can start the process of becoming a certified trainer, guider and assessor by joining a certified CAMPLUS-trainer and work as 'guided trainer'. Once the guided trainer has organised and conducted two own training-programmes, guided by the certified trainer, the 'guided trainer may obtain the level 2 certificate of the CAMPLUS-model in a practice-based assessment.

The next step is to start working as an 'autonomous trainer' and design, organise and conduct one's own training set-up and programme. This work is also assessed in a practice-based assessment, which may lead to obtaining the level 3 certificate of the CAMPLUS-model as an 'autonomous trainer'.

The final stage is the level 4 certificate of the CAMPLUS-model in which the autonomous trainer may acquire the title of 'guider and assessor of the CAMPLUS-model'. On this level guidance, acquisition, assessment and quality-care for the CAMPLUS-model is managed.

Also see chapter 14 for an explanation of the CAMPLUS certification programme.

This manual therewith is where it all starts! For trainees the level 1 certificate is the valuation of one's ability and aspiration to self-manage one's career and life, whereas it also paves the way for starting a career within the CAMPLUS-consortium as a trainer, guider and assessor.

2. The CAMPLUS-model

The CAMPLUS-model is grounded in the belief that activating PRM as an effective instrument for linking competences to life- and career-perspectives that appeals to migrants (and any other designated target group).

Objectives of the CAMPLUS-model

The approach to PRM stands for the following general principles:
- A holistic principle, which means being able to link different career and life activities to the 'whole' person.
- The individual is at the centre.
- A mix of cultural, general, vocational (formal) and non-formal education.
- Getting grip on the outcomes of formal, non-formal and informal learning experiences.
- Good balance between theory and practical lessons in one's life.
- Relate to all kinds of competences: professional, methodical, social and self-competences.
- Relate to the humanitarian principal of everybody is equal and therefore has equal chances.

The linkage with lifelong learning-strategies:
- Increase the awareness of one's talents and developmental opportunities (self-concept, self-awareness, activate).
- Expand self-reflection and –evaluation.
- Expand the professional flexibility/mobility; sustainable skills and competences for participating in society.

The CAMPLUS-model aims at supporting the creation of two perspectives for migrants:
- The perspective of further learning.
- The perspective of career planning/(re-)orientation.

In general, these two perspectives build on the mind-shift to understanding that one's bottle is half-filled and that understanding this may lead to a more positive self-image and open more opportunities for career steps than imagined.

The CAMPLUS-model has four objectives:
1. Raising awareness of one's personal qualities in a broad perspective:
    a. Qualities in past and present.
    b. Individual qualities and qualities in social relations.
    c. Qualities in different contexts: education, training, work, home, hobbies, etc.
2. Raising awareness of one's values, motives and perspectives in the personal work and life career.
3. To present and manage these qualities, motives and perspectives.
4. Being able to plan or manage one's life by using these qualities, values, motives and perspectives (empowerment).

What does the CAMPLUS-model look like?

The CAMPLUS-model uses all kinds of exercises to reach the objectives as stated above and provide the trainees will all necessary competences, techniques and tools for creating their own, contextualised training-plan. The exercises are all about 'the self': personal competences, personal (career and life) values, personal motives & ambition and personal qualities.

Specific exercises focus on the competences during transitions in life and the positive impact a person can have in steering these transitions. There will be much dialogue with the other participants. In that way the trainers can assist migrants in reaching out to their goals in sync with their true potential.

During the train-the-trainer training the trainees will get enough time for reflection as well. The training is designed to be a positive experience for all trainees. The training programme is designed to fit one's learning needs and personal goals as much as possible.

What is expected of the trainees?

Before each training, the trainees are expected to do homework assignments by following the instructions of the CAMPLUS-trainer.

During the training the trainees are expected to deliver an active and positive contribution and to try to keep an open mind, open heart and open will. This contributes to a successful learning process and to a behaviour that will support them in selecting and using opportunities that the future will bring.

The last part of the train-the-trainer group-based part of the training consists of making a personal action plan and a presentation of this action plan. In this presentation, the trainees can demonstrate that they are aware of their own qualities and competences and that they are able to use their qualities to manage their 'life career'. In other words, it's a chance to demonstrate the understating of the self and his/her half-filled glass. Also, the exercises in presenting themselves will be a base for the many ways the can / have to present them in different situations in the future. They can use every result of the exercises or what they learned during the training or before, in their presentation.

During the training, the trainees gather all kinds of 'evidence' and material proving that they are capable (*have competences*) on a specific cognitive level in a specific context and in specific situations. In a portfolio they may capture their learning and working experiences and the corresponding reflection (*what do/did I think of it myself?).*

The content of the portfolio of evidence gives an overview of one's qualities and competences. It is a (well presented) overview of everything someone is capable of. It is the basics for presenting oneself to – for instance - a future employer, or for an intake in a qualification program, etc.

This neutral, pragmatical and real overview of their personal development and capabilities might help the migrants in coping with the past and present situation and status. PRM is applicable for all ages and is as far as possible gender- and culture-neutral. If needed, the trainees (the future trainer) can adapt specific exercises to fit a specific target group. This level of application of the PRM-concept is supported in the second part of the train-the-trainer training in which the individualised and contextualised set-up of one's own training-concept is articulated and designed. With that personalised training-plan the trainees will receive their CAMPLUS-certificate of trainer.

Competence-profile of the CAMPLUS-trainer

A CAMPLUS-trainer possesses the following competences (level 2/3).

The competence-profile of the CAMPLUS-trainer	
Managing	• Provides a clear structure to others by setting goals and priorities, by making (result) agreements and/or giving instructions and directions. • Practices the necessary authority. • Checks whether people are complying with the agreements and guidelines and undertakes action, if necessary. • Delegates effectively tasks, responsibilities and/or certain powers to others, thereby making good use of the diversity within a group.
Presenting	• Able to comment and explain topics/subjects. • Communicates concisely and exudes confidence and expertise. • Trains in an enthusiastic and inspiring way, with effective use of humour. • Is emphatic to the audiences and works in a corresponding style of presentation.
Learning	• Maintains the own expertise and takes steps to further develop. • Learns from mistakes and feedback. • Demonstrates (actively and systematically) the working on own development.
Assessing	• Adequately provides an assessment of the competences, using competency-based assessment methods. • Adequately observes the participant and links an assessment-report to this observation. • By using specific questions and interview techniques in an assessment-situation, opens up the competences of the participant for creating personal, new opportunities in life and career. • Provides feedback to the participant in a constructive and motivating way and indicates the results of the assessment, customised to the level of the participant. • Writes a clear, detailed and structured assessment report.
Guiding	• Coaches, advises and/or motivates others, aimed at achieving goals and/or performing of tasks and assignments. • Empowers others to achieving results and solving problems (independently). • Supports others actively in their development.
Commitment and conviction	• Makes a powerful and positive impression in the contact with others, • Puts ideas and opinions forward with convincing arguments. • Convinces also on the emotional level. • Provides direction to conversations, discussions and/or negotiations. • Supports efforts to reach agreement on the outcome.

Applying professionality	● Knows, based on the own professionally/technical understanding, how to solve issues and problems. ● Shares, where appropriate, his knowledge and expertise with others.
Attention and understanding	● Shows interest and understanding of ideas, beliefs and emotions of others. ● Empathises in the views and feelings of others. ● Listens well and demonstrates tolerance and kindness. ● Shows appropriate concern and support others when they have difficulties, ● Demonstrates self-reflection.
Ethics and integrity	● Shows integrity and acts consistently in line with the norms and values of the organization, (professional) group and/or society, ● Takes into account the environment and respects differences between people.
Management of the needs and expectations of the "migrant" (focus)	● Investigates the needs and expectations of internal and/or external customers. ● Trying as much as possible to focus on these needs and expectations, ● Demonstrates a customer-friendly attitude. ● Keeps a close eye on the satisfaction of "clients" and takes action, if necessary.

Other requirements

Besides mastering the aforementioned competences, the CAMPLUS-trainer of migrants needs to be able to function in different roles:

a) **Speaker:** In the training situation there is much interaction between the trainer and the group. There are also periods when the trainer has to explain issues in a more one-dimensional manner.
b) **Leader:** Sometimes in a group there is a resistance to certain activities. The trainer is able to persuade them to act anyway.
c) **Coach:** when the trainer conducts an interview with an individual migrant, it is important that the trainer understands the strengths and weaknesses of that person. Listening is an important skill. Giving personal advice is the next step.
d) **Organiser:** Trainers are often also responsible for purchasing and coordinating training-programmes. In addition, there are often many practical issues concerning the training.
e) **Assessor:** The trainer is able to assess the portfolio and the personal action plan of a migrant in a summative and formative manner: assessing prior learning experiences for posterior, further development on one's life and career.
f) **Advisor** : The trainer advises the migrants about the courses that are appropriate for solving the problems facing the client's organisation.
g) **Developer:** The trainer is responsible for developing new courses. The trainer must be able to develop his own course material.

3. Models and perspectives of PRM

The central question for this manual is 'how to activate PRM as an effective tool for linking one's formal, informal and non-formal learning experiences to social perspectives that appeal to and suit migrants, strengthen their empowerment and is beneficial to the other stakeholders in society?'. With this question in mind, the CAMPLUS project aims at showing the potential of PRM as a matchmaker between the migrants and the other stakeholders (employers, schools, universities, NGOs, etc.) in society.

PRM can best be explained in the following statements:
PRM opens up the real human potential on the basis of the analysis and validation of personal competences, preferably by documentation in a portfolio.
- PRM is the process of assessing and valuating/validating personal competences within a specific socio-economic context and offering a personal development strategy.
- The stakeholders in society benefit from *PRM* since migrants develop within their context and are able to link their potential with the needs of these stakeholders.
- The PRM process in general consists of five phases: commitment and awareness of the value of one's competences, validation of personal competences, valuation and/or assessment of these competences, (advice on the) development of one's competences and finally structurally embedding this competence-based development process into a personal and/or organisation steered and owned policy.

The perspectives of PRM

Crucial in practising PRM is acknowledging the self-managing role of the 'empowered' migrant as a 'learning individual in making lifelong learning a reality'. The active participation of migrants in decisions about form and content of lifelong learning and the implementation of lifelong learning strategies from work-based or school/university-based is supported by the PRM-model for many perspectives:
1 *… for improving opportunities for inclusion, empowerment and deployment*: improved empowerment and deployment of individual talent is the most important motivation underlying PRM. It increases the opportunities for the migrant in one's life and on the labour market by highlighting the competences she/he already has and how these competences can be deployed and strengthened. For employers and trade unions, the emphasis lies on improving the opportunities for employability of migrants within the working context. In this way 'employability' may even lead to 'enjoyability'!
2 *… for creating a more demand-led labour market*: improving the match between the learning system and the labour system is essential for the organisation of PRM. In order to improve one's inclusion and employability, labour market functions must be expressed in terms of competences. These competences must in turn be linked to a demand for learning. The learning system must be receptive, transparent, flexible and demand-led in order to be able to provide the customised approach required.
3 *… for making learning more flexible*: the validation of informally and non-formally acquired competences will boost the migrant's desire to keep on learning, i.e. will promote lifelong learning, since the accreditation of competences can lead directly to an award of or exemptions for qualifications. The validation approach can also make visible or

recognisable existing competences and qualifications within or outside the labour process. This promotes the transparency of the many opportunities for learning. The migrant will not only want to learn in a learner-steered fashion but will also know better than now how, what and when to learn, and why she/he is learning.

4   *… for optimising other forms of learning*: other learning environments and forms of learning must be formulated and/or utilised more effectively, since PRM also shows which learning environment and/or form of learning suits the migrant in the best way. This could include (combinations of) on the job training, mentoring/tutoring, independent learning, distance learning, and so on.

So, it seems there's a lot to gain with PRM for the sake of inclusion of migrants. Before moving towards the practice of PRM, it is useful to describe a framework for the models of PRM-enhanced lifelong learning strategies. The 'practice' of PRM is revealed in four main strategies.

Four models for creating PRM-based perspectives

Personalising Learning is intended to recognise and to valuate both visible and invisible skills of people. It is not focused on highlighting the lack of knowledge and skills but precisely the opposite – to take stock of existing knowledge and skills. In PRM-practices this vision is always acknowledged; the outcome of a PRM-process through a training for learning to self-manage one's competences may differ however and shows itself in four main models[3] for creating PRM-based perspectives as:

1. A *lifelong learning-model* for supporting personal development.
2. An *upgrade model* for inclusion, 2nd chance and determining educational/training needs of organisations or individuals.
3. A *HRD model* for matching employees' competences to organisational aims.
4. An *educational model* for initiating a specific qualification.

In each PRM-based perspective, several steps can always be distinguished:
-   Identifying competences and raising awareness in one's prior learning experiences (recognition).
-   Enhancing the recognised learning experiences through the training (strengthening).
-   Valuing and validating these competences (assessment).
-   Planning new learning activities by acknowledging one's value and promoting further development (embracing personal development).

The <u>vertical axis</u> shows the goals related to the pursuit of a formal, concrete objective such as obtaining a qualification or meeting job requirements on the one hand, or a more open approach where the goal is more informally geared towards activation, integration, inclusion, enjoyability, personal development, professionalisation or a combination of these goals on the other hand.
The <u>horizontal axis</u> shows that the goals can lead to an explicit or a more implicit recognition. For example, a formal goal may result in an informal effect, such as keeping a job or improving

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3   Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis].* Houten: CL3S

certain work processes. The same applies to an informal goal that can lead both to a formal effect, for example meeting the requirements for gaining a qualification or acquiring a position, and to actual informal effects such as strengthening self-esteem or being able to focus on certain strong competences.

In this sense, the four perspectives only give the main outlines of goals and effects; any combination of goal and effect within a particular perspective or between different perspectives is possible in principle.

The models for creating PRM-based perspectives
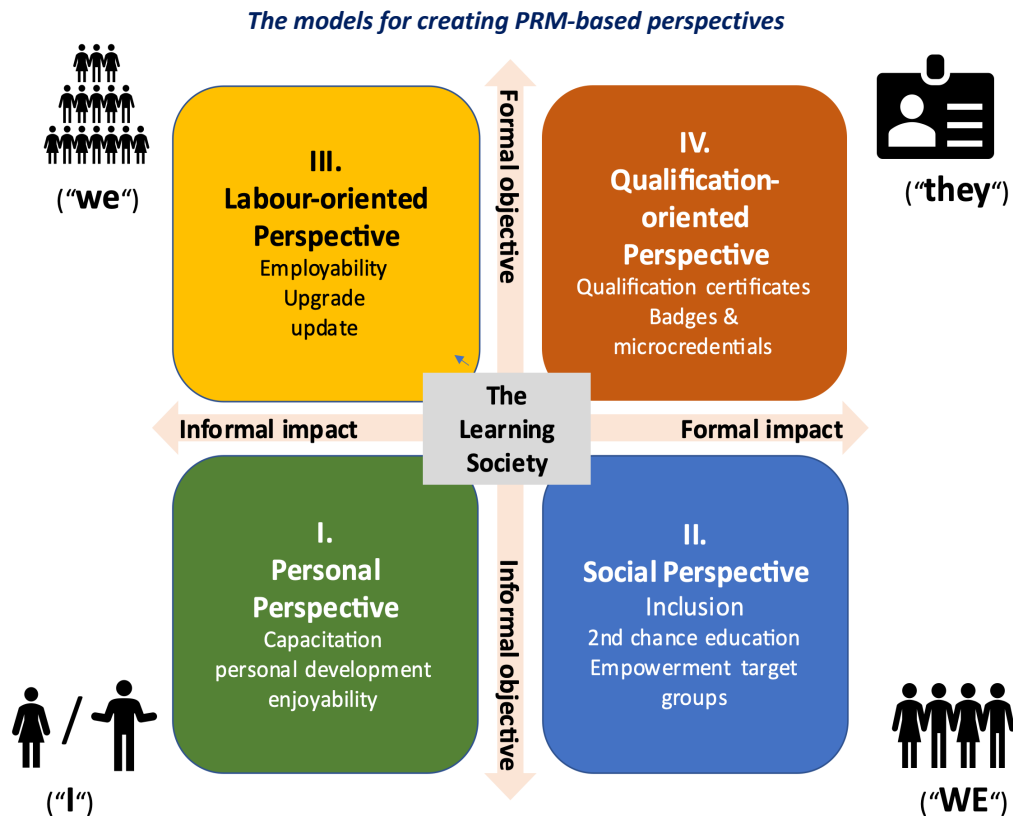
Source: Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis].* Houten: CL3S.

The four perspectives for education and labour systems in a country can in general be described from:

1. A *personal perspective* can be seen as the perspective in which lifelong learning is promoted from a personal point of view. In this perspective, the situation is visible in which the migrant becomes attuned to her/his own development needs on the one hand and the environmental factors that influence this development demand on the other hand. In this perspective, PRM enhances the sustainable and personalised development of migrants for any valid reason: qualification, empowerment, employability, inclusion, enjoyability, and more.

2. An aim within the *social perspective* is to use the function of learning for inclusion, reintegration, social activation and/or second-chance education. The role of PRM is then

focused on the contribution that recognition and certification make to improving a migrant's social opportunities. This strategy is important as it (a) helps to broaden the possibilities of including migrants into society, and (b) strengthen second chance education for migrants who dropped out early at school, etc. In the context of a reorganisation, a company/organisation can use this perspective to help re-allocate staff to a new position and create traineeships for migrants.

3. *A labour-oriented perspective.* The driving force is the need to continue to train or upskill employees, based on the fact that most learning takes place in the workplace and only partly in more formal learning situations. Informal learning activities are by far the most important source of new knowledge and skills.[4] This means that an enormous potential for knowledge and skills remains unused or underutilised as long as the learning benefits of informal learning are not validated. Organisations in particular can get a good grip on the necessary competence development of their staff by using the informal learning already taking place anyway. PRM can help with this, especially in order to be able to determine the really needed training which is truly needed by the employee. PRM is mainly used as a broad career instrument within the Human Resources Development (HRD) of the company/organisation. The aim is to gain insight into informal learning reservoirs, personal qualities and development opportunities within the function-oriented context. The extent to which - after the assessment - the available, formal and non-formal learning offer is used, colours an organisation's learning strategy. Human Resources Management (HRM) then easily turns into HRD, in other words from passive competence management to an activating LLL policy of the company/organisation for its staff and recruitment, and therewith also offering opportunities for migrants to tune in to the need of organisation for certain potential of their employees. PRM assists in articulating one's potential.

4. *A qualification-oriented perspective*. PRM is mainly used by or for the migrant as an exemption and training instrument. The aim is to create an accelerated development path towards a qualification or certificate. Communication about learning objectives and intended effects takes place within the dialogue between the migrant and possibly also the company/organisation on the one hand and the 'qualifying organisation' (school/institute/university) on the other hand.

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[4] Borghans, L., Fouarge, D. & Grip, A. de (2011). *Een leven lang leren in Nederland.* Maastricht, ROA.

Sociaal-Economische Raad (2012). *Werk maken van scholing, advies over de postinitiële scholingsmarkt*. Den Haag, SER.

Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA) (2015). *De arbeidsmarkt naar opleiding en beroep tot 2020. Maastricht, ROA.*

Grip, A. de, Belfi, B., Fouarge, D., Künn-Nelen, A., Peeters, T. & Poulissen, D. (2018). *Levenslang leren en competentie-ontwikkeling. Beleidsrapport.* Maastricht, ROA.

Sociaal-Economische Raad (SER) (2019). *Leven Lang Ontwikkelen. Voortgangsrapportage SER Actie-agenda. Den Haag, SER.*

4. The level 1 training programme of CAMPLUS

The CAMPLUS-training is designed as a two-stage training in which the level 1 certificate is obtained and then for the ones that aspire to become a CAMPLUS-trainer as an integrated programme for 'training-the-trainer' in setting-up their own contextualised and tailored PRM-training for migrants for the sake of assisting them in building further on their learning, work- and life-experiences and personal entrepreneurship. In this way the training programme both functions as an empowerment training for any designated target group as well as a 'practice what you preach training for the CAMPLUS trainers, guiders and assessors.

The training pays much attention to learning to guide a designated group of migrants through the complex process of self-reflection and creating a positive outlook on oneself. After all, it is common for people to be told what they are not good at. This training teaches the migrant to start from what they can do, know and want. *The glass is half full and not half empty*. This means that the learning objectives of the level 1 and of the train-the-trainer training are geared towards:
- Designing and man aging the own CAMPLUS-training plan.
- Opening access to opportunities for self-development, based on self-reflection.
- Managing the quality of personal development within the personal development plan construction.
- Managing the development and utilization within one's own context (organisation) of a sustainable portfolio management, training, coaching and assessments.

The train-the-trainer programme is an intensive course with individual and group-based homework assignments in four to six intensive training sessions, including several implementation activities in which the training approach of PRM will be internalised and demonstrated. The starting point of the training is to strengthen the abilities of the CAMPLUS-trainer to …
… learn migrants to make conscious, realistic and responsible use of their personal development potential in the context of self-management of competences,
… assist and advise migrants to use their own capacity for self-management within their personal context,
… strengthen, manage, shape and deploy sustainable PRM of the migrants' development of their personal skills, competences and qualifications within their personal agency and mission.

The aim of the level 1 programme is therefore to learn by first experiencing the level 1 training oneself, therewith learning how to use and strengthen the potential of the migrants in a practical and optimal way within their context and to transform this into (partial) qualifications and career patterns that benefit the migrant. The aim is to promote the migrant's profile or identity and to practically match the migrant's development potential with the requirements for personal development within their own context and in the labour market.
Each training session includes some homework assignments. The train-the-trainer training is divided into two parts: a collective, group-based part with 4 modules, and 2 extra personalised modules for getting grip on one's own, contextualised training model. Each

module takes about 6 to 8 hours: 2 to 3 for the homework and 4 to 5 hours for the training session.

Entry Requirements for the participants of the CAMPLUS- programme

For level 1:
● Willing to experience the level 1 training programme.
● Sharing the mission and vision of the CAMPLUS-model.

For higher levels:
● Familiarity with competence-steered functioning and evaluation.
● Practical experience in the context (profit/non-profit) in which she/he will function as trainer, coach, guider and assessor.

Objectives of the training

After the CAMPLUS level 1 training:
1. Trainees have obtained their level 1 certificate for self-management of one's competences and self-manage their career (and life).
2. Trainees know different competency-based assessment methods.
3. Trainees can at least apply the following competency-based assessment methods:
    - Portfolio-assessment.
    - Criteria Based Interview.
    - Practice simulations (performance assessment).
3. Trainees have knowledge of the competence-profile and responsibilities of being a trainer, guider and assessor of migrants.
4. Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5. Trainees know the different phases in the assessment process; they worked with the - in their country prevailing - assessment model(s), and they know the characteristics of this model and they can review the application within competency-based assessment methods.
6. The trainees are themselves aware of their own assessment style and pitfalls.
7. Trainees know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8. Trainees are able to discuss an assessment report with a migrant for the purpose of tuning in to realistic perspectives for further development of the migrant.
9. The trainees know how they can support a migrant, including utilising talent scans and helping to build up a good portfolio (optional). Such guidance also entails advising on career-steps, entrepreneurship and personal development.
10. If desired, trainees are able to start up the next step in the CAMPLUS-certification programme and enroll in the level 2 programme. See chapter 14 for the explanation of the 4 certification levels of the CAMPLUS programme.

5. The programme in 7 modules

The programme consists of four (4) developmental sessions, (2) personalised sessions and (1) acculturation session.

The developmental sessions

The developmental sessions, focus on enabling the trainees know and to do what and how in a self-managed PRM-training with a group of migrants. This entails that the trainer aims at the following learning outcomes for the migrants:

1   Trainees know different competency-based learning and assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes and of personalised learning in learning strategies.
2   Trainees can apply the following competency-based learning, guidance and assessment methods:
    - The three modes of learning: for qualification, for competence and for personal development.
    - Learning through learning outcomes.
    - Demonstrating learning through 'professional products'.
    - Situated and experiential learning strategies.
    - Personalised learning concepts.
    - Diagnostic testing and learning.
    - Portfolio-assessment.
    - Criterion based interview for assessing and guiding.
    - Practice simulations (performance assessment).
3   Trainees possess the necessary insight in the knowledge, skills and attitudinal aspects that go with holistic learning strategies: learning and validating on the basis of 'the whole learner'.
4   Trainees have knowledge of the competence-profile and responsibilities of the trainer/coach, guider and the assessor.
5   Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment) and to reach out to tailored learning trajectories.
6   Trainees know the different phases in the assessment and tailored learning process. They worked with the in their country prevailing assessment and learning model(s), and they know the characteristics of these models and thy can review their application within the prevailing (holistic) assessment and learning methods.
7   The trainees are aware of their own assessment and learning style and pitfalls.
8   Trainees know what the criteria are for writing a competency-based assessment report according to the nationally applied format and follow this report up with a tailored learning offer.
9   Trainees are able to discuss an assessment report and a learning offer with a candidate.
10 The trainees know how they can support a candidate, including a quick scan of one's potential, helping to build up a good portfolio (optional), preparing for an assessment and advising on further learning options.

Programming the competence-sessions follows a specific order of recognising, strengthening, assessing and embracing one's personal competences and learning to build on them with follow-up actions. Each module has home-work assignments, group-based exercises and specific learning outcomes. Also see the editorial for more instruction.

The 4 modules of the developmental sessions

Module 1: Recognising competences
Preparation Module 1: - *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on CAMPLUS* - *Filling in Source 1: the personal card* - *Preparation of the photo exercise (M1.1)* - *Preparation of the 360 degrees feedback (M1.2)* - *Personal Portfolio Format (see chapter 11; also source 2)*
M1.1   Introducing the CAMPLUS-training for migrants and getting to know each other M1.2   Photo exercise M1.3   Strength and development points (360 degrees feedback) M1.4   Proud of …… M1.5   Lifeline – part 1 M1.6   Lifeline – part 2 M1.7   Introducing the portfolio format
Module 2: strengthening competences
Preparation Module 2: - *Preparing a personal pitch on one's major selling points* - *Getting good understanding of the personal portfolio format (see Source 2; chapter 11)* - *Read Source 3: Duvekot & Valdés-Cotera*
M2.1   Impressions - Personal development and personal tests M2.2   Core quadrant M2.3   Commercial: promote yourself (personal pitch) M2.4   Personal and social values M2.5   Career values M2.6   Job description and career values
Module 3: assessing competences
Preparation Module 3: - *Preparing a section of the personal portfolio* - *Read Source 4 – Assessment methods* - *Utilise Source 5 – Introducing Module 3 on assessment (ppt)* - *Look at Source 6 -STARRTT* - *Read Source 7 – A manifesto (parts)*
M3.1   Introduction on assessment and its many perspectives M3.2   Working with STARRTT forms M3.3   Portfolio-assessment M3.4   Criterion-based interview, performance assessment M3.5   Performance assessment M3.6   Feedup - feedback – feedforward

Module 4: embracing competences
Preparation Module 4:
- *Filling in the personal portfolio format (in key-terms).*
- *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?*
M4.1   Superhero
M4.2   Setting goals
M4.3   Personal action plan (PAP)
M4.4   Certification level 1 and preparation for the next phase: becoming an autonomous trainer

Personalised sessions

The personalised sessions consist of two (2) modules that assist in engaging into personal action. These modules are facilitated as group-sessions in which the personal input from the trainee is central to the dynamics in the group. Every trainee has to be able to 'raise her/his voice' when it comes to designing their own business plan for creating new perspectives in their new country/context.

The modules aim to concretise the trainee's ambition in such a way that the trainee is able to find out what kind of entrepreneurship fits her/him best and how to use that insight for turning one's business-plan (or action-plan) into a potentially successful endeavour.
The group process in these personalised modules reinforces the process of designing one's own business plan (which is aimed at designing one's own CAMPLUS training approach) so that the trainer in his/her own training effectively can coach and guide the trainee group to build their own business plan.

The 2 modules of the personalised sessions

Module 5: careers and entrepreneurship
Preparation Module 5:
- *Read Source 8: The PDCA-cycle*
- *Overlook Source 9: Labour market needs*
- *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship
M5.2   Self-testing my entrepreneurship
M5.3   The PDCA-cycle
M5.4   Entrepreneurship exercise
Module 6: Completion, assessment and certification
Preparation Module 6:
a.   *Read Source 11 – The Business Development Plan (BDP)*
b.   *Design the outline of your own Business Development Plan. Use source: Format BDP*
c.   *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP
M6.2   Peer-assessment and conclusion
M6.3   Focus on entrepreneurship as trainer: certification level 2

The acculturation session

This module focuses on learning about and anticipating European culture and languages. With practical exercises, a newcomer will learn to 'translate' one's own background (work and learning experiences, language, culture) to the European context. Newcomers learn to understand how to connect themselves to the European culture.

Module 7: Acculturation
Preparation Module 7: - *Read Source 13 – Introduction to the European Union* - *Read Source 14 – European Union's aims and values* - *Read Source 15 – The European Qualification Passport for Ref*ugees (EQPR) - *Read Source 16 – Self-assessing my language proficiency*
M7.1 The EU & me quiz: https://learning-corner.learning.europa.eu/learning-materials/eu-me-quiz_en
M7.2 European aims and values: https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20210325STO00802/eu-values-explained-in-one-minute
M7.3 Learning to work with the European Qualification Passport for Refugees (EQPR)
M7.4 Self-assessing my language proficiency: • https://coe.int/en/web/portfolio/the-language-passport • https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr-

6. Training module 1: recognising competences

Purpose of this module
Learning to be aware of one's learning experiences, recognise one's own skills and qualities in these experiences and becoming aware of the relevance of documenting these experiences.

Learning objectives
- Create a basis for individual development and career planning.
- Utilise sustainable self-management of competences.
- Stimulating yourself and others (children, colleagues, friends, family) to document professional and personal development.

Learning outcomes
1. Getting grip on a holistic focus in assessing and learning: personalised, contextualised, bottom-up steered process, based on trust in the learner's capacity to learn lifelong.
2. Learning to reflect on one's actions.
3. Learning to reflect on other one's actions.
4. Learning to work with a portfolio format.

Timetable
Following this module takes 3-5 hours of group work and 2-3 hours of homework.

Module 1: Recognising competences
Preparation Module 1:   - *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on CAMPLUS*   - *Filling in Source 1: the personal card*   - *Preparation of the photo exercise (M1.1)*   - *Preparation of the 360 degrees feedback (M1.2)*   - *See Source 2: Personal Portfolio Format (also in chapter 11)*
M1.1   Introducing the concept of a CAMPLUS-training for migrants and getting to know each other   M1.2   Photo exercise   M1.3   Strength and development points (360 degrees feedback)   M1.4   Proud of ……   M1.5   Lifeline – part 1   M1.6   Lifeline – part 2   M1.7   Introducing the portfolio format

M1.1 Introducing the CAMPLUS-training for migrants

Goal	The purpose of this exercise is to get acquainted, understand the CAMPLUS-concept and getting to know each other. The general goal is to feel really safe in the group.
Time	30-60 minutes

a. Presentation of the CAMPLUS-concept for empowerment of migrants.
b. Getting to know each other in the group: ask the person sitting next to you what her/his name is, where she/he comes from, what she/he likes to do in his spare time, how entrepreneurial he/she is, etc.

Note a few things below.

c. Try to get an impression of the other person so that you can immediately tell something about him.
d. Write 5 qualities of the other person.
e. Describe/introduce the other person to the group (in maximum 2 minutes).

Step a: the trainer's introduction
A general presentation (ppt) is available in the sources: 0 Source - general introduction (PPT).
If you like, you can adapt the generic presentation to the specifics of the training in your context.

Step b: (in pairs) ask the person sitting next to you some questions (5 minutes):
Name:
Where does she/he come from?
What does she/he like to do in his/her spare time?
Family members:
What are important things to you:
What are your challenges:
Why this training?
What are you bringing and what are you coming to get?

Step c: get an impression of the other person so that you can immediately tell something about her/him.
(max. 5 minutes, no consultation)

Step d: describe in the table below 4 qualities of the other person

	Quality	Seen in:
1		
2		
3		
4		

Step e: describe/introduce the other person to the group (in maximum 2 minutes)

After completing this, give the quality list to the interviewee.

M1.2 Photo exercise

Goal	The purpose of this exercise is to look back on your life. What roles have you performed in your life? Which factors (events, people, work etc.) have affected you?
Time	30-60 minutes

In preparation for the 1st training session, you were asked to select **a photo** which give information about important situations, persons, periods or experiences in your life (in a positive way) and with which you explain who you are and what you stand for.

The exercise starts with an individual part, then a collective part summarising the importance of your photos and finally an interview in pairs.

Step 1. Individual part (at home)

1. Different factors (for example events, persons, work) can have been of influence when these photos were taken. Please answer the questions below that can help you map these factors. You can use the tables at the next pages to write down the answers.

1.a Describe the situation on the photo.
- Where is it?
- Who are on it?
- What is happening?
- How old were you?
- What actions did you take?
- Etc.

1.b Describe the important developments or changes in your life at the time the photo was taken.
- Who was important to me at the time the photo was taken? Mother, father, trainer, colleague, friend, etc.
- What was so good about the time when the photo was taken? How did it feel?
- What were you doing at the time? School, training, jobs?
- What did you do in my spare time?
- How did your actions had a positive influence on the situation?
- Can you say that you learned something from the people who were important to you or as a result of thing you experienced? If so, what?

1.c How did you feel when the photo was taken? How do you feel now when you look at the photo?

Step 2. Collective part (during the 1st training session)

Show the pictures to the group and explain what they mean to you, what they show about who you are.

Photo 1
1.a Describe the situation in the photo.

1.b Describe the important developments or changes in your life at the time the photo was taken.
1.c How did you feel at the time the photo was taken? How do you feel now when you look at the picture?

Step 3. Make pairs.

Take turns in interviewing each other about the photos. You can use the questions below for your interview:
- Why did you choose this photo?
- What does this photo tell about yourself?
- Who were important to you at the time the photo was taken?
- What did you do when the photo was taken?
- What memories come to you if you look at the photo?
- What feelings do you have when you look at the photo?
- Were there important developments in your life when the photo was taken?
- Were there important changes in your life when the photo was taken?
- What does this photo demonstrate about where you are now in your life?
- What personal qualities do the memories that belong to this photo show you?

Step 4. Write down your own conclusions, insights with regards to this exercise

What do you want to remember from this exercise? What personal qualities did this exercise show me?

Insights, qualities, other things you want to remember with regards to this exercise

M1.3   Strengths and development points

Goal	Raising awareness of own strengths and development points.
Time	40-70 minutes

Step 1. Me about myself

Everyone has strengths and areas of development. The more aware you are of these, the better you can use them. Recognising the development points gives you tools to work on them in a targeted way.

Complete the chart below for yourself.
Give two examples of strengths and two examples of development points. Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

Step 2. Others about me

Ask some key 'actors' to fill in the 'strengths and development points' chart for you. Ask a family member, a friend or partner and a colleague.
Also discuss with these people what they have filled in and reflect on this information. Do you recognise what they say about you?
You can use the accompanying forms for this assignment, see following pages.

2a. Image of me by a colleague: …. (Name of colleague, and relationship to you)

Give at least two examples of strengths and two examples of development points:

Strengths	Examples/situations
Development points	Examples/situations
Date	

***2b. From family member*: ….** (Name of family member and relationship to you)
Give minimal two examples of strengths and minimal two examples of development points.
Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

***2c. From a friend or partner*: ….** (Name of friend/partner and relationship to you)
Give two examples of strengths and two examples of development points. Also, indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

M1.4   Proud of……

Goal	● discover and point out personal qualities and competences
	● reflect on how to 'proof' or present your own qualities
Time	30-60 minutes

In this exercise or you are asked to think of an important achievement in your life (small or big, professional or personal) of which you are proud. In this exercise, you are going to explore this performance more. The exercise starts with an individual part and ends with an interview in pairs.

Step 1: Individual part of this exercise: answer the questions below (in writing)

1. Describe the performance. This can be something you have done, something you have developed, a decision you have made etc. Questions that can help you describe the performance:
   - What exactly did you do?
   - Why did you do it?
   - What steps did you take to reach this performance? What actions?
   - What was your role in this event? (What was your task? Was it your initiative? Who else was involved? What was your role towards them?)
   - What was the result of what you did/ the way you acted?
2. Ask yourself the following question: Why I am I so proud of this performance? You for example can describe the context.
3. What knowledge did you need to be able achieve the things you have described above? What qualities did you use to achieve what you have achieved?
4. In what way can you show or proof your performance?

For example:
1. I decided to start studying.
2. I am proud of this because I took this decision independent, and I had to leave other things to be able to start studying.
3. This shows I am independent, able to take action and I can take initiatives.

Performance
Description … Why are you proud of this performance? … Knowledge / qualities …
How can you show / prove your contribution to the result? …

Step 2: Interviews in pairs:

1. Tell each other (take turns) what you have written down above and, if necessary, ask each other questions to clarify the situations.
2. The interviewer should than help the interviewee to name qualities that were used to achieve the performance

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What personal qualities did this exercise show me?) (5 minutes – individual)

Insights, qualities, other things I want to remember with regards to this exercise Proud of …

M1.5 Lifeline – part 1

Goal	Integral vision of your life
Time	20-30 minutes

To understand better who you are, what you're able to do, what you want and what you can offer, it's important to collect as much information as possible about yourself and arrange the available data. Making a lifeline can help you with this. It's a retrospection on your life so far.

Step 1: Draw your own lifeline and place key moments in your life.
Place in the lifeline your important key moments or feelings from your life. You can do this by writing down the moment or feeling, by drawing a picture, drawing a symbol, writing down a song or any way you like.

Also put important changes in your life on your lifeline (for example from school to work or starting up after period of sickness).

1. Indicate in your form if your key moments are private (P), work (W), school (S).
2. Point out whether it is a positive (+) or a negative (-) experience.

Example

NEGATIVE	AGE	POSITIVE
	0	Year of birth
Moving to another city	5	Birth youngest brother
Teased at school	9	
	10	Scout camp
	12	Changing school
Grandmother died	18	
	Present	The best teacher

AGE	VERY NEGATIVE	NEGATIVE	NEUTRAL	POSITIVE	VERY POSITIVE
0				Birth	
5		Moved to another city		Birth youngest brother	
9	Bullied at school				
10				Living with Grandma	
12				Changing school	
18	Grandmother died				
Now					

Step 2: Fill in:

NEGATIVE	YEAR	POSITIVE
	0	
	7	
	14	
	21	
	28	
	Present	

M1.6 Lifeline – part 2

Goal	Reflect on important moments in your life and find out qualities and conditions that belonged to these moments
Time	30-60 minutes

What did you learn of the good moments in life and what did you learn of the difficult moments in life? Which qualities did you use or further develop in these moments? Which obstacles did you encounter?
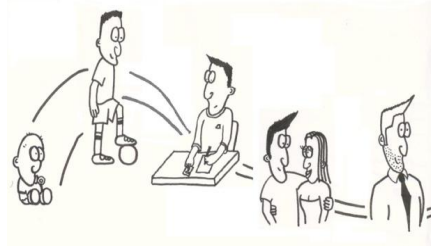
These questions might help you to reflect on events and how they give information:

Concerning the events which you have indicated on the line:
a. Look at transitions that took place from one event from another. Why did these transitions appear? How do you feel about them? What did you do to make the transformation happen? What qualities did you use during the transformation? What difficulties did you encounter during the transformation? What insights did you gain?
b. Which event had the ***most influence*** on your life?
    Make a distinction between the nice and less nice events.
c. Can you remember events that you have been doing activities that you experienced well? What was so pleasant about it?
d. Concerning the less pleasant events: did they make you any stronger? In which way? In other words, how did you handle these situations? How was your attitude and behaviour? What did you learn of this experience? What have you changed or start to see differently since this experience?
e. What would you do differently if you would attain in such a situation now?
f. Which quality(s) do you think you used in the less pleasant event?

Concerning your current situation:
g. What do you find important in life?
h. How do you solve your problems? To practice it or first think about it, or talk about it with others before you operate?
i. How do you look at changes, do you make quick moves, or you normally wait at first?
j. Which qualities do you often use?
    In which situations do you use them, in your daily (working) life?

What could you add from all of the above in your portfolio?

M1.7   The portfolio format

Goal	Reflect on important moments in your life and find out qualities and conditions that belonged to these moments
Time	30-40 minutes

Explain each paragraph in the format by filling it in yourself and demonstrating how and why you did this in this way. However, also be clear on that there are more roads that lead to Rome! It's everybody's own journey.

Use the portfolio-format as provided in chapter 13 or in source 2: **portfolio-format [downloads]**

7. Training Module 2: strengthening competences

The purpose of this module
The goal of this module is to learn to use and strengthen the 'recognised' competences - articulated as one's personal strengths and development points. In this module the ways of working for filling-in the personal portfolio-format is a red threat through the exercises, since all outcomes of the exercises will be made available for entry into one's portfolio.

Learning objectives
• Create a basis for individual development and career planning.
• Sustainable self-management of competences.
• To support self-directed learning and acting.
• Stimulating yourself and others (children, colleagues, friends, family) to document and reflect upon one's professional and personal development.
• Composing a personal portfolio and an action plan.
• Dealing with and using feedback.
• Quality assurance through professional guidance and proven career tools.

Learning outcomes
1. Getting a good grip on how to work out a personal portfolio.
2. Being able to articulate a learning need on the (self-)assessment of one's personal experiences.
3. Reaching an appropriate level of empowerment for 'raising one's own voice', steered by self-valuing of one's personal experiences, both by reflecting on one's own behaviour and on the reflection of others on one's behaviour.

Timetable
Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 2: strengthening competences
Preparation Module 2:   - *Preparing a personal pitch on one's major selling points*   - *Getting good understanding of the personal portfolio format (see Source 2; chapter 11)*   - *Read Source 3: Duvekot & Valdés-Cotera*
M2.1   Impressions - Personal development and personal tests   M2.2   Core quadrant   M2.3   Commercial: promote yourself (personal pitch)   M2.4   Personal and social values   M2.5   Career values   M2.6   Job description and career values

M2.1   Impressions

Goal	Get more insight in your strong and not so strong points
Time	25-40 minutes

In exercise **M1.2** you gathered impressions of you as a person from yourself and important persons in your life.

Make pairs and discuss your findings. You can use the questions below.

- Do you recognise yourself in the strong and not so strong points that other people wrote down?
- Can you 'prove' with concrete examples that you possess the qualities mentioned?
- Can you see a bigger picture in the feedback?
- Are there development points that you want to work on? If yes, which? What would you want to do?
- Are there strong points that you want to use more conscious? If yes, which? What would you want to do?
- What was it like for you to get feedback?
  N.B. Be aware that later in exercise M3.5 we are going to deepen your competence in providing feedback, feedforward and feedup. For now, just provide feedback in a intuitive manner!

Write down your characteristics or strong points in your portfolio after discussing. Write down as well your development points which you want to focus on in your action plan.

M2.2   Core Quadrant

Goals	● To be able to name and see your unique core qualities and pitfalls, challenges and allergies
	● To help others name and see their unique core qualities and pitfalls, challenges and allergies.
Time	30-60 minutes

In this exercise you are going to make your own core quadrant. Choose a core quality: pitfall, challenge or allergy and write it down. The concept of core qualities and core quadrants is described by Daniel Ofman in 'Core Qualities, a gateway to Human Resources', 2004, Scriptum.

Take your characteristics (see M2.1) as the basis for making your core quadrant. The short explanation of the model below can help you develop your core quadrant.
Put your core quadrant in your portfolio.

Core Qualities
A core quality is an individual's specific strength, something he/she is good at, or for which he/she is often praised by others. To the person him- or herself it is a matter of course: anyone can do it. It is an inherent quality that can either be suppressed or developed.
Examples: decisiveness, considerateness, carefulness, courage, orderliness, flexibility.

Pitfalls
A pitfall is a transformation of a core quality; not the opposite, but 'too much of a good thing'. The positive aspect goes too far, turning a strength into a weakness.
Examples: Helpful becomes meddling. Careful becomes fussy. Flexible becomes capricious.

Yet there is a positive quality behind every transformation. The underlying core quality can be found using a negative label (pitfall).
Examples: someone who acts inflexibly may have decisiveness as a core quality. Someone with an unyielding attitude may be a go-getter at the core.
N.B.: this mainly concerns behaviour: an individual is not really inflexible, but he or she behaves inflexibly.

Challenge
A challenge is the positive opposite of a pitfall. Having identified the negative, transformed behaviour, one can start looking for the challenge.
Examples: in a nagging person, the positive opposite is patience (and the core quality decisiveness). And: in a capricious person, the challenge is orderly behaviour (and the core quality flexibility).
The core quality and the challenge are complementary qualities. The objective is to strike a balance between the two. If the challenge is underdeveloped, the core quality must be improved to find the balance. Example: it is not necessary to become less decisive, but to develop more patience, resulting in a patient decisiveness without nagging. Or: find a balance between flexibility and orderliness.

Allergy

The core qualities can also be used to identify potential conflicts with the environment. People tend to be allergic to too much of their own challenge in other persons. The allergy is 'too much of a good thing' of the challenge, as well as the negative opposite of the core quality.

Example: the negative opposite of the core quality decisiveness is passiveness. Too much patience may also degenerate into passiveness.

The more people are confronted with their own allergy, the greater the risk they run of ending up in their own pitfall.

Example: decisive individual starts nagging in response to passiveness in another individual

What others tell me to relative

What I would hate in myself

What I play down in myself

What people appreciate in me

What I despise in others

ALLERGY Passivity Indecivsieness

Positive oposite

CORE QUALITY Determination Decievenes

What I expect/ demand from others

Too much of a good thing

Too much of a good thing

What am I willing to forgive others

What I admire in others

CHALLENGE Patience Receptivity

Too much of a good thing

Positive oposite

PITFALL Pushiness Forcing

What others miss in me

What I miss in myself

CORE QUALITY Determination Decievenes

What I expect/ demand from others

38

Now, fill it in for yourself: see next page.

N.B. Examples

Modest	Invisible
Arrogant	Present oneself

Dedication	Egoism
Sacrifice	Helpfulness

Flexibility	Changeability
Rigidity	Consistency

What others
tell me to
relative

What I would
hate in myself

What I play
down in myself

What people
appreciate in me

What I despise
in others

What I expect/
demand from
others

ALLERGY:

Positive oposite

CORE QUALITY:

Too
much
of a
good
thing

Too
much
of a
good
thing

CHALLENGE:

Positive oposite

PITFALL:

What am I
willing to
forgive others

What I admire
in others

What I miss in
myself

What others
miss in me

CORE QUALITY
Determination
Deciveness

What I expect/
demand from
others

M2.3 Commercial: promote yourself! (personal pitch)

Goal	● discover more personal qualities
	● acknowledge your own qualities by talking about them out loud
	● present yourself and your qualities to others
	● steppingstone to your presentation on the last day
Time	60-100 minutes

In a commercial (radio, television, congress), something is promoted. In this exercise, you are asked to promote yourself! It is very powerful to be able to lose your shyness and tell the group about (some of your) your qualities in a promotion or to ´sell´ your qualities/competencies in a job interview.

During the first part of the training, you have written down a number of qualities. And you have discussed them in pairs. Maybe you've already discovered a tendency in those qualities.... and you might even have some proof for it. Anyway, now it is time to present yourself in a way that others can learn your most powerful, unique, special, most useful or remarkable quality (or qualities). And you have also already prepared your major selling points for a personal pitch.

If you find it difficult to think of your qualities this way, you could use as a guideline:
-    a metaphor which describes you and your qualities
-    a symbol which describes you and your qualities
-    a hero who represents (most of) the qualities you possess
-    or any other guideline

The commercial should last 2-5 minutes, so be short and to-the-point!

Individual part of this exercise
Take 20 minutes (maximum) to prepare your commercial.
You can use whatever form you want for this commercial (sing, talk, write, draw, act, slogans, poems et cetera). If you have any questions or need help, just ask other trainees or the trainers.

In two smaller groups:
Do your commercial (2-5 minutes).
The others listen. Afterwards, they ask questions and give feedback.
Note: do not forget the feedback rules!

If you want, you can write down the feedback here:
…
…

Also, write down your personal qualities in your portfolio after discussing.

M2.4   Personal and social values

Goal	● Becoming aware of values that are most important for you
	● Gaining insight into the correlation of these values
Time	30-50 minutes

In this exercise you will use the '*List of personal values'* to become aware of your life values. You work in pairs, with the list of values.

1. The first player starts. Select 10 values that are important in your life. Write them down on cards in front of you. Rank the values in order of importance, starting with the most essential one. Make a note of the result in the scheme below.
2. You will now make a personal values profile by exploring the relationship between the various values. The other player helps you by asking questions or giving feedback. The following questions may assist:
● Do any of the values relate to each other? If so, which ones? Place these together.
● Do any of the values clash? If so, which one(s)? State an example of a situation where values clashed.
● Are any of the values difficult for you to adhere to? If so, which ones and why?
3. Record the result of this 3rd step in the following way:
    ● Copy the values in exactly the same way as the cards are placed.
    ● Join clashing values by an arrow.
    ● Encircle values you have a hard time adhering to.
4. Switch roles and repeat step 1-4.
5. Exchange your views on using this method and state what was most striking about each other's values profile.

If you have the time, you can use the following deepening questions:
● Are there any values in your profile that can be traced back to your roots (family values)? If so, which are they? Mark these with an x.
● Are there any values other than family values that became important to you because of certain experiences or development? If so, which are they and mark them with a circle? To which experiences or developments do they relate?
● Are there important family values that do not (or no longer) make up part of your profile? If so, which are they? If necessary, use the cards in tracing these values. Which developments or occurrences caused these values to become less important for you?

List of personal values

Acceptance	Courage	Genius	Optimism	Smart
Accomplishment	Courtesy	Giving	Order	Solitude
Accountability	Creation	Goodness	Organization	Spirit
Accuracy	Creativity	Grace	Originality	Spirituality
Achievement	Credibility	Gratitude	Passion	Spontaneous
Adaptability	Curiosity	Greatness	Patience	Stability
Alertness	Decisive	Growth	Peace	Status
Altruism	Decisiveness	Happiness	Performance	Stewardship
Ambition	Dedication	Hard work	Persistence	Strength
Amusement	Dependability	Harmony	Playfulness	Structure
Assertiveness	Determination	Health	Poise	Success
Attentive	Development	Honesty	Potential	Support
Awareness	Devotion	Honor	Power	Surprise
Balance	Dignity	Hope	Present	Sustainability
Beauty	Discipline	Humility	Productivity	Talent
Boldness	Discovery	Imagination	Professionalism	Teamwork
Bravery	Drive	Improvement	Prosperity	Temperance
Brilliance	Effectiveness	Independence	Purpose	Thankful
Calm	Efficiency	Individuality	Quality	Thorough
Candor	Empathy	Innovation	Realistic	Thoughtful
Capable	Empower	Inquisitive	Reason	Timeliness
Careful	Endurance	Insightful	Recognition	Tolerance
Certainty	Energy	Inspiring	Recreation	Toughness
Challenge	Enjoyment	Integrity	Reflective	Traditional
Charity	Enthusiasm	Intelligence	Respect	Tranquility
Cleanliness	Equality	Intensity	Responsibility	Transparency
Clear	Ethical	Intuitive	Restraint	Trust
Clever	Excellence	Irreverent	Results-oriented	Trustworthy
Comfort	Experience	Joy	Reverence	Truth
Commitment	Exploration	Justice	Rigor	Understanding
Common sense	Expressive	Kindness	Risk	Uniqueness
Communication	Fairness	Knowledge	Satisfaction	Unity
Community	Family	Lawful	Security	Valor
Compassion	Famous	Leadership	Self-reliance	Victory
Competence	Fearless	Learning	Selfless	Vigor
Concentration	Feelings	Liberty	Sensitivity	Vision
Confidence	Ferocious	Logic	Serenity	Vitality
Connection	Fidelity	Love	Service	Wealth
Consciousness	Focus	Loyalty	Sharing	Welcoming
Consistency	Foresight	Mastery	Significance	Winning
Contentment	Fortitude	Maturity	Silence	Wisdom
Contribution	Freedom	Meaning	Simplicity	Wonder
Control	Friendship	Moderation	Sincerity	
Conviction	Fun	Motivation	Skill	
Cooperation	Generosity	Openness	Skillfulness	

Source: https://i.pinimg.com/originals/84/79/2d/84792d1adefdcf1068264aa0fe1322e7.png

Results

You now have a list with values which are important for you. Write down the values which are the most important for you. Start with the most important until you have an order of 10 values.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Result step 4: Record your personal values profile

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What have you learnt?) (5 minutes – individual)

Insights, feelings, other things I want to remember with regards to this exercise

M2.5 Career Values

Goal	Reflecting on career values that are most important for you
Time	45-70 minutes

Suppose someone asks you what your ideal job looks like. Could you enumerate what you would like to see back in it? What would at least be necessary before you would say 'yes' to another job?

That what you regard as very important in your work, are career values. The values tell something about your motives and how you experience life.
When you are working on your own career actively, it is important to know which career values are important for you. Clarifying them is not only important for seeking another job. It is useful anyway to reflect from time to time on your position in your career and life.

Below you see a list of career values. Mark the values that are important for you in your career. You can mark as many values you like. Keep in mind that it's not about your actual job or abilities but about an ideal situation in which you are able to potentially fulfill all values.

1.	INDEPENDENCE	Be able to determine nature of work without significant direction from others; not have to follow instructions or conform to regulations.
2.	EXERCISE COMPETENCE	Demonstrate a high degree of proficiency in job skills and knowledge; show above-average effectiveness.
3.	CREATIVE EXPRESSION	Be able to express in writing and in person my ideas concerning job and how I might improve it; have opportunities for experimentation and innovation.
4.	CHALLENGING PROBLEMS	Engage continually with complex questions and demanding tasks, trouble-shooting and problem-solving as core part of job.
5.	JOB TRANQUILITY	Avoid pressures and "the rat race" in job role and work setting.
6.	WORK UNDER PRESSURE	Work in time-pressured circumstances, where there is little or no margin of error, or with demanding personal relationships.
7.	PHYSICAL CHALLENGE	Have a job that requires bodily strength, speed, or dexterity, or agility.
8.	STATUS	Impress or gain the respect of friends, family and community by the nature and/or level of responsibility of my work.
9.	SECURITY	Be assured of keeping my job and a reasonable financial reward.
10.	PRECISION WORK	Deal with tasks that have exact specification, that require careful, accurate attention to detail.
11.	INTELLECTUAL STATUS	Be regarded as very well-informed and a strong theorist, as one acknowledged "expert" in a given field.
12.	CHANGE AND VARIETY	Have work responsibilities frequently changed in content and setting.

13.	KNOWLEDGE	Engage myself in pursuit of knowledge, truth and understanding.
14.	FAST PACE	Work in circumstances where there is high pace activity and work done rapidly
15.	ADVANCEMENT	Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done.
16.	AESTHETICS	Be involved in studying or appreciating the beauty of things, ideas, etc.
17.	EXCITEMENT	Experience a high degree of stimulation or frequent novelty and drama on the job.
18.	WORK ON FRONTIERS OF KNOWLEDGE	Work in research and development, generating information and new ideas in the academic, scientific, or business communities.
19.	WORK ALONE	Do projects by myself, without any amount of contact with others.
20.	FRIENDSHIPS	Develop close personal relationships with people as a result of work activity.
21.	PUBLIC CONTACT	Have a lot of day-to-day contact with people.
22.	INFLUENCE PEOPLE	Be in a position to change attitudes or opinions of other people.
23.	MAKE DECISIONS	Have the power to decide courses of action, policies, etc. -- a judgment job.
24.	AFFILIATION	Be recognised as a member of a particular organization.
25.	HELP OTHERS	Be involved in helping people directly, either individually or in small groups.
26.	POWER AND AUTHORITY	Control the work activities or (partially) destinies of others.
27.	COMPETITION	Engage in activities which pit my abilities against others.
28.	STABILITY	Have a work routine and job duties that are largely predictable and not likely to change over long period of time
29.	HELP SOCIETY	Do something to contribute to the betterment of the world.
30.	CREATIVITY (GENERAL)	Create new ideas, programs, organised structures or anything else not following format developed by others.
31.	COMMUNITY	Live in a town or city where I can meet my neighbours and become active in local politics or service projects.
32.	LOCATION	Find a place to live (town, geographic area) conducive to my lifestyle, a desirable home base for my leisure, learning, and work life.
33.	PROFIT, GAIN	Have strong likelihood of accumulating large amounts of money or other material gain through ownership, profit-sharing, commissions, merit pay increases and the like.
34.	TIME FREEDOM	Have responsibilities I can work at according to my time schedule; no specific working hours required.
35.	ARTISTIC CREATIVITY	Engage in creative work in any of several art forms.

36.	SUPERVISION	Have a job in which I am directly responsible for work done by others.
37.	RECOGNITION	Get positive feedback and public credit for work well done.
38.	WORK WITH OTHERS	Have close working relations with group; work as a team to common goals.
39.	ADVENTURE	Have work duties which involve frequent risk-taking.
40.	MORAL FULFILLMENT	Feel that my work is contributing to ideals I feel are very important.
41.	HIGH EARNINGS ANTICIPATED	Be able to purchase essentials and the luxuries of life I wish.
42.		
43.		
44.		
45.		

Now you have a list with values which are important for you. Choose seven values which are the most important for you. Write them down below in order of importance.

1.
2.
3.
4.
5.
6.
7.

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What have you learnt?) (5 minutes – individual)

Insights, feelings, other things I want to remember with regards to this exercise

M2.6   Job Description and Career values

Goal	Evaluate your career values to how they fit with your life values and with your current job from your job description
Necessary time	45-70 minutes

What is the job description of your current job? As preparation we have asked you to take – or make – a description.

In this exercise we will examine how well this job description (your job) fits with your Career Values. In addition, you can reflect on the perspective of your life values and how thy match with your career values. The aim is that you briefly reflect on the relation between your life values, career values and the values that are demanded in your current job. How well do they fit. Where are the discrepancies?

Compare your career values with your job description

In this exercise you will match your personal (career) values with the values that hold in your current job. You can use your job description to extract the most important career values of your current job. Weigh these values against each of your prioritised values in exercise 'career values' and note whether your values support, negate, apply equally, or appear irrelevant to your own values.

Life Values	Values from job description	Career values from exercise
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Etc.		

Conflicts with Career Decision

Look over your list of prioritised values and determine the areas that conflict with your career or values. If there are any conflicts, determine ways to resolve your values conflicts.

…
…

You can also reflect on how the competences and qualities you discovered match with those required in your current job:

…
…

As result of my learning on this exercise, I plan to …

…
…

8. Training Module 3: assessing competences

The purpose of this module

The goal of this module is to learn to assess, guide and advise learners or candidates in a portfolio-training for PRM. The trainer needs to master the various functions of assessing competences (summative, formative and reflective) and to shift the mind-set for assessing with a 'red' pencil to assessing with a 'green' pencil. If a trainer also masters this module, she/he can also work as assessor and guider.

Learning objectives

1. Participants get to know different competency-based assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes.
2. Participants can apply the following competency-based assessment methods:
3. Participants have knowledge of the competence-profile and responsibilities of the guider and the assessor.
4. Participants have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5. Participants know the different phases in the assessment process; they worked with the in their country prevailing assessment model(s), and they know the characteristics of this model and they can review the application within three competency-based assessment methods.
6. The participants are themselves aware of their own assessment style and pitfalls.
7. Participants know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8. Participants are able to discuss an assessment report with a candidate.
9. Assessors are also *guiders.* With this module they also learn how they can support a candidate, including assessing a quick scan and helping to build up a good portfolio (optional).

Learning outcomes

1. Being able to assess portfolios of candidates.
2. Being able to critically interview candidates.
3. Being able to write reports with summative outcomes and formative advice.
4. Being able to guide the portfolio build-up of candidates.
5. Understanding the concept of 'dialogical validation'.

Timetable

Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 3: assessing competences
Preparation Module 3:   - *Preparing a section of the personal portfolio*   - *Read Source 4 – Assessment methods*   - *Utilise Source 5 – Introducing Module 3 on assessment (ppt)*   - *Look at Source 6 -STARRTT*

- Read Source 7 – A manifesto (parts)	
M3.1	Introduction on assessment and its many perspectives
M3.2	Working with STARRTT forms
M3.3	Portfolio-assessment
M3.4	Criterion-based interview, performance assessment
M3.5	Performance assessment
M3.6	Feedup - feedback – feedforward

M3.1 Introduction on assessing competences

Goal	The purpose of this introduction is to have the trainees get acquainted with assessment in its various ways to help people reflect on and value their learning experiences and build further on these experiences. Assessment is the linking pin so to say between one's self-reflected and -valued experiences and the qualification or occupational standards to which the candidate wants to get access to for validation, further learning and/or career-steps.
Time	30-45 minutes

Use the *source – Introduction on Module 3 Assessment*. This PowerPoint has an in introduction for this module and then proceeds in supporting the subsequent exercises of M3.2, M3.3 and M3.4.

The *source – assessment methods* is a text explaining the bigger eye on the phenomenon of assessment. It explains the process-driven character of competency-based assessments, which are at the heart of the kind of assessments that the target group for PRM is preparing for to gain (new, other) perspectives in society.

The source – A Manifesto (parts) explains the integration of assessment and validation in learning, and the differences between analytic and holistic assessment and learning.

The trainer is free to use these sources as she/he can use them to clarify the concept of assessment in a PRM-setting.

After the introductory part of the PowerPoint, the 1st exercise is about the STARRTT-form (M3.1), which provides relevant building blocks for building up a personal portfolio and have it assessed.

M3.2 Working with STARRTT forms

Goal	Introducing the STARRTT-form as a basis for portfolio build-up and preparing for an assessment.
Time	30 minutes

The STARRTT form can be downloaded at:
https://drive.google.com/drive/folders/1UJ0UJdTvuSmH6fXVr2hJS_qlkpOJLpSZ
If the link doesn't work correctly, you can provide the STARRTT form (word-document) in the group session.

Explanation: the STARRTT method is a method often used in conversations for application or selecting a candidate for a specific job. It is also used in assessing people for access to a qualification-programme.

The trainee can practice working with the STARRTT-form in advance and using it for proving competence in different situations which can proof/support specific competences he/she possess. If she/he is able to work on this in advance, she/he is able to be more self-confident and this can help to convince other people that you are suitable for the job. Furthermore, filled-in STARRTT-forms provide the reflection on personal learning experiences and can be entered as well in the personal portfolio.

STARRTT = Situation, Tasks, Action, Result, Reflection, Transfer, Theory
Filling in a STARRTT-form (just in key-terms):

S = In what situation was the experience? Under which circumstances?
T = Exactly what in this situation was your task (task), task or role?
A = What action did you undertake, what did you do or what did you not do?
R = What was the result (outcome) or effect?
R = Reflection on the impact of the result by the different participants (clients, employers, colleagues, etc.). What happens to the result?
T = In what way did this experience transfer as you use it in practice?
T = [if possible or relevant] What was the theory and/or methodology underpinning your actions in the situation? Which books did you read on the topic? What sources?

The STARRTT method is a tool for reflection. Reflecting is looking back at your experiences and behaviour. Reflecting is a way of learning. You examine the way you act and its meaning for your learning process. By reflecting, you discover who you are, what motivates you, what goes well and what doesn't, and where the challenges are for you. By reflecting you learn to act consciously and competently.

EXERCISE
Hand out the printed source – STARRTT.
During this exercise you learn to reflect on your own actions in a specific situation according to the STARRTT method. You will use the results of the exercise Proud of ... (M1.3). You fill in this result in the STARRTT form. If you cannot do this, you may use a more appropriate experience of yourself to complete the form.

The trainee can include the result of this exercise in the personal portfolio if necessary.
In fact, you can use this form to describe any situation in your learning process, work or private life, and recognise yourself.
Tip: add a piece of evidence to the STARRTT form (or a thorough description of the evidence)

Guiding questions for the STARRTT-form

Situation:
- Describe a specific situation in which you showed some specific behaviour or a specific result.
- What happened?
- Who were there?
- About which competences was this about?

Task:
- What were you doing?
- What was your role?
- Was that also your task?
- What did you want to achieve?
- Did that happen?

Action:
- Ask yourself about your tangible behaviour: what did you do what did you say. To whom?
- How was your approach?
- What helped you and what worked against you?

Result:
- Did you achieve your goal(s)?
- What was the effect to others involved?
- How was that possible?

Reflection:
- What went well?
- What is implemented structurally?
- Relevant feedback received?
- Who did what as expected and who didn't?

Transfer:
- What was the learning outcome for yourself?
- What would you do next time better?
- Where else could you apply your acquired competences?

Theory:
- What theory underpins your action(s)?
- Which methodology did you use consciously?
- Any relevant literature and/or websites you consulted?

Result
The filled-in STARRTT-form with the evidence description attached to it, will serve as assessment-material for the other exercises in this module.

M3.3 Portfolio-assessment

Goal	- Participants gain skills in applying the criteria to a portfolio. - Participants gain skills in analysing a portfolio based on acquired knowledge and experience.
Time	30-40 minutes

Introduction

Re-start the introductory powerpoint and move on to the slide that starts M3.2. Portfolio-assessment.
Explain the Criteria for evidence thoroughly.

Explanation and procedure

In groups of two or three, the trainees assess one detailed set of criteria for evidence to find out which competencies can be found in a STARRT-form of another trainee.

The steps in the exercise in groups of two or three people:
1. Examine the portfolio of another trainee.
2. Use the criteria for evidence.
3. Make an evidence matrix (see the powerpoint) and fill it in.
4. What is missing, what information is missing, what raises questions?

Next the trainer discusses the outcomes with the whole group, continually relating the findings back to the evidence matrix.

M3.4   Criterion-based interview (CBI)

Goal	This exercise tunes in to the following competencies from the competency profile: • Interviewing • Assessment
Time	45-60 minutes

The trainer starts by making manifest the tension between observing as opposed to interviewing, how does it work in practice?

The trainer makes an inventory of the trainee's experiences so far with the two preceding exercises.

Thereafter, together with the trainees, the trainer determines what works effectively and what does not.

Following on from that, using the sheet, the trainer discusses what the differences are between having a conversation and conducting an interview. As regards the interviewing aspects, the trainer gives practical examples of conducting CBIs.

The trainer re-starts the PowerPoint at the slide that starts with M3.3.

The explanation of CBI and the exercise are presented in these slides.

The exercise is finalised by having the trainees formulate together 10 suggestions for the interviewer on how to be an assessor with a 'green' pencil.

M3.5 Performance assessment

Goal	This exercise links to the following competencies from the competency profile: - giving feedback - making judgements on technical competency wants to get access to for validation, further learning and/or career-steps.
Time	30-60 minutes

The trainer states the definition and principles of the Performance Assessment using the sheets. Next, she/he describes the disadvantages of a Performance Assessment. Then the trainer shows what forms and registration forms there are. The trainer asks the group about their experiences and views of the Performance Assessment.

Important is to explain the method of **OMCQER**. This stands for:

Observe
Observe the concrete, actual behaviour of the pupil with the assessment criteria (behavioural indicators) as a starting point. Do not (yet) interpret!

Make notes
Make as many notes as possible. By making notes, you can refer to them at any time.

Classify
Then link the behaviours to the characteristics of the assessment criteria. Which behaviours say something about which criteria?

Qualify
Compare the collected, classified observations with the standard (for example described in rubrics). Draw conclusions about the extent to which a competency of the person in the assessment situation relates to the standard.

Evaluate
If possible, combine qualifications of different observers (or different moments of observation) and come to a final judgement. In case of doubt, the notes of the observations can still be consulted.

Report
Make a report and discuss it with the pupil. Let this discussion result in advice for the pupil and possibly the teacher for the continuation of the learning process.

Exercise with OMCQER
The final slide in the powerpoint has the final exercise for this module

M3.6 Feed-up - feedback – feed-forward

Goal	This part of the training deepens one's insight in how reflecting on one's own behaviour can be strengthened by other's reflection as well.
Time	20-30 minutes

When working from learning objectives in which employees have a great deal of autonomy, feed-up, feedback and feed-forward are essential elements. Research has shown that these reflections on one's behaviour and actions are important predictors of people's performance (Hattie & Timperley, 2007)

The purpose of good feed-up/feedback/feed-forward is that someone becomes aware of his or her development and progress towards a set goal or just for maintaining one's acting on a specific level in a given situation. This can be stimulated by asking questions in a PRM conversation aimed at:
- *Feedup* covers the whole process that is going to be set in motion: where are you going, what is your goal and expected result?
- *Feedback* is about reflecting on what's already been done in this process: what have you done, how have you approached the goal so far?
- *Feedforward* is about reflecting on the upcoming step in one's process: what is the next step, what are you going to do to reach the set goal?

FEED-UP (BEFORE)	FEEDBACK (DURING)	FEED-FORWARD (AFTER)
What is someone's goal prior to the intended action?	Where is someone now, on their way to the goal?	What does someone still need in order to achieve the goal?
Here you discuss in advance what people are going to work towards. Feed-up is often given at task level, but you can also discuss what skills someone is going to learn and how she is going to do it. In this way, people know what is expected of them and the feed-up In this way, the feed-up gives direction to what can be worked towards.	Here you discuss how people got to where they are now. You look back at how the process went so far, such as the approach to the task and the commitment of the person involved. You can discuss what worked or didn't work and what can be taken to the next step or phase.	Here, someone is probably at the same point as at the feedback moment, but you are not looking at the moment itself or at the past, but at the future.

The feed-forward method in particular is aimed at sharing requested advice or tips with each other in order to improve together.

Feedback & feed-forward

The article 'Thunder with your feedback' (https://www.talentontwikkeling.com/blog/feedforward-methode-feedback/) explains why feedback differs from feedforward.

Feedback	Feed-forward
For the giver: engaging in such a conversation with the other causes tension that we would rather avoid.	For the giver: entering into a feed-forward conversation with the other gives a feeling of pleasure which stimulates to do this more often.
Feedback is always about the past and doesn't achieve much because we have no influence on the past.	Feedforward is focused on the future where we have maximum influence.
For the receiver: feedback about the past, causes at the most a feeling of rot or guilt.	For the receiver: feedforward increases the possible options that you can use to be more successful in the future.
Feedback is often unsolicited, so we are not very open to it.	Feedforward is focused on what we ourselves would like to become better at, so we are very open to it.

How to provide feed-up, feedback, feed-forward?
It means reporting in the form of constructive comments. It means that you tell someone how you see their conduct or planned action and how it comes over to you.
The purpose is to find out if the impression that one has of oneself is the same as the impression that others have of you. This concerns one's behaviour as much as one's planned/taken/finalised activities.
It provides someone with information about how one's conduct and activities come over to another person.
It is thus a way of increasing one's insight in the approach, progress and results of an action.

Let's focus on feedback

Providing feedback in 3 steps:
- You describe how you see or understand someone's conduct. (I see, read, ……..)
- You say how this conduct comes over to you (that comes over to me as……, that gives me the impression that…….)
- Check whether the other person understands you: Do you get what I mean?

When providing feedback, pay attention to the following points:
- Say what you see: give an example of what you have just seen.
  Do not mention here anything that you cannot have seen or heard.
  SO NOT: 'You always do that' or 'I've seen you do that before.'
- Make comments about the **conduct**: how someone says something, what their body language is like, how they look at people when talking to them.
- or about **what they say**: do they use clear, understandable language, etc.?

Do *not* make comments about someone's appearance, as this is irrelevant.

Start the exercise

We work in groups of three. The roles are divided into:
- *Interviewer*
- *Interviewed*
- *Observer*

1. The starting point is the commercial that the trainees have written in exercise M2.3.
2. The interviewer carries out an interview (max. 10 minutes) based on this commercial. In this interview, the interviewer asks, for example, about a competency that the interviewee is good at. The observer observes and takes notes. Here, too, the observer keeps an eye on the time!
3. After the interview, the observer gives feedback to the interviewer (maximum 5 minutes). Use the feedback form carefully and apply the feedback rules.
4. After the interview and feedback, the roles are switched. Each member of the groups of three will therefore perform each of the three roles once.
5. We also briefly review this assignment in the plenum. considering the following questions:
6. What is the criterion-based interview produce?
7. How do you have the skills? Based on what criteria?
8. What was the assessment?

Feedback-form for the commercial

Feedback recipient: …………………………………………..

Feedback provider: …………………………………………..

What can you see and what impression does it give you?

How does someone talk? Clearly, indistinctly, loudly, softly, mumbling, quickly, slowly, etc.

How does this look to you?

How does someone look at people when talking to them? (Looks at the other person, looks down or outside, no facial expression, non-verbal communication, etc.)

How does look to you?

How does someone sit? Leaning forward, sprawled, upright, crooked, still, restless, etc.

How does this look to you?

What is the content like, is the message clear?

How is this achieved? (choice of words, etc.)

Other things that have struck you:

9. Training Module 4: embracing competences

The purpose of this module
The aim of this module is to embrace the power of one's learning history for the sake of reaching out to further learning and/or career perspectives. Knowing who you are, what your potential is and how to active yourself is at the heart of the exercises in this module.

Learning objectives
- Creating a basis for personal development and career management.
- Composing a portfolio and a personal action plan.
- Being able to 'raise one's voice' and make it heard.
- Understanding the paradox of valuing informal and (non-)formal learning experiences.

A PARACHUTE ONLY WORKS

IF YOU DARE

TO JUMP

Locsje

Learning outcomes
1. Mastering the ownership of one's learning history: portfolio build-up.
2. Being able design a personal action plan.
3. Demonstrating proof of equal value in (non-)formal and informal learning outcomes.
4. Being able to link a personal portfolio to creating learning and working opportunities through dialogues.

Timetable
Following this module takes 4-5 hours of group work and 2-3 hours of homework.

| Module 4: embracing competences |
| --- |
| Preparation Module 4:
 - *Filling in the personal portfolio format (in key-terms).*
 - *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?* |
| M4.1 Superhero
 M4.2 Setting goals
 M4.3 Personal action plan (PAP)
 M4.4 Certification level 1 and preparation for the next phase: becoming an autonomous trainer |

M4.1   Superhero

Goal	● Creative exercise to widen your thinking process
	● Establish new ways to realise a view on your future
Time	30-50 minutes

1. Think about a career related target or wish you have. Focus for a moment on this. What is it related to? What do you feel thinking of it?

2. Think of a hero whom you respect or awe in good or bad sense. This hero can be derived from a fairy tale, comic, movie, book or an existing person in policy, music, your family, a historical person… In any case, choose a hero you have sufficient knowledge of. Make this hero alive in your thoughts. How does this person move, how does he or she feel him or herself? What is he or she able to? Which properties does your hero possess?

3. The group is split into two. Every group takes one flip-over sheet. Sit around the sheet. Everyone writes down at the same time his or her target/wish. The phrase should begin with HOW….. Write below this the name of your hero and the main characteristics of your hero.

4. You 'become' your hero during this exercise.
   The first trainee reads out his or her question. The others listen in their hero role and advice the participant from that perspective. How would your hero deal with this? Which words/qualities/wisdom would your hero use? Then the next participant reads and is advised etc.

5. In conclusion, translate the advice of the other heroes on your target/wish with each other to steps or ways you can use to achieve your goal. You can write down your insight as seen through the eyes of the other heroes, but also from looking at yourself through the eyes of your own hero.

Insights/qualities/ideas/questions I want to keep from this exercise
… … … …

M4.2   Setting goals

Goal	To formulate concrete steps how to achieve a personal objective.
Time	60-90 minutes

1.   Work in pairs. One trainee is A: contributor, the other trainee is B: counsellor.
 A: write your objective down on a (flip-over) sheet of paper. For example: 'Finding the balance between work and spare time' or 'co-operating with colleagues'.
2.   A: Write on another sheet 'Here and Now'.
3.   Lay both papers on the ground, with approximately 1,5 metres between them.
4.   B: Guide A by asking him/her questions. A: Write the answers down on the empty sheets.
      A: steps on the sheet 'Here and Now'.
      B: asks: which step do you have to take first to achieve your objective?
      A: writes his/her answer down on a new sheet, lays it on the ground and steps on it.
      B: asks: what else do you have to do in order to achieve your objective?
   Repeat the steps until you have reached your objective that:
   - Every sheet contains only one step or objective.
   - *A* writes himself/herself
   - Only *A* stands on the sheets.

   Guiding questions for the Counsellor (B):
   - Which step are you going to take?
   - What are you going to do?
   - How are you going to do that?
   - Look at your path from a distance.
   - Are the steps taken in the right order?
   - Does the objective correspond with what you actually want to achieve?
   -
5.   *B* and *A* stand on a neutral place outside the path and watch the steps from a distance. *B* asks whether the steps are correct.
6.   If the steps are correct, *B* asks *A* to step on the sheet 'Here and Now' again and to walk the path in silence, step by step. If *B* notices that *A* hesitates to step on one of the sheets, he/she asks *A* to leave the path, stand on a neutral place and explain what should be different.
7.   *B* asks *A*: how does it feel to have reached your objective?
8.   Reverse the roles of *A* and *B* and repeat the exercise.

> *From this exercise I would like to remember the following points:*
>
> …

M4.3 Personal Action Plan (PAP)

Goal	To present your PAP and receive feedback and feedforward
Time	120 minutes

The last part of this module consists of a personal action plan and the presentation of this action plan. In this presentation you have to show that:

1. You are aware of your own qualities and possibilities.
2. You have analysed your 'transfers' in your life so far.
3. You are able to use your qualities and insights to manage your 'life career'.
4. You can articulate your next personal action within the framework of a PAP.

You may use every result of exercises or what you learned during the training of before, in your presentation. You can use the table below to focus on the steps to take for reaching out to the objective in your PAP.

What is my objective?	Who do I need for reaching out to that objective?	When do I want my objective to be achieved?	What do I need for reaching out to that objective?	Which qualities/ competences do I need to reach out to my objective?
First Then Subsequently Finally				

First you decide what your goal is. This goal can be small or big but try to focus on your (potential for a) professional life. The next step is to decide how you are going to reach your goal. Of this you make an action plan. Presenting your actions 'SMART' will be an advantage, both for you and for assessing if your plans are concrete enough and can be executed.

S – Specific
M – Measurable
A – Attainable
R – Realistic
T – Timely

You present your action plan to a smaller group of participants. In your presentation you tell or show the others what your plan is and how you are going to achieve it. You can also discuss in what way your goal or approach derives from this CH-Q training. Use any kind of presentation form or accessories you like.

The presentation should last about ten minutes. After the presentation there is the opportunity for the other trainees and the trainer to react, give suggestions or ask questions. So, everybody in the group will reflect on your presentation and give you feedback or ask you questions for feedforward.

This in an excellent opportunity to show your creative side as well! You can use any material that is present in the training location.
Please note that there are no 'bad' or 'wrong' action plans.

Write down all feedback, feedforward and especially the feedup. Consider this to be the assessment as well as the guidance of your PAP. Next mission: linking your portfolio and the assessment of your PAP to your objective of becoming a trainer of the of the CAMPLUS-method in your own context and with your own designated target group(s).

M4.4 Round-up and preparation for becoming an autonomous trainer

Goal	1. Rounding up the group-based modules of the PRM-training.
	2. Providing an overview of the next two (2) modules which are going to be more [personalised for the sake of becoming an autonomous trainer of the CAMPLUS-method in your own context and with your own designated target group(s).
	3. Certification Level 1 of the CAMPLUS-model.
Time	20-50 minutes

The trainer rounds up the first four (4) modules.

1. The training as a group-steered process is evaluated and commented:

⇒ Steps of the process within the Personal Resources Management of the trainee's competences:
   - Engaging in career steps (course of life/development of values), how to handle changes in your life, strength / weakness analyses.
   - Analysing one's activities in learning, work (incl. volunteering) and life (hobbies, ambitions, citizenship, beliefs, private life actions).
   - Articulating one's personal profile, related to external profiles of competences and – demands.
   - Reflecting on the variety of processes of learning, recommendations for professional development.

⇒ Transfer of the PRM-method to be activated into one's practice:
   - As a basis for career management, recognition of acquired competences, documentation of (learning) proofs,
   - As a career perspective aiming at and drawing up a personal action plan for the next level in).

2. The next two modules are explained in their focus on the next level in the CAMPLIUS-model. The modules 5 and 6 assist and guide the trainees to setting up their own career as a trainer for the CAMPLUS-model in working with migrants and engaging them in their own PRM.

Level 2 is about becoming a trainer of the CAMPLUS-model in a guided setting. This level is focused on setting up one's own training model in the own context. At this level, the Level 2 trainer operates under supervision for their own target group and in their own context. At this level, the level 2 trainer has the status of a semi-autonomous trainer. She/he designs her/his own training approach and tests this design in practice with at least two training groups. Both trainings are evaluated and analysed by the level 2 trainer and the CAMPLUS supervisor. If the training courses have generated the desired impact for both training groups, certification at level 3 follows.

Level 3 means that the trainer is able to design, carry out and evaluate PRM training within the CAMPLUS model completely independently and autonomously. The level 3 trainer is registered in the CAMPLUS register of fully certified trainers. She/he will have access to the knowledge

network that supports the work of all trainers who use the CAMPLUS method for the target group of migrants. The network also provides for the exchange of experiences and methods between trainers, ensures that the trainers remain up-to-date and continue to develop.

3. The trainer awards the certificates for Level 1 of the CAMPLUS-model.

Studyload. The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).

Competences. The trainee demonstrated the capacity to:
- *handling their learning experiences, competences and qualifications consciously, responsible and durable.*
- *Taking career steps (planning) and accomplish career steps congruent with their true potential and set targets.*

Learning outcomes level 1. The trainee proved to be able to:
- *register, value, proof and document their competences and qualifications,*
- *estimate their achievements in all learning environments,*
- *formulate their personal strengths and (core) competences within a specific situation,*
- *draw conclusions about designing their career, based on learning experiences,*
- *recognise perspective of their career and formulate plans for further personal and professional development,*
- *to manage their competences durable by using portfolio-methods.*

10. Training Module 5: careers and entrepreneurship

The purpose of this module
In this first module the transfer is prepared from the generic CAMPLUS-training - answering the questions who am I, what have I done so far in my life and what's my potential for further activities - to the focus on becoming a CAMPLUS-trainer for the designated target group of migrants in your own context.

This first module (of the two modules) focuses on the personal profile of the trainer in his/her own context. The emphasis is on finding the right motivation to be a trainer, and also on understanding what type of trainer a person is, and what would be the best fit for the training profession for the target group in their own context.

Each exercise done in this module gives the trainee an immediate insight into the training material that she/he can use as a trainer in her/his own context to build and strengthen the PRM of their target group.

Learning objectives
- Getting to know what kind of entrepreneur one is.
- Focusing on the competence of entrepreneurship for the sake of guiding and advising the target group to their entrepreneurial perspective.
- Getting grip on your business plan for becoming a trainer by exploring the PDCA-cycle.
- Reflection on each other's context and how PRM fits in best.

Learning outcomes
1. Mastering the career anchors of Schein for exploring the trainees' career potential in general.
2. Mastering the diagnostic test for entrepreneurship for exploring the trainees' entrepreneurial potential.
3. Mastering the PDCA-cycle for filling in a personal Business Development Plan

Timetable
Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 5: careers and entrepreneurship
Preparation Module 5:   - *Read Source 8: The PDCA-cycle*   - *Overlook Source 9: Labour market needs*   - *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship   M5.2   Self-testing my entrepreneurship   M5.3   The PDCA-cycle   M5.4   Entrepreneurship exercise

M5.1   My mode of entrepreneurship

Goal	The objective of this exercise is to learn to work with this method as a trainer of groups of migrants! Learn to use it to advise and guide migrants to their best entrepreneurial perspective in their promising further learning and working life in a new context.
Time	90-120 minutes

Personal development within the framework of a CAMPLUS-training generally focuses on the further development of personal competences, but often overlooks a person's deeper motivations and what really motivates them. Therefore, it can be important for a person's development not only to examine their potential in a general sense, but also where their passions lie. A study of so-called *career anchors* can be helpful in this respect and can give more meaning to a career plan. In addition, it can be used to find out whether someone is an entrepreneurial type or not.

Career anchors are designed to quickly identify personal motives, needs and career goals for a person's career or development. Career anchors are useful for mapping out someone's motives and personal values. These anchors indicate what is important in order to function well and to underpin certain career choices. The choice for entrepreneurship is one of the choices or career anchors that become visible through the Edgar Schein career orientation list. On the basis of a number of targeted questions and the individual score therein, it can become clear whether someone can follow the career anchor 'entrepreneurial creativity'. This choice is also central to picking up and filling in the entrepreneurship portfolio (Source: Schein, E.H. (2002) *Loopbaanankers*. Amsterdam: Uitgeverij Nieuwezijds).

Career anchors are a combination of motives, needs and values. Edgar H. Schein conducted research into career orientation as early as 1978 and reported extensively on it. In 1980, he laid the foundation for this instrument. Subsequently, he and a number of other researchers were able to relate these anchors to the various developmental phases of a career and type of organisation. The career anchor questionnaire is not used for selection purposes, but it is used for individual career plans, personal development plans and career workshops.

The eight career anchors *Schein* distinguishes are:
1. Technical/functional competence
2. General management competence
3. Autonomy/independence
4. Security/stability
5. Entrepreneurial creativity
6. Service/dedication to a cause
7. Pure challenge
8. Lifestyle

Individuals scoring high on anchor 5 find the idea of owning their own business very attractive, provided they do not already own a business. It may also be that someone who scores high on this anchor finds it important to offer his services independently. This could be in the form of a ZZP-er. It may also show that, as an employee, someone can and wants to develop his or her

entrepreneurial creativity within the working environment.

According to Schein, everyone has only one anchor, which determines or can determine career development. It is therefore important, before plunging into the entrepreneurship portfolio, to first use this self-test to find out whether entrepreneurship - in whatever form - is your career anchor or at least a high-scoring side of your personality. The result of the self-test can then be included as evidence of your (potential) entrepreneurship in the entrepreneurship portfolio.

The self-test consists of 40 questions. In the end, a certain career anchor can be defined on the basis of the score.

The following scale should be used to indicate the extent to which a person scores on a question:

1	*never applies to me*
2	*sometimes applies to me*
3	*regularly applies to me*
4	*often applies to me*
5	*always applies to me*

No	Question	Your score
1	I dream of being so good at what I do that my expert advice is constantly sought.	
2	I get the most satisfaction from my work when I have been able to unite and manage the efforts of others	
3	I dream of having a career in which I am free to perform a task in my own way and according to my schedule	
4	I find security and stability more important than freedom and autonomy	
5	I am always looking for ideas that would allow me to start my own business	
6	Only when I feel I have made a real contribution to social welfare do I feel successful in my career	
7	I dream of a career where I can solve problems or challenging situations	
8	I would rather leave my company than take on a job that makes it impossible for me to pursue personal and family matters	
9	I only feel successful in my career if I can develop my technical or functional skills to a high level of competence	
10	I dream of being at the head of an organisation and taking decisions that affect many people	
11	I get the most satisfaction from my work when I am completely free to determine my own tasks, schedules and procedures	
12	I would sooner leave the company where I work than accept a task that could jeopardise my security in the organisation	
13	I find building a business more important than attaining a management position	
14	I get the most satisfaction from my work when I have been able to use my	

	talents in the service of others	
15	I feel successful in my career only when I face and can overcome very difficult challenges	
16	I dream of a career in which I can reconcile my personal, family and work needs	
17	I find it more attractive to become a senior functional manager in my area of competence than to be a general manager	
18	I only feel successful in my career if I become a general manager in an organisation	
19	I only feel successful in my career if I gain full autonomy and freedom	
20	I am looking for a job in an organisation that gives me a sense of security and stability	
21	I get the most satisfaction from my work when I have been able to build something that is entirely the result of my ideas and commitment	
22	I find it more important to use my skills to make the world a better place to live and work in than to achieve a high management position	
23	I get the most satisfaction from my work when I have solved or overcome seemingly insoluble problems or setbacks	
24	I feel successful in my life only if I can balance my personal, family and career requirements	
25	I would rather leave the company I work for than accept a job rotation that would make me leave my area of competence	
26	I find it more attractive to become a general manager than to gain a higher position in my own field of competence	
27	Doing a task in my own way, free from rules and restrictions, is more important to me than security.	
28	I derive the greatest satisfaction from my work when I know that I have full financial security and am secure in my job	
29	I only feel successful in my career if I have succeeded in making or building something that is entirely my own product or idea	
30	I dream of a career that truly contributes to humanity and society	
31	I look for work opportunities that strongly challenge my problem-solving and/or performance skills	
32	I find it more important to balance the demands of my personal and professional life than to attain a high management position	
33	I get the most satisfaction from my work when I can use my special skills and talents	
34	I would sooner leave the company I work for than accept a job that would take me off the general management track	
35	I would rather leave the company I work for than accept a job that would reduce my freedom and autonomy	
36	I dream of a career in which I experience a sense of security and stability	
37	I dream of starting and building my own business	
38	I would rather leave the company I work for than accept a job that would make me less of a service to others	
39	I find it more important to work on virtually unsolvable problems than to	

	achieve a high management position	
40	I always look for work that has as little impact as possible on my personal or family matters	

The score sheet

The scores are added to the score sheet. Before doing so, the three questions that scored highest are determined. These are the three questions that, according to one's feeling, really apply to the person in question. Those three questions get an extra point!

All the scores - including the three extra points - are written down on the score sheet for each question. The columns below are then added up and divided by five to get the average core for each of the eight career anchors. The resulting average per column is the personal average of how well the items in the scale apply to a person.

TF	ML	AI	S3	EC	SD	CI	LW
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total: ....
:5	:5	:5	:5	:5	:5	:5	:5
Average:	Average:	Average:	Average:	Average:	Average:	Average :	Average : .....

The scores are made on eight different career anchors:

TF = technically and functionally competent
People with technical functional competence have organised their careers around their area of competence and explicitly avoid situations that would take them away from it or bring them into general management. Growth is therefore sought in the area of competence rather than in hierarchical advancement. Success for these people is determined by feedback that they are experts in their field and by increasing challenge in their work rather than by promotion or financial rewards.

ML = General Management or Leadership Competence
People with this anchor see their competence in the combination of three general areas. The analytical competence involves the ability to identify, analyse and solve problems under conditions of incomplete information and uncertainty. The inter-personal competence involves the ability to influence, supervise, direct, manipulate and control people at all levels of the organisation for the effective fulfilment of the organisation's goals.

AI = autonomy and independence seeking individual
With this career anchor, people do not want to give up the possibility of defining their own work in their own way. They want to have a job that is flexible with regard to working hours and working methods. If they cannot tolerate the rules and restrictions in an organisation, this group chooses a profession in which the desired freedom does exist: teaching or consultancy.

They choose promotion or advancement only if personal autonomy is guaranteed.

S3 = individual seeking security and stability
People with this career anchor like security within their organisation. They want certainty with regard to their contract and their pension scheme. People with this career anchor will not change jobs easily.

EC = entrepreneurial creativity
Individuals who score high on this career anchor find the idea of owning their own business very attractive. It could also be that someone who scores high on this anchor finds it important to offer his services himself stan dig. This could be in the form of a independent, solo-entrpreneurship. It may also show that someone as an employee can and wants to develop his or her entrepreneurial creativity within the working environment, in other words as an employee is more entrepreneurially minded and wants to be.

SD = service-oriented and dedicated attitude
People choose a particular profession because of fundamental values that they want to express in their work. They are more focused on these values than on the actual talents or areas of competence involved. Their career decisions are based on the desire to improve the world in some way.

CI= challenge seeking individual
In this career anchor, pure challenge is the norm. People do not want to give up the opportunity to work on solutions to seemingly unsolvable problems, to beat strong opponents or to overcome difficult obstacles. For these people, the fact that one can do the impossible is the only valid reason for pursuing a job or a career. Some people find such a pure challenge in intellectual work, others in complex, multifaceted situations; still others find it in interpersonal competition. New opportunities, variety and difficulty become goals in themselves, and if something is easy it is considered boring.

LW = Lifestyle wide
With this career anchor, people want to balance and unite their personal needs, the needs of the family and the demands of the career. They want all the important parts of life to work together. They therefore need a career situation that is flexible enough to allow for such integration. Identity is linked to the organisation of lifestyles, where one settles, how one deals with the family situation, and how one develops oneself in a particular job or organisation.

Intervision: reflection and feedback

After everyone filled-in the test and the score list, you can start up an intervision session on what it al says and explains. On the basis of the score list, a targeted discussion can be held within the group about the extent to which the ambition to become an entrepreneur or a more entrepreneurial function within an organisation is opportune and opens up opportunities. The additional advantage of using this score list is that other types of jobs or career opportunities can also be indicated if other career anchors also score high. Also the relevance of specific learning targets can be addressed, like work-based learning options for acquiring relevant skills, searching for a mentor- or tutor-role in the network to strengthen skills and knowledge,

etc.

Remember, the objective of this exercise is to learn to work with this method for you as a trainer of groups of migrants! Learn to use it to advise and guide migrants to their best entrepreneurial perspective in their promising further learning and working life in a new context.

M5.2   My Entrepreneurship, a self-test

Goal	Deepening your entrepreneurial profile. This is important for becoming an autonomous trainer of the CAMPLUS-model since this profession demands much entrepreneurship and self-management. In the own (regional, national) context in which the trainer operates.
Time	60-90 minutes

Everyone is more or less 'entrepreneurial'. This self-test is intended to give people insight into their own 'entrepreneurship'. Am I a completely independent and autonomous type of entrepreneur? Am I enterprising but do I prefer to do that under the guidance of a team leader or chef? Or is my entrepreneurship somewhere in between: independent and more or less supervised? In short, many forms of entrepreneurship are possible. The most important question is which type of entrepreneurship suits me best?

The competence 'entrepreneurship' includes different levels of functioning and roles, ranging from assistant and craftsman to manager and (independent) entrepreneur. Entrepreneurship' is a competence that is not limited to the entrepreneur himself but extends to every employee within an organisation. The competence 'entrepreneurship' is in fact a '*container competence*' and consists of several sub-competences. Depending on the position and role that someone occupies in an organisation (or as a self-employed entrepreneur) , these sub-competencies usually are specifically and personally coloured.

The competence 'entrepreneurship' can be described as "*the extent to which someone actively responds to opportunities and threats, influences others to do so and dares to take risks*".[5] The extent to which this competence is present is partly determined by the job level at which someone is active or can be deployed. The job level is also dependent on the context in which entrepreneurship manifests itself: as a self-employed person without personnel, as a business leader, manager or director in an organisation, as a independent operating staff member, etc.

1. This self-test consists of two parts: a test about your behaviour as an 'enterprising person' and a test about the way you fill in tasks as an 'enterprising person':
   a. The behavioural competences are about who you are as an entrepreneur in terms of attitudinal aspects. It also aims at getting grip on your beliefs, ambition, ethics, and autonomy.
   b. The task-oriented competences are about how you act and which knowledge you have in the practice of entrepreneurship.
2. Complete the self-test according to the instructions in the model by ticking:
   a. To what extent the requested competence applies to you: you have the competence, you master the competence ('can') or you are what the competence indicates ('are'),
   b. Whether you had a recent (less than one year ago) or a longer ago (more than one year old) concrete experience with the mentioned competence.

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[5]   Duvekot R. C. (2008). *Portfolio Gestuurd ondernemerschap. Van competentie naar portfolio ondernemerschap [Portfolio-driven entrepreneurship. From competence to portfolio entrepreneurship].* Empowerment centre EVC, Arnhem.

3. If you feel like adding extra competences, feel free to do so. It might be that this diagnostical test missed some competences that are crucial for you being an entrepreneurship in your own context (region, country).
4. You may also add comments and remarks to this test with which you provide insight in the outcome of the test for yourself.
5. After finalising your test and writing down your own observation, the trainer will start up the group-reflection on each other's findings, (*Intervision on the entrepreneurial aspects of the work as a CAMPLUS-trainer*)

You can analyse the results yourself or discuss them with your coach, colleague, partner, etc.: what does this self-test say about my entrepreneurship? What can I do with the results? Can I focus on specific career opportunities? Are there certain development opportunities by following a course or formulating a learning task? Do I run straight to a Chamber of Commerce to start my business?

Part 1: Self-assessment Behavioural Competences Entrepreneurship		I have, can or am …				My experience is:	
		N/A	never	sometimes	often	< 1j.	> 1 j
1	I am service-minded	☐	☐	☐	☐	☐	☐
2	I can handle pressure and setbacks	☐	☐	☐	☐	☐	☐
3	I am flexible and adapt quickly to changing circumstances	☐	☐	☐	☐	☐	☐
4	I have persuasiveness	☐	☐	☐	☐	☐	☐
5	I am inquisitive	☐	☐	☐	☐	☐	☐
6	I am creative	☐	☐	☐	☐	☐	☐
7	I am efficient	☐	☐	☐	☐	☐	☐
8	I am ambitious	☐	☐	☐	☐	☐	☐
9	I have perseverance	☐	☐	☐	☐	☐	☐
10	I am brave	☐	☐	☐	☐	☐	☐
11	I am empathetic/I have a good sense of situations and people	☐	☐	☐	☐	☐	☐
12	I can be critical of myself	☐	☐	☐	☐	☐	☐
13	I am assertive	☐	☐	☐	☐	☐	☐
14	I have a sense of responsibility	☐	☐	☐	☐	☐	☐
15	I am disciplined	☐	☐	☐	☐	☐	☐
16	I can reflect on my own actions	☐	☐	☐	☐	☐	☐
17	I have communication skills	☐	☐	☐	☐	☐	☐
18	I am methodical and result-oriented	☐	☐	☐	☐	☐	☐
19	I am environment-oriented	☐	☐	☐	☐	☐	☐
20	I am a cooperate person	☐	☐	☐	☐	☐	☐

21	I am decisive	☐	☐	☐	☐	☐	☐
22	…	☐	☐	☐	☐	☐	☐
23	…	☐	☐	☐	☐	☐	☐
24	…	☐	☐	☐	☐	☐	☐
25	…	☐	☐	☐	☐	☐	☐

Personal reflection and remarks:

Part 2: Self-assessment Task Competences Entrepreneurship	I have, can or am …				My experience is:	
	N/A	never	Some-times	often	< 1j.	> 1 j
1	I have financial knowledge and understanding	☐	☐	☐	☐	☐	☐
2	I can think and work market-oriented	☐	☐	☐	☐	☐	☐
3	I can think and work in a customer-oriented way	☐	☐	☐	☐	☐	☐
4	I can plan	☐	☐	☐	☐	☐	☐
5	I can think and work strategically	☐	☐	☐	☐	☐	☐
6	I interact (join people in activities)	☐	☐	☐	☐	☐	☐
7	I have good communication skills (oral and written)	☐	☐	☐	☐	☐	☐
8	I am entrepreneurial	☐	☐	☐	☐	☐	☐
9	I am tenacious about my strategy, goals and vision	☐	☐	☐	☐	☐	☐
10	I engage in self-reflection and can adjust my goals and approach	☐	☐	☐	☐	☐	☐
11	I think and work innovatively	☐	☐	☐	☐	☐	☐
12	I can convince or influence other people	☐	☐	☐	☐	☐	☐
13	I can negotiate	☐	☐	☐	☐	☐	☐
14	I have organisational skills	☐	☐	☐	☐	☐	☐
15	…	☐	☐	☐	☐	☐	☐
16	…	☐	☐	☐	☐	☐	☐
17	…	☐	☐	☐	☐	☐	☐
18	…	☐	☐	☐	☐	☐	☐

Personal reflection and remarks:

M5.3   The PDCA-cycle

Goal	With the PDCA-cycle a tool is offered for articulating a personal action in setting up a business plan in which the personal focus as acquired in modules 1-4, is geared at creation a realistic perspective. Mastering the tool is of great importance for the design, implementation and evaluation of the – grander – business development plan in the final module.
Time	60-120 minutes

The way to handle this exercise:
a) You may expect the trainees to have read the source on the PDCA-cycle. You can shortly present an overview of the cycle and ask the trainees about their understanding of the cycle.
b) The next step is to start the exercise on designing a – preferably small-scale – action in which the PDCA-cycle is practiced.
Give the trainees 30 minutes to design, test and evaluate an own action using the PDCA cycle procedure (see below). <u>For this train-the-trainer programme the objective of the action should be pointed at the perspective of becoming a CAMPLUS-trainer</u>!
Make sure they come up with a manageable action that they can go through all steps themselves – sort of simulated during the training. Make sure that they think of a manageable action, which they can do themselves - simulated - in all steps. The trainees may go through each step in the cycle fictitiously and report on it.
Please note that an action plan or (rather) a business development plan (see module 6) can consist of several cycles to complete the plan and roll it out in a structured and integrated approach. A PDCA-cycle can therefore involve both smaller and larger actions that, taken together, will become the entire plan.

A procedure for your Plan-Do-Check-Act process

Plan   Recognise an opportunity and plan a change.
Do   Test the change. Carry out a small-scale study.
Check Review the test, analyse the results, and identify what you've learned.
Act   Take action based on what you learned in this procedure.

If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into your own, structured action. Use what you learned to plan new improvements, beginning the cycle again.

c) When the trainees have finalised their action, create an intervision session on the steps everyone designed and how this has shown potential for their next step: the design of business development plan in which their intended action will serve the objective of creating a new perspective.

M5.4   Entrepreneurship exercise

Goal	Going through the motions of starting your own business or business activities to earn money without being employed for an organization.
Time	60-120 minutes
Weblink	https://www.youtube.com/watch?v=IP0cUBWTgpY&t=5s

1st a brainstorm/discussion in the group: what is a business? What is an entrepreneur?

Task: write down your business idea to earn €500 (or the equivalent in your countries currency) within 3 months. You start from scratch and can't use property you already own, so you need to earn this money by starting business activities or a business based on your own skills set. If you need materials, equipment or space, you need to take into account where to find the resources.
You can use the Canvas-format for filling-in all essentials of your business.
Once filled-in, present your business idea to the group.

Value Propositions: at the core of your Business Model: the collection of products and services a business offers to meet the needs of its customers. According to Osterwalder (2004), a company's value proposition is what distinguishes it from its competitors. The value proposition provides value through various elements such as newness, performance, customization, "getting the job done", design, brand/status, price, cost reduction, risk reduction, accessibility, and convenience/usability.
- o   What value do you deliver to the customer?
- o   Which one of our customer's problems are you helping to solve?
- o   What bundles of products and services are you offering to each Customer Segment?
- o   Which customer needs are you satisfying?

Customer segments: To build an effective business model, a company must identify which customers it tries to serve. Various sets of customers can be segmented based on their different needs and attributes to ensure appropriate implementation of corporate strategy to meet the characteristics of selected groups of clients.
- o   For whom are you creating value?
- o   Who are your most important customers?

Customer relationships: To ensure the survival and success of any businesses, companies must identify the type of relationship they want to create with their customer segments. That element should address three critical steps of a customer's relationship: How the business will get new customers, how the business will keep customers purchasing or using its services and how the business will grow its revenue from its current customers.
- o   What type of relationship does each of your Customer Segments expect you to establish and maintain with them?
- o   Which ones have you established?
- o   How are they integrated with the rest of your business model?
- o   How costly are they?

Channels: A company can deliver its value proposition to its targeted customers through different channels. Effective channels distribute a company's value proposition in fast, efficient and cost-effective ways. Clients can be reached through own channels (store front), partner channels (major distributors), or a combination of both.

- o Through which Channels do your Customer Segments want to be reached?
- o How are we reaching them now?
- o How are your Channels integrated?
- o Which ones work best?
- o Which ones are most cost-efficient?
- o How are you integrating them with customer routines?
- o Channel phases:
    1. Awareness: How do you raise awareness about our company's products and services?
    2. Evaluation: How do you help customers evaluate our organization's Value Proposition?
    3. Purchase: How do you allow customers to purchase specific products and services?
    4. Delivery: How do you deliver a Value Proposition to customers?
    5. After sales: How do you provide post-purchase customer support?

Revenue streams: How a company makes income from each customer segment. Several ways to generate a revenue stream: Asset sale, Usage fee, Subscription fees, Lending/leasing/renting, Licensing, Brokerage fees, Advertising.

- o For what value are your customers really willing to pay?
- o For what do they currently pay?
- o How are they currently paying?
- o How would they prefer to pay?
- o How much does each Revenue Stream contribute to overall revenues?

Key activities: The most important activities in executing a company's value proposition. An example for Bic, the pen manufacturer, would be creating an efficient supply chain to drive down costs.

- o What Key Activities do your Value Propositions require? Distribution Channels? Customer Relationships? Revenue streams?

Key resources: The resources that are necessary to create value for the customer. They are assets that are needed to sustain and support the business. These resources could be human, financial, physical and intellectual.

- o Which Key Resources do your Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?

Partner network: In order to optimise operations and reduce risks of a business model, organizations usually cultivate buyer-supplier relationships so they can focus on their core activity. Complementary business alliances also can be considered through joint ventures or strategic alliances between competitors or non-competitors.

- o Who are your key Partners?
- o Who are your key suppliers?
- o Which Key Resources are you acquiring from partners?
- o Which Key Activities do partners perform?

Cost structure: This describes the most important monetary consequences while operating under different business models.

- o What are the most important costs inherent in your business model?
- o Which Key Resources are most expensive?
- o Which Key Activities are most expensive?

Questions for a discussion afterwards in the group:

- What kind of business ideas (categories) are expressed?
- Looking at the list of entrepreneurship competences: what is most needed for your business idea?
- Did you hear any ideas from others that inspired you or helped you with improving your business idea?

The Business Model Canvas

Designed for: Designed by: Date: Version:

Key Partners

Key Activities

Key Resources

Value Propositions

Customer Relationships

Channels

Customer Segments

Cost Structure

Revenue Streams
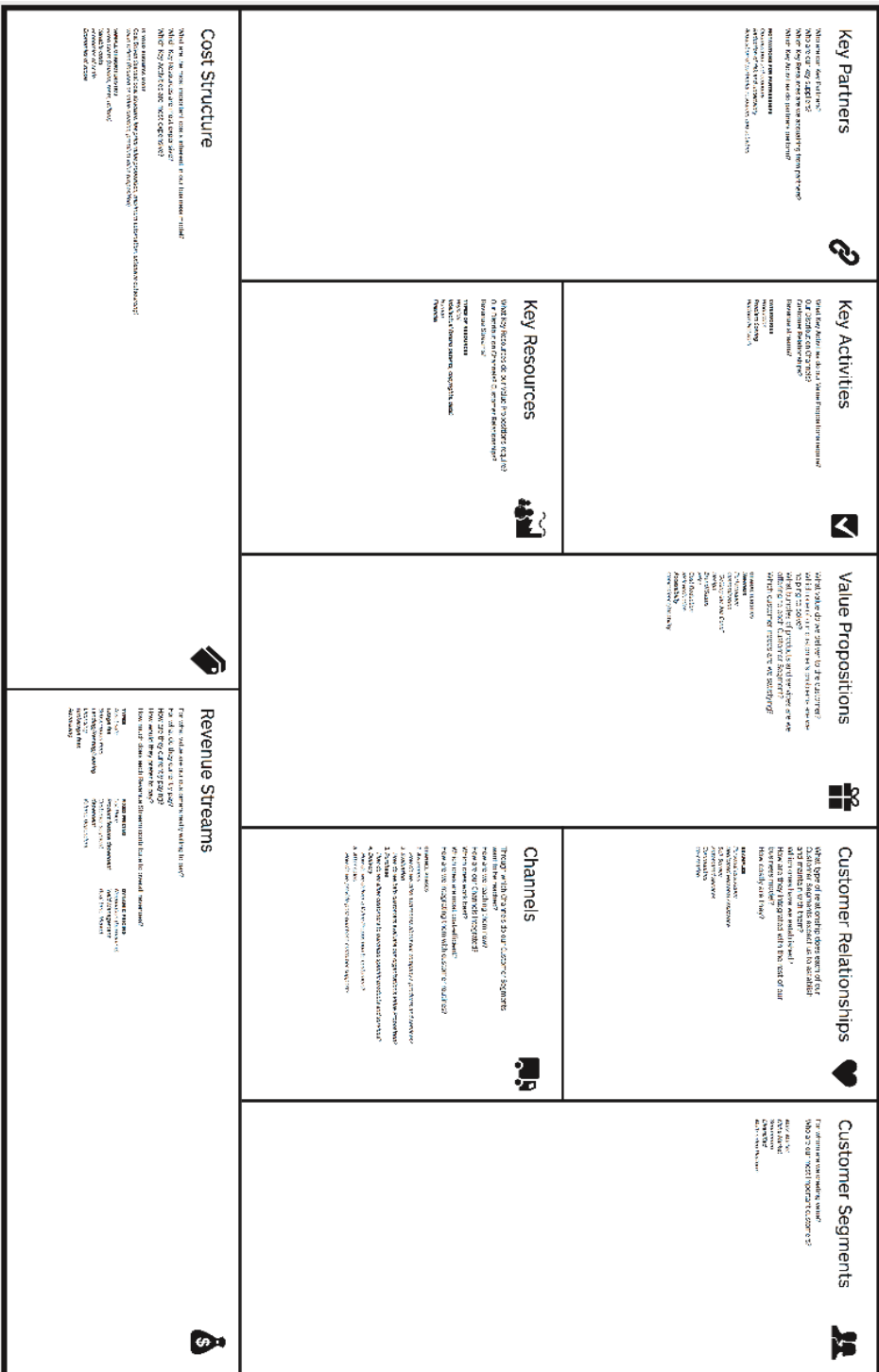
Source: https://en.wikipedia.org/wiki/Business_Model_Canvas#/media/File:Business_Model_Canvas.png

11. Training Module 6: contextualising the CAMPLUS-model

The purpose of this module

In this second module the full transfer is made from the generic CAMPLUS-training to the focus on becoming a CAMPLUS-trainer for the designated target group of migrants in one's own context.

This second module focuses on the business development plan of the trainee in her/his own context. The emphasis is on finding the right direction to be an entrepreneur.

In the last exercise M6.3 an example of entrepreneurship is introduced within the CAMPLUS training model itself: how to use your entrepreneurship for becoming a CAMPLUS trainer?

Each exercise in this module gives the trainee an immediate insight into the organisation that she/he can set-up as an entrepreneur and/or trainer in her/his own context to build and strengthen one enterprise, study, employability, or the PRM of a designated target group.

Learning objectives

- Getting to know what kind of organisation set-up fits one best.
- Getting grip on the business development plan for setting up an effective organisation.
- Focusing on the business development plan for the sake of training, guiding and advising the target group to their own entrepreneurial and/or other perspective.
- Reflection on each other's BDP for utilising the CAMPLUS-model.

Learning outcomes

1. Mastering the set-up of one's BDP in its various building blocks.
2. Being able to articulate one's vision and mission as a CAMPLUS-trainer.
3. Engaging in the community of practice of CAMPLUS-trainers.

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 6: Completion, assessment and certification
Preparation Module 6:   - *Read Source 11 – The Business Development Plan (BDP)*   - *Design the outline of your own Business Development Plan. Use source: Format BDP*   - *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP   M6.2   Peer-assessment and conclusion   M6.3   Example for entrepreneurship: certification level 2 CAMPLUS trainer

M6.1 Finalising and presenting your BDP

Goal	Finalising and presenting the outline of your BDP is important for becoming an autonomous trainer of the CAMPLUS-model in the own (regional, national) context in which the trainer operates.
Time	180-240 minutes

Every trainee will finalise in this exercise:
1. The outline of her/his Business Development Plan for becoming a CAMPLUS-trainer. She/he has already filled in in key terms the format for the BDP.
2. The trainee will prepare a short presentation of her/his BDP, max. 7 minutes.
3. The trainee presents her/his powerpoint on her/his BDP.

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The CAMPLUS Business Development Plan has the following **building blocks**:

- *Vision*: your vision is the description of your future dream.
- *Mission*: your mission describes how you and your plan or organisation will work towards realising your future dream.
- *Key partners*: Who are my key partners?
- *Key activities*: what are my core activities?
- *Key resources*: what other people and resources do I need?
- *Value propositions*: how do I make a customer choose my organisation?
- *Customer relationships*: how do I maintain contact with the customer/target group? How do I build up and manage my network?
- *Channels*: how do I reach my customers?
- *Customer Segments*: who are my customers or target groups?
- *Cost structure*: which costs will I incur?
- *Revenue streams*: How do I ensure that money comes in?

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The trainer will guide the finalisation (action 1), the preparation of the ppt (action 2) and the presentation of each BDP (action 3).

M6.2   Peer-assessment and conclusion

Goal	Peer-assessing each presentation a BDP by the trainees for the sake of final guidance and advice.
Time	60-100 minutes (within the timeframe for M6.1)

Peer-assessment provides a structured learning process for trainees to critique and provide feedback to each other on their work. It helps trainees to develop skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

Engage in the process of peer-assessing the personal presentations on her/his BDP. Criteria for this specific peer-assessment aim at:
- Feasibility and realism of the BDP.
- Focus of the BDP
- Target group orientation in the BDP.
- Tips for strengthening the BDP.

Why use peer assessment?
Peer assessment can:
- Empower trainees to take responsibility for and manage their own learning.
- Enable trainees to learn to assess and give others constructive feedback to recognise and further develop their competences.
- Enhance trainees' learning through knowledge diffusion and exchange of ideas.
- Motivate trainees to engage with course material more deeply for the sake of self-analysis and the creation of new, personal perspectives.

Considerations for the trainer when using peer assessment
- Let trainees know the rationale for doing peer-assessments. Explain the expectations and benefits of engaging in a peer-assessment process.
- Consider having trainees evaluate anonymous assignments for more objective feedback.
- Be prepared to give feedback on trainees' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why.
- Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments.
- Listen to group feedback discussions and provide guidance and input when necessary.
- Trainees' familiarity and ownership of criteria tend to enhance peer assessment validity, so involve the trainees in a discussion on the criteria used.

M6.3   Example for entrepreneurship: certification level 2 CAMPLUS trainer

Goal	Explaining the certificate for level 2 of the CAMPLUS-model for trainers and further guidance for levels 3 and 4
Time	60-90 minutes

The trainer explains the certification for Level 2 'Guided Trainer' of the CAMPLUS-model.

Studyload. The training to become 'CAMPLUS guided trainer, level 2' gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the CAMPLUS-model. The time of the training will at least 54 hours, consisting of 18-20 contact hours (guidance, lessons; theoretical-methodical instructions and practical assignments which were commented and discussed) and 36 hours other hours (preparation, self-study, extra groupwork).

Competences. The trainer demonstrates the capacity to:
- *utilise the CAMPLUS-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.*
- *use and evaluate existing learning processes in a target group-oriented way.*
- *link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.*

Learning outcomes level 2.
- *The trainer is familiar with the quality criteria of the CAMPLUS-model and can apply them to her/his training and/or consultancy programmes.*
- *Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).*
- *Is able to further pursue the use of the CAMPLUS-model in her/his own field of work.*
- *Is able to integrate relevant developments in education, training and human resources management into the use of the CAMPLUS training programmes.*

Content
The trainer is able to use the content and methods of the CAMPLUS-model, taking into account the portfolio tools, training material and assessment and guiding methods:
- *as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.*
- *in the meaning (functioning) of the personal resources management for the trainees from specific target groups.*
- *In coherence with her/his social, educational and labour market context.*
- *In the presentation of the training and/or advising concept for his own target group according to the standards of the CAMPLUS-model and in the measures for reflection on the learning process, conclusions, evaluation.*
- *For testing and evaluating a personal business development plan for building a solid ground for CAMPLUS-training services.*

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The certification in the CAMPLUS model is explained in chapter 14.

12. Training Module 7. Acculturation for newcomers in Europe

The purpose of this module

Europe is a collection of countries, all with their own languages and cultures. Naturally, it is good that to get to know the specific language and culture of the country where a newcomer is going to live. A general introduction to Europe and the European Union gives an idea of what Europe is and what it stands for. From this general picture, one can better empathise with how one's new country offers a new language and culture.

This module focuses on learning about and anticipating European culture and languages. With practical exercises, a newcomer will learn to 'translate' one's own background (work and learning experiences, language, culture) to the European context. Newcomers learn to understand how to connect themselves to the European culture.

The European culture is very much about making one's own qualities and qualifications visible so that your employability can be determined. The European Qualifications Passport for Refugees (EQPR) allows newcomers to link their own portfolio to the formal diploma structures of the countries within the European Union.

The European Language Passport (ELP) provides insight in what it takes for a newcomer to start learning a new national language. Indicators for mastering languages in Europe focus on one's capacity for listening, speaking, reading and writing. The self-assessment grid helps to understand what it takes to start as a basic user and grow towards the level of a proficient user.

For European languages the choice of learning one of the national languages depends on the new country where the newcomer will reside. In this module tools are presented for self-learning of a language.

Learning objectives
- Getting to know in general the history and the culture of the European Union.
- Getting grip on the transfer of one's aims and values to Europe's aims and values.
- Linking your personal portfolio to the *European Qualification Passport for Ref*ugees (EQPR).
- Learning to adapt to a specific, national language within the European scope.

Learning outcomes
1. Understanding Europe's history and culture.
2. Being able to link one's personal aims and values to Europe's aims and values.
3. Mastering the *European Qualification Passport for Refugees* (EQPR).
4. Knowing how to self-assess your language proficiency in an European language.

Timetable
Following this module takes 4-5 hours of group work and 4-5 hours of homework.

Module 7: Acculturation
Preparation Module 7:   - *Read Source 13 – Introduction to the European Union*   - *Read Source 14 – European Union's aims and values*

- *Read Source 15 – The European Qualification Passport for Refugees (EQPR)* - *Read Source 16 – Self-assessing my language proficiency*	
M7.1	The EU & me quiz: https://learning-corner.learning.europa.eu/learning-materials/eu-me-quiz_en
M7.2	European aims and values: https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20210325STO00802/eu-values-explained-in-one-minute
M7.3	Learning to work with the European Qualification Passport for Refugees (EQPR)
M7.4	Self-assessing my language proficiency: • https://coe.int/en/web/portfolio/the-language-passport • https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr-

M7.1   The European Union and me quiz

Goal	Getting to know in general the history and the culture of the European Union.
Time	75 minutes

This quiz has been designed to give people a quick and useful introduction to the European Union.

By clicking on the link 'EU&ME EN•••' you enter the website where you can find the accompanying publication available in 26 languages.

The quiz has four sections with several questions in each:
- What is the European Union?
- How does the European Union work?
- How is the European Union relevant to your daily life?
- What's on the EU's agenda?

One has two attempts to answer each question. A correct answer on the first try scores two points, and on the second go, one point. A green smiley will pop up if you get the question right.

The aim is not to have all answers correct; the aim is more to understand how the European Union functions and what it may bring to you.

Step 1. Individual work
Do the quiz: https://learning-corner.learning.europa.eu/learning-materials/eu-me-quiz_en

Step 2. Groupwork
After the quiz:
- write down 3 qualities that you consider to be important when it comes to living in Europe.
- Try to figure out what you bring with you and what you will need when reflecting on these qualities.
- Write this reflection down on paper.
- First do this for yourself, and then discuss your personal insights with your neighbour(s).

Step 3. Update your portfolio and- if possible - your action plan
Add the outcome of your reflection to your portfolio and – if possible - your action plan.

M7.2   European aims and values

Goal	Getting grip on the transfer of one's aims and values to Europe's aims and values.
Time	40 minutes

In the quiz (M7.1) you found out what the European Union and its qualities are. In this exercise we will work on linking your aims and values with Europe's aims and values.

Step 1. Individual work
Click on the link and watch the video.
https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20210325STO00802/eu-values-explained-in-one-minute

Step 2. Individual work
The European Council set out four priority areas in its 2019-2024 strategic agenda to guide the work of the EU institutions over the next 5 years. These areas seek to respond to the challenges and opportunities that the current global situation has thrown up. By focusing on them, the EU can strengthen its role in today's challenging environment.

These priorities are:
1. **Protecting citizens and freedoms:** ensuring effective control of the EU's external borders and further developing a comprehensive migration policy. Fighting terrorism and cross-border/online crime, increasing the EU's resilience against both natural and man-made disasters.
2. **Developing a strong and vibrant economic base:** building a resilient economy by deepening the Economic and Monetary Union to ensure that Europe is better prepared for future shocks, completing the banking and capital markets union, strengthening the international role of the euro, investing in skills and education, supporting Europe's businesses, embracing digital transformation, and developing a robust industrial policy.
3. **Building a climate-neutral, green, fair and social Europe:** investing in green initiatives that improve air and water quality, promote sustainable agriculture and preserve environmental systems and biodiversity. Creating an effective circular economy (where products are designed to be more durable, reusable, repairable, recyclable and energy-efficient) and a well-functioning EU energy market that provides sustainable, secure and affordable energy. A faster transition to renewables and energy efficiency, while reducing the EU's dependency on outside energy sources. Implementing the European Pillar of Social Rights.
4. **Promoting European interests and values on the global stage:** building a robust foreign policy based on an ambitious neighbourhood policy with 16 of its closest eastern and southern neighbours and a comprehensive partnership with Africa. Promoting global peace, stability, democracy and human rights. Ensuring a robust trade policy in line with multilateralism and the global rules-based international order. Taking greater responsibility for security and defence, while cooperating closely with NATO.

Also: https://european-union.europa.eu/priorities-and-actions/eu-priorities/european-union-priorities-2019-2024_en

Step 3. Collective work

Discuss your view of the priorities with 2 group members. Formulate together what you think of the 4 priorities:

- what are the strong points?
- what are the weaknesses?
- Is there another priority you would like to add?

Add your review of the priorities to your portfolio as your proof of mastering your opinion of Europe's aims and values.

M7.3 Learning to work with the EQPR

Goal	Linking your personal portfolio to the *European Qualification Passport for Refugees* (EQPR)
Time	40 minutes

The European Qualifications Passport for Refugees (EQPR) is a standardized document that explains the qualifications a refugee is likely to have based on the available evidence. Although this document does not constitute a formal recognition act, it summarizes and presents available information on the applicant's educational level, work experience and language proficiency. The evaluation methodology is a combination of an assessment of available documentation and the use of a structured interview. Thus, the document provides credible information that can be relevant in connection with applications for employment, internships, qualification courses and admission to studies.

The European Qualifications Passport for Refugees (EQPR) is a special international tool developed to assess refugee's qualifications for which there is insufficient or missing documentation.

Group work

Watch the videos at the end of the weblink:
https://www.coe.int/en/web/education/recognition-of-refugees-qualifications

Discuss together what the added value of the EQPR could be to you, since you already have a CAMPLUS-portfolio with an action plan.

M7.4   Self-assessing my language proficiency

Goal	Knowing how to self-assess your language proficiency in an European language.
Time	40 minutes

The <u>European Language Passport</u> provides an overview of the individual's proficiency in different languages at a given point in time. It is expected that the learner will update the language passport at regular intervals, to reflect progress in language learning and the acquisition of new intercultural experiences.
See: https://coe.int/en/web/portfolio/the-language-passport

Download the self-assessment-grid to find out what your language proficiency is in one of Europe's languages: https://www.coe.int/en/web/portfolio/self-assessment-grid

Fill in the outcome of your self-assessment in this table and add it to your portfolio:

	My name	
My European language		**Your score (A1-C2)**
Understanding	**Listening**	
	Reading	
Speaking	**Spoken interaction**	
	Spoken production	
Writing		

Language learning (self-steered)
Also see the following links for self-learning a European language:

https://en.duolingo.com

https://www.lingohut.com/en

https://www.mondly.com

These programmes are free of costs.
You can choose your own language to start learning a 2nd language.
For some of these online learning methods, you can also download an app for your mobile phone or tablet.

13. Personal Portfolio (format)

The content of a portfolio of evidence/products/reflections gives an overview of your qualities and competences. It is a (well presented) overview of everything you are able of. It's the basics from where you can make show portfolios in the future. For a future employer, or for the intake in an educational program, or for a potential customer.

The personal portfolio-format can be downloaded at:
https://drive.google.com/drive/folders/1UJ0UJdTvuSmH6fXVr2hJS_qlkpOJLpSZ
If the link doesn't work correctly, you can provide the portfolio format (word-document) in the group session.

The following data and evidence are required in a personal portfolio:
1. Personal data
2. Personal Quality Profile
3. Overview of the results and evidence that show your qualities (formal and non-formal):
    a. School and vocational training
    b. Work experience
    c. Other experiences
4. Written reflection on the developments and results written in your overview
5. List of the added evidence
6. Evidence

The results and evidence can be:
● Informal: descriptions of others, such as impressions of others, or for example a training certificate of a hobby, a video on which you show a performance, etc.
● Formal: diploma's, certificates, evidence of participation, study tasks or working experience
● Reflections: in your portfolio you gather results in which you show that you are competent to perform the key tasks of –for example- your occupation in several working situations.

All results are provided as much as possible with:
● A summing up of the competences, learning goals and performance indicators belonging to the key task (if appropriate)
● Feedback report of an executive / counsellor/coach etc. with date and signature
● Self-evaluations with date
● Positive assessment of your executive (for example) with date and signature.

Source 1. My portfolio-format

Name:
Date:

A. Personal data

Full name		PHOTO
Date of birth		
Place (and country) of birth		
Nationality		
Address		
Country		
Phone number		
Email address		

B. Overview of personal competences and qualities

	Personal competences, qualities
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Etc.	

Competences classification
You might use this scheme to classify your competences, or your own competence classification scheme to arrange your various competences:
A. Subject-based competences are related to knowledge and skills of a specific subject or work domain.
B. Methodical competences (work approach) express something on the way you are doing things: *I am able to organise well, I can plan well, I am problem solving, etc.*
C. Self-competences (brainpower, personally related effectiveness) express something about yourself: *I am disciplined, I think out-of-the-box, etc.*
D. Social competences (interpersonal effectiveness, management) emerge in social situations: *I am good at working in a team, I am empathic, etc.*

C. Learning experiences

School and vocational training / refresher training (school levels, basic vocational education, refresher training). Write down your learning steps in chronological order.

In the table below, fill in the schooling you have had from primary school onwards. Write down all your schooling, even studies you did not finish or do not regard as important. You can also mention here training courses, refresher training and other courses.

Period (year, month, week)	Training/schooling: type, level, institution	Description of the learning activities Job / role	Description of evidence and number of evidence in portfolio	Summary of the <u>most important</u> skills/competences I know..., I can..., I am capable of..., I have...

D. Work experiences

Write down your experiences with permanent appointments, part-time appointments, temporary work, work placements, holiday jobs and jobs on the side, transitional year, freelance work et cetera. Write down career steps in chronological order.

Period (year, month, week)	Description of the company, institute, unit	Description of the activities Job / role (concrete!)	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

E. Other experiences

Write down your activities in spare time, hobbies, voluntary work, club life, in private life, in tasks/activities in the family (unpaid activities).

Write down things done in tasks/activities and the private area in chronological order.
Briefly describe the successive individual activities.

Period (year, month, week)	Description of the context in which the activities are taking (or took) place	Description of the activities job / role	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

F.   Transformations

Describe below which important transformations or transfers you experienced in your life: in the area of school and vocational training, work experiences or other experiences. You may present this in a table that chronologically follows the 'flow of your life so far'.

…

G. **Reflection**

Describe how you reflect on the various parts of this portfolio. For inspiration you can use the question below.

- What are your main skills? Do you have a specific theme or a significant category of skills/qualities?
- What are your future career plans? How are you going to use your qualities/skills to fulfil your plans?
- In what other way are you going to use your qualities?
- What qualities would you like to develop more? Why these? What are you going to do to develop those qualities?
- What are you going to use your portfolio for?
- What image will people have of you, if the read your portfolio?
- Is your portfolio complete? Why (not)?
- What insights did you get from the training as a whole? In what way could you incorporate these insights in your life or work?

H. Overview of evidence / documents

1. Update your list of evidence / documents regularly
2. Include all evidence gathered so far in the list

	Type of document	Date of submission	Organisation / company
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Etc.			

Evidence
Add (copies of) all evidences as listed above.

14. The CAMPLUS Certification Programme

The CAMPLUS Certification Programme is based on two levels of profiling PRM:

1. **The certification for trainers, guiders and assessors of the CAMPLUS-model**: focus is on training, guiding, assessing and certifying trainees.

    The certification for trainers offers the following programme:
    -   Level 1 is 'practice what you teach'. The trainer has followed the level 1 training to master this CAMPLUS-training for designated target groups.
    -   Level 2 is getting grip on the contextualised version of the level 1 training that the trainer will set-up in her/his own context (regional, national). Guidance is available for the trainer on level 2 by CAMPLUS-managers.
    -   Level 3 is awarded once the trainer on level 2 has successfully tested and evaluated her/his own training-concept with two (2) groups of trainees. On this level the trainer is an autonomous trainer of the CAMPLUS-model, adding value to the CAMPLUS-trainers community.
    -   Level 4 is the certificate for acting as an autonomous assessor and guider for level 1 trainees (individually) and for peer-assessing level 1 groups, and level 2 and level 3 applications by CAMPLUS-trainers.

2. **The certification of the trainees of CAMPLUS-trainers**: focus is on creating social and economic perspectives for one's life in the new country/context.

    The certification for trainees offers the following programme:
    -   Level 1 is awarding a formal CAMPLUS-certificate for being able (1) to articulate and demonstrate one's strengths and developmental characteristics and (2) to design a personal action plan for creating new or further perspective for one's life.
    -   A trainee might also opt for the perspective of becoming a fully certified CAMPLUS-trainer. In this case, the level 1 certificate provides access to a level 2 follow-up in the certification programme for trainers of the CAMPLUS-model.

CAMPLUS Level 1 'Basic portfolio-training'

Studyload. The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).

This study load is equivalent with CAMPLUS Credit Points on level 6 (acting semi-autonomous in a semi-complex setting).[6] The number of credits depends on the study load given in the country of the training.

Competences. The trainee demonstrates the capacity to:
- handling her/his learning experiences, competences and qualifications consciously, responsible and durable.
- Taking career steps (planning) and accomplish career steps congruent with het/his true potential and set targets.

Learning outcomes level 1. The trainee proves to be able to:
- register, value, proof and document their competences and qualifications,
- estimate her/his achievements in all learning environments,
- formulate their personal strengths and (core) competences within a specific situation,
- draw conclusions about designing her/his career, based on learning experiences,
- recognise perspective of her/his career and formulate plans for further personal and professional development,
- to manage her/his competences durable by using portfolio-methods.

Content
Steps of the process within the management of competences:
- career steps (life course / development of values), how to deal with changes in one's life, strengths and weakness analysis.
- analyses of activities in learning, work, hobbies, and voluntary work.
- personal profile, external profiles of competences and requirements
- reflection on learning processes, recommendations for professional development.

Transfer (handover) into practice:
- bases for applications, recognition of acquired competences, documentation of (learning) evidence.
- career perspective goals and drafting of a personal action plan.

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6 The levels correspond to the level descriptors of the European Qualification Framework, specifically focused on the level of (semi-) autonomous acting in simple, semi-complex and complex situations. *See Source – the EQF referencing the CAMPLUS levels*.
  The CAMPLUS Credit Points System can be based on any national or international Credit Transfer System that helps students and universities define and understand the workload that comes with lectures and study programmes. For instance, in the European system one credit point equals 26 hours of study (contact hours and study).

CAMPLUS Level 2 'Guided trainer'

Study load. The training gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the CAMPLUS-model. The time of the training is at least 65 hours, consisting of 20 contact hours (guidance, lessons, intervision, theoretical-methodical instructions and practical assignments) and 45 hours for preparation, self-study, subgroup work, community-engagement and after-training work on the BDP.

The study load is equivalent with CAMPLUS Credit Points on level 6 (acting autonomous in complex settings).

Competences. The trainer demonstrates the capacity to:
- utilise the CAMPLUS-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.
- use and evaluate existing learning processes in a target group-oriented way.
- link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.

Learning outcomes level 2.
The trainer:
- is familiar with the quality criteria of the CAMPLUS-model and can apply them to her/his training and/or consultancy programmes.
- Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).
- Is able to further pursue the use of the CAMPLUS-model in her/his own field of work.
- Is able to integrate relevant developments in education, training and human resources management into the use of the CAMPLUS training programmes.

Content
The trainer is able to use the content and methods of the CAMPLUS-model, taking into account the portfolio tools, training material and assessment and guiding methods:
- as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.
- in the meaning (functioning) of the personal resources management for the trainees from specific target groups.
- In coherence with her/his social, educational and labour market context.
- In the presentation of the training and/or advising concept for his own target group according to the standards of the CAMPLUS-model and in the measures for reflection on the learning process, conclusions, evaluation.
- For testing and evaluating a personal business development plan for building a solid ground for CAMPLUS-training services.

CAMPLUS Level 3 'Autonomous trainer'

Study load. The self-managed training to become a certified CAMPLUS-trainer on level 3 consists of 2 training sessions on level 1 for target groups in the own context. This practice has in its alternation of reflection, discussion, development and testing of application practices, presentations and exchange of experiences, provided the basis for the use of the PRM-concept in the CAMPLUS-model in the own practice or context. The trainer tested the CAMPLUS-model in a self-chosen and created setting with two groups of trainees.

Obtaining the level of 'autonomous trainer' takes at least 260 hours, divided into 2 x 25 hours for designing the own, tailored training-programme, 2 x 15 hours for reaching out to two groups of trainees, 2 x 25 contact hours with the training groups, 30 hours for supervision and 100 hours for personal deepening the application in the own practice and self-study, and writing the final evaluation for certification.

This study load is equivalent with CAMPLUS Credit Points on level 6 (acting autonomous in complex settings).

Competences. The trainer works in a field of expertise, training and/or advice in which she/he is able to integrate and deploy the CAMPLUS-model by:
- autonomously developing learning processes in her own practice, converting and evaluating these processes for relevant target groups and integrating the model in existing programs/curricula within her/his context.
- linking learning processes in relevant (professional) sectors/domains with current developments in learning, working life and society.

Learning outcomes level 3.
The trainer:
- is familiar with the quality criteria of the CAMPLUS-model and can apply them in her/his training and/or advice activities.
- Understands and practices the PRM-system as a system to be integrated in the main learning and working systems in the own context.
- Uses the content and methods of the CAMPLUS-model as a unity.
- Can develop, implement and evaluate target group-directed concepts and draw conclusions on the individual results in the training and/or advice activities.
- Is able to recognise and continuously pursue employability in her/his own work area.
- Is skilled in integrating relevant developments in training, working life and society into the application of the CAMPLUS-model for setting up and organising training and advisory sessions.

Content
The trainer is able to apply and add value to the content and methods of the CAMPLUS-model:
- as a basis for the training, assessment and development of competences in various functional areas (education, work, volunteer work, hobbies, private).
- in the meaning (impact) of the personal resources management of her/his trainees from specific target groups.
- In coherence with the social, educational and labour market context.

- In the development and presentation of the training and/or advisory concept for specific target groups according to the standards of the CAMPLUS-model and in the measures for transposing reflection on the learning process, conclusions and evaluation.

CAMPLUS Level 4 'Assessor and guider'

Study load. The programme to become a certified CAMPLUS-assessor and guider on level 4 alternated between reflection, discussions, the development and testing of application practices, presentations and exchange of experiences to provide a basis for the use of personal resources management in one's own practice.

The study time was 130 hours, divided into engaging in assessment and guidance sessions with individuals and groups of her/his designated target group affiliation (50 hours), 50 hours for theoretical and methodological insight and 30 hours of individual reflection on practices of assessment and guidance.

This study load is equivalent with CAMPLUS Credit Points on level 6 (acting autonomous in complex settings). Level 7 (master) might also be applied in some cases.

Competences

Assess	The assessor/guider is able to adequately guide and assess the competences build-up and presentation of the participant, using a number of frequently used competency-based assessment forms such as the portfolio, the criterion focused interview and practice or practice simulations. The assessor/guider is able to assess behaviour based on the CAMPLUS-standards, to assess evidence based on the criteria for evidence and to assess a participant's personal profile and answers based on the CAMPLUS-model.
Observe	The assessor/guider can adequately observe the participant (if an observation is part of one of the instruments) and link an assessment to this observation, in relation to the CAMPLUS-standards.
Interview	By applying specific questioning and interviewing techniques in an assessment situation, the assessor/guider is able to bring the competences/qualities of the participant to the surface and compare them with the CAMPLUS-standards. The assessor/guider asks questions to explore the value of the experience (knowledge and skills).
Give feedback, feedforward and feedup	The assessor/guider is able to give feedback, feedforward and feedup to the participant in a constructive, motivating way and to indicate the result of the assessment, appropriate to the level of the participant. The assessor can clearly explain and substantiate the decisions taken on the basis of the assessment which indicate on which points the trainee is competent.
Write and report	The assessor/guider is able to draw up a clear, detailed and structured assessment report. In her/his report the assessor/guider describes the competences of the trainee(s) and not the personal characteristics.
Professional competent	The assessor/guider is professionally competent and must have sufficient experience and qualifications in the appropriate discipline (professional activity). The assessor/guider can prove that he is sufficiently professionally competent and is willing to keep up to date with further developments in the sector. The technical level of the assessor must be at least as high as that of the participant. The assessor/guider is familiar with the assessment procedure and objectives, the assessment instruments and methodology.

The assessor/guider is familiar with national, branch or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and the vocational education programmes for the purpose of the assessment.

15. Glossary of Terms

The CAMPLUS Glossary of Terms is a supportive document for all professionals dealing with refugees in general and with the integrated CAMPLUS programme in particular. The glossary covers the relevant terms concerning the geographical, historical, sociological and legal framework for the inclusion and integration of refugees and migrants in their new country, as well as the relevant terms for facilitating them in the learning system in their inclusion- and integration-actions.

Geographical, Historical, Sociological & Legal Framework

Access to justice	Basic principle of the rule of law which refers to an individual's ability to obtain an adequate remedy for any harm suffered, whether at the hands of an individual, group or other entity. Such remedies can take different forms, ranging from restitution or compensation for the harm done (restorative or restitutive justice) to penalties or punishment of those responsible (retributive or punitive justice) means that citizens are able to use justice institutions to obtain solutions to their common justice problems. For access to justice to exist, justice institutions must function effectively to provide fair solutions to citizens' justice problems.
Admissibility	The determination, by UNHCR or a State, of whether an individual should be admitted to refugee status determination procedures.
Advocacy	Coordinated activities that seek to enhance protection by promoting changes that bring policy, practice or law into line with international standards.
African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)	Commonly referred to as the Kampala Convention, this African Union convention was the first legally binding instrument on internal displacement with a continent-wide scope. Adopted in 2009 and entering into force on 6 December 2012, it provides a comprehensive regional framework for the protection of and assistance to internally displaced persons (IDPs). The Convention also addresses the root causes of displacement and ways to prevent it.
Assistance	Aid provided to address the physical, material and legal needs of persons of concern to UNHCR. This may include cash, food items, medical supplies, clothing, shelter, seeds and tools, as well as the provision of infrastructure, such as schools and roads. In UNHCR practice, assistance supports and complements the achievement of protection objectives.
Asylum	The grant, by a State, of protection on its territory to persons outside their country of nationality or habitual residence, who are fleeing persecution or serious harm or for other reasons. Asylum encompasses a variety of elements, including protection

	against refoulement, permission to remain on the territory of the asylum country, humane standards of treatment and access to a durable solution.
Asylum Capacity Support Group	A mechanism introduced in the *Global Compact on Refugees* meant to support States in developing and strengthening fair, efficient, adaptable national asylum systems that have integrity, as part of their comprehensive refugee response. The Asylum Capacity Support Group, established by UNHCR, aims to enhance asylum capacity support already provided by UNHCR, and seeks to better coordinate existing bilateral or multilateral arrangements.
Asylum seeker	A general term for any person who is seeking international protection. In some countries, it is used as a legal term referring to a person who has applied for refugee status or a complementary international protection status and has not yet received a final decision on their claim. It can also refer to a person who has not yet submitted an application but may intend to do so, or may be in need of international protection. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum seeker. However, an asylum-seeker may not be sent back to their country of origin until their asylum claim has been examined in a fair procedure, and is entitled to certain minimum standards of treatment pending determination of their status.
Cartagena Declaration on Refugees 1984	Declaration by the Colloquium on the International Protection of Refugees in Central America in November 1984. The Cartagena Declaration broadens the definition of refugee enshrined in the Convention relating to the Status of Refugees to include 'persons who have fled their country because their lives, safety or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violation of human rights or other circumstances which have seriously disturbed public order'. Although not legally binding, the provisions of the Cartagena Declaration have been incorporated in the legislation of numerous Latin America countries.
Case processing modality	Any procedure that results in a determination of whether or not the individual concerned is a refugee. Case-processing modalities are differentiated on the basis of how refugee status is determined, not by who does so (as is the case in 'joint' or 'parallel' or 'state' refugee status determination (RSD) procedures), or why (as in 'residual' RSD procedures).
Central Mediterranean route	The Central Mediterranean route refers to irregular sea arrivals to Italy and Malta. Migrants from North Africa, the Middle East, South Asia and sub-Saharan Africa transit mainly through Libya, before continuing to Tunisia and Turkey on their journey to Europe. Following two years of low numbers of irregular migrants on the route, the number of persons using this route began to increase again in 2020, and it rose significantly in 2022.

Cessation clause	Legal provisions setting out the conditions under which refugee status comes to an end because it is no longer needed or justified. Cessation clauses are found in Article 1(C) of the 1951 Convention, and in Article 1(4) of the 1969 OAU Convention.
Civil registration	The continuous, permanent, compulsory and universal recording of the occurrence and characteristics of vital events pertaining to the population, as provided through decree or regulation in accordance with the legal requirements in each country. This process is carried out primarily for the purpose of establishing the documents provided for by law.
Civilian and humanitarian character of asylum	A principle of international human rights, humanitarian and refugee law underlining the grant of asylum as an inherently peaceful and humanitarian act which should not be regarded as unfriendly by another State. Primary responsibility for ensuring the civilian and humanitarian character of asylum lies with States. It involves locating refugee camps and settlements at a reasonable distance from the border; maintaining law and order; curtailing the flow of arms into refugee camps and settlements; preventing their use for the internment of prisoners of war; disarming armed elements; and identifying, separating and interning combatants.
Code of conduct	A common set of principles or standards that a group of agencies or organizations, or the personnel of an organization, have agreed to abide by while providing assistance in response to complex emergencies or disasters. All UNHCR staff are required to sign the UNHCR Code of Conduct, committing them to uphold its ethical standards.
Combatant	A person who is authorized to use force in situations of armed conflict, and who, in turn, is a lawful military target. A combatant can be a member of the armed forces, other than medical personnel and chaplains, or of an organized group. Under international humanitarian law, armed forces are subject to an internal disciplinary system, which, inter alia, must enforce compliance with the rules of international law applicable to armed conflict.
Commission of inquiry / fact-finding mission	In the United Nations context, the term *international commission of inquiry/fact finding mission* is used to designate a variety of temporary investigative bodies of a non-judicial nature, established by the Security Council, the General Assembly, the Human Rights Council, the Secretary-General and the High Commissioner for Human Rights, and tasked with investigating alleged violations of international human rights, international humanitarian law or international criminal law and making recommendations for corrective action based on their factual and legal findings.
Community-based approach to protection	An inclusive partnership strategy that recognizes and builds on the capacities and resources of forcibly displaced and stateless persons, by establishing trust, promoting meaningful participation, consultation and leadership in all aspects of programmes that affect

	them. It is a continuous process that engages communities as analysts, evaluators and implementers in their own protection.
Community sponsorship	Reception and integration support that involves the pairing of resettled refugees or persons admitted under complementary pathways with individuals, groups of individuals or organizations (i.e. sponsors such as local clubs, businesses, university communities, faith groups, etc.). These entities commit to providing clearly defined financial and/or in-kind contributions, emotional support and volunteer services to help refugees or other persons in need of international protection upon arrival.
Comprehensive Refugee Response Framework (CRRF) 2016	The Comprehensive Refugee Response Framework (CRRF) provides a blueprint for international responses to large-scale movements of refugees and protracted refugee situations. It was first introduced as an annex to the 2016 New York Declaration for Refugees and Migrants. The CRRF underlines the importance of supporting countries and communities that host large numbers of refugees, promoting the inclusion of refugees in host communities, ensuring the involvement of development actors from an early stage, and developing a 'whole-of-society' approach to refugee responses. Its four key objectives are to ease pressures on host countries; to enhance refugee self-reliance; to expand access to third-country solutions; and to support conditions in countries of origin for return in safety and dignity. The CRRF presents important opportunities for a more comprehensive and strategic approach to partnerships in which UNHCR acts as a catalyst to engage a broad range of national, regional and international actors.
Convention (definition)	A formal multilateral treaty with a broad number of parties. Conventions are normally open for participation by the international community as a whole, or by a large number of States. Usually, instruments negotiated under the auspices of an international organization are entitled conventions. The same holds true for instruments adopted by an organ of an international organisation.
Convention against Torture and Other Cruel, Inhuman or Degrading Treatment (CAT)	Adopted in 1984, this treaty requires States parties, inter alia, to incorporate the crime of torture in their domestic legislation and to punish acts of torture; to undertake a prompt investigation of any alleged act of torture; to ensure that statements made as a result of torture are not invoked as evidence; and to establish a right to fair and adequate compensation and rehabilitation for victims. Under the Convention, States parties are prohibited from returning a person to another State where they would be at risk of torture (non-refoulement). Compliance by States parties with their obligations under the Convention is monitored by the Committee against Torture.
Convention grounds	Reasons established in the 1951 Convention as one of the essential elements of the refugee definition. According to the Convention, in order for a person to be recognized as a refugee under international law, their fear of persecution must be linked to one or more of the

	following five grounds: race, religion, nationality, membership of a particular social group, or political opinion.
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	The Convention on the Elimination of All Forms of Discrimination against Women CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. 189 countries are parties to the CEDAW.
Convention on the Rights of Persons with Disabilities (CRPD)	Adopted in 2006, this treaty sets out the obligations on State parties to promote, protect and ensure the rights of persons with disabilities. The Convention not only clarifies that States should not discriminate against persons with disabilities, but it also sets out the steps that States must take to create an enabling environment so that persons with disabilities can enjoy real equality in society. Compliance by States parties with their obligations under the Convention is monitored by the Committee on the Rights of Persons with Disabilities.
Convention on the Reduction of Statelessness (1961 Convention)	he 1961 Convention aims to prevent statelessness and reduce it over time. It establishes an international framework to ensure the right of every person to a nationality. It requires that states establish safeguards in their nationality laws to prevent statelessness at birth and later in life. Perhaps the most important provision of the convention establishes that children are to acquire the nationality of the country in which they are born if they do not acquire any other nationality. It also sets out important safeguards to prevent statelessness due to loss or renunciation of nationality and state succession. The convention also sets out the very limited situations in which states can deprive a person of their nationality, even if this would leave them stateless.
Convention on the Rights of the Child (CRC)	Adopted in 1989, this treaty sets comprehensive standards for the protection of the rights of children. It is underpinned by four guiding principles, one of which is non-discrimination in the application of its standards to all children. Therefore, refugee children come fully within its scope. The other guiding principles are the "best interest" of the child, the right to life, survival and development, and the right to participation. Compliance by States parties with their obligations under the Convention is monitored by the Committee on the Rights of the Child.
Convention relating to the Status of Refugees (1951 Convention)	The Convention that establishes the most widely applicable framework for the protection of refugees and forms the basis of international refugee law. It was adopted in July 1951 and entered into force in April 1954. Article 1 of the 1951 Convention limits its scope to 'events occurring before 1 January 1951' but this restriction was removed by the 1967 Protocol relating to the Status of Refugees. Ratified by 145 State parties, the Convention defines the term *refugee* and outlines the rights of the displaced, as well as the

legal obligations of States to protect them. UNHCR serves as the 'guardian' of the 1951 Convention and its 1967 Protocol.

Convention relating to the Status of Stateless Persons (1954 Convention)	The 1954 Convention is designed to ensure that stateless people enjoy a minimum set of human rights. It establishes the legal definition of a stateless person as someone who is "not recognized as a national by any state under the operation of its law." Simply put, this means that a stateless person is someone who does not have the nationality of any country. The 1954 Convention also establishes minimum standards of treatment for stateless people in respect to a number of rights. These include, but are not limited to, the right to education, employment and housing. Importantly, the 1954 Convention also guarantees stateless people a right to identity, travel documents and administrative assistance.
Country of destination	The country that is the actual or desired final destination for an asylum-seeker, refugee or migrant.
Country of origin	The country where an asylum-seeker, refugee or migrant comes from and of which they possess nationality. In the case of stateless persons, the country where they have their habitual residence.
Country of transit	The country that an asylum-seeker, refugee or migrant moves through (legally or irregularly) during their journey to a country of destination or back to their country of origin or habitual residence. Related term *transit country* is often used.
Deportation	Coerced physical removal of a person to their country of origin or a third country by the authorities of the host country. Related term *removal* is sometimes used.
Derivative refugee status	Refugee status granted in certain cases to the family members/dependents of a recognized refugee where the family members/dependents do not qualify for refugee status in their own right. It is one of the means of maintaining and facilitating the principle of family unity.
Detention	Deprivation of liberty or confinement in a closed place which an asylum-seeker is not permitted to leave at will, including, though not limited to, prisons or purpose-built detention, closed reception or holding centres or facilities. Consistent with international refugee and human rights law and standards, detention of asylum-seekers should be used only as a measure of last resort. UNHCR's 2012 Detention Guidelines set out standards applicable in such situations.
Diplomatic asylum	In the broad sense, asylum granted by a State outside its territory, particularly in its diplomatic missions (diplomatic asylum in the strict sense), in its consulates, on board its ships in the territorial waters of another State (naval asylum), and also on board its aircraft and of its military or para-military installations in foreign territory.
Disaster	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

Displacement	The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence (whether within their own country or across an international border), in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.
Duties of refugees	The obligations refugees must meet in the country of asylum. Under Article 2 of the 1951 Convention, refugees must conform to the laws and regulations of any country in which they find themselves. In particular, refugees must refrain from any acts that jeopardize the safety, security or public order of communities or countries of asylum.
Eastern Mediterranean route	The Eastern Mediterranean route refers to irregular arrivals to Greece, Cyprus and Bulgaria. In 2015, high numbers of refugees seeking shelter from Syria's war arrived in the EU via this route. After a period with low numbers of arrivals thanks to the cooperation between the EU and Turkey, in 2022 irregular arrivals to Greece began to increase once again. Migratory pressure on Cyprus has increased significantly since 2020.
Education complementary pathways	Any programmes, including scholarships, that facilitate the movement of persons in need of international protection to a safe third country for the purpose of higher education, while also having their protection needs met. Candidates' eligibility for programmes is assessed based on their academic merit.
Eligibility Guidelines	Country-specific policy guidance issued by UNHCR on the eligibility for international protection of specific groups or profiles at risk in a particular country or territory. Eligibility Guidelines are legal interpretations of the refugee criteria in respect of specific profiles on the basis of social, economic, security, human rights and humanitarian conditions in the country or territory of origin concerned. In principle, Eligibility Guidelines provide more comprehensive guidance than UNHCR's International Protection Considerations.
Employment complementary pathways	Any programmes that facilitate the movement of persons in need of international protection to a safe third country for the purpose of employment, while also having their protection needs met. Candidates' eligibility for programmes is assessed based on their professional qualifications and experience.
European Border and Coast Guard Agency (FRONTEX)	The European Union agency tasked with the implementation of the European integrated border management, the effective functioning of border control at the external EU borders in coordination with the national authorities of EU Member States and Schengen associated countries (IC, CH, LI and NO) responsible for border management, the internal security within the European Union and migration management, including an effective return policy, while safeguarding the free movement of persons within the Union and full respect for fundamental rights.

Exclusion (from refugee status)	The denial of the benefits of international protection to persons who would otherwise satisfy the criteria for refugee status, but who are found to not be in need or deserving of protection. The specific international refugee law provisions governing exclusion can be found in the 1951 Convention's exclusion clauses.
Exclusion clause	Legal provisions that deny the benefits of international protection to persons who would otherwise satisfy the criteria for refugee status. In the 1951 Convention, the exclusion clauses are found in the first paragraph of Article 1D, Article 1E and Article 1F. These clauses apply to the following categories: persons who are receiving protection or assistance from UN agencies other than UNHCR; persons who are recognized by the authorities of the country as having the rights and obligations attached to the possession of nationality of their country of residence; and persons in respect of whom there are serious reasons for considering that they have committed a crime against peace, a war crime, a crime against humanity, a serious non-political crime, or acts contrary to the purposes and principles of the United Nations.
Expulsion	A formal act by a State authority with the intention of securing the removal of a non-national from its territory. Refugees lawfully on the territory of the State can only be expelled for reasons of national security and public order, and the State remains bound by its non-refoulement obligations.
Family reunification	The process of reuniting family members who have been involuntarily separated through displacement. It has a special application in the pursuit of durable solutions.
Family unity principle	A principle that gives effect to the protection of the family as the fundamental group unit of society. Under this principle, derivative refugee status may be granted to the spouse and dependents of a person who meets the refugee criteria. Respect for the right to family unity requires not only that States refrain from action which would result in family separations, but also that they take measures to maintain the unity of the family and reunite family members who have been separated.
First country of asylum concept	A concept referring to the determination by a State that an asylum-seeker should be denied access to its refugee status determination procedures on the basis that they have already found protection in another country, can return there, and can avail themself of such protection.
Fixing	One of the first steps in a registration process, which provides a rapid and approximate means of defining a target population so that persons of concern can be more readily identified for further registration, using fixing tokens, wristbands, or ink marking. The goal of fixing is to ensure that only persons of concern are registered, that all persons of concern are registered, and that each person is registered only once.

Freedom of movement	A core human right that consists of three basic elements: freedom of movement within the territory of a country; the right to leave any country; and the right to return to one's own country.
Gender	Refers to the socially constructed roles for women and men, which are often central to the way in which people define themselves and are defined by others. Gender roles are learned, changeable over time, and variable within and between cultures. Gender often defines the duties, responsibilities, constraints, opportunities and privileges of people of different genders in any context.
Gender analysis	A process or tool used to examine how differences in gender roles, activities, needs, opportunities and rights/entitlements affect all genders in certain situations or contexts. Gender analysis examines the power structures and relationships between genders, their access to and control of resources, and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not perpetuated or exacerbated by interventions, and that where possible, greater equality and justice in gender relations are promoted.
Global Action Plan to End Statelessness: 2014-2024	A 10-year plan, developed in consultation with States, civil society and international organisations, that sets out a guiding framework made up of 10 actions that need to be taken to end statelessness within 10 years.
Global Compact for Safe, Orderly and Regular Migration (GCM)	The first inter-governmentally negotiated agreement, prepared under the auspices of the United Nations, covering all dimensions of international migration in a holistic and comprehensive manner. It is a non-binding document that respects States' sovereign right to determine who enters and stays in their territory and demonstrates commitment to international cooperation on migration. It presents a significant opportunity to improve the governance of migration, to address the challenges associated with today's migration, and to strengthen the contribution of migrants and migration to sustainable development. The Global Compact is framed in a way consistent with target 10.7 of the 2030 Agenda for Sustainable Development in which Member States committed to cooperate internationally to facilitate safe, orderly and regular migration.
Global Compact on Refugees (GCR)	Affirmed by the UN General Assembly in 2018 following extensive consultations led by UNHCR, the Global Compact on Refugees is a framework for more predictable and equitable responsibility-sharing, recognizing that a sustainable solution to refugee situations cannot be achieved without international cooperation. It provides a blueprint for governments, international organizations, and other stakeholders to ensure that host communities get the support they need and that refugees can lead productive lives. It includes the Comprehensive Refugee Response Framework (CRRF), as well as a programme of action to facilitate the application of comprehensive responses, and arrangements for follow-up and review.

	The GCR's four key objectives are: (i) easing pressures on host countries; (ii) enhancing refugee self-reliance; (iii) expanding access to third-country solutions; (iii) supporting conditions in countries of origin for return in safety and dignity.
Global Refugee Forum (GRF)	Held every four years at ministerial level (starting in December 2019), the Global Refugee Forum is a platform for UN Member States and other stakeholders to announce concrete pledges and contributions that will advance the objectives of the Global Compact on Refugees and achieve tangible benefits for refugees and host communities; and to highlight key achievements and exchange good practices, both with respect to specific country or regional situations, as well as at the global level.
Group-based determination of refugee status	A practice by which all persons forming part of a large-scale influx, or groups of similarly situated individuals who share a readily apparent common risk of harm, are considered for refugee status on a prima facie basis. Group determination ensures that protection and assistance needs are addressed quickly, without resorting to more time-consuming individual refugee status determination procedures.
Guardian	An independent person who safeguards a child's best interests and general well-being and complements the limited legal capacity of the child.
Guiding Principles on Internal Displacement	A series of principles that articulate standards for protection, assistance and solutions for internally displaced persons. The Guiding Principles were presented to the Commission on Human Rights by the Representative of the Secretary General for Internally Displaced Persons in April 1998. They reflect and are consistent with human rights law, humanitarian law and refugee law, and provide guidance to States, other authorities, intergovernmental, and non-governmental organizations faced with issues of internal displacement.
Host community	A community that hosts large populations of refugees or internally displaced persons, whether in camps, integrated into households, or independently.
Host country	The country in which a non-national stays or resides, whether legally or irregularly.
Human capital	The knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being.
Human Development Index (HDI)	A summary measure of a country or region's average achievement in key dimensions of human development: life expectancy, access to education, and gross income per capita.
Humanitarian Corridors	A type of temporary demilitarized zone intended to allow the safe transit of humanitarian aid into, and/or refugees out of, a crisis-hit region.
Humanitarian pathways	Programmes which offer a pathway for admission to individuals in need of international protection, through their identification and

transfer from the country of asylum to a third country where they can enjoy effective protection. Eligibility criteria for such programmes are decided by the States, sometimes jointly with other actors in the receiving country, and are discretionary. Beneficiaries of these programmes may therefore be selected against broader eligibility criteria than those applicable to resettlement and may include general humanitarian needs or existing links to the receiving country. The admission upon arrival is typically granted on a temporary basis. They are often used as a response to large-scale displacement. Some programmes may rely on humanitarian visas issued prior to departure, which allows the beneficiaries to apply for asylum upon arrival.

Humanitarian visa
A tool for legal entry into another country, where legislative framework allows States' discretionary use of this visa. A humanitarian visa may be used as a tool to facilitate admissions through various complementary pathways programmes, such as humanitarian corridors, employment or education opportunities or family reunification, but is not a pathway in itself. Humanitarian visa holders typically apply for asylum upon arrival to their destination country.

Human mobility
An umbrella term referring to various forms of population movement, including displacement, migration and planned relocation.

Human rights
The inalienable rights to which a person is entitled merely for being human. Human rights are built on underlying principles of universality, equality and non-discrimination, and are enshrined in international human rights law, rules of customary international law, national laws and other standards that define them and help to guarantee their full enjoyment. Human rights apply to all individuals over whom States have jurisdiction, including all persons falling within UNHCR's mandate.

Human rights-based approach (HRBA)
A conceptual framework underpinning human development and humanitarian action that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. A human rights-based approach identifies rights-holders and their entitlements and corresponding duty-bearers and their obligations and works towards strengthening the capacities of rights-holders to make their claims and of duty-bearers to meet their obligations. It is not only about achieving human rights goals and outcomes, but also about achieving them through a participatory, inclusive, nondiscriminatory, transparent and responsive process.

Human rights mechanisms (United Nations)
The various human rights monitoring mechanisms of the United Nations system. These include UN Charter-based bodies (including the Human Rights Council, Universal Periodic Review and special procedures) and treaty-based bodies created under the international human rights treaties (known as treaty bodies).

'iBelong' Campaign to End Statelessness in 10 Years	A campaign launched by UNHCR in 2014 with the aim of ending statelessness by 2024 by resolving existing statelessness situations, preventing new cases from emerging, and better identifying and protecting stateless people.
Identity paper	Official document issued by the competent authority of a State designed as proof of legal identity of the person carrying it.
Inclusion	A gradual approach to ensure refugees and other persons we serve have access to national systems and services in law and practice and without discrimination in accordance with international norms and standards.
International Convention for the Protection of All Persons from Enforced Disappearance (CPED)	Adopted in 2006, this treaty requires States parties to enact specific laws establishing the crime of enforced disappearance. They must also investigate complaints and reports of enforced disappearance and bring those responsible to justice. Other obligations are of a preventive nature, such as the obligation to detain persons only in officially approved and monitored institutions. Compliance by States parties with their obligations under the Convention is monitored by the Committee on Enforced Disappearances.
Inclusion clause	Legal provisions that set out the criteria that a person must fulfil in order to be recognised as a refugee. The inclusion clauses are found in Article 1(A) of the 1951 Refugee Convention, in Article I (1) and (2) of the 1969 OAU Convention and Conclusion III of the 1984 Cartagena Declaration.
Intergovernmental organization (IGO)	An organization made up of member States. Examples include the United Nations Organization (UN), the African Union (AU), the Organization of American States (OAS) and the Commonwealth of Independent States (CIS).
Internal displacement	The involuntary or forced movement, evacuation or relocation of persons or groups of persons within internationally recognized State borders.
Internally displaced person (IDP)	A person who has been forced or obliged to flee from their home or place of habitual residence, in particular as a result of or in order to avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who has not crossed an internationally recognized State border.
International Bill of Human Rights	Three texts that form the primary legal basis of United Nations activities to promote, protect and monitor human rights and fundamental freedoms. These include the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights.
International Committee of the Red Cross (ICRC)	Established in 1863, the ICRC operates worldwide, helping people affected by conflict and armed violence and promoting the laws that protect victims of war. An independent and neutral organization, its mandate stems essentially from the Geneva Conventions of 1949. ICRC is based in Geneva, Switzerland, and employ over 21,000 people

	in more than 100 countries. The ICRC is funded mainly by voluntary donations from governments and from National Red Cross and Red Crescent Societies.
International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)	Adopted in 1965, this treaty specifies measures that States parties agree to undertake to eliminate racial discrimination. Compliance by States parties with their obligations under the Convention is monitored by the Committee on the Elimination of Racial Discrimination.
International Convention for the Protection of the Rights of All Migrant Workers and the Members of Their Families (ICMW)	Adopted in 1990, this treaty focuses on the protection of migrant workers' rights. It emphasizes the link between migration and human rights and seeks to establish minimum standards that States parties should apply to migrant workers and members of their families, irrespective of their migratory status. Compliance by States parties with their obligations under the Convention is monitored by the Committee on Migrant Workers.
International Convention on Civil and Political Rights (ICCPR)	Adopted in 1966, this treaty contains some of the most significant international legal provisions establishing civil and political rights, including the rights: to life; to not be subjected to torture or to cruel, inhuman or degrading treatment or punishment or to arbitrary arrest or detention; to be treated with humanity if deprived of liberty; to freedom of movement; to freedom of thought, conscience, religion, opinion and expression; to peaceful assembly and association; to special protection for children; and to equality before the law. While the application of the right to life and not to be subjected to torture provide protection against refoulement, the Covenant also forbids the arbitrary expulsion of resident aliens and requires such decisions to be able to be appealed and reviewed. Compliance by States parties with their obligations under the Covenant is monitored by the Human Rights Committee.
International Convention on Economic, Social and Cultural Rights (ICESCR)	Adopted in 1966, this treaty contains some of the most significant international legal provisions establishing economic, social and cultural rights, including rights relating to work in just and favourable conditions, to social protection, to an adequate standard of living, to the highest attainable standards of physical and mental health, to education and to enjoyment of the benefits of cultural freedom and scientific progress. Compliance by States parties with their obligations under the Covenant is monitored by the Committee on Economic, Social and Cultural Rights.
International Human Rights Law	The body of national laws, treaties, customary international law, general principles and other sources of international law that recognizes and protects human rights. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

	International human rights law, international humanitarian law and international refugee law complement each other.
International Humanitarian Law	The body of law, regulations and principles that governs situations of international or non-international armed conflict. The core instruments of international humanitarian law are the four Geneva Conventions of 12 August 1949 and their two Additional Protocols of 8 June 1977. Virtually every State is a party to the Geneva Conventions of 1949. International humanitarian law is sometimes also referred to as the *law of war* or *law of armed conflict*. International humanitarian law, international human rights law and international refugee law complement each other.
International Organization for Migration (IOM)	An intergovernmental organisation in the field of migration dedicated to ensuring the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, be they refugees, displaced persons, or other uprooted people.
International protection, person in need of	A person outside their country of origin or habitual residence and who is unable to return because they would be at risk there, and their country is unable or unwilling to protect them. This includes refugees, who benefit from the protections of international, regional and national refugee law. It may also include those who do not qualify as refugees under such law but who are unable to return, e.g. persons displaced across an international border in the context of disasters or climate change, but who are not refugees. Host countries may accordingly offer protection on a humanitarian basis through a variety of means, including temporary protection or stay arrangements. Stateless persons who do not enjoy full national protection of their country of habitual residence may also be in need of international protection.
International Refugee Law	The body of customary international law and international instruments establishing standards for refugee protection. The cornerstone of refugee law is the 1951 Convention and its 1967 Protocol relating to the Status of Refugees. International refugee law, international human rights law, and international humanitarian law complement each other.
Juvenile justice	Juvenile justice refers to a justice system applied to a "juvenile": a child or a young person who, under the legal system concerned, is to be dealt with for an offense in a manner which is different from an adult. The age limit used to define a juvenile varies between countries. States Parties are required to promote the establishment of laws, procedures, authorities and institutions specifically applicable to accused and convicted children, in particular the establishment of a minimum age for criminal responsibility and diversions.
Justice for children	Justice for children refers to a UN framework and guiding principles aimed at ensuring that children are better served and protected by

	justice systems. It specifically aims at ensuring full application of international norms and standards for all children who come into contact with justice and related systems as victims, witnesses and alleged offenders; or for other reasons where judicial, state administrative or non-state adjudicatory intervention is needed, for example regarding their care, custody or protection.
Key informant	In the context of needs assessment or similar processes, a person within an affected population or host community with direct knowledge or experience of a crisis, or whose social position or expertise otherwise makes them a particularly valuable source of information.
Legal admission pathways	Pathways for regular migration of temporary or permanent nature intended to facilitate safe, orderly and regular migration of individuals between different countries for the purposes of inter alia work, study, treatment or others. They are embedded in the migration frameworks of the States and rely on relevant entry visas.
Livelihoods	Activities that allow people to secure the basic necessities of life, such as food, water, shelter and clothing. Engaging in livelihoods activities means acquiring the knowledge, skills, social network, raw materials, and other resources to meet individual or collective needs on a sustainable basis with dignity.
Local integration	A durable solution for refugees that involves their permanent settlement in a host country. Local integration is a complex and gradual process, comprising three distinct but interrelated dimensions: legal, economic, and socio-cultural. The process is often concluded with the naturalisation of the refugee.
Mandate refugee	A person who is determined to be a refugee by UNHCR acting under the authority of its Statute and relevant resolutions of the UN General Assembly and the Economic and Social Council (ECOSOC). Mandate refugee status is especially significant in States that are not parties to the 1951 Convention or its 1967 Protocol.
Mandate (UNHCR)	The role and functions entrusted to UNHCR as set forth in its Statute and subsequent resolutions of the UN General Assembly and the Economic and Social Council (ECOSOC). UNHCR is primarily mandated to provide international protection and humanitarian assistance, and to seek durable solutions for its persons of concern. UNHCR's original core mandate covered only refugees, however, over time this has been expanded to cover returnees and stateless persons. Although UNHCR does not have a general mandate for internally displaced persons, it may be involved in certain circumstances to enhance protection and provide humanitarian assistance.
Migrant	There is no universally accepted definition of the term migrant, and the term is not defined by international law. Traditionally, the word migrant (or, more accurately, international migrant) has been used to refer to people who choose to move across international borders, not because of a direct threat of persecution, serious harm, or death, but exclusively for other reasons, such as to

improve their conditions by pursuing work or education opportunities, or to reunite with family. Migrants in this sense of the word—unlike refugees—continue in principle to enjoy the protection of their own government, even when they are abroad. If they return, they will continue to receive that protection.

Nevertheless, the word migrant is used by some actors as an umbrella term to refer to any person who moves within a country or across a border, temporarily or permanently, and for a variety of reasons. In this sense, the term covers legally defined categories such as migrant workers and smuggled migrants, as well as others whose status or means of movement is not specifically defined under international law, such as international students.

UNHCR recommends that —except in very specific contexts (notably statistical: see below)— the word migrant should not be used as a catchall term to refer to refugees or to people who are likely to be in need of international protection, such as asylum-seekers. To do so risks undermining access to the specific legal protections that States are obliged to provide to refugees.

For the specific purposes of global statistics on international migration, the United Nations defines an international migrant as any person who changes their country of usual residence (excluding short-term movement for purposes of recreation, holiday, visits to friends and relatives, business, medical treatment or religious pilgrimage).

Migrant worker   A person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which they are not a national.

Migration   The word migration is often used as a general term referring to the movement of people away from their place of usual residence, either across an international border (international migration) or within a State.

Sometimes, migration is employed to include both 'forced' and 'voluntary' movements. In other contexts, the word migration is reserved for population movements that are considered to be solely or essentially voluntary, or not to raise refugee-protection concerns.

For cross-border or internal movements that take place in circumstances where the element of compulsion (due, for instance, to persecution, conflict, violence, or disaster) preponderates over the exercise of choice, UNHCR recommends using the term displacement, rather than migration. In particular, when referring to cross-border movements with a refugee character or otherwise involving people who require international protection, terms such as cross-border displacement or refugee flight should be preferred to migration.

UNHCR and other organizations often use human mobility or related terms as an overarching way of referring to various forms of population movement including displacement, migration,

and planned relocation. IOM also uses this term in some contexts including in its 2019 Glossary on Migration.

For the specific purposes of global statistics on international migration, the UN defines an international migrant as any person who changes their country of usual residence (excluding short-term movement for purposes of recreation, holiday, visits to friends and relatives, business, medical treatment or religious pilgrimage).

Migration Routes	The geographical route along which migrants and refugees move via hubs in transit areas from their country of origin to their country of destination, often travelling in mixed migration flows.
National	An individual who holds the nationality of a State. This term is often used synonymously with citizen.
National human rights institution (NHRI)	A State institution established by law or Constitution with a broad mandate to promote and protect human rights. NHRIs are independent institutions that function without interference from the State or any other stakeholders. Their mandate and competencies are established by the Paris Principles, adopted by the General Assembly in 1993. NHRIs promote respect for the human rights of everyone within a given country, regardless of status, and including persons of concern to UNHCR.
National referral mechanism (NRM)	A cooperative framework through which State actors fulfil their obligations to protect and promote the human rights of trafficked persons, coordinating their efforts in a strategic partnership with civil society. The basic aims of an NRM are to ensure that the human rights of trafficked persons are respected and to provide an effective way to refer victims of trafficking to services.
Nationality	The legal bond between a person and a State, which entitles the individual to the State's protection as its national and entails legal rights and responsibilities. Nationality can be established at birth by a person's place of birth (jus soli) and/or bloodline (jus sanguinis) or can be acquired through naturalisation. The concept is referred to as citizenship in some national jurisdictions.
Naturalisation	The procedure whereby a non-national applies to the State for nationality, usually subject to satisfying a number of legal and procedural requirements.
New York Declaration for Refugees and Migrants (2016)	A set of commitments to enhance the protection of refugees and migrants, adopted by the UN General Assembly in September 2016 (A/RES/71/1). The Declaration affirms that although the treatment of refugees and migrants is governed by separate legal frameworks, refugees and migrants have the same universal human rights and fundamental freedoms. It notably outlines elements for a comprehensive response to refugee displacement based on principles of international cooperation and responsibility sharing, as well as greater inclusion of refugees in local communities. It also acknowledges that States have a shared responsibility to manage large movements of refugees and migrants in a humane, sensitive, compassionate and people-centred manner. The Declaration led to

	the affirmation by the UN General Assembly of the Global Compact on Refugees in 2018, and its endorsement of the Global Compact for Safe, Orderly and Regular Migration.
Non-discrimination	An approach that aims to ensure that all persons are equal before the law and are entitled to the equal protection of the law without distinction based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. The term *anti-discrimination* implies a more proactive approach to tackling the causes and impacts of discrimination.
Non-governmental organization (NGO)	An organized entity that is functionally independent of, and does not represent, a government or State. This term is often applied to not-for-profit organizations devoted to humanitarian and human rights causes or to other social, political, scientific, professional or public-interest issues. NGOs are also often referred to as *civil society organizations (CSOs)*. International NGOs are composed of private individuals or organizations rather than member States. NGOs with suitable standing in their field of competence may be granted consultative status with the United Nations (notably at the Economic and Social Council (ECOSOC)), or with other international organizations. Many refugee-related programmes are implemented by NGOs in partnership with UNHCR and other organizations.
OAU Convention Governing the Specific Aspects of Refugee Problems in Africa (OAU Convention)	The regional instrument adopted in 1969 which complements the Convention relating to the Status of Refugees. The OAU Convention provides for a broader refugee definition than the 1951 Convention which also encompasses "those fleeing from external aggression, occupation, foreign domination or events seriously disturbing public order in either part or whole of the country of origin".
Optional Protocol to the Convention against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (OPCAT)	Adopted in 2002, this Optional Protocol obliges States parties to designate independent national bodies for the prevention of torture and ill-treatment. It also establishes a Subcommittee on Prevention of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment which carries out country visits to States parties to visit places of detention and which provides assistance and advice to States Parties on the establishment of their national mechanisms.
Partipatory approach	An approach to development or humanitarian programming in which key stakeholders (and especially those affected by decisions made) of a policy or intervention are closely and systematically engaged in the process of identifying problems, their root causes, priorities and capacities, and have considerable control over analysis and the planning, implementation, monitoring and evaluation of solutions to the issues identified.

Proof of legal identity	Proof of legal identity is defined as a credential, such as birth certificate, identity card or digital identity credential that is recognized as proof of legal identity under national law and in accordance with emerging international norms and principles. In the case of refugees, Member States are primarily responsible for issuing proof of legal identity, including identity papers. The issuance of proof of legal identity to refugees may also be administered by an internationally recognized and mandated authority.
Protection	All activities aimed at achieving full respect for the rights of the individual in accordance with the letter and spirit of international human rights, refugee and humanitarian law. Protection involves creating an environment conducive to respect for human beings, preventing and/or alleviating the immediate effects of a specific pattern of abuse, and restoring dignified conditions of life through reparation, restitution and rehabilitation.
Protocol relating to the Status of Refugees (1967 Protocol)	A protocol to the 1951 Convention relating to the Status of Refugees, agreed in 1967. The Protocol lifts the time and geographic limits found in the 1951 Convention and applies most of the Convention's articles (2–34) to all persons covered by the Protocol's revised refugee definition.
Reception centre	A facility dedicated to the management of reception arrangements for asylum-seekers, refugees and migrants. Reception centres provide an organized setting that allows authorities and other stakeholders to target their responses while individuals await decisions on applications for admission or international protection. They can be managed by government authorities, NGOs and/or international organizations. Private contractors are also sometimes employed to help manage reception centres. Support services are often provided by a number of different actors according to their respective mandates and areas of expertise. Related term *reception facility* is sometimes used.
Refugee	Any person who meets the eligibility criteria under an applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR's mandate, or in national legislation. Under international law and UNHCR's mandate, refugees are persons outside their countries of origin who are in need of international protection because of feared persecution, or a serious threat to their life, physical integrity or freedom in their country of origin as a result of persecution, armed conflict, violence or serious public disorder.
Refugee camp	A plot of land temporarily made available to host refugees in temporary homes. UNHCR, host Governments and other humanitarian organizations provide essential services in refugee camps including food, sanitation, health, medicine and education. These camps are ideally located at least 50 km away from the nearest international border to deter camp raids and other attacks on its civilian occupants.

Refugee status	The formal recognition (whether by UNHCR or a State) of a person as fulfilling the criteria required to designate them as a refugee according to international, regional or national law.
Refoulement	The removal of a person to a territory where they would be at risk of being persecuted (direct refoulement), or of being moved to another territory where they would face persecution (indirect refoulement). Under international refugee law and customary international law, refoulement is permitted only in exceptional circumstances.
Registration	The recording, verifying and updating of information on individual persons of concern to UNHCR with the aim of protecting, assisting and documenting them and of implementing durable solutions.
Reintegration	A process which enables returnees to regain the physical, social, legal and material security needed to maintain life, livelihood and dignity and which eventually leads to the disappearance of any distinction or discrimination vis-à-vis their compatriots.
Resettlement	The selection and transfer of refugees from a State in which they have sought treaty protection to a third State that has agreed to admit them – as refugees – with permanent residence status. The status provided ensures protection against refoulement and provides a resettled refugee and their dependents with access to rights similar to those enjoyed by nationals. Resettlement also carries with it the opportunity to eventually become a naturalized citizen of the resettlement country. As such, resettlement is a mechanism for refugee protection, a durable solution, and an example of international burden and responsibility sharing.
Rights of refugees	The range of rights set out in Articles 3 to 34 of the 1951 Convention, some of which apply to asylum-seekers and refugees as soon as they come under the jurisdiction of the State, such as protection from refoulement and expulsion and non-penalization for illegal entry. Other rights are acquired progressively depending on the refugee's level of attachment to and stay in the country of asylum. International human rights law also sets out rights that apply to refugees, when they are not conditioned upon citizenship.
Safe zone	The selection and transfer of refugees from a State in which they have sought treaty protection to a third State that has agreed to admit them – as refugees – with permanent residence status. The status provided ensures protection against refoulement and provides a resettled refugee and their dependents with access to rights similar to those enjoyed by nationals. Resettlement also carries with it the opportunity to eventually become a naturalized citizen of the resettlement country. As such, resettlement is a mechanism for refugee protection, a durable solution, and an example of international burden and responsibility sharing.

Social assistance	The provision of social security benefits financed from the general revenue of the government rather than by individual contributions, with benefits adjusted to the person's needs. Many social assistance programmes are targeted at those individuals and households living under a defined threshold of income or assets. Social assistance programmes can focus on a specific risk (for example, social assistance benefits for families with children), or on particularly vulnerable groups (for example, poor elderly people).
Stateless person	A person who is not considered as a national by any State under the operation of its law, either because they never had a nationality, or because they lost it without acquiring a new one.
Statute of the Office of the United Nations High Commmissioner for Refugees (UNHCR Statute)	The document, adopted by the General Assembly in 1950, that establishes UNHCR's mandate and structure and provides the criteria under which persons may come within the competence of UNHCR. UNHCR's mandate was subsequently extended by the Convention relating to the Status of Refugees and by various General Assembly and ECOSOC resolutions.
Stay or residence permit	A document issued by a State to a non-national confirming that they have the right to live in that State during the period of validity of the permit.
Sustainable Development Goals (SDGs)	17 goals that form part of the 2030 Agenda for Sustainable Development (2030 Agenda), along with a Declaration and 169 related Targets. The 2030 Agenda and its related components offer a universal, integrated, transformative and human rights-based vision for sustainable development, peace and security, which is applicable to all countries, including the most developed. The 2030 Agenda, and its commitment to 'leave no-one behind' provide a basis for the inclusion of refugees, the internally displaced and stateless people in economic development planning, as well as in all other measures taken by States to achieve the SDGs.
Systems thinking	The concept refers to a method of critical thinking to facilitate better decision-making and reduce unintended consequences considering connections and interdependencies of a system's parts. First, define the bounds of a system. Second, define the parts. Third, analyze relationships between the parts to better understand connections and interdependencies which ultimately affect the system's performance/ outcomes. Systems thinking is related to integrated thinking.
Third-country national (TCN)	In situations in which two States are concerned, any person who is not a national of either State; or, in the context of regional organizations, nationals of States who are not member States of such organization.
United Nations Relief and Works Agency for Palestine Refugees (UNRWA)	UNRWA was established, following the 1948 War, by United Nations General Assembly Resolution 302 (IV) of 8th December 1949 to carry out direct relief and works programmes for Palestine refugees. The Agency began operations on 1 May 1950. In the absence of a solution to the Palestine refugee problem, the General Assembly has

repeatedly renewed UNRWA's mandate, most recently extending it until 30 June 2023. The Agency's services encompass education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance, including in times of armed conflict.

Voluntary repatriation	The free and informed return of <u>refugees</u> to their <u>country of origin</u> in safety and dignity. Voluntary repatriation may be organized (i.e. when it takes place under the auspices of the concerned States and/or UNHCR) or spontaneous (i.e. when refugees repatriate by their own means with little or no direct involvement from government authorities or UNHCR).
Western African route	The Western African route refers to arrivals at the Canary Islands in the Atlantic Ocean, with departures from Morocco, Western Sahara, Mauritania, Senegal and the Gambia. After high numbers of irregular arrivals in 2020 and 2021, there has been a considerable decrease in 2022.
Western Balkans route	The Western Balkans route refers to irregular arrivals in the EU (mainly in Bulgaria, Croatia, Hungary, and Romania) through the following countries: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia. It is one of the main migratory paths into Europe. After the record number of arrivals in the European Union in 2015, the number of irregular migrants choosing this route fell steadily for a few years. However, since 2019 it has begun to pick up again. In 2022 the pressure increased significantly.
Western Mediterranean route	The Western Mediterranean route refers to irregular arrivals to Spain, both by sea to mainland Spain and by land to the Spanish enclaves of Ceuta and Melilla in Northern Africa. This route is mostly used by migrants from Algeria and Morocco, but people from many sub-Saharan African countries also try to reach Europe via this route.
Xenophobia	Attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity.

Learning & Valuing Terms

Accreditation	Accreditation is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.
Accreditation of Prior Learning (APL)	Accreditation of Prior Learning (APL) is favoured by authorities, social partners and schools because this term mainly focuses on the summative effects of recognizing and assessing prior learning. The most important element in accreditation is the assessment of the

competences that are collected in a portfolio with the goal of getting exemptions or a diploma. The portfolio is in this context mainly a showcase of only the competences that matter for the standard itself; all the other personal competences are irrelevant. The choice for a specific standard is in practice more steered by the availability of an actual standard than by a free, personal choice. This is because most of the times a school - as the keeper of the standard(s) – tends to look more to the best chance of success when measured against any given standard than to the best match of a standard and personal ambitions. So, in effect, accreditation is mainly steered by qualification standards, which shows that accreditation is strongly steered by schools/education.

Acculturation	Acculturation is learning to adapt to a new culture, incl. language at a regional or national level. This is a process that occurs when social groups with different languages and cultural patterns come into more or less long-term contact, resulting in changes in the language and cultural pattern of one or more groups. This adaptation or acculturation to a local language and culture concerns, for example, refugees and migrants settling in a new country, or so-called internal migrants migrating from one region to another within a country.
Analytic learning paradigm *(1980s-2020s)*	The analytic learning paradigm (1980s-2020s) aligns with system-driven learning pathways: top-down, convergent, standardized and *monologically* driven. Learning consists of standardized pathways, where maintenance of the established standard is a high priority. Assessment serves to determine whether all learning goals have been achieved and focuses primarily on ascertaining whether systemic norms have been met. It is about what the systemic partners say "I" need to learn! In an analytic-managed learning process, the "red" pencil is used: scoring all parts of the standard to be achieved in the way that best fits the standard. The learner thus works convergent step by step toward "the totality of the qualification" within a strong summative assessment framework. In this process, the professional is primarily the guardian of the qualification and responsible for teaching and achieving learning goals according to the standardized learning pathways. There is little attention to "my" voice because the standard is not such a good listener. *Also see: holistic learning paradigm.*
Assessment (generic)	The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria.
Assessment (UNHCR)	Systematic gathering and analysis of information about the situation and needs of all individuals in affected communities to UNHCR and other affected communities in a particular location. Assessments enable UNHCR and other actors to take decisions on the basis of sound information. They are also critical to the design of effective programmes, which must be built on an accurate understanding of

	protection risks, capacities and gaps, including gaps between the current situation for persons of concern and relevant standards.
*Assessment **as** learning*	Assessment actively involving learners and encouraging them to reflect on how they learn. It occurs when learners reflect on and regulate and monitor their learning progress. It comprises learner reflection and peer- and self-assessment.
*Assessment **for** learning*	Assessment of learner's progress and achievement, the purpose of which is to support and enhance learning by adapting the educational process to meet the learner's needs. Learners are made aware of their strengths and weaknesses while being provided with adequate support to overcome learning difficulties.
*Assessment **of** learning*	Assessment of learner's achievement the primary purpose of which is to provide information about what has been learned at a particular point in time. This process often involves the use of standardized tests or examinations. It is often, though not always, used for the purpose of promotion and/or graduation.
Attitude	Attitude, or attitudinal aspects of one's behaviour, is a learned tendency or readiness to evaluate things or react to some ideas, persons or situations in certain ways, either consciously or unconsciously. Attitudes are underpinned by values and beliefs and have an influence on behaviour.
Awarding body	An organisation or consortium, recognized by the regulatory authorities, whose purpose is to award accredited qualifications.
Basic education	The foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training. (Source: UNESCO 1992). Basic education typically comprises primary and lower secondary education, and increasingly one or more years of pre-primary education. It usually encompasses compulsory schooling.
Basic learning needs	Needs which comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.
Basic skills	The fundamental knowledge (i.e. declarative and procedural) as well as operational aspects of knowledge needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills. The term can include a range of skills that individuals need to live successfully in contemporary society.
Bildung	Bildung is the combination of education and knowledge necessary to flourish in one's society, and the moral and emotional maturity to both be a team player and have personal autonomy. Bildung is also

understanding one's roots and being able to imagine the future. Bildung indicates a continuous process, a journey, exploring where the student is and where she is moving towards. The 'active' and 'conscious' indicates that it is not only about thinking and awareness, but also about 'doing'. It is about the interaction between thinking and doing within the teaching profession, between inner processes and actions in the world.

To clarify the three levels of perspective formation to oneself, to the role of teacher and the role in society, a set of questions is used with which these levels can be associated:

1. The self-level: questions that focus on 'I'.
2. The world level: questions that focus on 'the world' in which we live.
3. The self-in-the-world level: questions that focus on 'one's role in the world'.

Blended learning	Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning). More commonly, blended learning refers to a combination of face-to-face teaching and technologies. It involves changing traditional schooling methods and organization by taking advantage of the new technologies.
Capacity building / development	A process by which individuals, institutions and societies develop abilities, individually and collectively, to perform functions, to solve problems, and to set and achieve goals.
Career guidance	Services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.
CBI	Criterion Based Interviewing (CBI) is a style of interviewing often used to evaluate a candidate's **competence**, particularly when it is hard to select on the basis of technical merit: for example, for a particular

	graduate scheme or graduate job where relevant experience is less important or not required.
Competence	An ability that extends beyond the possession of knowledge and skills. It includes: 1) cognitive competence; 2) functional competence; 3) personal competence; and 4) ethical competence.
Constructivism	A learning theory which places the learner at the centre of the educational process on the understanding that the learner actively constructs knowledge rather than passively receiving it. Thus, an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. Largely influenced by the works of the psychologists Jean Piaget and Lev Vygotsky.
CPP	Critical Professional Practices (CPP) are practices in which the professional faces a professional problem of dilemma. Such practices occur on all professional levels.
Critical thinking	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions. Critical thinking calls for persistent effort to apply theoretical constructs to understanding the problem, consider evidence, and evaluate methods or techniques for forming a judgement. The cognitive skills of analysis, interpretation, inference, explanation, evaluation, and of monitoring and correcting one's own reasoning are at the heart of critical thinking. Attributes such as curiosity and flexibility and a questioning attitude are closely related to critical thinking. Increasingly referred to as a key competence/competency and 21st century skill.
Diagnostic assessment	Assessment aimed at identifying a learner's strengths and weaknesses with a view to taking necessary action to enhance learning. Also used prior to the teaching and learning process to appraise the learner's readiness or level of achievement.
Empowerment	A participatory process that increases the capacity of people or groups to take greater control over the decisions, assets, policies, processes and institutions that affect their lives.
Equivalence	Equivalence refers to a state of being of equal value. The term is usually used to give equal value to a level of the competences a learner obtained from outside the formal education and training system with those gained in the formal education and training system.
Expertise	The ability to perform tasks that are both routine and non-routine activities within a domain of knowledge. In particular, expertise is the ability to perform effectively non-routine tasks within a vocation that might reasonably be expected from a skilled vocational practioner.
Formal learning	Learning that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal

education programmes are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.

General education	Education programmes that are designed to develop learners' general knowledge, skills and attitudes, as well as literacy and numeracy skills, often to prepare students for more advanced education programmes and to lay the foundation for lifelong learning. General education includes education programmes that are designed to prepare students for entry into vocational education but do not prepare for employment in a particular occupation, trade, or class of occupations or trades, nor lead directly to a labour market-relevant qualification.
Guidance (direct, indirect)	*Direct guidance* entails direct interactions between experts and experienced co-workers and learners that are focused on developing knowledge collaboratively through joint problem-solving. It is particularly important for learning that wouldn't occur unaided. *Indirect guidance* is about contributions to learning in the form of arising from indirect interactions with the social and physical environment. Observing and listening to other people are examples of indirect guidance, as is the ability to view artefacts and tools in the workplace for instance.
Guided learning	The process of collaborative learning through which more experienced others aid learners through joint problem-solving and pressing the learners into thinking and acting, rather than teaching them didactically.
Hard skills	Skills typically related to the professional or job-related knowledge, procedures, or technical abilities necessary for an occupation. Normally they are easily observed and measured.
Holistic learning paradigm (1960s - 1970s & 2020s - >>>>)	The holistic[7] learning paradigm (1960s-1970s; 2020s->>>) is about process-driven learning: more bottom-up, contextualized, divergent and dialogic. Learning is based both retrospectively and prospectively on organising trust in the learner's ability to learn in any learning environment and time period, and using learning methods and resources best suited to the learner. The emphasis is on dialogue with system partners about what "I" have learned and can still learn! Thus, in a holistic process, trust in each other (learner, teacher/trainer, HR professional, etc.) and the achievement of desired/required learning outcomes are vital. In learning pathways, the "whole of the learner" is central to a divergent learning process: the learning pathway aligns with the learning strategy that best suits "me. The "voice of the learner" is listened to with the "green" pencil by first appreciating what "I" have

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7   The Greek word *holos* (or *holè, holon)* means 'whole' or 'complete' [Ὅλος - Ὅλη - Ὅλον].

already learned and then flexibly meeting "my" remaining learning needs. Summative assessment and formative advising are central to assessments. Holistic learning thus enhances the potential for personalized learning pathways by starting from the learner's unique learning experiences and using them to achieve the whole qualification or standard. The role of the professional is thus aligned with organizing an appropriate, flexible learning pathway with "me".

A holistic approach seeks to fully activate all aspects of the learner's personality (intellect, emotions, imagination, body) for more effective and comprehensive learning.

Also see: analytic learning paradigm.

Informal learning	Forms of learning that are intentional or deliberate but are not institutionalized. It is consequently less organized and structured than either formal or nonformal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially directed basis.
Inclusive education	UNESCO defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. (Source: UNESCO 2009). Inclusive schools are based upon a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. A gradual approach to ensure refugees and other persons we serve have access to national systems and services in law and practice and without discrimination in accordance with international norms and standards.
Inclusive society	An inclusive society is an open society where everyone matters and is of value regardless of differences. Every person contributes to society in his or her own way and precisely because of the differences between people, so valuable and meaningful! This means that everyone who wants to can be a full part of that society and belong. In an inclusive society, everyone has the same rights and the same opportunities to participate independently in all areas of life. This is only possible if people are considerate of each other and do not create barriers for others to participate. There is a difference with exclusion (in which people are excluded), segregation (in which something separate is organised for a certain group outside society), integration (in which something separate is

organised within society) and inclusion (in which everyone is part of society).

Intercultural understanding	The awareness, understanding and appreciation of one's own and other cultures. It implies openness towards and respect for other cultures. It also entails understanding the social relations, practices and power relations between individuals or groups.
Interdisciplinary approach	An approach to curriculum integration generating an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.
ISCED	The International Standard Classification of Education (ISCED) is a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education. The basic concepts and definitions of ISCED are intended to be internationally valid and comprehensive of the full range of education systems. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.
Key competences or skills	Within the European Union area key competences are defined as the sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. In their recommendation on key competences for lifelong learning (2006), the European Parliament and the Council set out eight key competences: communication in the mother tongue; communication in foreign languages; competences in mathematics, science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences, and civic competence; entrepreneurship; and cultural expression. The recommendation also states the key competences are considered equally important, because each can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. Critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences. Curriculum policies increasingly focus on competences that students are expected to develop across specific subjects or disciplines and that they need to succeed in education and for personal development, employment and inclusion in a knowledge society. A variety of terms are used to indicate these competences, the most frequent ones being competences or competencies (defined as key,

	core, general, generic, basic, cross-curricular or transversal competences) and skills (defined as key, foundation, core, basic, essential, cross-thematic, cross-curricular or 21st century skills). Beyond the European Union area, several organizations, partnerships and consortia have defined and endorsed different core competences/skills frameworks.
Knowledge	There are many definitions and forms of knowledge. It can be described as the body of concepts and factual information (data), including their interrelated structures and patterns, concerning the natural and social environment as well as our understanding of the world, people and society, gained through learning and/or experience. Declarative knowledge points to 'knowing what' (e.g. factual knowledge), while procedural knowledge to 'knowing how', e.g. knowledge of specific functions and procedures to perform a complex process, task or activity. Other forms of knowledge often considered are tacit and explicit knowledge. The former is knowledge learners possess which influences cognitive processing; however, they may not necessarily express it or be aware of it. The latter is knowledge a learner is conscious of, including tacit knowledge that converts into an explicit form by becoming an 'object of thought'.
Knowledge society	A society that creates, shares and uses knowledge for the prosperity and well-being of its citizens.
Learning	The complex and long-term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction. There are at least three different models in defining the learning process. Behaviourism views learning as a measurable change of behaviour as a result of the joint action of a number of environmental factors. Cognitive theories emphasize internal mental organization of knowledge, stressing the acquisition of knowledge, mental structures, and the processing of information. Constructivism views learning as a process in which the learner actively constructs new ideas or concepts based on prior knowledge and/or experience.
Learning content	Topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.
Learning environment	This term is used in a variety of ways. It indicates the learner's immediate physical surroundings (classroom, school), the resources made available to support the learning process, and the social interaction or types of social relationship functioning within this context and having an influence on learning.
Learning objectives	Specification of learning to be achieved upon completion of an educational programme or an activity. Learning objectives can also be specified for a lesson, a theme, a year, or an entire course.

Learning outcome	Statement of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and attitudinal aspects.
Learning paradigm	A learning paradigm involves a system of agreements that system leaders (scientists, policymakers) use with regard to defining the dominant standards framework (i.e. the 'measuring sticks' of the levels) for the learning system. The learning paradigm includes:

- A standard model for objectifying and valuing the content of the socially underpinned metrics, i.e. (vocational) qualifications, sector qualifications and organisation-level qualifications.
- The acceptance of that model by those responsible for the system.
- The limits placed on the levels within the model, i.e. the standard setting.
- An overview of which generally accepted rules govern the organisation of the learning process, i.e. the way knowledge, insight and skills are valued and/or acquired.

Next to presenting learning paradigms in terms of learning theories (behaviorism, constructivism, connectivism, etc.) learning paradigms evolve and revive in a continuous process of paradigm-shifts from analytic - top-down, control-focused learning - to (and back again) holistic - more bottom-up, trust-based learning processes.

Also see: *Analytical learning paradigm* and *Holistic learning paradigm*

Learning society	A society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all.
Learning styles	A set of behaviours and attitudes that influence how students learn and interact with teachers and peers. Learning styles are cognitive, affective, and physiological behaviours that serve as indicators of how learners perceive, interact with, and respond to the learning environment. For example, for David Kolb (1984) learning is the process whereby knowledge is created through the transformation of experience. In Kolb's model, learning is based on two continuums, namely: (a) processing continuum, e.g. approach to a task, such as preferring to learn by doing (active experimentation) or watching (reflective observation); (b) perception continuum, e.g. emotional response, such as preferring to learn by thinking (abstract conceptualisation) or feeling (concrete experience). The four combinations of processing and perceiving determine one of the learning styles (or learning preferences) of how individuals prefer to learn. According to the VAK (Visual, Auditory, and Kinesthetic – movement –, sometimes known as VAKT, Visual, Auditory, Kinesthetic, and Tactile) model, learners use these three/four modalities to receive and learn new information, one or two of these being normally dominant. An individual may have several learning styles which can change over time and according to the learning task.

Learning to learn	A lifelong process in which individuals deliberately or intuitively plan, monitor, and adapt their learning. When individuals learn to learn, they treat learning activities as objects of inquiry, personal reflection and self-analysis. Within the European Union area learning to learn is seen as the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This key competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. Motivation and confidence are crucial to an individual's competence.
Level descriptors	A level descriptor is a statement that provides an indication of appropriate depth and extent of learning at a specific stage in the programme of study.
Life skills	Originally defined by the World Health Organization as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are not normally seen as a domain, or a subject, but as cross-cutting applications of knowledge, skills, values and attitudes which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills, or vocational skills but are part of these skills. (Source: UNESCO 2004a). In some cases, the term is used as an equivalent of key competencies/skills, and in certain contexts it is used to indicate a subject area. For UNICEF life skills are part of a rights-based approach to learning. Children are fundamentally entitled to quality education that respects their dignity and expands their abilities to live a life they value and to transform the societies in which they live. Child-friendly schools promote and enhance life skills.
Lifelong learning	Lifelong learning embraces all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.
Literacy	The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling an individual to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society. (Source: UNESCO 2005a). New forms of literacy needed in modern life are also increasingly taken into account in the curriculum, in

	particular when related to new technologies such as digital -, information -, mass media - and social media literacy.
Lower secondary education	Lower secondary education programmes are typically designed to build on the learning outcomes from primary education. Usually, the aim is to consolidate the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programmes at this level to provide individuals with skills relevant to employment. Programmes at this level are usually organized around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects. Teachers typically have pedagogical training in specific subjects and, more often than at primary level, a class of students may have several teachers with specialized knowledge of the subjects they teach.
Non-formal education	Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Nonformal education can cover programmes contributing to adult and youth literacy and education for out-of school children, as well as programmes on life skills, work skills, and social or cultural development.
Non-formal learning	Learning that is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification. It usually is captured under the heading of non-accredited learning in education and training.
NQF	A National Qualification Framework (NQF) is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. The qualifications framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial

sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework). The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, provide a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally. Individual countries may choose to define 'qualifications framework' in a specific way.

Peer assessment	Assessment of learners' work by other learners.
Peer learning	A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.
Performance assessment	Assessment that is designed to measure and judge what learners know and are able to do based on how they perform certain tasks.
Personalised Learning	Personalised learning is a dynamic learning concept in which the learner is central and in which she can (co-)initiate and engage in flexible and personalised learning arrangements within a learning culture based on self-directed, flexible, prospective and lifelong learning. Such learning arrangements are fuelled by dialogues with education and HRM systems on the most appropriate form, content and meaning of personal learning. They provide space for validating personal learning experiences, expertise, responsibilities and autonomy so that in a situation of (co-)control and (co-)ownership of the learning individual, the dialogue with the other actors (assessors, teachers, trainers, HR-officials) can organise enriching and sustainable guidance and support for individual learning. Personalised Learning occurs when the learner understands how he/she learns best so he/she is active in designing his/her learning goals. This learner has a voice in how he/she likes to access and acquire information, and a choice in how he/she expresses what he/she knows and how he/she prefers to engage with the content. When a learner owns and takes responsibility of his/her learning, he/she is more motivated and engaged in the learning process.
Portfolio assessment	Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. In addition to examples of their work, most portfolios include reflective statements prepared by learners. Portfolios are assessed for evidence of learner achievement with respect to established learning outcomes and standards.
Problem-based learning	A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their

lives and learning. It is intended to challenge learners to pursue authentic questions, wonders, and uncertainties in a focused way, which enables them to construct, deepen, and extend their knowledge and understanding. Thoughtful presentation of the problem is critical to this approach. Problems must be complex enough that there is a need to seek many perspectives on the issues, to engage in collaborative inquiry, and to generate multiple possible solutions. The problems have an authenticity that holds meaning for the learners, enables them to assume ownership of the problems, and results in findings of significance in the broader context of their lives. Problems must invite a deep approach to learning – to inquiry, thinking, and reflection – which leads to shifts/changes in learners' knowledge. At the same time, they leave room for learners to discover that knowledge is tentative, always reflective of a moment, and open to shifts and changes.

Project-based learning A process that fosters learners' engagement in studying authentic problems or issues centred on a particular project, theme, or idea. Often the term 'project-based' is used interchangeably with 'problem-based', especially when classroom projects focus on solving authentic problems. The nexus for the project may be suggested by a teacher, but the planning and execution of contingent activities are predominantly conducted by learners working individually and cooperatively over many days, weeks, or even months. This process is inquiry-based, outcome-oriented, and associated with conducting the curriculum in real-world contexts rather than focusing on a curriculum that is relegated to textbooks or rote learning and memorization. Assessment is commonly performance-based, flexible, varied, and continuous.

Qualification This term is commonly used in at least two different ways/contexts: (a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work; a qualification confers official recognition of the value of learning outcomes in the labour market and in education and training, and can be a legal entitlement to practise a trade; and (b) job requirements: knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position.

RPL Recognition of Prior Learning (RPL) primarily focuses on the identification and recognition of the competences that someone might have obtained in any period in his/her life and in any kind of learning environment. In this context the portfolio consists of all personal learning experiences. Only after collecting all the relevant, personal competences together with their proof, a choice is made by the person. In this way the personal ambitions are better articulated and depending on the personal goal a specific choice for the kind of

	accreditation or validation is made. *Recognition*, therefore, is more personal steered and might involve not only summative but also formative objectives.
RVA	UNESCO uses the acronym 'RVA' to refer to the *Recognition, Validation and Accreditation* of the outcomes of non-formal and informal learning as a key lever for making lifelong learning a reality. It makes visible and values the amount of invisible knowledge, skills and competences that individuals have obtained through various means and in different phases of their lives. Increased transparency of these learning outcomes may significantly improve individuals' self-esteem and well-being, motivate them to further learning and strengthen their labour market position. RVA may help to integrate broader sections of the population into the learning process, build inclusive societies, and make better use of existing human resources. *Recognition, Validation and Accreditation (RVA)* of all forms of learning outcomes is a practice that makes visible and values the full range of competences (knowledge, skills and attitudes) that individuals have obtained in various contexts, and through various means in different phases of their lives.

- *Recognition* is a process of granting official status to learning outcomes and/or competences, which can lead to the acknowledgement of their value in society.
- *Validation* is the confirmation by an officially approved body that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies.
- *Accreditation* is a process by which an officially approved body, on the basis of validation of acquired learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.

Secondary education	Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, post-secondary non-tertiary education and tertiary education. Broadly speaking, secondary education aims at learning at an intermediate level of complexity.
Self-assessment	Assessment by which the learner gathers information about and reflects on his or her own learning, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly. It is the learner's own
Self-reliance	assessment of personal progress in knowledge, skills, processes, and attitudes.

	The ability of an individual, household or community to meet essential needs and to enjoy social and economic rights in a sustainable manner and with dignity.
Skill	The ability to perform tasks and solve problems. (*Source:* CEDEFOP 2011). It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations. It is applied more broadly to include behaviours, attitudes and personal attributes that make individuals more effective in particular contexts such as education and training, employment and social engagement.
Soft skills	Term used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable, they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to 'hard' skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.
Special needs education	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Education programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered to individual students within already-existing education programmes or as a separate class in the same or separate educational institutions.
Standard	A standard is a document that provides requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose.
STEAM	STEAM is an integrated approach to learning that combines the arts with STEM (science, technology, engineering and mathematics) and uses it as an access point for guiding learner's inquiry, creativity and problem-solving. This multidisciplinary approach promotes gender-inclusive learning by encouraging everyone to explore scientific topics and making the arts more appealing as well.
STEM	*STEM* is a UNESCO initiative to capture the domains of science, technology, engineering and mathematics together in one

recognisable (letter) word. *STEM* is about building scientific, technical and mathematical insights, concepts and practices (S, T & M) and using them to solve complex questions or a real-life problem (E).

STEM in education is - above all - about bringing together the various components of the acronym in order to identify, research and communicate about social and scientific challenges in a coherent way.

Summative assessment	Assessment of learner's achievement at the end of a term, stage, course or programme usually, although not necessarily, involving formal testing or examinations. Summative assessment is most commonly used for ranking, grading and/or promoting students, and for certification purposes.
TVET	Technical and Vocational Education and Training (TVET) A range of learning experiences that are relevant for employability, portability of competencies and qualifications and recognition of skills, decent work opportunities and lifelong learning in and related to the world of work. The concept embraces the importance of innovation, competitiveness, productivity and the growth of the economy, considering that innovation creates new employment opportunities and also requires new approaches to education and training to meet the demand for new skills. The learning experiences may occur in a variety of learning contexts, including private and public training institutions, workplaces and informal learning places.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education.
Test	An examination or assessment exercise designed to measure the learner's acquired knowledge and skills. Tests may be set and marked by the teacher or by an external agency.
Transfer	Applying knowledge and skills to a situation or circumstance that is different from the one in which it is constructed. 'Near' transfer is the ability to apply the knowledge to something quite similar to what is already known or trained. 'Far' transfer is the application of knowledge and skills to circumstances that are different from those in which the knowledge and skills were first learnt.
Transferable skills	Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organisational skills).
Transversal skills	Transversal skills are the skills needed for handling the complex array of information in the digital era, making sense of globalized societies, as well as responding to the requirements of 21st century job markets. Transversal skills typically have high transferability across different jobs and sectors.
Tutoring	Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the

	learner throughout the learning process (at school, in training centres or on the job). Tutoring may cover academic subjects to improve educational achievement; careers to ease transition from school to work; and personal development to encourage learners to make wise choices.
Twenty-first century skills	An overarching concept for the knowledge, skills and attitudes citizens need to be able to fully participate in and contribute to the knowledge society. This need is mostly attributed to the changes in society, and more particularly, to the rapid development of technology and its impact on the way people live, work and learn. While in the industrial society the main focus of education was to contribute to the development of factual and procedural knowledge, in the information or knowledge society the development of conceptual and metacognitive knowledge is increasingly considered important. Furthermore, the changes in economy and the labour market caused by globalization and internationalization are an important driving force for the need of 21st century skills. Different organisations, including also partnerships and consortia, have defined and endorsed core competences/skills frameworks using different foci, emphases, groupings and terminologies. Most frameworks seem to converge on a common set of 21st century skills or competences, namely: collaboration; communication; Information and Communication Technology (ICT) literacy; and social and/or cultural competencies (including citizenship). Most frameworks also mention creativity, critical thinking and problem solving. Across the various frameworks it is acknowledged that ICT is at the core of 21st century skills. Specifically, it is regarded as both (a) an argument for the need of 21st century skills, and (b) a tool that can support the acquisition and assessment of these skills. In addition, the rapid development of ICT requires a whole new set of competences related to ICT and technological literacy.
Upper secondary education	Upper secondary education programmes are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Programmes at this level offer students more varied, specialised and in-depth contents than programmes at lower secondary education level. They are more differentiated, with an increased range of options and streams available.
Validation of learning	The process of assessing and recognising learning outcomes, including from non-formal and informal learning. Validation usually refers to the process of recognising a wider range of skills and competences than is normally the case within formal certification.
Validation of Prior Learning (VPL)	Validation of Prior Learning (VPL) is the confirmation by an approved body that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies. *Validation* goes a step further than accreditation and recognition since it means a

	validation (or valuation) of prior learning measured against any learning objective and not just formalized standards; it can cover for instance also a validation for the sole aim of self-validation or justification of an activity. Validation therefore is covering both the formalised, top-down orientation of accreditation as well as the bottom-up process of recognition. In this sense it's the most holistic approach to all forms of 'valuing' prior learning outcomes.
Validity	Refers to what is assessed and how well this corresponds with the behaviour or construct to be assessed. In the case of 'site validity' it involves assessments that intend to assess the range of skills and knowledge that have been made available to learners in the classroom context or site. High 'system validity' involves assessments that intend to assess an often-narrower range of skills and knowledge, deemed essential by the particular government body or system. Current validity theorising incorporates concerns about fairness and bias and reflects similar understandings of the social basis of assessment. Validity is not simply the way in which a test functions but depends on what it is used for and the interpretation and social consequences of the results. Thus, an essential part of validity is the concern with whether the inferences made from the results of an assessment are fair to all those who were assessed.
Valuing Learning	*Valuing Learning* is a dynamic learning concept that values people for all development-steps in their lives and enables schools, universities and organizations to be receptive to people's learning experiences and supportive of their further development. The concept is learner-steered and flows from reflecting on one's prior learning and developed competences (valuing) to adding new, desired learning outcomes (learning). Competences in this respect are general statements about a learner's ability to apply knowledge, skills and behavioural aspects in an occupational context. Learning outcomes are specific statements in qualifications and occupational standards, integrating knowledge, skills, and behavioural aspects, on which a learner reflects and is assessed (bottom-up view).

Valuing Learning is a dualistic concept, which alternates between both words:

- *Valuing the learning* recognizes that anything can be learned however, wherever, and whenever, formally, informally, and non-formally. People's competences should be able to be valued learning-independently   and linked to learning outcomes in qualifications or to occupational requirements. Whether someone, for instance, has acquired the pedagogical skill of generating trust in pupils and creating a safe pedagogical climate as a student in teacher training or as a group leader in a scouting organization is irrelevant. Not *how* but *what* was learned is relevant.
- *Learning the valuing* relates to valuing what has already been learned and being able to base summative and formative

	statements on that. Learners can provide evidence of what they have learned, and assessors can assess the documentation of personal learning experiences and connect it to qualification or occupational standards, even cross-sectoral, by demonstrating, for example, to what extent the communication skills of a hotel receptionist and a nurse are transferable between these professional groups. Connecting what is learned with social value is paramount.
Valuation of (prior) learning	The Valuation of (prior) learning triggers a broad view on the implementation of lifelong learning. The target it is to change the social-economic system in a flexible system that adapts itself fast to the changing needs of competences in the job market. In the context of the present network society, VPL addresses this need by clarifying the real human potential of competences on the basis of the analysis and recognition of personal competences. VPL offers a strategy for personal development in which the context of the organisation and the public/private services are of crucial importance to keep pace with the fast competence development in the knowledge society and the increasing speed of competence marketing within the network society. The Valuation of (prior) learning focuses on the dynamics of the validation-process. Valuation implies development. Development is the logical step after someone got 'validated'. It is above all the responsibility of the individual to invest in personal growth. It's up to the system to facilitate this development. Valuation is strongly connected to the formative approach in which people can combine their personal growth with the growth of their organisation. Valuation therefore addresses the process of developing one's competences in an active lifelong learning attitude for the sake of the individual, organisation and society. In this respect Valuation precedes forms of validation of (prior) learning by offering a vision and a mission to any kind of validation-instrumentation.
VET	Vocational Education and Training (VET) aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
Vocational education	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

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This manual and glossary aim to support both migrants as well as trainers, guiders and assessors in getting grip on their *Personal Resources Management (PRM)*. PRM is a methodology aimed at empowering people and activating and facilitating their ability to learn. PRM builds further on the recognition and validation of one's prior learning experiences. Once one's already existing value – acquired through prior formal, informal and non-formal learning experiences – has been articulated and linked to personal potential, then a person can take career steps that fit the personal profile and are provided in a personal action plan. This increases the chances of creating a successful career.

PRM is an activating strategy for learning to reflect on one's actions and the choices one faces in practice and life by:
– Supporting migrants in articulating their talents based on their prior learning experiences, in order to give them a real chance of career development in their new country.
– Equipping the trainer to learn their trainees how to reflect and create (new) perspectives for their career and enjoyability.
– Providing a guide and terminology for trainers, guiders and assessors to support and value trainees in their PRM.

The manual provides insight into the process of learning to reflect on one's activities and learning experiences, and also on those of others to learn from. Different sets of exercises are presented to support migrants, trainers, guiders and assessors in such learning and capacitating. The manual is based on the principle of 'practice what you preach'. That is, everyone involved in PRM starts at the beginning: creating their own PRM through the basic training at level 1. Once someone has mastered the basic level, someone can also choose to become a trainer, guider and assessor, with the accompanying certification. This means that a trainee can also learn further and acquire the levels of trainer, guider and assessor if her/his own PRM demonstrates potential for such a career choice.

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