**Personal Resources Management for Migrants, Trainers, Guiders and Assessors**

**The CAMPLUS Manual**

**and Glossary**

*2nd revised and updated edition*

**(Excerpt)**

Ruud Duvekot & Kees Schuur



**Colofon**

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*Title* **The CAMPLUS Manual and Glossary**

 ***Personal Resources Management for migrants, trainers, guiders and assessors***

 *2nd revised and updated edition*

*Authors*Ruud Duvekot & Kees Schuur

*Design cover* Liesbeth Duvekot

*Styling* https://www.hannievandenberg.nl

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# 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 otherM1.2 Photo exerciseM1.3 Strength and development points (360 degrees feedback)M1.4 Proud of ……M1.5 Lifeline – part 1M1.6 Lifeline – part 2M1.7 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 |

* 1. Presentation of the CAMPLUS-concept for empowerment of migrants.
	2. 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.

* 1. Try to get an impression of the other person so that you can immediately tell something about him.
	2. Write 5 qualities of the other person.
	3. 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?
1. Ask yourself the following question: Why I am I so proud of this performance? You for example can describe the context.
2. 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?
3. 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 |  |
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|  |  |  |
|  | 21 |  |
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|  |  |  |
|  |  |  |
|  | 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:

1. 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?
2. Which event had the ***most influence*** on your life?

Make a distinction between the nice and less nice events.

1. Can you remember events that you have been doing activities that you experienced well? What was so pleasant about it?
2. 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?
3. What would you do differently if you would attain in such a situation now?
4. Which quality(s) do you think you used in the less pleasant event?

Concerning your current situation:

1. What do you find important in life?
2. How do you solve your problems? To practice it or first think about it, or talk about it with others before you operate?
3. How do you look at changes, do you make quick moves, or you normally wait at first?
4. 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]**

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