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

**The CAMPLUS Manual**

**and Glossary**

*2nd revised and updated edition*

(Excerpt)

Ruud Duvekot & Kees Schuur

Afbeelding met tekst, Lettertype, visitekaartje, logo

Automatisch gegenereerde beschrijving

**Colofon**

****

*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

*Published by* CL3S, for European Centre Valuation Prior Learning (EC-VPL)

*Download* <https://cl3s.nl/publications/>

<https://drive.google.com/drive/u/1/folders/1YknAZ-aXrnHcNnkGMQtVEa_CPSRH4QPX>

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

|  |  |  |
| --- | --- | --- |
| Afbeelding met tekst, Lettertype, logo, Graphics  Automatisch gegenereerde beschrijving | **CAMPLUS Empowerment for migrants from camps to integration**  2021-1-FR01-KA220-ADU-000028439 | *Afbeelding met tekst, Lettertype, Elektrisch blauw, blauw  Automatisch gegenereerde beschrijving* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | |  |
|  | All exercises are licensed by the European Centre Valuation Prior Learning (EC-VPL) for the Swiss CH-Q model of career management: [*https://ec-vpl.nl/ch-q*](https://ec-vpl.nl/ch-q) | | ..\CH-Q logo ROOD.bmp | | |

|  |  |
| --- | --- |
| © 2023, CL3S, EC-VPL  All rights reserved. This publication may be reproduced, translated, stored or transmitted in any form under strict conditions of quotation of sources, publisher and authors.  ISBN 9789492085214 | Afbeelding met tekening  Automatisch gegenereerde beschrijving |

# 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.

+++++++++++++++++++++++++

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?

+++++++++++++++++++++++++

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](https://teaching.cornell.edu/teaching-resources/assessment-evaluation/self-assessment) 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.*

+++++++++++

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

### Sources

Billett, S. (2001). *Learning in the workplace. Strategies for effective practice.* Crows Nest, Allen & Unwin.

Cedefop (2008). *Terminology of European education and training policy*. Luxembourg: European Communities.

Coalitie voor inclusive: <https://coalitievoorinclusie.nl/vn-verdrag-handicap/wat-is-inclusie/>

Duvekot, R.C. (2016). *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* Houten, CL3S. [thesis, *Valuing Learning. A study of VPL and personalised learning*] <http://cl3s.com/leren-waarderen-download/>

Duvekot, R.C., Kleijer, C., Kortas, J., Ruijgrok, C. & Vijgen, M. (2021). *Dialogisch Valideren in de klas. Leren reflecteren voor en door leerlingen in het primair en voortgezet onderwijs. Handboek voor de leraar.* Houten/Utrecht*,* CL3S/HU.

Duvekot, R.C. & Schuur, C.C.M. (eds.) (2014). *Building Personalized Learning. A handbook for creating a common theoretical background.* Vught, EC-VPL, **Series VPL Biennale 3**. <https://ec-vpl.nl/download/entry/76/>

European Centre Valuation Prior Learning, EC-VPL: <https://ec-vpl.nl>.

European Commission: <https://school-education.ec.europa.eu/en/insights/practices/increasing-student-engagement-steam-education>

European Association for the Education of Adults, EAEA: <https://eaea.org/wp-content/uploads/2021/02/What-is-Bildung-pdf-English.pdf>

UNESCO, International Bureau of Education: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology>

UNESCO Institute for Lifelong Learning (UIL) (2012). *UNESCO GUIDELINES for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning.* Hamburg, UIL. <https://uil.unesco.org/lifelong-learning/recognition-validation-accreditation/unesco-guidelines-recognition-validation-and>

UNHCR, United Nations High Commissioner for Refugees, or UN Refugee Agency: <https://www.unhcr.org/glossary/>