VALORIZE
HIGH
SKILLED
MIGRANTS
M

2014-1-IT02-KA204-003515

GENERAL FRAMEWORK
MOSSA · MOSSE · MOSP

Erasmus+

Valorize high skilled migrants - Project Ref. N: 2014-1-IT02-KA204-003515.

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Published in July 2016

Summary

1. ACRONYMS USED

CEDEFOP   European Centre for the Development of Vocational training

EQF   European Qualification Framework (European Union)

ESCO   European skills, competences and occupation taxonomy

ISCED   International Standard Classification of Education (UNESCO)

MHS   Medium-high skilled

MOSSA   Model of Soft Skills Assessment

MOSSE   Model of Soft Skills Empowerment

MOSP   Model of Promotion and Self Promotion

VHSM   Valorise High Skill Migrant

2. INTRODUCTION

The toolkit described here contains several modules developed by a team of seven partners who have collaborated on the project "Valorize High Skilled Migrants – 2014-1-003515 KA204-En02-".

It is addressed to professionals (guidance counselors, counselors, trainers, etc) committed to accompany migrants to strengthen the social and work inclusion process. The migrants targeted are medium to high skilled (ISCED Level 4 to 6).

The toolkit is divided into four sections:

1) **General framework**: describes the general approaches, the method and the proposed path;

2) **The model of soft skill assessment (MOSSA):** describes the path, the activities and the tools for the evaluation of soft skills of medium to high skilled migrants (MHS);

3) **The model of soft skill empowerment (MOSSE)**: describes the path, the activities and the tools for the empowerment and reinforcement of soft skills of MHS migrants;

4) **The Model of promotion and self promotion (MOSP)**: describes the path, the activities and the tools for the promotion and self-promotion of soft skills of medium to high skilled migrants.

3. THE PROJECT VHSM AND ITS INNOVATIVE APPROACH

The Valorize High Skilled migrant (VHSM) project is a transnational Project carried out between 2014 and 2016 under the European program Erasmus plus, intervention priority KA2 Education of Adults.

VHSM is developed by a consortium of seven organizations from six countries (Austria, Bulgaria, France, Germany, Italy and Sweden) and its main purpose is the design and implementation of an innovative path of support targeted at migrants ISCED level 3 to 5 who are found to be under-employed in the labour market in the host countries.

VHSM is aimed at migrants with MHS and defines a model of intervention for identification, empowerment and promotion of soft-skills.

Soft skills are considered an important element in overcoming the underemployment problems and the dispersion of human capital recorded by project targets as well as an access key to facilitate the growth of companies and to promote people's employability.

The intellectual outputs (IO) designed to achieve the project purposes are four and together they make the VHSM intervention model:

OUTPUT 1 : Development of a common framework of Soft Skills required by companies to insert MHS Migrants (focus on people whose competences are included within the levels 4 and 6 of EQF European Qualification Framework).

OUTPUT 2 – Model of Soft Skills Assessment (MOSSA).

OUTPUT 3 – Model of Soft Skills Empowerment (MOSSE).

OUTPUT 4 – Model of Promotion and Self Promotion (MOSP).

Each model is the result of a process shared and participated by the Consortium, structured in three different steps:

- STEP 1: elaboration of each product and their assembling into a structured path;
- STEP 2: testing the structured path and its modules with approximately 60 migrants and evaluation of the experimentation;

- STEP 3: final processing of each individual intellectual output product? and relating structure, in view of the evaluation findings.

Which innovative features do VHSM and its IOs present?

With reference to the **target**, VHSM is intended to migrants with medium-high professional abilities with a particular attention to their experience of migration and in particular to prevent their underemployment; indeed the entire design of paths and the proposed intellectual outputs are addressed to this target-group.

Soft skills are subject and focus of identification, training, assessment and promotion undertaken by IOs.

The choice of soft skills for migrants with MHS is certainly innovative, since it points out how the experience of migration has produced soft skills that must be developed and promoted and can represent precious capital for the world of work.

The result of a process involved and validated scientifically is then on what soft skills to use. Actually, the qualitative research "Cross country survey on soft skills required by companies to medium-high skilled migrants", through an investigation involving stakeholders, companies and recruitment agencies, has identified the twelve soft skills mostly requested for a successful entry into the world of work; the interventions drawn up in the three planned modules are concentrated just on these twelve Soft skills.

With reference to the path and its structure, VHSM foresees sections dedicated to identification and assessment (MOSSA), to training (MOSSE) and to promotion into the world of work (MOSP), integrating among them already existing elements, repeated but different, in a process towards enhancement and empowerment. However the three modules are available individually, as they take charge of a specific needs. The path is properly structured but with a level of flexibility that allows its adjustment to different situations and purposes.

Besides a **high potential for flexibility**, the proposed path has a **high potential for transferability** to different target-groups as well.

In fact, with the exception of MOSSA, that takes into account the specificity of the target-group user and the migration experience as a focus for the assessment, MOSSE and MOSP have features of adaptability to different targets, with minimal project changes.

MOSSE and MOSP work on soft skills and their use in the labour market and the methodology does not focus only to migrants through the foreseen activities. It is highlighted how for companies there is no difference between soft skills owned by natives and those owned by migrants.

Finally **each MODEL has some innovative features.**

MOSSA considers and valorizes the entire migratory experience of the person, such as learning process and personal growth, especially in the acquisition and strengthening of those soft skills sought by companies, favoring thus their recognition, enhancement and promotion.

MOSSE intervenes in the increasing of one's awareness about the role that soft skills have

on the labour market, enabling lifelong learning processes which relates to a personal project.

Finally, MOSP devotes attention to the promotion and self-promotion of migrantsto consolidate and give visibility to their soft skills, properly evaluated and strengthened, through instruments of empowerment by encouraging the search for a job suitable to their own profile.

3.1 Soft skills for promoting the social-labour integration of medium to high skilled migrants

a. Soft skills in the process of VHSM [1]

Soft skills are the abilities which an individual uses to interact with, interpret or inform social and physical environments. They strongly contribute to employability and work performance in combination with technical or hard skills, knowledge, basic skills (language, literacy and numeracy) and personal values.

Modern organizations seem to pay today more attention and value to soft skills than in the past as in today's workplace the need for such skills has become a must because of globalization, virtual offices, technology and increasing society diversity (in age, gender, education, ethnicity…).

Soft skills often make the difference and are undoubtedly extremely important to maintain a job, to evolve or to find a new one. As a matter of fact employers look for employees who are not simply able to do the specific job they apply for, but those who do it better than others. In a certain way soft skills represent the working style of a person (the way in which s/he carries out the tasks assigned). It is the personal style which makes any person unique, in spite of having the same knowledge and qualifications (hard skills) with others.

Moreover soft skills are strategic, not only because they can be applied in many different types of jobs, i.e. highly transferable, but also because they can empower persons (if they are aware of their own competences) to promote themselves in a proper way, to find better jobs and positively contribute to 1 Paragraphs a and b are written by E. Dall'Amico, training expert of Ceipiemonte Scpa.working organizations. This applies in every country to both native and migrants as well, but it is even more critical for newcomers since soft skills tend to be culturally specific; this is mainly true for social skills.

So migrants often are at risk not to really understand which is the right mix of social skill that employers ask for in specific context. Moreover, migrants tend to emphasize their hard skills, even deciding to go back to school to get local degrees and qualifications, thus keep developing their hard skills, without realizing what a big barrier their lack or underuse of soft skills may be in their search of employment.

b. Methodological approach for a common framework of Soft Skills at work [1]

While hard skills are strictly job-specific, closely connected with knowledge, Soft skills are non-job specific and closely connected with personal attitudes which are intangible. The distinction between them is not always easy because the perception of what a soft skill is may vary from context to context. Another difficulty is related to the **lack of a global con-**

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[1]   Paragraphs a. and b. are written by E. Dall'Amico, training expert of Ceipiemonte Scpa.

sensus on terminology about **soft skills**: their definition is context-based and the Consortium incurs different meanings in different countries.

So firstly the VHSM Consortium defined the following shared definition of soft skills skills[2]: they are a set of **non-technical skills and knowledge** which underpin **successful participation in work**; they are non-job specific and closely connected with **personal attributes** and **attitudes** (confidence, discipline, selfmanagement...), social abilities (communication, team working, emotional intelligence..) and **management abilities** (time keeping, problem solving, critical thinking...).

Secondly, after desk research on models, tools and framework used in EU and non-EU countries, the Consortium developed a common general framework and dictionary of **twenty-one soft skills** [3], split up into three clusters:

a. navigate the world of work (abilities to transform personal insights into goals, take control of factors influencing decisions and actions in the workplace, identify pathways and develop career plans)

b. social skills (ability to use communication effectively and build work-related relations to achieve an outcome within a workgroup)

c. achieving results (ability to work with a result-oriented approach, turn ideas into actions and be keen on continuing development and improving).

This twenty-one soft skill glossary was the basis for a quality field survey in six European countries: seventy-seven organizations involved in assessment, recruitment, hiring and training (either companies or other stakeholders) were interviewed on the soft skills mostly requested while recruiting and hiring medium/high skilled human resources. The survey detected which are the soft skills that:

• enterprises generally consider as **unavoidable for a successful participation in work**;

• are **specifically requested to migrants** [4], if any, wherever they come from (EU or non-EU countries).

A definitive list of **twelve top soft skills** (four skills per clusters) resulted from the survey data analysis.

Navigate world of work	Identifying work goals Social skills	Achieving results
• Time management • Motivation • Adaptability & flexibility • Managing Responsibility	• Team working • Service Skills (understandingt of others' needs) • Adaptability & flexibility • Conflict management • Communication skills	• Problem solving • Creativity & Innovation • Critical & Structured Thinking • Decision making

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[2] This definition is coherent with the one proposed by Cedefop, but it has a larger extent as it includes management abilities (besides personal and communication ones), that is to say all those attitudes and behaviours leading to achieve results in a working place. Cedefop glossary (http://euskillspanorama.cedefop.europa.eu/Glossary/).

[3] For the 21 soft skill complete list see Dall'Amico E., Verona S. "*Cross-country survey on soft skills required by companies to medium-high skilled migrants. Methodological approach for a common framework of soft skills at work*", Ceipiemonte, December 2015, pages 16 ff.

[4] For a detailed definition of migrant and medium-high skilled people as used in VHSM project, see ibid., pages 5-7.

For each skill a five step-scale of competences was then considered: each stage implies increasing levels of awareness on one's own competence, autonomy in the skill performance, responsibility and taking risks of own actions [5]. So five performance profiles are possible for each one of the twelve soft skill:

- Novice (step zero) [6]
- Beginning performer (step 1)
- Capable performer (step 2)
- Proficient performer (step 3)
- Expert (step 4)

Steps "zero" and 1 imply that the person relies on explicit and external rules (instructions, procedures, manuals, models,...), while from step 2 upwards the person is able to rely also on implicit rules (unspoken/ unwritten rules, cultural aspects, personal experiences/ interactions, intuition...).

The design and development of tools in MOSSA, MOSSE and MOSP are based on the hereinafter methodological premises.

4. The integrated pathway for the assessment, reinforcement and promotion of soft skills: MOSSA-MOSSE-MOSP

VHSM has defined a modular structure based on three modules with different purposes and activities: MOSSA, for identification and assessment, MOSSE for reinforcement and in conclusion MOSP for promotion and self-promotion activities.

As already highlighted in the first paragraph, the VHSM features are flexibility and adaptability since the whole path has been designed to be exploited either in its entire structure or in single module, depending on the purpose and the expected result.

In fact, modules can be provided independently from one another, each of them having its own identity and its own self-subsistence, in spite of being designed in reference to an integrated system of activities and different purposes.

Even the order of modules is not rigidly predetermined, MOSSA is an exception that methodologically needs to be inserted at the start of the path turned to the migrant. As regards MOSSE and MOSP the trainer and the migrant

can define jointly which temporal order should be given to the path and what task should be developed primarily. Additionally, both MOSSE and MOSP can be used together depending of the level of completeness of the skills. For the skills that require improvement, MOSSE can be used while for the skills that are at a high level MOSP can be used to promote them and to build a strategy for promotion.

The path will be complete and goals reached when the three modules will be covered, beyond the order in which they have been approached.

The planning of the structured path has its relevance in order to facilitate the effectiveness of the outputs produced.

On the basis of the experimentation results, the Consortium recommends a schedule of at least twelve weeks to properly carry out the planned activities in MOSSA, MOSSE and MOSP. The features of the structured path in VHSM are represented in the chart below.

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[5] For a detailed grid with performance level and features for each one of the 12 selected Soft Skills, ibid., pages 55 ff.

[6] A level "zero" is included since even medium-high skilled individuals with excellent technical and hard competences may have poor experience or practice in one or more soft skills.
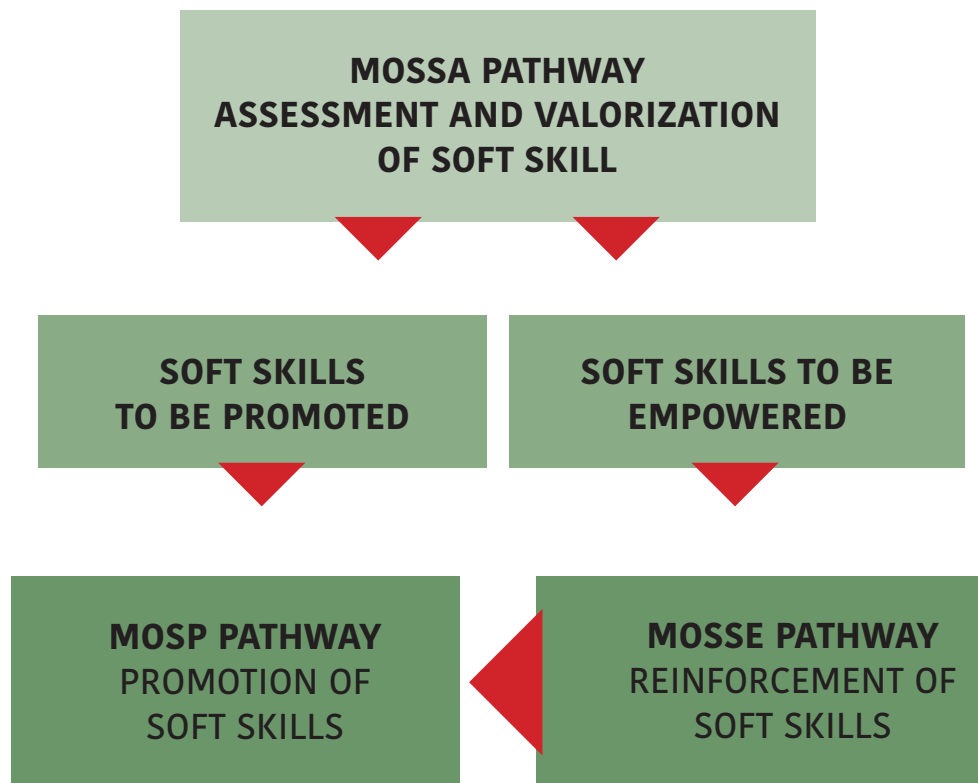
**MOSSA PATHWAY
ASSESSMENT AND VALORIZATION
OF SOFT SKILL**

**SOFT SKILLS
TO BE PROMOTED**

**SOFT SKILLS TO BE
EMPOWERED**

MOSP PATHWAY
PROMOTION OF
SOFT SKILLS

MOSSE PATHWAY
REINFORCEMENT OF
SOFT SKILLS

Fig. 1 – The structure of the path in VHSM

Each module will result in an output to be updated along the path which follows the . migrant giving evidence and proofs of the activities carried out and results.

This tool is called **INDIVIDUAL FOLDER** (IF). IF is the collection of documents processed by the professional responsible in each module in order to prepare and organize the work carried out by the .migrant within the framework of activities foreseen with the purpose of giving evidence.

IF follows the .migrant at the entrance of each module and is integrated in the final phase of the same, in an updating process for next steps, according to some methodological and operative indications.

Below a brief description of each IO [7] can be found.

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[7]   For the IOs detailed description see Section 2 for MOSSA, Section 3 per MOSSE and Section 4 for MOSP.

Model of Soft Skills Assessment (MOSSA)

Output: Assessment and valorization of soft skill for the medium to high skilled migrants in order to define the soft skills to reinforce and to promote

Estimated timing: Minimum 13 working hours, with 9 front-office working hours and 4 hours of back-office service for the professionals.

Individual folder: Signed commitment form
Soft Skill Dossier
Soft Skill diagram

Model of Soft Skills Empowerment (MOSSE)

Output: Training of soft skills focusing on the needs of the high skilled migrants in order to reinforce the soft skills and own empowerment

Estimated timing: minimum 20 hours of session group

Individual folder: Soft Skill Dossier (updated)
Individual Learning Plan

Model of Promotion and Self Promotion (MOSP)

Output: Promotion and self-promotion of soft skills in order to valorize own professional identity for the employment

Estimated timing: Minimum 20 working hours, with 15 front-office working hours and 5 hours of back-office service for the professionals.

Individual folder: Promotional strategy
Promotional activities as link realized in MOSP

5.   Methodological framework

a.   The target-group medium to high skilled migrants [8]

VHSM focuses on adult migrants with medium-high professional competences.

For "**migrant**" or "**immigrant**" the Consortium defines people falling into at least one of the following categories:
- non-EU citizens;
- new EU citizens/EU citizens moving from one country to another (for any period of time), because they may suffer from competitive disadvantages on the labour market;
- first or second generation of migrants (e.g. children of migrants, educated, bilingual, with a knowledge of each culture, who are cultural mediators from birth), even if they may have acquired the citizenship of the country where they live. Since the labour market tends to assimilate them to migrants, they may suffer from labour discrimination.

For **medium to high skilled (MHS), the consortium** defines:
- **From an educational perspective** medium skilled migrants are those having at least a 4 EQF level or 3 ISCED level (high-school diploma); highly skilled are those having at least a tertiary education (at least 6 EQF or 5 ISCED);
- **From an occupation perspective medium-highly skilled migrants** are those resulting to be:
  - Skilled (or medium skilled) when they are able to work efficiently, exercise consider-

able autonomy and independent judgment, discharging their duties with responsibility.
  - Highly skilled when, besides working efficiently in autonomy, with independent judgment and taking their responsibilities, they are able to efficiently supervise the work of other skilled employees.

This definition has as references the European Qualification Framework (EQF) [9] and International Standard Classification of Education (ISCED) [10]

But there are also other problems that are connected with a lack of valorization of MHS of migrants:
- a general tendency towards a degradation of work influences the migrants' task downgrading. And, sometimes, deskilling of migrants is connected with release of skills among workers affected by unemployment;
- this kind of problem is particularly highlighted for women;
- the valorization of skills and competences are different for nationals and migrants – and indeed for different types of migrants, such as European and non-European;
- valorization of skills has real consequences for migrants' life chances;
- the recognition of migrants' prior competencies is one of the main barriers for migrants' integration.

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[8]   Part of the contents described here refers to the research "Methodological approach for a common framework of Soft Skills at work"

[9]   European Qualification Framework (1-8 levels): https://ec.europa.eu/ploteus/content/descriptors-page

[10]   International Standard Classification of Education (1-6 levels): http://www.uis.unesco.org/Education/ Documents/isced-2011-en.pdf.

b.   Methodological principles and approaches of VHSM

The features from which the Consortium can take inspiration and that permeate the path in its overallstructure are the following:

- **Self activation**: the pathways of assessment, training and promotion/self-promotion must provide an active and voluntary participation of the person and promote the guided reflection activities with a focus on the biography (life story is a story of learning).

- **Valorize non-formal and informal competences**: it is important for lifelong learning to provide the recognition and promotion of the skills acquired in non formal and informal contexts, e.g.: at work , during leisure activities and in home environment.

- **Reference to target**: considered that the proposed activities are designed with the specific focus on adult migrants with medium-high professional competences.

- **Beneficiary empowerment**: In addition to implementing the person's ability to auto-activate in order to produce changes in one's life, the path is aimed at strengthening the process of the individual growth, based on the increase of self-esteem, self- efficacy and self-determination.

- **Cross-cultural approach**: The project is part of an intercultural perspective, understood as a joint effort to ensure that individuals from different cultures open up to dialogue and are prepared to change in order to .achieve a shared mindset. Across the whole path a particular attention is so reserved to people's trans-cultural competence, i.e. their capacity to identify, understand and interpret individual perspectives both in a specific situation, and in different contexts. The

precondition for the acquisition of various perspectives is self-reflection: it is possible to perform a change of perspective only after examining own behaviour and value. Be competent from a trans-cultural point of view means putting the person at the centre with his/her personal history and personal sphere.

- **Contrast to stereotypes**: in order to encourage the introduction of medium/high skilled immigrants in workplaces activities and pathways stereotypes must be fought as a barrier to the valorization of single human resources (negative but also positive stereotypes, which become negative for other groups). Stereotypes strip people of their individuality and alienate them for not meeting the standards which are imposed upon them; they validate thinking of others in terms of their sex, race or ethnicity, and not as individuals. On the contrary it is important to valorize the biography of any human resources as something unique and special, which is done in MOSSA, MOSSE and MOSP where the migration experience is considered as an added value to the migrant's soft skills background.

The methodological principles described herein have characteristics of transversality in the whole structured path consisting of MOSSA, MOSSE and MOSP.

They are principles that guide the implementation of the activities and purposes specified in the path.

Specific methodologies related to each module and that are described in the sections devoted to each intellectual output are used as integration and support to these general principles.

c.   The national and European reference context for inclusion of migrants

The VHSM path and activities depend on and fit necessarily in National and European contexts and in the overall framework which regulates the hosting and inclusion of migrants within the European Union.

VHSM especially refers and integrates to a framework consisting of:
- immigration policies conducted at European, national and local level,
- systems for hosting people holding international protection,
- socio-labour policies in the framework of inclusion of migrants, from EU and from third countries,
- European and national/ local regulations on the protection of equal opportunities and the contrast against discrimination,
- the system of validation and certification of competences and of formal and non-for mal learning (European lines and recom mendations, activated protocols and sys tems at national and/or local level),
- national frameworks (NQFs), reference for the assessment of individual qualifications,
- national system and procedures for the recognition of qualifications.

This framework establishes the unique scenery, although complex, where VHSM and the professional fits in taking action and from which both of them draw their sense and full meaning.

It may be interesting to share what Manuel Souto-Otero and Ernesto Villalba-Garcia wrote on the topic of Validation of Non formal and Informal learning: "There are two main strands of literature on Validation of Non formal and Informal learning. The first one presents an **"inclusive" view of validation**, underlining its potential as a tool for social and labour market integration (Jackson 2011). A second strand of literature **underlines the shortcomings of validation in the real world** (Lerner and Menahem 2003; Guo and Andersson 2006; Guo 2010). In this second strand, which presents a "deficit" view of validation, the emphasis is put not on what migrants may gain in the process of validation, but on what validation processes "miss", resulting in a devaluation of migrants' prior learning during valorization processes. Lerner and Menahem (2003, p. 22) note how "migrants are subject to formal and informal decredentialization when they are not able to practice in their professions or acquire occupational training in the host society".

6.   Recommendations and guidelines for using the Toolkits
a.   Skills and tasks requested to the staff involved

The methods and tools provided by VHSM require features and skills articulated by the staff involved.

The skills required to the staff for the management of activities related to each MODEL are however present within the sections specific to each module.

The professionals involved in the implementation of the activities foreseen in VHSM are:

- Experts on the topics of guidance and counseling: guidance counselors, counselor, coach, psychologists;
- Experts on adult education: teachers and trainers;
- Experts of labour services and promoting employability: guidance counselors, counselor, coach, occupational psychologists, personnel selectors etc.

The first recommendation is that the professionals are adequately prepared to interact with migrants and have longtime experience about the adult education system.

Most of the guidance experts do not adapt methodologies and tools to migrant specifics but use the same methodologies applied to the general population. Nevertheless, three types of potential adaptation must be suggested: (a) adaptation of information and advice to migrant needs; (b) adaptation of assessment and counselling techniques; (c) adaptation to individual needs rather than cultural traits.

In fact to work with target-group of adult with a migration background poses special demands on the staff:
- cross-cultural competencies;
- knowledge of migration biographies;
- management of group dynamics with participants who may not have practiced group activities for learning purposes (in particular involving men and women);
- management of conflict and social skills;
- diversity management and intercultural relationship management;
- management of religious behaviours in a formal educational environment;
- knowledge of various learning approaches, with particular attention dedicated to the informal and not formal learning;
- knowledge of the national system of validation and certification of the competence;
- knowledge of the national and regional legislation and support for migrant's integration;
- knowledge of the local and national labour market and in specific the analysis of migrants' employability.

The soft skills that the staff involved must possess are similar to the twelve key soft skills needed by migrants looking for a job, in particular:
- empathy;
- active listening;
- social skills;
- problem solving;
- time managing;
- adaptability and flexibility;
- creativity;
- motivation, participation provoker.

The general methodological approach suggested for the use of the three MODELS MOSSA, MOSSE, MOSP is inspired by the proposals of CEDEFOP – "Valuing diversity: guidance for labour market integration of migrants", and could be summarize in the following graph:

The migrant individual's self empowerment perspective

Personal inputs	Mosse Mossa Mosp	Personal outputs
Knowledge of culture, conventions, labour market, local systems	Access to new knowledge	New skills and knowledge about new context and about what the person could offer to the labour market
Personal ideas, values and conceptions	Increasing reflexive abilities	Direct support to personal initiatives and problems
Personal experience and emotions	Generating consistent perspectives over personal experience	Flexibility, readiness, adaptability, self-promotion
	Self-motivation	

b. The toolkits MOSSA-MOSSE-MOSP

The toolkit is composed by four different sections:

1) General Framework, whose this section is an integral part, in which the overall framework and the structured path are described and deepened;
2) Model dedicated to MOSSA
3) Model dedicated to MOSSE
4) Model dedicated to MOSP

MOSSA, MOSSE and MOSP have similar structure, in order to offer those who come closer these instruments uniformity of approach and organization of available resources.

In fact each specific Model is organized in three different sections:

1) The first section, **presentation of the specific model**, introduces and presents the model, describing purposes, approaches and the proposal path;
2) The second section, **Guidelines for the management of activities**, describes the carrying/administration of pathway, the steps and for each step the activities and the tools to use. For each activity there is a specific sheet where you can find all the information necessary for the management and the carrying out and some recommendations for the staff involved in order to highlight some suggestions and operative lines useful for the delivery of the activities.
3) The third section, **Tools**, is dedicated to collect all the tools used during the pathway. The tools are divided into different type of user and output:
• used by MHS migrants, during the activities;
• used by the professional, for the management and evaluation of activities carried out;
• used for creating and updating the individual folder, for tools that staff and migrants will fill in, aimed to collect and update the final output of the model.

At the end of each model, **Annex** provides resources useful to deepen the topics, in specific regarding Literature and support material.

c. Operative guidelines for delivering the VHSM pathway

VHSM defines a complex and structured path that offers the migrant a number of activities which focus on all soft skills awareness, evaluation, training and promotion.

In order to achieve maximum effectiveness first of all from the migrant's point of view and then from the professional's point of view, it is necessary to follow a series of operational guidelines and recommendations described below.

Planning and design of actions

The entire VHSM model consisting of MOSSA, MOSSE and MOSP requires a minimum of **50 hours spread over 12 weeks** to be completed.

Interventions must be programmed properly in order to promote, as much as possible, an active participation by the migrants and the most effective management for the professionals involved.

Taking into account the needs of the migrant is necessary planning the meetings, in order to promote the conciliation between personal commitments and those provided by the path (particularly important in the case of women, due to their family burdens to handle).

In scheduling it is necessary to identify spaces, facilities and equipment needed to carry out the planned activities.

Analysis of the migrant's needs

(in preliminary phase of selection interview)

In order to plan in detail the activities provided, it is necessary to analyze the migrants' needs, their personal and professional stories, the level of knowledge and proficiency in the language of the host Country.

This analysis will start at a very early stage from the information occurring at the beginning of the sessions and deepened during the information activity. This approach will allow weighing and adjusting the activities and tools provided by VHSM.

The analysis of the stories and migratory projects of the involved migrants will make it possible to define the size of the chosen action (individual or group action and the potential group dimension) and to anticipate typical group dynamics of heterogeneous cultural contexts.

Management of actions

The provided activities take into account the following general guidelines that characterize and address the implementation:

- Promote a dimension of individual deepening with a peer group comparison, a small group size is preferable because it allows better participation of all group members (8-12 is advised);
- Promote the awareness on one's soft skills with the VHSM model's effective tools of analysis that are useful for job placement, but also for active citizenship, in a spirit of partnership with professionals, who are not teachers, but mere facilitators;
- Encourage and stimulate the participation and involvement of stakeholders and experts of the labour market in order to bring to the migrant attention the interests and demands of the world of work.

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or polarization in the recognition of skills? Published online: 17 November 2015. This article is
published with open access at Springerlink.com

8.   Glossary

Assessment

A way of judging learner performance. Assessment methods include: teachers' feedback; peer group critique; written and oral course work, portfolio development, tests and examinations.

Competence

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development) (Cedefop 2008a)

Direct discrimination

In the context of migration, direct discrimination exists when a person is treated less favourably than another one is, has been or would be treated in a comparable situation, on grounds of racial or ethnic origin (Source: glossary EMN Migration and asylum)

Indirect discrimination

In the context of migration, indirect discrimination exists when a provision, a criterion or a practice apparently neutral can put people of a racial or ethnic origin at a particular disadvantage compared with other people, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means used for achieving that aim are appropriate and necessary (Source: glossary EMN Migration and asylum)

Diversity management

Diversity Management is an active and conscious development of a forward-looking, strategic and communicative management process, value-oriented, of difference acceptance and use of certain differences and similarities as resources of the organization, a process that creates added value for the enterprise (Source: training manual for diversity management – Project Antidiscrimination and Diversity Training VT/2006/009).

Empowerment

Empowerment refers to the increase of autonomy, self-determination and personal responsibility of the participants of a competency assessment procedure.

European Qualifications Framework (EQF)

The European Qualifications Framework acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate the national qualifications systems of different countries to a common European reference framework. Agreed upon by the European institutions in 2008, the EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.

Medium to high skilled migrants

- From an educational perspective medium skilled migrants are those having at least a 4 EQF level or 3 ISCED level (high-school diploma); highly skilled are those having at least a tertiary education (at least 6 EQF or 5 ISCED)
- From an occupation perspective medium-highly skilled migrants are those resulting to be:
- Skilled (or medium skilled) when they are able to work efficiently, exercise considerable autonomy and independent judgment, discharging their duties with responsibility.
- Highly skilled when, besides working efficiently in autonomy, with independent judgment and taking their responsibilities, they

are able to efficiently supervise the work of other skilled employees.
(definition is in line with the document "Methodological approach for a common framework of Soft Skills at work" elaborated by the VHSM Consortium)

Informal learning

Learning resulting from everyday activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

Integration

In the context of the European Union, the integration is a dynamic and bilateral process of mutual adaptation by both migrants and residents of Member States. The promotion of fundamental rights, non-discrimination and equal opportunities for all are key issues of integration. At Community level, integration policy is developed in the context of the Common Basic Principles (Source: glossary EMN Migration and asylum).

Formal learning

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

Learning to learn

A key competence: the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This 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: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence. (Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning)

Lifelong learning

All learning activity undertaken throughout life which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social or professional reasons.

Migrant

Person who leaves a particular country or region to settle in another country, often in search of a better life. (Source glossary EMN Migration and asylum).

Non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Portfolio

A portfolio is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences. It provides insight into your personality and work ethic. All in all, it is a representation of your professionalism. Portfolios can be paper-based or electronically based (e-portfolio).

E-portfolio

An E-portfolio is a collection of digital files that are shared electronically for the purpose of reflection, comment, evaluation and to increase your visibility. It is supported by a website that enables users to collate digital evidences. E-portfolios can contain a wide range of digital files, including but not limited to, text or PDF documents, videos, sound files, images and links to other websites or online resources. Some parts of the portfolio can remain private before being published (or even can never be published).

Social media

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, micro blogging, social networking, social bookmarking, and wikis are among the different types of social media.

Professional Network (or Social Media)

A professional network service (or, in an Internet context, simply professional network) is a type of social network service that is focused solely on interactions and relationships of a business nature rather than including personal, non-business interactions.

Qualification

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards Glossary, RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

Qualification Framework

An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes (Cedefop 2008a).

Labour services

The labour services are a set of services offered to facilitate the matching between labour supply and demand, to facilitate labour market integration and to counter long-term unemployment. They can be carried out by public institutions, private or public-private network and take action providing services accredited and recognized.

Social inclusion

The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion (Cedefop 2008a).

Soft skill

Soft skills are the abilities which an individual uses to interact with, interpret or inform social and physical environments. They strongly contribute to employability and work performance in combination with technical or hard skills, knowledge, basic skills (language, literacy and numeracy) and personal values.

Skill

The knowledge and experience needed to perform a specific task or job.

Validation of learning outcomes

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification (Cedefop 2008a).

VALORIZE HIGH SKILLED MIGRANTS PARTNERSHIP