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DIVERSE report WP4
‘Stakeholder Map and TCNs’
SKC Recognition
Country Report the Netherlands

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May 2015
Brief Report WP4
Description of the implementation process

0. Introduction
This country report of the Netherlands describes the outcomes and the implementation process of work package 4 (WP4) of the DIVERSE project, implemented by the Radboud University, department of geography, planning and environment over the period February 2014-April 2015. Three stakeholder meetings have been held with experts from various private and public sector organisations active in the fields of recognition of Skills, Knowledge and Competences (SKC), including Recognition of Prior Learning (RPL, gained through non-formal and informal learning). The experts work in sectors such as the health sector, labour market integration, migration, social participation (through voluntary work) and diversity management. Each meeting gathered 8-12 experts who came from all over the Netherlands\(^1\). An additional meeting was held with 9 Third Country Nationals and several experts at Radboud University on 4 September 2014 to evaluate outcomes of the first three meetings.

WP4 aims at “strengthening synergies among different local actors in a common effort to generate and validate an innovative tool for the recognition of TCNs’ SKC, especially those related to their migratory background, drawing on the conception of TCNs as transnational actors who can offer a contribution to the economic and social development (DIVERSE overall presentation, 2014).

Other aims include:
- Constitution of a work group in each country, through the identification of the most relevant stakeholders.
- In each country, designing of a provisional multi-stakeholder audit scheme for TCNs’ SKC assessment, through 3/5 work sessions, aimed at sharing experiences and know-how.
- In each country, testing of the locally constructed audit scheme through the administration to 10 TCNs and the subsequent collection and evaluation of opinions, judgements and suggestions.

This report builds on the Dutch draft country report for work package 3 ‘Filling the Knowledge Gap’, particularly Part 1, which deals with the following questions:

- How is the Dutch system of SKC recognition formally designed (legislative, administrative and policy regulations) on the national level?
- How is this translated to actual practices of skill recognizers and what implications do they have for individual TCNs living in the Netherlands?

The main outcomes of the implementation of WP4 include:
- Increased engagement and cooperation between main stakeholders in the Netherlands that aim to improve SKC recognition and RPL of TCNs and migrants more generally.
- Identification of four modules and an idea for an internet information finding tool – the Recognition Finder – which are directed at 1) skill- and ambition awareness 2) qualification 3) participation and 4) sustainable careers. These served as input for the 2nd partners meeting of DIVERSE in January 2015, which has the aim to construct a common European audit scheme for SKC recognition of TCNs.

\(^1\) Stakeholder sessions took place at the Radboud University Nijmegen on 9 April, 15 May and 12 June 2014.
\(^2\) For a full list of organisations and invited experts, please refer to Annex 1.
This report is structured as follows. The first section will set out the most relevant stakeholders in the field of SKC recognition in the Netherlands. The second section will discuss the key aspects of a potential information finding tool – the Recognition Finder - and the steps, aims and objectives leading up to this idea. The third section discusses the results of the testing phase, the target audience involved and findings of the evaluation phase (strengths and weaknesses). In the end, a short conclusion and discussion of the aims of the WP is provided.

List of annexes:

Annex 1: List of consulted experts
Annex 2: Invitation flyer for TCNs for the evaluation meeting of SKC methods and tools
Annex 3: Questionnaire given to participants of the evaluation meeting
Annex 4: Certificate of participation in the evaluation meeting for TCNs
Annex 5: Illustration (in Dutch) of what an online Recognition Finder tool could look like
1. Identification of the most relevant stakeholders

1.1 Methodology: selection of stakeholders

Experts were approached in the following way. First a long-list of organisations was developed, including organisations that were selected via Google-search and own networks. Then three standard letters were written for different organisations to invite them to take part in the sessions. A short project description was developed in Dutch, which was sent together with a letter by email. Organisations that did not reply were called. Selection of experts and organisation representatives was often based on the outcome of the interviews undertaken as part of WP3. This enabled the research team to swiftly identify the point of departure for the discussion on SKC recognition in the Netherlands – one which has well developed in the last years. Early TCNs’ involvement enabled important reflection on WP4 during the working group and easier mobilization for the evaluation session (fourth meeting).

The TCNs who participated in the evaluation meeting were approached as follows. After consultations with a policy advisor for minorities of the municipality of Nijmegen and a programme manager for asylum seekers and refugees at Pharos, the research team decided to hold the meeting at the university. Although this location choice comes at the risk that lower educated or less emancipated TCNs might drop out, as they might feel intimidated by attending a meeting at the university, having the meeting at the university rather than their homes has a few benefits. First, this option enabled the participation of several experts who developed relevant tools for TCNs seeking SKC assessment, so this added a learning and networking component to the meeting highly valued by the TCNs. The invited experts were representatives of organisations such as the University Assistance Fund for refugees (UAF), the Refugee Council, Knowledge centre RPL, Actiz (this organisation developed the online tool ‘Skills in Beeld’ (translates as Skills Portrayed) for migrants in the healthcare sector) and CH-Q Netherlands and Belgium (this organisation developed an innovative RPL tool). Second, this location of the meeting enabled computer and internet use, which was required as most tools and methods selected for evaluation were digital.

In order to reach all target groups of TCNs required for the evaluation meeting (including the recent arrivals) an invitation flyer (see annex 2) paying specific attention to limited Dutch language skills of some TCNs was developed with the help of earlier mentioned experts. Next, the DIVERSE team contacted TCNs via experts and earlier participants in the working group sessions to spread the invitation flyer. The response to this first invitation attempt was unsatisfactory. For a large part, this can be attributed to the fact that the evaluation meeting was foreseen by the DIVERSE activity plan to take place in summer, and many TCNs are not in the Netherlands in this period. The research team proceeded to approach a very wide range of organisations with TCN team-members, in the region and further. Ultimately, participants came from the Nijmegen Refugee Centre, the University Assistance Fund (UAF), a health institute, the immigrant advisory council of the municipality of Nijmegen and self-employed consultants.

1.2 Methods

Expert meetings started off with presentations of main organisations in the field of recognition of prior learning, the DIVERSE project aims, outcomes of previous activities to start the debate. Next interactive group sessions took place, combining plenary sessions with World Cafe sessions. In the end poster presentations of sub-groups enabled participants to share outcomes of all groups with each other.

The TCN evaluation meeting started off with a group introduction session and informal talks between TCNs and representatives of organisations. Then TCNs took seat behind a computer, each testing 4 methods. First by information provided online only, then also by assistance of the method-
owner. In the end, experiences with the tools were shared in a plenary session by TCNs and TCNs were asked to fill in written evaluation forms for each of the methods evaluated.

1.3 Main stakeholders in TCN SKC recognition

Main stakeholders:

1. TCNs: it can be pointed out that from a TCN point of view the system of SKC recognition is rather complex to understand. Accessibility to information and awareness on recognition options, pathways towards (maintaining) (voluntary) work and alternatives among TCNs could be improved. Especially as TCNs widely differ in skills (language, information finding, ICT, independence), level of education, migration motive (forced or own will), years spent in the Netherlands, mental health (trauma), etc. information could be presented in varied ways tailored to different groups of TCNs. The research team identified TCNs in 4 phases of labour market integration (see Table 1 on pages 7-8):
   a. Recent arrivals of TCNs who wish to gain awareness of their SKC;
   b. TCNs who want to develop specific competences to qualify for work;
   c. TCNs who believe they bring the relevant skills and wish to make the step to paid work;
   d. TCNs who have already found paid work in the Netherlands but wish to increase their control over their career.

It should be noted that the term ‘TCNs’ addressing the main stakeholders in these various phases, not only refers to the head of household, but also refers to other members of the household. This broader definition is necessary as labour market strategies are taken by households rather than individuals, so the family circumstances matters, particularly the household size and disposable income. Next, also the education level and legal status of TCNs is highly relevant for the extent to which TCNs can actually enter these 4 phases of labour market integration. Immigration policy in the Netherlands allows exceptional and easier conditions to obtain a work permit for jobs for highly skilled migrants (no priority is given to native job-seekers for these jobs). In contrast, as many lower skilled newcomers are still in the naturalisation process they do not always have work permits, or do not have full access to the labour market. Moreover, there are many lower skilled newcomers with work permits who experience difficulties accessing the labour market, which have to do with perceptions of TCNs by natives and (unintended) discrimination. Therefore, the audit tool this work package should develop, should best be developed for lower skilled TCNs rather than all TCNs. Highly skilled TCNs do seem to do better in finding their way to entering the labour market.

2. Organisations in the field of recognition and diversity management trainings – brokers of SKC recognition.
   a. Degrees and certificates:
      i. Nuffic for accreditation of higher education
      ii. SBB for accreditation of vocational education
   b. Coaches, trainers and owners of recognition tools and methods:
      i. Knowledge Centre RPL, recognized providers of RPL
      ii. For a full list of organisations, tools and methods, see Annex 5.
   c. Responsibility for quality maintenance:
      i. Ministry of Education, also on behalf of the Ministry of Social Affairs and Employment and the Ministry of Economic Affairs
      ii. Social partners (Stichting van de Arbeid: www.stva.nl)
3. Gatekeepers of SKC recognition:
   a. Employers: who can attract talented personnel and capitalize on unique skills and benefit of successful diverse workforce and DM. However, at this point, creating a sense of ownership and urgency among employers to engage in long term diversity management and associated investment (time and energy) for TCN personnel have been identified as crucial bottlenecks, particularly in a time of crisis and rising unemployment levels (plenty of candidates to choose from).
   b. Education institutes: who can attract more talented foreign students and staff, which gives them a more international profile, fees, improves the quality of education as it offers students the acquisition of important intercultural competences and the ability to increase academic exchange of ideas. However, it has also been observed that exam committees fail to identify and recognize already learned knowledge that could potentially replace parts of education programme, as the learned knowledge is considered ‘different’ to the curricula. ‘Different’ is sometimes considered the same as ‘less good’ without close examination, although a loss of study fees could also play a role.
2. Key aspects of the audit scheme

The first stakeholder meeting yielded the following results:

1. Developing a new SKC audit scheme or a tool designed to improve recognition of SKC or RPL would run a high risk of duplication of already existing audit schemes (see annex 5 and part one of the WP3 report) and their best-practices. Instead, designing an instrument that increases the use of existing instruments and creates a sense of urgency for TCN SKC recognition amongst employers, assessors and education providers was identified as an effective follow-up direction for the DIVERSE efforts. Many efforts in the past have been successful in their own way, in some of which audit tools were developed while others took the form of an integrated sector approach involving actors such as education providers, employers and migrant organisations. However, these tools face similar problems when it comes to ownership of the project goals with the result that most efforts lack to remain operational for a longer period that reaches beyond the project’s termination date. It is crucial that project results are sustainable and become an ongoing line of activity of an organisation or employer. This way commitment to diversity management and hiring of TCNs can generate lasting benefits for society. On the other end, conversations with various TCNs, high and lower educated, and consulted reports (Duvekot et al 2014; Van der Welle, 2013) show that information towards TCNs on steps to take for SKC recognition can be improved.

2. Any instrument, whether a portfolio or group-based activities, requires to integrate two crucial lessons learned:
   a. Any instrument or tool should take the TCN career goals, ambitions and personal development plan as a central starting point.
   b. Employer involvement and ownership right from the start are essential in order to match expectations of employer and TCN.

3. Most successful RPL tools implemented with TCNs include strong coaching components. In later phases of the research, the DIVERSE team learned that some TCNs mention that the wide variety of opportunities, possibilities, directions to go for skill training, recognition and finding work can be overwhelming. This illustrates that efforts focused exclusively on online tools can provide some guidance, but are not fully effective to deal with the choices TCNs have to make.

The main outcomes of the second stakeholder meeting were:

1. The identification of four modules with different aims to enhance integration in the Dutch labour market for TCNs (Table 1). The motivation for developing four modules derives from the finding that the needs of highly educated TCNs with several years of work experience tend to diverge from the needs of lower educated starters. However, awareness raising and assistance for the TCNs to clarify their professional profile, identify their strengths and ambitions in such a way that they correspond with expectations of Dutch employers was identified as a shared need for all TCNs, regardless of professional or education background. Therefore all users of the modules developed by the DIVERSE NL team are advised to start with the Basis Module, which serves as a starting point for the other three modules. After completion of the Basis Module they can use any of the other three modules in any order according to their needs and the degree of their (labour market) integration.
Table 1: Four modules aimed at TCNs at various stages of Dutch labour market integration

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basis Module</strong></td>
<td>This module aims to make the migrant aware of his or her strengths, skills, competences and career ambitions. It aims to yield realistic expectations among TCNs of achievable career paths that they can pursue in the Dutch labour market. Involvement of a labour market advisor or assessor is valuable to achieve the module’s aims.</td>
</tr>
<tr>
<td><strong>Qualification Module</strong></td>
<td>This module aims to offer the migrant advice and guidance to acquire missing competences in order to qualify for certain paid positions or enable participation in training programs. The missing competences may be acquired through relevant temporary employment positions (in some cases paid, otherwise volunteer work), educative programs or engagement in civic participation initiatives. Involvement of a labour market advisor, assessor and/or education/training advisor (depending on the specific situation of the TCN) is valuable to achieve the module’s aims.</td>
</tr>
<tr>
<td><strong>Participation Module</strong></td>
<td>This module aims to support the migrant in finding paid work. Central here is the intercultural sensitization of the assessor, employer and migrant. Whereas the TCN learns to further improve own abilities to present him or herself to employers, employers in turn learn how to recognize (formally and culturally) relevant competences of migrants. Together they make a realistic estimation of the migrants opportunities for labour market integration.</td>
</tr>
<tr>
<td><strong>Sustainable Careers Module</strong></td>
<td>The goal of this module is to support the TCN in maintaining a dignified and sustainable position within his or her work context. This module focuses on migrants who already carry out paid work and wish to develop themselves further professionally to grow within an organization. The module aims to identify barriers for development through intercultural sensitization of the migrant and his or her work environment such as colleagues and supervisors.</td>
</tr>
</tbody>
</table>

The goal for these modules is less to offer a ‘handbook’ for TCNs on what to do, but rather to assist in finding the relevant instruments and routes already available to them. More specifically, the DIVERSE NL team efforts as part of WP4 focus on facilitating easier access to relevant tools and helping TCNs to sift information to find the right organisation or instrument matching their needs and goals. From this the idea of an online Recognition Finder emerged. Box 1 below shows what such a website could look like. Box 2 shows the content that such a website could provide based on the available tools that the research team identified for the case of the Netherlands.

Box 1: Illustration of possible website operationalization of Recognition Finder

*Well well little lady, what else have you done besides primary school* (says a social worker to a TCN, a former ministry director in
Suriname)?”

“I once tried to apply for a job for which intercultural competence was important. What do you see? The Dutch girl with almost no work experience got the job because she has been in Africa once for an internship. With equal profiles, who will get the job?”

“That migrants do not get hired is not because they forgot to mention in a job interview that they have been a car mechanic. A migrant is simply not ... believed”.

Despite the crucial contributions made by migrants to the Dutch economy, the image that they possess less professional qualities compared to natives remains persistent, as the above quotes by TCNs illustrate. Consequently, highly valuable talents are not fully used.

How can you as an employer prevent this? How do you as a migrant showcase better who you are, what you want and what you are good at to employers? What do you do if your diploma’s are not recognized in your new country of residence?

Remarkably, the answers to these questions are not new! Knowledge of migrant labour market integration in the Netherlands and how to manage diversity on the work floor lacks neither instruments, policy nor know-how. The problem lies in the implementation. It is known that trainings for HR staff to avoid selective perception and perceptual distortion during hiring procedures enable diversification of staff. We know that trainings for migrants and Dutch natives to deal with different organizational cultures enable better mutual understanding and better results. However, migrants and employers who are open for diversification of their staff do not always manage to access the right information or institutions that can help them getting on the right track.

For whom is the Recognition Finder?
The Recognition Finder is designed for migrants from outside the European Union – so called Third Country Nationals (TCNs) – and for employers who wish to benefit from a more culturally diverse staff and at the same time support labour market integration of migrants.

The Recognition Finder is designed for you to find the relevant organisations, trainings, instruments and tools within just a few mouse clicks. It is specially designed for:

- Migrants who wish to start or continue their career in the Netherlands and towards this aim require recognition of their formal degrees, qualifications and their other prior learning experiences acquired abroad.
- Migrants who wish to learn what they are good at, what their career goals are, what their options are to reach them in the Netherlands and how to present themselves to employers.
- Employers who wish to gain a better understanding of their (migrant) employees’ competences, particularly those related to their migratory background, and use these more effectively to reach their organizational goals.
- Employers who wish to establish and enhance effective diversity management practices in their organization to become more attractive for highly skilled personnel, to enhance the innovativeness of organizational decision making or to better cater to the changing demands of more culturally diverse customers.

The Recognition Finder was developed as part of the European project DIVERSE, together with 26 experts from the private and public sector.
How can I use the Recognition Finder?

- **Basis module:**
  - TCNs: You want to raise your awareness of your strengths, skills, competences and career ambitions. You want to gain realistic expectations of achievable career paths that you can pursue in the Dutch labour market.
  - Employers: You want to assist your TCN staff in raising awareness of their strengths, skills, competences and career ambitions as part of their personal development plan.

- **Qualification module:**
  - TCNs: You are seeking advice and guidance to acquire missing competences in order to qualify for certain paid positions or to enable participation in training programs.
  - Employers: You would like to hire a TCN for a certain position, but he/she does not yet possess the relevant qualification. You would like to develop a personal development plan for the TCN so that he/she can be hired conditional to meeting the qualification requirement in a specified period of time.

- **Participation module:**
  - TCNs: You seek support in finding paid work for which you are qualified, but you do not manage to get a step in the door. You want to learn to further improve own abilities to present yourself to employers and to showcase relevant competences.
  - Employers: You see the benefits of culturally diverse organizations and you are committed to developing and/or enhancing diversity management practices within your organization. You want to learn how to identify (formally and culturally) relevant competences of migrants for different functions within your organization.

- **Sustainable careers module:**
  - TCNs: You have a paid job, but you wish to further your professional development within the organization to find a job for the longer term and/or that better suits your competences. You would like to identify and overcome relevant barriers to your career development together with your colleagues and supervisor.
  - Employer: You would like to fully benefit from your culturally diverse staff in your organization. You would like to support the career development of your TCNs as part of their personal development plan.

Box 2: Illustration of suitable content for an online Recognition Finder tool, elaboration for the basis module

**Basis module**  This module aims to make the migrant aware of his or her strengths, skills, competences and career ambitions. It aims to convey a realistic perspective on suitable career paths in the Dutch labour market, potentially in
<table>
<thead>
<tr>
<th>Owner</th>
<th>Method</th>
<th>Features</th>
</tr>
</thead>
</table>
| Calibris                      | RPL instrument for aspiring nurses – portfolio | Goal: #identify, #document, #career plan  
For whom: #migrant, #education coordinators, supervisors in the health sector  
Requirements: 🇳🇱 = A2]  
Year: 2008  
Required time investment: ++  
Score: ++++  
Available: free |
| CFL                           | Future experiences and Past experiences      | Goal: #identify, #career plan  
For whom: #migrants, #volunteer coordinator, when knowledge of Dutch is little  
Requirements: 🌐  
Year: ?  
Time investment: ±  
Score: ++  
Available: |
| Stichting CH-Q Nederland en België | Level 1                                      | Goal: #identify, #career plan, #documentation, #collect evidence, #feedback  
For whom: #migrant, #trainers, #employers, #supervisors.  
Group-tool Requirements: 📚  
Year: 📆  
Time investment: ++++ (ca. 40h)  
Costs: € 250 for job-searchers  
Score: ++++  
Available: On demand |
| Council of Europe – European Youth Foundation | European portfolio for youth and youth workers | Goal: #identify, #career plan, #collect evidence  
For whom: #migrants, #intercultural youth workers  
Requirements: 🇳🇱 🇪🇸 🇩🇪 🇹🇷  
Year: 2007  
Time investment: ±  
Score: ++  
Available: (online or order hardcopy) |
| Europass                      | Europass CV                                 | Goal: #documentation  
For whom: anyone who makes a CV. See clip  
Requirements: 🇳🇱 🇪🇸 🇬🇧  
Year: 2012  
Time investment: ±  
Score: ++++  
Available: free |
| ActiZ                         | Skills Portrayed                            | Goal: #identify, #career goal, #document  
For whom: migrants, volunteers and working professionals who consider volunteer work as a step for understanding Dutch culture.  
Requirements: 🇳🇱 🇪🇸  
Year: 2007  
Time investment: +++  
Costs: on demand  
Score: ++++  
Available: On demand |
| Gerricks Training en Advies   | Qualities game                              | Goal: #skill identification  
For whom: #migrants, #supervisors who wish to learn their strengths and weaknesses |
In a similar way other modules can be worked out (see annex 5 for the Dutch concept). For example, the qualification module could include directions on when and how to contact Nuffic and SBB for degree validation. Alternatively, a selection of recognized RPL providers and reference to the website of Knowledge Center RPL (Kenniscentrum ECV) could be provided on the website. The latter organization is in charge of the dissemination of RPL in the Netherlands and could help those that saw their credentials devaluated and their work experience not recognized.

A major outcome of the working group session was that (Dutch) language skills should be seen as one of the many competences a TCN has, and not as a gate-keeper competence that needs to be acquired before all other competences are validated, such as those connected to work experience or expertise. The language of the Recognition Tool should therefore be in easy Dutch or in various other languages to enable easy access among the target group(s).

The tags, e.g. #Migrants or #Skill awareness, are hyperlinked and give access to all the relevant tools carrying the same tag that are included in the Recognition Finder. It is also possible to shift tools using scale bar, as illustrated in Figure 1 below. This would allow users to select all tools within a certain range. This would assume that the process from step one, skill identification, to the final step in the recognition process, accreditation follows an ordinal scale.\(^3\)

Figure 1: scale bar for aims of tools

<table>
<thead>
<tr>
<th>Identification</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(^{\wedge}) skill presentation</td>
</tr>
<tr>
<td></td>
<td>(^{\wedge}) documentation in portfolio</td>
</tr>
</tbody>
</table>

The selected methods to be included in the online Recognition Finder tool mostly focus on SKC recognition. Next to these, also a number of other methods would be suitable for inclusion as well:

- The publication ‘Successful Pathways for the Second Generation of Migrants: Good Practice examples in the use of Autobiographical Pedagogical Approaches to improve intercultural competences of adult educators’ by Bride (2011) is a benchmark-publication that shows how unique competences owned by second generation migrants can be highlighted through a very rich collection of practice exercises that use autobiographic approaches to reveal competences of persons with a culturally different background. Such approaches, as the report of WP3 highlights, are crucial in order for Dutch employers to actually see the competences of TCNs.

- The publication ‘Anerkennung von Kompetenzen aus Jugendaustausch und freiwilligem Engagement: Recherche zu Tools zur Selbstreflexion und zur Kommunikation von erworbenen Kompetenzen’ by Reconnaissances (2013), a Swiss Think tank to promote

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\(^3\) This is not to say that the process of recognition is liniair. A person who achieves accreditation in one field, can later in life feel the need to work on skills needed in different sectors or improve the way s/he presents his/her skills to others.
recognition of skills gained through youth exchange programmes and (youth) voluntary work, provides an extensive overview of European tools.

- With regards to the Qualification Module, the publication ‘World Wide Woman – Guidelines’ by the CH Foundation for Federal Co-operation is valuable for developing new training models in order to help well-educated immigrant women in European countries to realize their potential and better integrate in the local labour market. World Wide Women starts from the assumption that the majority of supporting programs that help immigrants in finding work are aimed at low qualified beneficiaries. Therefore higher educated foreign women have to find their own paths of labour market integration. The course program is modular and includes traditional modules (classroom lessons) and e-learning modules, as well as an internship.

- The report by the European Commission ‘European modules on migrant integration’ (2014) presents a rich collection of experiences at the national level of migrant integration practises and identifies joint practises for:
  1) Introductory and language courses;
  2) Developing commitment by the host society;
  3) Promotion of active participation of immigrants in all aspects of collective life.

- The European Centre for the Development of Vocational Training (CEDEFOP) published a report ‘European guidelines for validating non-formal and formal learning’ (2009), which provides a practical tool for experts and practitioners on how to apply best practices from European countries regarding the validation of non-formal and formal learning.
3. Results of the testing phase

3.1 Target audience involved
3.2 Aims and objectives
3.3 Findings and results (strengths and weaknesses)

3.1 Target audience involved
The test meeting was held on Thursday, September 4, 2014, from 13.00-17.00 hrs. It included nine TCNs who all had varying degrees of experience with societal participation and finding work in the Netherlands and distinct Dutch language skills. The meeting included an older and a younger low-skilled male refugee, three higher educated women who lacked work experience in the Netherlands, one higher educated man with work in the health care sector, one woman with extensive work experience who was pushed into self-employment due to blocked labour market mobility, one woman active as volunteer, one higher educated man with a temporary job contract. The participants originated from various countries including Iran, Afghanistan, Congo and Mexico.

Next to the TCNs, also five ‘owners’ of methods were present at the meeting to answer questions participants had about these methods. With ‘owners’ of methods, we mean representatives of the organisations that have developed a particular method, and/or are responsible for its implementation. The willingness among these owners of tools to cooperate and assist TCNs was very high, which greatly contributed to the fruitfulness of the meeting. Unfortunately, we ‘lost’ one or two owners due to the fact that they asked fees for attending the meetings.

3.2 Aims and objectives
The aim of the evaluation meeting was to find out to what extent some of the – according to the researchers – most relevant tools available in the Netherlands are found suitable by TCNs in the various phases of labour market integration as described above.

3.3 Findings and results (strengths and weaknesses)
The evaluation meeting started off with an introduction round. From this we learnt that many of the participating TCNs experience various frustrations due to obstacles and lack of knowledge on how to increase chances of finding paid work.

Next, TCNs were asked to evaluate a number of methods (see Table 2) using a computer. For each of the four modules identified in the three previous stakeholder meetings, two methods were selected out of the broad range of methods available in the Netherlands. The methods do not only reflect different stages in the labour market integration process, they also focus on different steps and activities. For example, ‘Skills in beeld’ focuses on the development of a professional profile and the collection of evidence of learning experiences, while ‘EVC/Ervaringsdeskundig’ includes all the steps from labour market orientation to certification.

For some of the selected methods, a test version was made available to allow TCNs to try out concrete activities designed for the collection of information or for the assessment of skills. When this was not possible, for example because the method in question consists of an off-line training, TCNs were invited to assess the relevance of the method on the basis of the information provided on the website of the organisation owning the tool and further explanations provided by the representatives of these organisations.

Participants were assigned to teams with other individuals in the same phase of the labour market integration process (as described above). The methods were tested in two rounds, each lasting 1.5 hours. In the first round participants were asked to take seat behind a computer and evaluate two methods associated with the basis module: ‘Skills Portrayed’ and ‘Experience Profile CH-Q’.
Initially, participants clicked and scrolled through the web-sites themselves, with owners of tools stepping in to answer questions. After 30 minutes, the owners sat down with participants to work with them to complete a particular step or task that formed part of the method. In the second round, groups were asked to evaluate two additional methods connected to the other three modules (see Table 1).

Table 2: Recognition methods selected for the evaluation session

<table>
<thead>
<tr>
<th>Module</th>
<th>Name of recognition method</th>
<th>Owner/ Representative present at the meeting?</th>
<th>What does the method do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis module</td>
<td>Skills in Beeld (‘Skills Portrayed’)</td>
<td>Actiz (Dutch association for residential and home care organisations)/yes</td>
<td>Skill awareness, motive identification, portfolio-building, collecting evidence of experiences, highlight informal learning</td>
</tr>
<tr>
<td></td>
<td>Ervaringsprofiel CH-Q (‘Experience Profile’)</td>
<td>CH-Q (Swiss-based, has travelled to the Netherlands)/yes</td>
<td>Skill awareness via group feedback sessions (peer-learning), career development plan, documentation of skills, collecting evidence of experience</td>
</tr>
<tr>
<td>Qualification module</td>
<td>ErvaringsDeskundig (‘Experience-based Professionalism’)</td>
<td>CINOP (consultancy specialised in lifelong learning)/yes</td>
<td>Portfolio-building, collecting proofs of non-formal learning experience, skill assessment, skill recognition, comparison to a national competence framework, aptitude tests, personal development plan, maintaining jobs</td>
</tr>
<tr>
<td></td>
<td>Europass CV</td>
<td>No</td>
<td>Experience presentation</td>
</tr>
<tr>
<td>Participation module</td>
<td>Project Startbaan (‘First Job’)</td>
<td>Vluchtelingenwerk Nederland (refugee support organisation)/yes</td>
<td>Mediation towards jobs for refugees, skill development on the job</td>
</tr>
<tr>
<td></td>
<td>C-Stick (digital portfolio)</td>
<td>JES stadslabo (consultancy specialised in urban and youth issues, based in Belgium)/no</td>
<td>Skill awareness, career development plan, assessment, collecting proofs of experience, peer-learning, recognition</td>
</tr>
<tr>
<td>Sustainable careers</td>
<td>Duurzaam en Divers (‘Sustainable and Diverse’)</td>
<td>UAF (study and work support for highly educated refugees, present at the meeting)/yes</td>
<td>For migrants: awareness about exclusion mechanism on the job. For employers: learn how to prevent exclusion and improve managing diverse teams</td>
</tr>
<tr>
<td>module</td>
<td>Academie voor Kleurrijk</td>
<td>Academie voor Kleurrijk Leiderschap (‘Academy for Colourful Leadership’) – postgraduate programme</td>
<td>Training programme for minorities (aspiring to be) in leadership positions, skill development, certification</td>
</tr>
</tbody>
</table>

Toward the end of each round, participants filled out a short questionnaire summarising their impression of the methods they tested (see Annex 3). In addition, the two rounds were concluded with a brief discussion on the advantages and disadvantages of each method. The second discussion evolved into a more general discussion on the usefulness of the methods for TCNs. The overall outcomes of the testing phase were the following:

- The language used on web-sites and in instructions poses problems. Few tools are available in English or other languages. Although it may not always be possible to develop different language-versions of a method, the suggestion was made to keep the level of Dutch simple.
Some methods require more personal coaching to be fully understood. Participants stated that utilizing the tools enabled them to improve their presentation of their own SKC, yet they wondered how employers would receive the outcome of the method once they accomplished a series of tasks. Most tools are not freely available. In some cases, employers reimburse part of the cost of a method. Obviously, this benefits only TCNs who already have work. Many methods seem to implicitly assume that people already have relevant working experience in the Netherlands. Some of the participants have shown a high degree of pro-activeness in voluntary work and acquiring Dutch language skills but they are missing initiatives that can help them present themselves better to employers. More information on this directed towards TCNs could ameliorate their situation. TCNs expressed that they find it difficult to present their SKC in job interviews and portfolios. TCNs expressed their opinions on the eight individual methods. The following strengths and weaknesses from the tools can be derived from this plenary evaluation:

- **Skills in Beeld (Basis Module):** This method helps to create an overview of the competences TCNs have. Some of the activities that are part of this method can be used to document migration experiences, such as the writing of a short story of a major life event. In this sense, the method can be a good means to promote themselves. There are also weaknesses. In some of the questions terminology is used that is difficult to understand for TCNs with limited knowledge of the Dutch language. Support of a coach or trainer with knowledge of the method could help TCNs to work with this tool effectively.
- **Ervaringsprofiel CH-Q (Basis Module):** TCNs were very positive about this tool. Provided there is enough time to work with CH-Q, it could be very useful to map TCNs’ own competences, experiences and knowledge.
- **ErvaringsDeskundig (Qualification Module):** TCNs were positive about this tool. The website of the method is clearly structured and easy to access and understand. The tool is very useful for lower educated TCNs. For higher educated TCNs this method is less suitable.
- **Europass (Qualification Module):** On the website of Europass there is a lot of practical information which helps to understand this method. The tool is especially useful for making a CV.
- **Project Startbaan (Participation Module):** The purpose of this project, bringing employers and job seekers (refugees) together, is seen as a positive initiative. However, the project is focused on people who are motivated to find work, while the target group (refugees) are often not fully-motivated to work. Many refugees are still in the process of coping with their migration background; in many cases refugees need to advance through this phase before they can move on with their life and seek orientation in their new country of residency.
- **C-Stick (Participation Module):** The website of the method is clearly structured and easy to access. However, C-Stick is perhaps too simple for migrants who want to find paid work.
- **Duurzaam en Divers (Sustainable Careers Module):** TCNs are positive about this tool, particularly about the amount of useful information on the website of the project. However, since the information on the website is primarily addressing employers, it is harder for TCNs to understand the method.
Academie voor Kleurrijk Leiderschap (Sustainable Careers Module): The information on the website is perceived as very useful by TCNs. For them it is clear what they can achieve through participation in this project. A disadvantage of the method is that it is hard to find, as TCNs can only find information on it by navigating through a submenu on the website of the owner, COS Gelderland.
4. Conclusion and discussion

The overall goal of the DIVERSE research was to set out “strengthening synergies among different local actors in a common effort to generate and validate an innovative tool for the recognition of TCNs’ SKC, especially those related to their migratory background, drawing on the conception of TCNs as transnational actors who can offer a contribution to the economic and social development (DIVERSE overall presentation, 2014).

The extent to which the overall project aim was achieved is judged on the basis of the following sub-aims:

1. **Constitution of a work group in each country, through the identification of the most relevant stakeholders**

   This goal has been for the most part achieved as the participating experts in the work group sessions came from various private and public sector organisations specialized in the fields of recognition of SKC, including RPL, the healthcare sector, labour market integration, migration, social participation (through voluntary work), diversity management as well as employers and a representative of a vocational education institute. Commitment to attend next meetings of the working group was relatively high; many experts attended several or all sessions.

2. **Designing a provisional multi-stakeholder audit scheme for TCNs’ SKC assessment, through 3/5 work sessions, aimed at sharing experiences and know-how**

   This goal has been achieved by convening 3 working group sessions in total, although, the nature of the new tool in the case of the Netherlands diverges from the nature that was originally anticipated. From the first session we learned that in the Dutch case it does not make sense to develop an entirely new tool for SKC recognition of TCNs. In the case of the Netherlands, many tools are already available that have been designed for other vulnerable social groups such as the long-term unemployed, young people and even allochthones. The owners/developers reflect on a regular basis on the strengths and limitations of these tools. On the basis of this knowledge, it was possible to identify a number of modules and categorise the existing tools accordingly. In the testing phase, migrants tried out two tools for each module. The results of the testing phase provided us with an indication of the building blocks that could be used in the construction of an overarching tool. Yet we also learned that existing tools are not always suiting the needs of migrants. This has to do with language accessibility, cost issues and the fact that some tools require coaching to be effectively implemented.

3. **In each country, testing of the locally constructed audit scheme through the administration to 10 TCNs and the subsequent collection and evaluation of opinions, judgements and suggestions**

   This goal has been for the most part achieved. In the case of the Netherlands, an evaluation workshop was convened with TCNs and method owners. For each of the four modules two TCNs and one method owner was present during the workshop. This enabled us to evaluate all four modules through 8 methods with a matching migrant target audience. Whereas all methods were valued by TCNs, we also found that most methods require considerable time and energy by TCNs to fully grasp their functionality. This was mostly due to the methods’ use of advanced Dutch language that was difficult to comprehend by TCNs or complexity of the content of the method, whereby it is not implementable in a meaningful way without coaching.
In final conclusion, what remained problematic with regards to an online Recognition Finder tool, is creating a sense of urgency and ownership among employers to take up diversity (TCN employees) in times of economic crisis and a growing unemployed Dutch labor supply. Particularly as two out of three Dutch employees work at SME enterprises (maximum of 250 employees). Such employers have a tendency to prefer short, cyclic trainings over long term commitment to diversity management. For TCNs, even if they ‘sell’ their own SKC well, have valid proofs of their prior learning, speak Dutch well, they will naturally remain to have ‘TCN-traits’. At this point, the link between the concept of a Recognition Finder mostly deals with the accessibility to recognition routes for TCNs, but is weak in its links to convince employers to commit to diversity. A major outcome of the Dutch report for WP3 is that the success cases, in which TCNs were given a job at the end of a program, were characterized by intensive collaboration between a consortium of partners in the same sector, typically a number of employers, coaches from education institutes, a civil society actor and the department Work and Income of a local government. Such an integrated sector approach requires much time and money and very close cooperation combined with clear division of responsibilities.

With regards to a European-wide audit tool, it is therefore questionable whether such a tool will be successful if it fails to achieve commitment on the part of local employers, coaches, education institutes (exam committees), governments, labor unions, migrant organizations, etc. Ownership of the newly devised tool, irrespectively of its exact form, will be crucial in ensuring its success over the longer term. At the same time, it seems clear from the insight gained from the Netherlands that tools that last for a longer period of time have most impact on enhancing labour market integration of TCNs in European countries.

References:


Annex 1: List of consulted experts

Experts that attended stakeholder meetings:


Other consulted experts as part of work package 3 include:

Representatives of the municipality of Nijmegen, Voluntary Centre Nijmegen, COS Nijmegen, Movisie, Regioplan Policy Research, Waalboog, Inter-Lokaal, Pro-Persona, Synthon, Rijnstate Hospital, Municipality of Arnhem, ABN-Amro, NXP-Semiconductors, a Dutch teacher, Tandem, COA Nijmegen, Museumpark Orientalis, Hobby-work place de Nonnendaal, Pharos and the Society of United Armenians in the Netherlands.
Annex 2: Invitation flyer for TCNs for the evaluation meeting of SKC methods and tools

Test-bijeenkomst  
September 4 2014

Bent u migrant en nieuw op de Nederlandse arbeidsmarkt? Wilt u leren hoe u meer kans op werk of vrijwilligerswerk kunt maken?

Bij de Radboud Universiteit Nijmegen zien wij dat er veel methoden zijn voor mensen die willen werken. Deze kunnen bijvoorbeeld helpen uw eerdere ervaringen te laten zien aan werkgevers. Maar hoe nuttig zijn deze methoden voor migranten?

U bent van harte uitgenodigd om dit met ons te bekijken.

Deel uw ervaring met werken en meedoen in Nederland.

Leer over 10 methoden waarmee u uw ervaring kunt laten zien aan anderen en hoe u deze kunt laten erkennen.

Geef uw mening over deze methoden.

Ontmoet mensen uit organisaties zoals het UAF, Vluchtelingenwerk Nederland, Stichting CH-Q, Nederland en België, Kenniscentrum EVC en COS Gelderland.

Krijg handige tips voor uw volgende stap in het vinden of behouden van (vrijwilligers)werk.

Deelname is gratis.

Stuur een mail naar: n.grootens@fm.ru.nl

Reiskostenvergoeding beschikbaar

Radboud Universiteit Nijmegen
Annex 3: Questionnaire given to participants of the evaluation meeting

Questionnaire evaluation meeting DIVERSE
4 September 2014 (13:00-17:00)

Goal of the method
1. The information on the website is easily understandable:
   Not easy 0 0 0 0 0 0 0 0 0 Easy
2. The goal of the method is:
   Unclear 0 0 0 0 0 0 0 0 Clear
3. This method could help me (I’d like to use this method):
   Not sure 0 0 0 0 0 0 0 0 Yes

Usage
4. The method is easy to find on the internet:
   Not easy 0 0 0 0 0 0 0 0 Easy
5. Accessibility: I can do this method:
   No 0 0 0 0 0 0 0 0 Yes
   If no, why not?
6. It is clear how this method works:
   Unclear 0 0 0 0 0 0 0 0 Clear

7. Design:
   Less attractive 0 0 0 0 0 0 0 0 Attractive

8. The time and energy needed to use this method compared to the results is:
   Too much 0 0 0 0 0 0 0 0 Good

Effectiveness
9. This method helps me to show others who I am and what I can do:
   Yes 0 0 0 0 0 0 0 0 No
   Why?
10. I plan to use this method at home:
    Yes 0 0 0 0 0 0 0 0 No
11. I would recommend this method to others:
    Yes 0 0 0 0 0 0 0 0 No
12. The outcome of this method can help me to make a next step:
    Yes 0 0 0 0 0 0 0 0 No

Other remarks:
Final grade (1-10)?
Thank you very much for filling in this questionnaire!
CERTIFICATE OF PARTICIPATION

This is to certify that

has actively participated in the DIVERSE evaluation-meeting, 4 September 2014

During this meeting participants have:

- Learned about 10 methods aimed at recognition of skills, knowledge and competences.

- Evaluated if these methods connect with the needs of migrants, particularly those from outside the EU.

- Established new contacts with representatives of the Radboud University Nijmegen, Vluchtlijeving Week, UAF, CINOP (Kenniscentrum EVC), Stichting CH-Q, Actie and SEBA.

Dr. Pascal Beckers (p.beckers@fm.ru.nl)
Dr. Roos Pipers (r.pipers@fm.ru.nl)

DIVERSE is co-funded by the European Union, Fund for the integration of Third Country Nationals
Annex 5: Illustration (in Dutch) of what an online Recognition Finder tool could look like

<table>
<thead>
<tr>
<th>Basis module</th>
<th>Deze module heeft als doel de migrant bewust te maken van zijn of haar competenties, loopbaandoelen en een oriëntatie te geven op de Nederlandse arbeidsmarkt, eventueel door ondersteuning van een arbeidsmarktadviseur en/of beoordelaar.</th>
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<tr>
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<td><strong>Method</strong></td>
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<tr>
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<td>EVC Instrument mbo-verpleegkundige portfolio, overzicht verworven competenties</td>
</tr>
<tr>
<td>CFL</td>
<td>Future experiences and Past experiences</td>
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<td>Stichting CH-Q Nederland en België</td>
<td>Ervaringsprofiel CH-Q – Niveau 1</td>
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<tr>
<td>CINOP</td>
<td>Competentiegericht interviewen met behulp van STAR</td>
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<td>Council of Europe –</td>
<td>European portfolio for</td>
</tr>
<tr>
<td>European Youth Foundation</td>
<td>youth and youth workers</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>verzamelen</td>
<td><strong>Voor wie:</strong> #migranten, speciaal voor (intercultureel) jongerenwerk</td>
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<tr>
<td></td>
<td><strong>Benodigdheden:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Jaar:</strong> 2007</td>
</tr>
<tr>
<td></td>
<td><strong>Tijd:</strong> ++</td>
</tr>
<tr>
<td></td>
<td><strong>Waardering:</strong> ++</td>
</tr>
<tr>
<td></td>
<td><strong>Verkrijgbaar:</strong> Gratis (online en te bestellen in hardcopy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JES Stadslab</th>
<th>C-Stick - digitaal portfolio rond sleutel-competenties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doel:</td>
<td>#herkennen, #loopbaanplan, #assessment</td>
</tr>
<tr>
<td></td>
<td>#documenteren, #bewijsmateriaal verzamelen,</td>
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<tr>
<td></td>
<td>#ervaringsleren, #peer-learning, #erkennig</td>
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<tr>
<td><strong>Voor wie:</strong></td>
<td>#migranten, #werkgevers, #begeleiders,</td>
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<td>#assessoren. Verloopt groepsgewijs, zie [filmje].</td>
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<tr>
<td><strong>Benodigdheden:</strong></td>
<td>:</td>
</tr>
<tr>
<td><strong>Jaar:</strong> 2007</td>
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<tr>
<td><strong>Tijd:</strong> +++</td>
<td><strong>Kosten:</strong> Gratis voor migranten</td>
</tr>
<tr>
<td></td>
<td>€ 24 p.p. jeugdwerkers</td>
</tr>
<tr>
<td></td>
<td>€ 100 p.p. werkgevers</td>
</tr>
<tr>
<td><strong>Waardering:</strong> +++</td>
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<td><strong>Verkrijgbaar:</strong></td>
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<th>Youth Pass</th>
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<td>jongeren die internationale non-formele leerervaringen hebben opgedaan, zie [filmje]</td>
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<td>:</td>
</tr>
<tr>
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</tr>
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<td><strong>Verkrijgbaar:</strong></td>
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<table>
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<tr>
<th>Europass</th>
<th>Europass CV</th>
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<td>Doel:</td>
<td>#documenteren</td>
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<tr>
<td><strong>Voor wie:</strong></td>
<td>iedereen die in een bekende template een CV wil opstellen. Zie [filmje]</td>
</tr>
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<td><strong>Benodigdheden:</strong></td>
<td>:</td>
</tr>
<tr>
<td><strong>Jaar:</strong> 2012</td>
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<td><strong>Tijd:</strong> +</td>
<td><strong>Waardering:</strong> +++</td>
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<td>Gratis</td>
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<thead>
<tr>
<th>Europass</th>
<th>Europass Mobility Outside Europe</th>
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<td><strong>Voor wie:</strong></td>
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<tr>
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</tr>
<tr>
<td>Europass</td>
<td>Diplomasupplement</td>
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<tr>
<td>Gerrickens Training en</td>
<td>Kwaliteitenspel</td>
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**Advies**

**sterktes en zwaktes**

_Benodigdheden:_ geen, beschikbaar in 12 talen  
_Jaar:_ 1991  
_Tijd:_ +  
_Kosten:_ € 27,95  
_Waardering:_ +++  
_Verkrijgbaar:_ te bestellen

**Wacker – stad Antwerpen**

**www.mijncompetenties.be**

_Doel:_ #herkenning  
_Voor wie:_ #migranten die hun informele leerervaringen zichtbaar wille maken  
_Benodigdheden:_  
_Tijd:_ +  
_Waardering:_ +  
_Verkrijgbaar:_ gratis  
_http://www.kwaliteitenspel.nl/nl/kaartspellen/nederlandstalig/kwaliteitenspel/product_

**Sollicitatietrainingen bij UWV?**

**Sollicitatietrainin gen bij UWV?**

**Kwalificatie-module**

Debez module heeft als doel de migrant handvaten te bieden om competenties op te doen die haar nog ontbreken om voor (betaalde) werkzaamheden in aanmerking te komen. Dit kan zijn een specifieke opleiding en/of onbetaald werk (vrijwilligerswerk/werkstage). Deze module is ook relevant om de maatschappelijke participatie van de migrant te bevorderen in het geval dat hij/zij geen ambitie heeft om betaald werk te vinden.

**IDW Internationale Diploma Waardering**

_Nuffic for HBO and University degrees._  
_Etc._

**JES Stadslabo**

_C-Stick - digitaal portfolio rond sleutel-competenties_

_Doel:_ #herkennen, #loopbaanplan, #PPA, #POP, #assessment #documenteren, #bewijsmateriaal verzamelen, #ervaringsleren, #peer-learning, #erkenning  
_Voor wie:_ #migranten, #werkgevers, #begeleiders, #assesoren, Verloopt groepsgewijs, zie filmpje.  
_Benodigdheden:_  
_Jaar:_ 2007  
_Tijd:_ ++++  
_Kosten:_ Gratis voor migranten  
€ 24 p.p. jeugdwerkers  
€ 100 p.p. werkgevers  
_Waardering:_ ++++  
_Verkrijgbaar:_ Op aanvraag

**Movisie**

**EVC-portfolio**

_Doel:_ #herkennen, #loopbaanplan, #PPA, #POP
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<th>EVC procedure</th>
<th>algemeen</th>
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<th>EVC procedure</th>
<th>competenties</th>
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<th>Tijd: ++</th>
<th>Waardering: ++</th>
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<tr>
<td>- voor activeerders en clienten</td>
<td>- voor gemeenten</td>
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| OSCAR | Waardeer(t) uw ervaring | Doel: #benoemen, #documenteren, #tonen, competentieprofielen opstellen, #uitvoeren competentiebeleid, #competentieoverzicht | Voor wie: #migranten, #werkgevers, #organisaties in sociaal-cultureel werk | Benodigdheden: Jaar: 2008 | Tijd: ++ | Waardering: +++ |

| Voorbeeld | Competentiedatabank | |

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<th>Ervaringsprofiel CH-Q – Niveau 1</th>
<th>Doel: #zelf-assesment, #externe assessment, #versterken loopbaanvaardigheden, #participatietaject, #meetlat</th>
<th>Voor wie: #migranten, #trainers, #werkgevers, #begeleiders. Verloopt groepsgewijs en is geschikt voor MBO-uitval tot universitair afgestudeerden.</th>
<th>Verkrijgbaar: Op aanvraag</th>
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<td><strong>Doel:</strong></td>
<td><strong>Doel:</strong></td>
<td><strong>Doel:</strong></td>
<td><strong>Benodigdheden:</strong></td>
</tr>
<tr>
<td><strong>Jaar:</strong></td>
<td><strong>#formele erkenning van ervaring waarvoor je geen diploma hebt, #vervolgopleiding, #instroom, #doorstroom, externe assessment, #participatietraject, #meetlat, #erkening proeve van bekwaamheid door vakgenoten, #PPA, #POP #organisatieontwikkeling, #personeelplanning, #loophaanbeleid</strong></td>
<td><strong>#bewijsmateriaal, #tonen, #erkennen</strong></td>
<td><strong>#self-assesment, #taaltest, #competentieprofiel, #motivatiegesprek, #PPA, #POP #beroepsorientering, #erkening opleiding en werkervaring thuisland, #e-learning, #e-stage, #opdoen competenties, #vakgenoten, #participatietraject, #arbeidsrecht, #presentatievaardigheden, #gebruiken innovatieve ICT training models, #herkennen discriminatieve processen, #diversiteitsmanagement</strong></td>
<td><strong>Jaar:</strong> 2014</td>
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<tr>
<td><strong>Tijd:</strong></td>
<td><strong>voor werkzoekenden</strong></td>
<td><strong>Kosten:</strong> gratis</td>
<td><strong>Voor wie:</strong></td>
<td><strong>Jaar:</strong></td>
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<tr>
<td><strong>Kosten:</strong> €250 voor werkzoekenden</td>
<td><strong>Op aanvraag</strong></td>
<td></td>
<td><strong>#migranten, #werkgevers</strong></td>
<td><strong>Jaar:</strong></td>
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<tr>
<td><strong>Waardering:</strong> +++++</td>
<td></td>
<td></td>
<td></td>
<td><strong>#migranten, #werkgevers, #vrijwilligersorganisaties</strong></td>
</tr>
<tr>
<td><strong>Verkrijgbaar:</strong> <strong>Op aanvraag</strong></td>
<td></td>
<td></td>
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<td><strong>Benodigdheden:</strong></td>
</tr>
<tr>
<td><strong>Jaar:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Jaar:</strong> 2006</td>
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<tr>
<td><strong>Tijd:</strong> Een EVC-procedure duurt 6-12 weken</td>
<td></td>
<td></td>
<td></td>
<td><strong>Tijd:</strong> +</td>
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<tr>
<td><strong>Kosten:</strong></td>
<td><strong>Werkzoekenden: €1.290 (aftrekbaar)</strong></td>
<td><strong>Op aanvraag</strong></td>
<td><strong>#migranten, #werkgevers, #vrijwilligersorganisaties</strong></td>
<td><strong>Kosten:</strong> gratis</td>
</tr>
<tr>
<td><strong>Werknemers: gratis en opgenomen in veel CAOs</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Verkrijgbaar:</strong> gratis</td>
</tr>
<tr>
<td><strong>Waardering:</strong> +++++</td>
<td><strong>Op aanvraag</strong></td>
<td></td>
<td></td>
<td><strong>Voor wie:</strong> #migranten, #werkgevers, #trainers, #hoog opgeleide vrouwen</td>
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<tr>
<td><strong>Verkrijgbaar:</strong> <strong>gratis</strong></td>
<td></td>
<td></td>
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<td><strong>Benodigdheden:</strong></td>
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<tr>
<td><strong>Benodigdheden:</strong></td>
<td></td>
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<td><strong>Benodigdheden:</strong></td>
</tr>
<tr>
<td><strong>Jaar:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>B1 lokale taal, middelbare school opleiding, internettoegang</strong></td>
</tr>
</tbody>
</table>
### MOVISIE

**Duizend en één Kracht**

- **Doel:** #maatschappelijke participatie, #participatietaject, #best practises
- **Voor wie:** #migrantenvrouwen, #gemeenten, #trainers, #vrijwilligersorganisaties, #vrijwilligerscentrales

**Benodigdheden**

**Jaar:** 2011  
**Tijd:** +  
**Kosten:** gratis  
**Waardering:** ++

**a) De Krachtenbundel**

**b) Duizen-en één-sterren**

**c) Duizend en één Kansen op een nieuwe markt**

### Participatiemodule


### Movisie

**Participatiewiel**

- **Doel:** #zelfstandig functioneren, #sociale contacten, #maatschappelijk deelnemen, #maatschappelijk bijdragen, #opdoen van vaardigheden, #betaald werk.
- **Voor wie:** #migranten, #activeerders, #beleidsmakers, #begeleiders.

**Benodigdheden**

**Jaar:** 2012  
**Tijd:** ++  
**Waardering:** ++

**Verkrijgbaar:**

- voor activeerders en cliënten
- voor gemeenten

### Gerrickens Training en Advies

**Leer- en ontwikkelingsspel**

- **Doel:** #leermotieven, #leervaardigheden, #leervoorwaarden, #leerbelemmeringen
- **Voor wie:** #begeleiders

**Benodigdheden:** geen

**Jaar:** 2010  
**Tijd:** +  
**Kosten:** € 29,95
ECAP Stichting | World Wide Woman Guidelines
---|---
**Waardering:** +++  
**Verkrijgbaar:** [te bestellen](#)  
**Doel:** #self-assessment, #taaltest, #competentieprofiel, #motivatiegesprek, #beroepsorientering, #erkenning opleiding en werkvaring thuisland, #e-learning, #e-stage, #opdoen competenties, #vakgenoten, #participatietraject, #arbeidsrecht, #presentatievaardigheden, #gebruiken innovatieve ICT training models, #herkennen discriminatieve processen, #diversiteitsmanagement  
**Voor wie:** #migranten, #werkgevers, #trainers, #hoog opgeleide vrouwen, #P&O, #leidinggevenden, #medewerkers, #trainers en coaches, #directie  
**Benodigdheden:** B1 lokale taal, middelbare school opleiding, internettoegang  
**Jaar:** 2011  
**Tijd:** ++++  
**Kosten:** €1830

SEBA cultuurmanagement | Seba diversiteitstraining en
---|---
**Doel:** #diversiteitsmanagementtrainingen, #herkenning discriminatieve praktijken, #eeerlijke werving en selectie, #communiceren en diversiteit, #ontwikkeling divers personeel, #verandersmanagements diversiteit  
**Voor wie:** #P&O, #leidinggevenden, #medewerkers, #trainers en coaches, #directie  
**Jaar:** 2010  
**Tijd:** ?  
**Kosten:**

COS Gelderland | Academie voor kleurrijk Leiderschap – post-HBO opleiding  
---|---
**Modulebeschrijving:**

Hogeschool Arnhem Nijmegen | Competentiegericht begeleiden en opleiden
---|---
**Inschrijven per mail**

Dunya de Dünya
---
**Doel:** trainingen in #intercultureel communiceren, #zelf
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Program Description</th>
<th>Target</th>
<th>Duration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dichterbij</strong></td>
<td>TOOLBOX 2013 uit CONVENANT MEEDOEN OP MAAT presenteren, #eigen ervaring inzetten voor oplossingen bieden aan anderen, #begeleiding geven Voor wie: Migranten die ervaring hebben (in de zorg), begeleiders Jaar: 2013 Tijd: 12 lessen Waardering: ++++</td>
<td><strong>Vluchtelingenwerk</strong></td>
<td>Arbeidsbemiddeling Emplooi Arbeidsbemiddeling programma Emplooi Doel: #vluchtelingen bemiddelen naar werk, #samenwerkingsverbonden Voor wie: werkgevers, vluchtelingen, job-coaches, gemeenten Waardering: +++</td>
<td><strong>Kantharos</strong></td>
</tr>
<tr>
<td>Organisatie</td>
<td>Programmeer</td>
<td>Doel</td>
<td>Voor wie</td>
<td>Jaar</td>
</tr>
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</tr>
<tr>
<td>UAF</td>
<td>Duurzaam en Divers</td>
<td>Doel: #succesfactoren benutten divers talent #diversiteitcompetent management, #interne bedrijfsvoering, #studentenbegeleiding, #diversiteitsbeleid opzetten</td>
<td>werkgevers, managers, teamleiders</td>
<td>2014</td>
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<tr>
<td>SEBA</td>
<td>Seba diversiteitstrainingen</td>
<td>Doel: #diversiteitsmanagementtrainingen, #herkenning discriminatieve praktijken, #eerlijke werving en selectie, #communiceren en diversiteit, #ontwikkeling divers personeel, #verandersmanagements diversiteit</td>
<td>P&amp;O, leidinggevenden, medewerkers, trainers en coaches, directie</td>
<td>1997</td>
</tr>
<tr>
<td>COS Gelderland</td>
<td>Academie voor kleurrijk Leiderschap – post-HBO opleiding</td>
<td>Modulebeschrijving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doel: #diversiteitmanagementtrainingen, #positionering en profilering, #identiteit en loyaliteit, #management van diversiteit, #persoonlijke effectiviteit bij conflictbeheersing, #politiek en bestuur, #strategisch management, #recht en organisatie, #beïnvloedingsvaardigheden.</td>
<td>P&amp;O, leidinggevenden, medewerkers, trainers en coaches, directie</td>
<td>1997</td>
</tr>
<tr>
<td>ECAP Stichting</td>
<td>World Wide Woman Guidelines</td>
<td>Inschrijven per mail</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Doel: #self-assesment, #taaltest, #competentieprofiel, #motivatiegesprek, #beroepsoriëntering, #erkenning opleiding en werkervaring thuisland, #e-learning, #e-stage, #opdoen competenties, #participatietraject, arbeidsrecht, #presentatievaardigheden, #gebruiken innovatie ICT training models, #herkennen discriminatieve processen, #diversiteitmanagement</td>
<td>migranten, werkgevers, trainers, hoog opgeleide vrouwen</td>
<td></td>
</tr>
</tbody>
</table>
Kantheros  Training Overzicht

**Benodigdheden:** B1 lokale taal, middelbare school opleiding, internettoegang  
**Jaar:** 2011  
**Tijd:** ++++  
**Kosten:** €1830  
**Waardering:** +  
**Verkrijgbaar:** gratis

**Doel:** #management van diversiteit, #omgaan met racisme, sexisme en andere vormen van discriminatie, #omgaan met cultuurverschillen, #omgaan met pesten, intimidatie en discriminatie op werk  
**Voor wie:** managers, werkgevers, P&O, HRM  
**Tijd:** op maat  
**Waardering:** ++++

ActiZ  Skills in Beeld

**Benodigdheden:**  
**Jaar:** 2007  
**Tijd:** +++  
**Prijs:** op aanvraag  
**Waardering:** ++++

**Doel:** #herkennen, #loopbaanplan, #documenteren  
**Voor wie:** migranten, vrijwilligers en beroepskrachtigen die vrijwilligerswerk in de zorg als opstap zien tot betaald werk of hun skills in beeld willen brengen om hun loopbaan te krijgen.

Stichting CH-Q  Ervaringsprofiel CH-Q – Niveau 1

**Benodigdheden:**  
**Jaar:** 2022  
**Tijd:** ++++ (ca. 40 uur)  
**Kosten:** €250 voor werkzoekenden

**Doel:** #herkennen, #loopbaanplan, #documenteren, #bewijsmateriaal verzamelen, #feedback  
**Voor wie:** #migranten, #trainers, #werkgevers, #begeleiders. Verloopt groepsgewijs