

The ABC of Recognition of Prior Learning (RPL)



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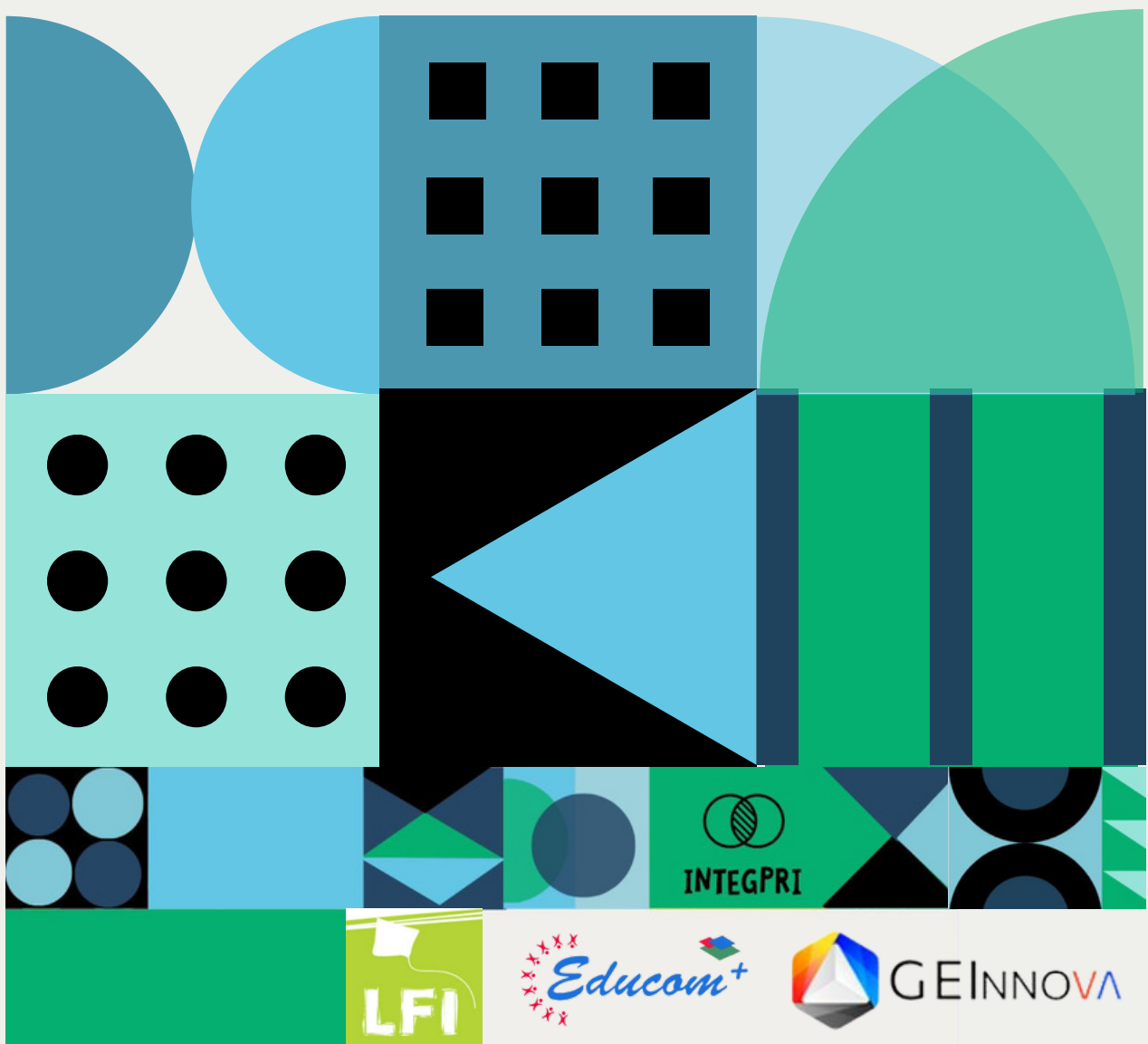




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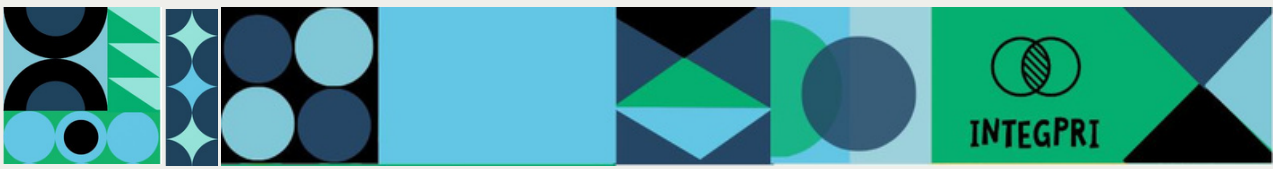
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Introduction

RPL has been the mainstay of all assessments conducted within national vocational education and training systems since the late 1980s. It continues to evolve as different vocational education and training programmes evolve in many countries around the world.

The fact that it is used in many countries and is still evolving today can be justified by the fact that it has many advantages. It is a simple and straightforward process of assessing a person's skills or knowledge regardless of where and how they have been acquired. It therefore stands in contrast to other forms of assessment, and does not judge the evidence of a person's competence solely by the qualifications or credentials they have obtained throughout their life. Nor does it take into account where the person has worked, their age, gender or physical characteristics, making it an inclusive process where discrimination is possible.

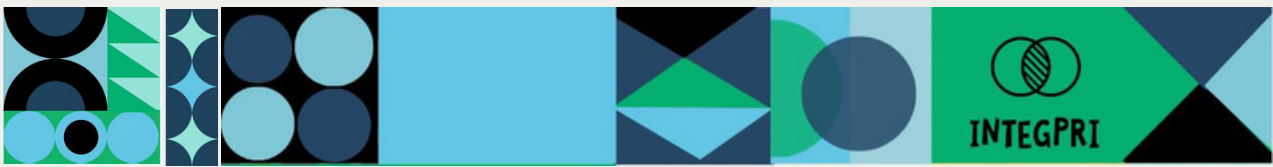


What RPL does is enable people to demonstrate that they are capable of undertaking specific tasks or work in certain areas on the basis of evidence of skills and knowledge acquired throughout their lives.



Recognition of prior learning, or RPL, is used by many organisations and can be used by a wide range of people depending on their career goals. Thus, RPL can be used by employers, training institutions, colleges and universities, career development practitioners, etc. RPL beneficiaries may use it for different reasons. It may be a way for an individual to move up in their position within the company they work for, a way to gain recognition for their professional skills, or a way to transform their informal skills and experience into a formal one.

It is therefore seen as an effective means and used in several contexts. Firstly, as mentioned earlier, it is useful in a more personal context. Looking back on past experiences and reflecting on what you have learned can help you to take stock of your skills and abilities and to set career and educational goals.



In turn, these goals can help you to start building on what they already know and can do.

Secondly, and most importantly, RPL is effective in a professional context. It allows educational institutions, workplaces, professional bodies and other organisations to assess your knowledge and skills for the purpose of awarding credit, professional status or career advancement.

Finally, it is also useful in an educational context. RPL can help to save time and money by filling in some of the gaps in learning, without having to repeat things that are already learned, that the individual can and does know how to do. In this case, RPL reduces study time, avoids the need to go back to school and thus speeds up the employment process. Thus, depending on skills or experience, it is possible to receive qualifications in a matter of months or weeks rather than years.



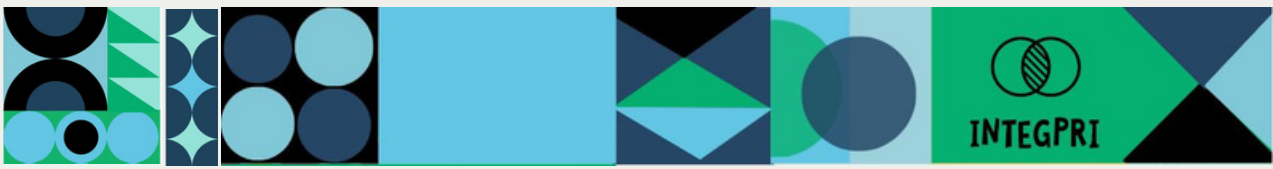
Although RPL is therefore by definition broad and has different purposes, we will focus here on RPL for refugee and migrant students and adults. Through this guide, we will offer a method for teachers who teach in reception classes or in regular classes with refugee/migrant students on how to assess the prior knowledge of their students.

This guide will begin by highlighting the importance of RPL in this context, and will continue with an overview of good practice in refugee/migrant education in Europe. It will then go on to discuss the practical application of the RPL pedagogical framework and continue with learning activities and lesson plans on teaching through RPL. Finally, the guide will conclude with a review of the implementation of RPL in adult refugee/migrant education.



Chapter 1

**Why is RPL important
and its connectivity to
inclusion**



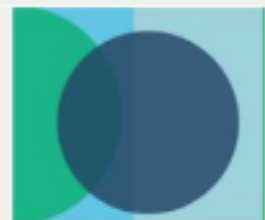
Definitions and Conceptual Framework of the RPL

Prior learning refers to formal, non-formal and informal learning. Formal education is received at educational and training institutions, is accredited by the pertinent national authorities and results in diplomas and qualifications.

Non-formal education is actually linked to formal education and training, but it is more adaptable. It typically occurs in workplaces, community-based settings, and via the activity of civil society organizations. Non-formal education can result in credentials and other qualifications through the processes of recognition, validation, and accreditation. Informal education takes place in everyday activities, in the community, at work, at home, and through people's interests and extracurricular activities. Competencies acquired through informal learning can be displayed through the recognition, validation, and accreditation process, and they can lead to qualifications (UIL, 2012 as cited by UNESCO, 2018).



Recognition is the process of officially designating acquired skills and competencies by the awarding of qualifications (certificates, degrees, or titles); or the awarding of equivalence, credit units, waivers, or validation of acquired abilities and/or competencies (CEDEFOP, 2011 as cited by UNESCO, 2018).



Over the past few decades, recognition of prior learning (RPL) has become a topic of increasing interest as well as policy and practice around the world. RPL is also defined as accreditation of prior experience learning (APEL), prior learning assessment and recognition (PLAR), or validation of prior learning (VPL).

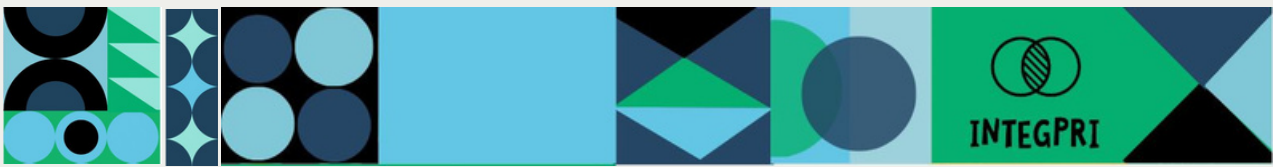
RPL is a process that identifies, evaluates, and recognizes a person's abilities, knowledge, and competencies regardless of when, how, or where learning took place (International Labour Organization, 2017, p. 16; Aggarwal, 2015, p. 3). In other words, it gives people a chance to obtain a qualification and credits acquired overseas without having to complete a formal education or training program (International Labour Organization, 2017, p. 16).



Since the introduction of the RPL in the 1980s and its expansion in the 1990s, RPL has become the subject of many studies. After decades of RPL usage and research, it has been proven that usage of RPL benefits both society and the individual, as it increases social inclusion, mobility, employment, and self-esteem. It also promotes life learning which can produce a skilled and flexible workforce that can meet the demands of a rapidly changing labor market (Aggarwal, 2015, p. 4). This is particularly important due to the rapidly changing world and the emergence of various crises, which impact the labor market and consequently determine the required competencies that an individual must acquire while seeking employment. Therefore, according to the International Labour Organization (2017, pp. 18-19), RPL has benefits for enterprises, such as helping companies discover their skills shortages, helping accurately identify the skills of workers, boosting employee interest and motivation, reducing additional training and more.

Moreover, it reduces the marginality of disadvantaged groups such as ethnic minorities, retrenched workers, refugees, and migrants. This was especially noticeable during the time of the Refugee and Migration crisis between 2015 and 2016 when RPL played a crucial role in the economic and social integration of migrants and refugees into the host countries. During this period the usage of RPL on migrants and refugees enhanced their career prospects and increased their self-esteem, as throughout the process it helped them acknowledge their professional and academic accomplishments. Furthermore, it encouraged former dropouts to return to school (Ibid, 2017, p. 18).

Even though RPL aims to recognize migrant and refugee skills and improve their mobility, it has also faced harsh criticism regarding its implementation, and its purpose, as in many cases RPL does not target specific competencies. Firstly, despite the wide usage of RPL across the world, it is observable that in the majority of European countries, RPL is still undeveloped. Secondly, many migrants and refugees do not understand what the RPL is and what is expected from them. Therefore, many refugees and migrants find the RPL process to be long, bureaucratic, and complicated. This occurs due to the lack of communication throughout the process from both sides.



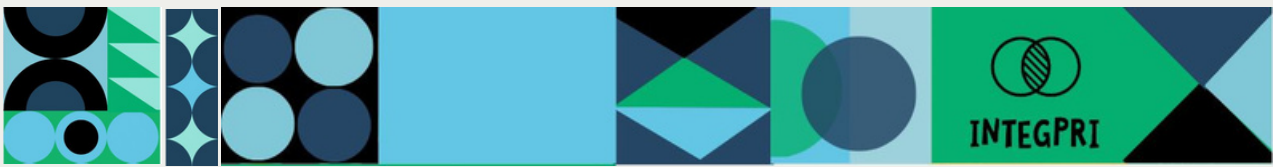
Actions in RPL often have some connection to mobility. The goal seems to be to increase education opportunities, encourage labor market mobility - especially in periods of systemic reform and unemployment - or to address the issues associated with migration and inclusion (Bucken-Knapp et al., 2019). It can be helpful and necessary for mobility from informal to formal learning contexts, while recognition results could be credits in degree programs, or formal/non-formal documentation of competence.

There is some variety in RPL methods and settings, in addition to differences in conceptions. The fundamental concept, nevertheless, remains the same: prior learning should be acknowledged whenever and anywhere it occurred.

This concept is frequently put into practice in formal evaluation systems that serve as the foundation for recognition, as well as in more informal and non-formal practices where prior learning is brought to the surface and receives recognition without a formal qualification as the final product.

Should it be stated that different entities do not recognize ones' prior learning within itself; rather, they recognize the outcomes of ones' prior learning, which are the official and/or actual qualifications, competencies, expertise, and abilities. These are evaluated in several ways, including interviews, portfolios, formal examinations, and actual evaluations in the workplace.

RPL is frequently linked to aspects of knowledge mobility both in space and/or time. To be able to apply this knowledge and abilities in new surroundings, individuals need to be recognized for the prior knowledge they have acquired, usually in a different context. Mobility among nations, workplaces, either from informal to formal learning environments could be an issue. A recognition system might use many approaches and provide various outcomes. These outcomes may include admission into higher education or the workforce, credits or course exemptions, and/or formal or informal documentation of proficiency, such as diplomas, certifications, resumes, etc. (Andersson, 2021).



RPL and Refugees' Inclusion

An increasing number of people have been crossing borders recently, either voluntarily or forcibly, in quest of possibilities such as decent job or refuge seeking protection from persecutors and ongoing conflict. For migrants and refugees, education can be beneficial, but its advantages could be achieved if the knowledge and qualifications acquired before migrating are recognized internationally. All parts of the world are working to enhance the system for recognizing, validating, and accrediting prior education in order for refugees, migrants, and host countries to fully benefit from mobility.

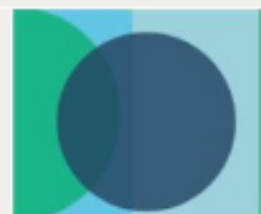
Integration of highly competent refugees depends heavily on the recognition of prior learning. The demand for, inclusion and integration of such refugees, as well as their skills and competences into the labour market, and society, should all be based on the prior learning of migrants, whether that learning came from formal or informal learning in qualified positions in their prior workplace. But when learning has taken place outside of established educational settings or when persons lack documentation of their credentials, recognition can be more difficult. Degrees and certifications are less common among people who have fled their homes or embarked on a dangerous journey. It could be difficult for their children to demonstrate what they've already learnt so they can enroll in the host nation's educational system at the appropriate level.

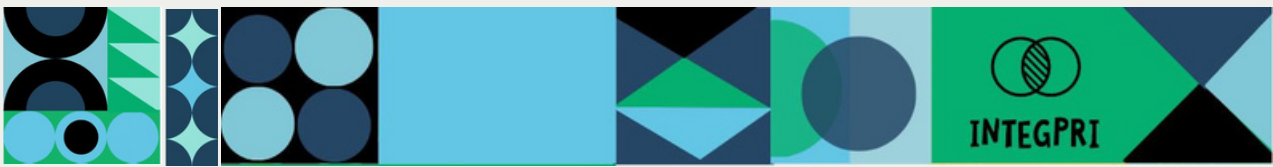


The 1951 United Nations Convention Relating to the Status of Refugees (Article 22), states that refugees should obtain "care as favorable as possible, and, in any event, not less favorable than that attributed to foreigners generally in the same conditions with regard to...the recognition of foreign school credentials."



The Global Compact on Refugees, led by the Office of the United Nations High Commissioner for Refugees (UNHCR), revisits and updates these commitments (UNESCO, 2018).





The OECD (2016) has also emphasized RPL as a crucial step in the inclusion of refugees and has noted elements that make these processes especially beneficial for this population. For instance, compared to the situation for other migrants, it is far more probable that education and training as well as the labour market in their home country differ from those in the destination country. It is still more likely that these refugees lack documentation of their qualifications or had their education interrupted by war or conflict. Therefore, assistance with skills assessment and documentation as well as specialized additional education should increase the employment prospects and inclusion of refugees.

Lack of recognition is another issue mentioned, for instance, by Bauder (2003). He explains that migration involves "brain abuse" in the notion of de-skilling and non-recognition of qualifications in the destination country, in addition to a "brain drain" from the place of origin. Due to the devaluation of institutional cultural capital, migrants are excluded from regulated professions, which presents a significant job hurdle. Additionally, Bauder considers the unofficial subset of cultural capital, or local professional expertise. Experience adds another category, which makes people without such local experience unrecognized and excluded, especially in less regulated professions.

The result is that immigrants are assigned to positions with limited skills and salaries than natives with equivalent credentials and experience. Caroline et al. (2009) demonstrate how formal, official recognition of international credentials as equal to local credentials benefits the situation. Such recognition procedures help to eliminate prejudice and are crucial for treating migrant workers fairly (Andersson, 2021).

It is possible to tell whether someone has the necessary knowledge and abilities to follow a certain profession or career in the host country by recognizing their professional qualifications (OECD, 2014). Opportunities for refugees in host countries may be severely hampered by a lack of recognition as well as restrictions on the ability to work. The 2019 Global Education Monitoring Report's analysis of the European Labour Survey revealed that for nearly one in eight immigrants, limited recognition of qualifications was the biggest barrier, often ranking higher than inadequate language proficiency, discrimination, visa restrictions, or a lack of social networks (Figure 1).

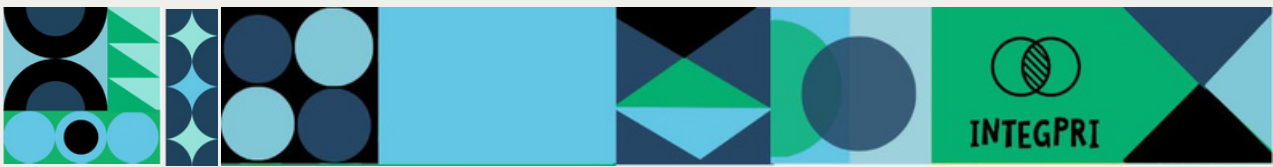


Figure 1: Source UNESCO (2018). What a Waste: Ensure Migrants and Refugees' Qualifications and Prior Learning Are Recognized. Global Education Monitoring Report Policy Paper 37 (p.10).

At the European level, several actions are being taken to enable recognition, including the online skills profile tool for self-evaluation. The specific difficulty mentioned (Konle-Seidl, 2018) is the recognition in respect to the frameworks of vocational education and training. Even in legally unregulated occupations, the emphasis on comparability to reference credentials or vocations poses a challenge in this situation. In other words, it is envisaged that the process of identification will demonstrate how the skills of refugees are equivalent to those already recognized in the host country. It has been suggested that one way to get around this problem is to recognize partial qualifications where equivalent to the full qualification is not necessary.

Brucker et al. (2018) demonstrate the importance of formal recognition of foreign vocational qualifications in the German setting. Their research shows that occupational recognition has a significant positive impact on refugee and migrant employment rates and salaries. RPL is one of the key strategies for labor market integration in Sweden. It is a part of a two-year setup program run by the Public Employment Service (PES), which largely consists of language and civic education classes but also RPL activities (Anderson, 2021).

As a matter of fact, maximizing the benefits of mobility for education and employment requires recognizing academic qualifications. In order to continue learning at the appropriate level, seek employment elsewhere that matches their expertise, and assure that any additional qualifications they gain are documented when they return home, migrants and refugees need their academic credentials to be recognized. Individuals can clearly profit economically from recognition.



Four years after their entry into the country, immigrants in Germany who had all of their qualifications fully recognized were about 45 percent likely to be offered a job and managed to make a pay rate that was about 40 percent greater than those who had no such qualifications fully recognized (Brücker et al., 2015)



Results of a survey of 30,000 immigrants in Italy with foreign academic degrees revealed that recognizing qualifications significantly decreased unemployment. The advantages of recognition go beyond financial gains; the recognition procedure itself could be able to strengthen a person's potential for learning by boosting their sense of self-worth and confidence and motivating them to pursue lifelong learning. The optimal use of immigrants' and refugees' abilities is something that host nation governments are also interested in.



Compared to one-quarter of non-migrants, more than one-third of immigrants with higher education degree in European countries of the Organisation for Economic Co-operation and Development (OECD) were underqualified for their job positions, meaning they were offered a job at a lower level than their official qualifications (UNESCO, 2018).



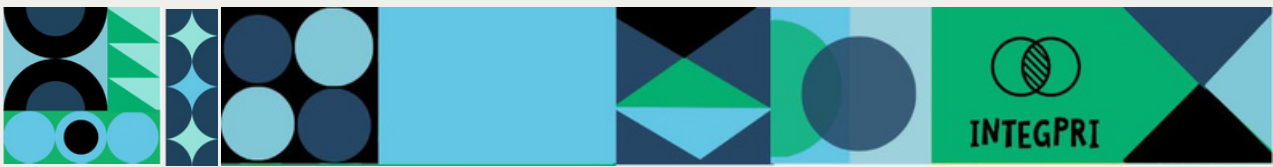


Since 2015, a large number of refugees have left their homeland to relocate elsewhere. A considerable percentage of this population is educated and wish to engage and succeed in a higher education institution (Lenette, 2016). However, only 1% of refugees in 2016 were able to enroll in college, according to the data from the United Nations High Commission for Refugees (UNHCR) (Streitwieser et al., 2019).



When refugees attempt to enroll in college, a variety of problems develop, including a lack of proficiency in the necessary language, a lack of knowledge about administrative procedures and possible pathways, the cost of tuition, a lack of social and academic support, and problems with RPL (Domvo, 2022).

Primary and Secondary education are also affected by the recognition of academic qualifications. For migratory and displaced children and youth enrolled in primary and secondary education, the recognition of educational qualifications is of vital importance, although it remains challenging. The advantages of recognizing prior learning in minors can be numerous:



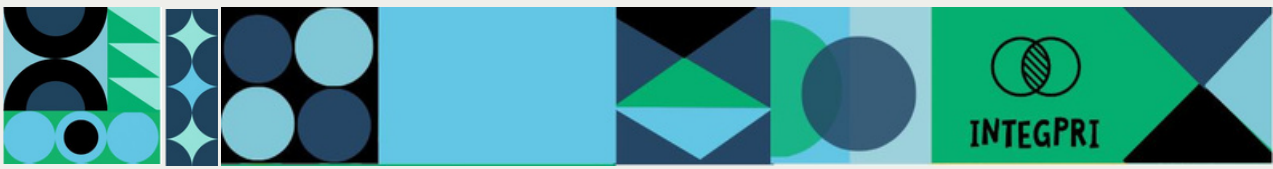
- RPL makes it easier for "non-traditional" students—those who might not have had the chance to pursue additional education—to enroll and it values and recognizes learning that occurs in non-formal settings.
- RPL enables students to advance to different education and training programs by validating the value of the learning they have accomplished on their own and removes pointless repetition and duplication of information the student is already familiar with. RPL can contribute to reducing the amount of time needed to obtain a qualification; this encourages students who might otherwise be deterred by the time needed to finish a college-level course or a specific program of study.
- RPL increases students' sense of accomplishment and self-worth for what they have learned and improves the way that pupils perceive and comprehend learning as a lifelong process.

Benefits encountered by both Individuals and Countries

Promoting access to higher education benefits host societies, refugees, and humankind as a whole.

According to academics and organizations, refugees who enroll in higher education benefit more economically, socially, and humanitarily. Studies show that in addition to the facilitation of access in the labour market, it lessens marginalization, strengthens social cohesion, improves health and wellbeing outcomes, and lessens xenophobic beliefs in the host population (Borsch et al., 2019).

Additionally, access to higher education is a fundamental human right, so encouraging access is vital to uphold human dignity.



Economic Benefits

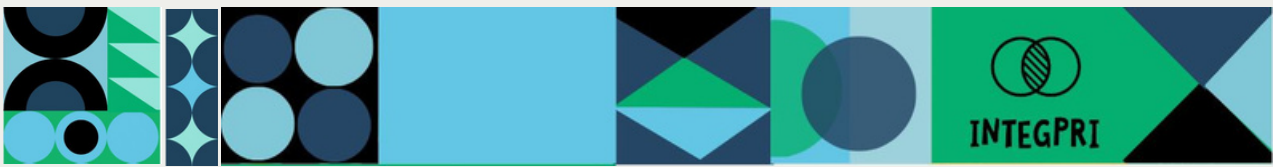
Costs to the economies and social systems of the host nations are significant. Economic expenditures for refugees include housing, schooling, and daily living expenses. By enabling entry into higher education and access to the labor market, as well as by involving refugees in productive economic activities like community involvement, the recognition of refugee qualifications greatly reduces the costs for the host countries.

Refugees who might have effectively adapted into their host community can also help one another as peers. The knowledge and in-depth assistance required to promote a more seamless integration process should be provided through their personal experience and empathy for their fellow refugees. Early employment enables refugees to achieve financial independence and provides them the time, effort, and resources to actually engage in their host culture. This results in a win-win situation where host countries may cut costs, improve the inclusion of refugees, and boost refugees' autonomy and capacity to offer crucial peer support to other refugees.

Social Benefits

Despite being intangible, the social benefits of recognizing refugee qualifications can be considered as having an effect on social structure and acceptance in both the host country and its local population. Inclusion of refugees into their respective countries depends on their interaction with the locals.

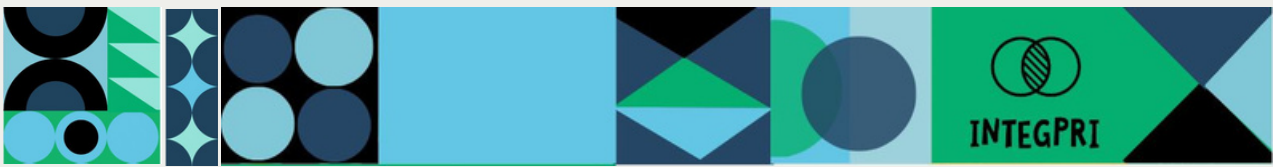
Long-term unemployment and hurdles to access the local labor market have serious repercussions, such as dependency on public and private subsidies, crime, and integration resistance.



Human Rights

As stated in article 23 of the Universal Declaration of Human Rights, everyone, including refugees, does have the right to employment as well as the right to equal remuneration for equal work performed without discrimination. The right to education is guaranteed by article 26 as well as the general availability of technical and professional education as well as the equal opportunities to higher education based on merit. Refugees' inability to prove their qualifications shouldn't be a barrier to pursuing their human rights, especially given their current situation.

When interacting with refugees, host communities should use prudence and compassion while protecting the integrity of their fundamental human rights. Having refugee qualifications recognized makes it easier for them to access education, exercise their right to employment, and receive equal remuneration for equal effort (Kontowski & Leitsberger, 2018).



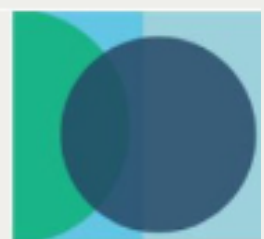
Conclusion

In order to coordinate and promote the mobility of students and professionals, initiatives to recognize professional and academic qualifications have been shown crucial nationally and internationally. At the national level, qualification recognition by appropriate authorities and regional recognition conventions at the international level have been used as mechanisms to accomplish this. These programs, which center on assessing processes, have the backing of quality control systems. Nevertheless, the emphasis has been increasingly changing towards conducting assessments and recognizing prior learning, especially learning accomplished in non-formal and informal contexts, in particular because of the notion of lifelong learning's growing impact. In most nations, the creation of the necessary mechanisms is still in its infancy.

For those who have crossed the border, voluntarily or forcibly, recognition of credentials and prior learning is critical. Recognition, whether partial or complete, opens doors to higher education or employment. Migrants and refugees can contribute to the improvement of their families' and communities' quality of life by using their knowledge, abilities, and competences more effectively.



However, current systems for identification, validation, and certification are sometimes not geared toward migrants and refugees. All ages and educational levels of immigrants and refugees are impacted by the problem. Governments and the assessment, licensing, and quality assurance organizations must take decisive action in order to fully make use of their potential.



The Global Compact on Refugees and the Global Compact for Safe, Orderly and Regular Migration both provide a list of promises. Initiatives at the global, regional, national, and local levels can be supported and strengthened through collective action, such as that conducted through the Qualifications Passport's framework for recognizing qualifications. Ultimately, it might support crucial national and regional capacity building.



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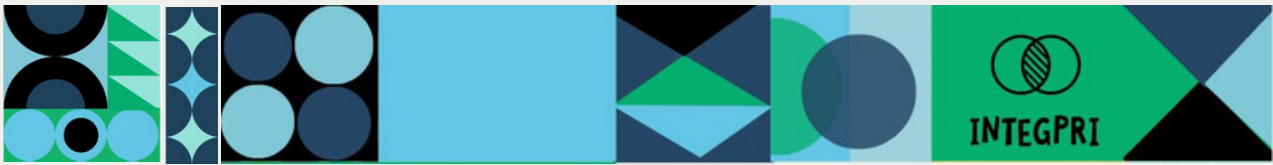
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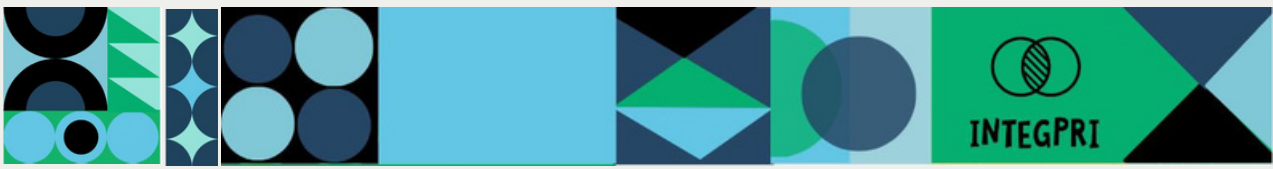
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Chapter 2

**Overview of good
practices in refugee and
migrant education in
Europe**



Introduction

In this chapter, we have collected some methods and best practice examples from all around Europe and other parts of the world that support teachers and educators in their work with adult migrant learners.

These best practices help education institutions identify the best ways to acknowledge the prior learning, whether formal or informal, of adult migrant learners, including assessment methods and tools, testing scales and examination models and RPL guidelines, as well as supporting studies made on the topic.



Image by Freepik



Resource 1: Elements of success: Finding good practices of integration for teachers with refugee backgrounds

| | |
|----------------------------------|---|
| Author/ organization | Published: 8. September 2021, Authors: Maija Yli-Jokipii, Lucija Zavrtanik, Nicholas Haswell ja Raquel Pinto-Bello |
| Title of the resource | Elements of success: Finding good practices of integration for teachers with refugee backgrounds |
| Type of the resource | Research report Project |
| Languages available | English |
| Country of implementation | Finland |
| Type of access | Free |
| Main description | As part of a strategy to find more efficient ways to provide inclusive and sustainable education for all students, the European Union acknowledges the need to include teachers with immigrant backgrounds in its educational institutions. A European Union-funded Erasmus+ project called EMERgenCeS: Merging Refugee-Educators Competencies and Skills (KA204-060226) is creating guidelines for good integration practices for teachers with refugee backgrounds, particularly for those who received their educational training in their home country. |



Resource 2: A cross Canada study on Prior Learning Assessment and Recognition (PLAR)

| | |
|----------------------------------|---|
| Author/ organization | Six colleges and an independent PLAR consultant, Canadian institution |
| Title of the resource | A cross Canada study on Prior Learning Assessment and Recognition (PLAR) |
| Type of the resource | Research report Guidelines for school teachers/educators Journal |
| Languages available | English |
| Country of implementation | Canada |
| Type of access | Free online |
| Main description | A collaboration between six colleges and an independent PLAR consultant has studied Prior Learning Assessment and Recognition (PLAR) in a study conducted across Canada. The paper, "A slice of the iceberg," was created with the intention of giving institutions, governments, adult learners, and employers information to help them make decisions about how to fund, develop, deliver, use, and evaluate new and existing RPL services. |

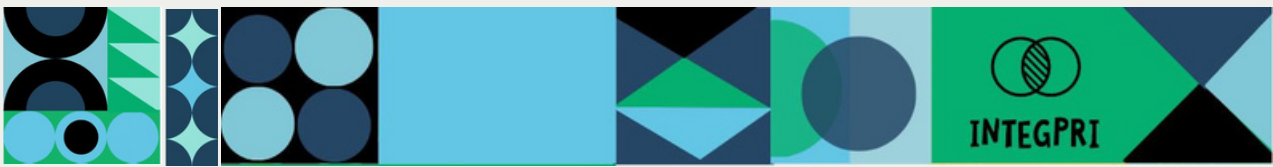


| | |
|-------------------------------|---|
| | <p>RPL assessment tools</p> <p>In order to detect non-academic prior learning, policies, and procedures, the development of assessment tools included creating screening interview manuals, information manuals, administration manuals, portfolio manuals, evaluation report manuals, and checklists. It also required precisely assessing and analyzing nonacademic learning in relation to the results of the institutions' programs.</p> <p>The following was discovered through research on the assessment techniques employed in Canadian institutions between 1993 and 1998 (Aart set al 1999:31):</p> <p>Challenge exam 57,2 Demonstration 27,4% Portfolio assessment 15,0% Work evaluation 0,4% Evaluation of military training 0,1% Standardised tests 0%</p> |
| <p>Resource URL</p> | <p>https://journals.co.za/doi/epdf/10.10520/EJC36837</p> |
| <p>Type of setting</p> | <p>adult education</p> |
| <p>Subject</p> | <p>SOCIAL SKILLS CULTURE LANGUAGE</p> |



Resource 3: Credit for Prior Learning including PLA

| | |
|--------------------------------------|---|
| Author/ organization | The Council for Adult and Experiential Learning (CAEL) |
| Title of the resource | Credit for Prior Learning including PLA |
| Type of the resource | Guidelines for school teachers/educators Website Council |
| Languages available | English |
| Country of implementation | USA |
| Type of access | Available after registration Payment needed |
| Main description | <p>Credit and assessment for prior learning</p> <p>A vital and effective strategy for supporting adult learners is valuing and granting credit for knowledge acquired outside of the conventional academic setting. The academic case for CPL is based on andragogic ideas, which hold that new learning is founded on experience. An adult learning program must respect that learning and assist the student in drawing meaningful links between their education and their employment. RPL evaluation tools include:</p> |

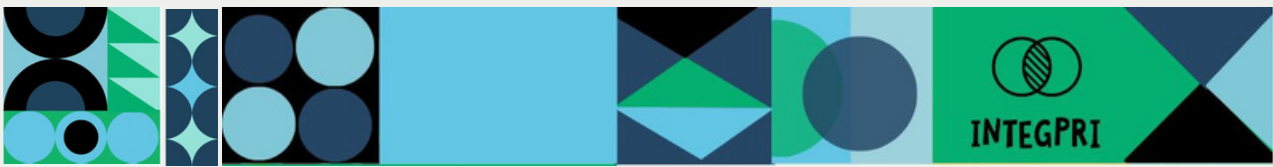


| | |
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| | <ul style="list-style-type: none"> • Standardized tests that have been created to evaluate knowledge and abilities acquired through extracurricular activities (like CLEP examinations). • These examinations are frequently used as final exams in the specified courses. • Assessment guidelines developed, for instance, by the American Council on Education. • Individual evaluations conducted by the university, such as portfolio reviews, oral interviews, and evaluations of certificates of achievement from recognized national organizations. <p>In the CAEL-WICHE study, on average, people with PLA/CPL obtained 17.6 more course credits than students who did not have PLA/CPL credit. This is because acknowledging prior learning encourages students to persevere and complete their studies. Furthermore, retention and completion rates are widely acknowledged as important performance measures for post-secondary schools, influencing the opinions of potential students, local authorities, and policymakers. Since 1974, CAEL, a nonprofit organization, has been a leader in adult education and a steadfast supporter of PLA/CPL. With decades of expertise in policy and practice, they have a vast and constantly expanding body of knowledge for developing a successful PLA/CPL program.</p> |
| Resource URL | https://www.cael.org/lp/pla |
| Type of setting | Council |
| Subject | SOCIAL SKILLS CULTURE LANGUAGE |



Resource 5: Best practices for the integration of immigrants into the educational system (2016-2019)

| | |
|--------------------------------------|---|
| Author/ organization | Finnish Education Evaluation Centre, in Finland, Elina Harjunen, tel. +358 29533 5506, firstname.surname@karvi.fi |
| Title of the resource | Best practices for the integration of immigrants into the educational system (2016-2019) |
| Type of the resource | Research report Project Guidelines for school teachers/educators |
| Languages available | English |
| Country of implementation | Finland |
| Type of access | Free |
| Main description | <p>Best practices for the integration of immigrants into the educational system.</p> <p>Through a national and international comparison, a project analyzing the integration of immigrants into Finland's educational system will be carried out in order to gather data on the best practices and operational frameworks for organizing educational services for immigrants. The evaluation also collects the most recent data from studies and evaluations on the subject. The goal is to improve integration through education in the academic areas that are given priority in the evaluation.</p> |



| | |
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| | <p>During 2016 and the beginning of 2017, evaluation and research data were acquired on a national and international level using the Best Practices web portal at hyvatkaytannot.oph.fi/karvi as well as evaluation trips to Germany, Ireland, Norway, and the United Kingdom. Based on a needs analysis with a focus on various actors and research data, the choice of evaluation targets and the focus areas of practices to be researched were established.</p> <div data-bbox="635 752 1243 994" style="text-align: center;"> </div> <p>The best practices and operating models for integrating first and second generation immigrants, with an emphasis on lower and upper secondary education and their transitional phases, are among the focus areas of the evaluation study. Management procedures that support a school or educational institution that is linguistically and culturally diverse are also important to consider, as well as the integration training offered to immigrants.</p> |
| <p>Resource URL</p> | <p>https://karvi.fi/en/general-upper-secondary-education/thematic-and-system-evaluations/best-practices-for-the-integration-of-immigrants-into-the-educational-system/</p> |
| <p>Type of setting</p> | <p>adult education</p> |
| <p>Subject</p> | <p>SOCIAL SKILLS CULTURE LANGUAGE</p> |



Resource 6: Recognition of Prior Learning for Highly Skilled Refugees' Labour Market Integration

| | |
|--------------------------------------|---|
| Author/ organization | International Migration published by John Wiley & Sons Ltd on behalf of International Organization for Migration International Migration Vol. 59 (4) 2021, ISSN 0020-7985- |
| Title of the resource | Recognition of Prior Learning for Highly Skilled Refugees' Labour Market Integration |
| Type of the resource | Research report Scientific report |
| Languages available | English Swedish |
| Country of implementation | Sweden |
| Type of access | Free |
| Main description | Recognition of their prior learning is a crucial component in the integration of highly trained refugees. The subject of the recognition procedure, a person's formal and practical ability, is an area of concern. The object of the process, the refugees, is another issue. Starting with the individual and his or her background, expertise, and experience requires a different approach and set of outcomes than starting from the professional rules and the demands of the job market. The method of recognition is also to be considered. Recognition procedures may be viewed as only a question of classification and assessment, but this does not take into account that it is a learning process for the individual as well. |

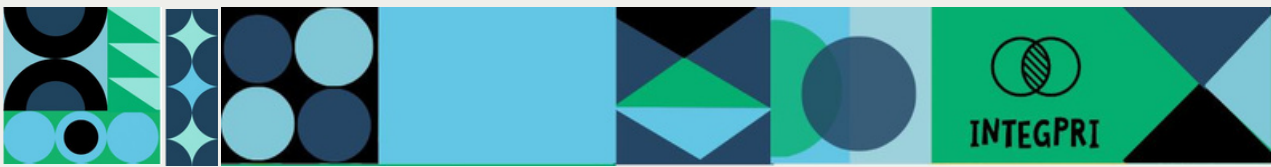


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| | <p>This article addresses problems and opportunities relating to the recognition of prior learning of highly skilled refugees in terms the areas of concern mentioned above.</p> <p>The prior learning of highly qualified migrants, either from formal education or from informal learning, should be essential in determining the demand, inclusion and integration in terms of their skills and competences in the labour market and society as a whole. Several policies and practical initiatives have been taken to facilitate labour market integration through processes aimed at the recognition of prior learning (RPL).</p> |
| Resource URL | https://onlinelibrary.wiley.com/doi/pdf/10.1111/imig.12781 |
| Type of setting | <p>Adult education centre</p> |
| Subject | <p>SOCIAL SKILLS CULTURE LANGUAGE</p> |



Resource 7: Recognition of foreign qualifications

| | |
|----------------------------------|---|
| Author/ organization | The Swedish Council for Higher Education (UHR) |
| Title of the resource | Recognition of foreign qualifications |
| Type of the resource | Research report Scientific report |
| Languages available | English Swedish |
| Country of implementation | Sweden |
| Type of access | Free |
| Main description | <p>In order to assist those looking for employment in Sweden, those wishing to pursue further education, or employers hoping to hire someone with foreign credentials, the Swedish Council for Higher Education (UHR) examines foreign credentials.</p> <p>An assessment of your foreign credentials can be useful if a migrants want to work or study in Sweden. The Swedish Council for Higher Education (UHR) provides two forms of free assistance for this. On their website, the individual can get a recognition statement or use the assessment service. When submitting a job application, the migrant can demonstrate both to a potential employer. A recognition statement is a document that shows the corresponding qualification in the Swedish education system. The application can be made on the website.</p> |

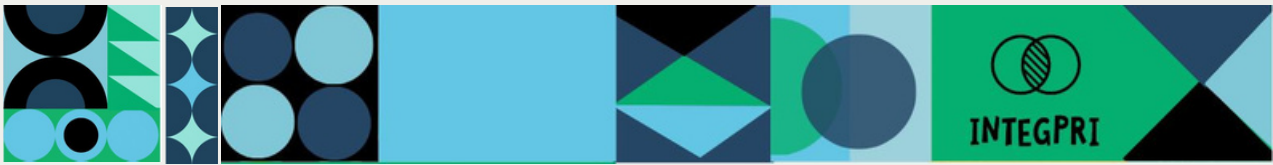


The screenshot shows the 'Higher Education' website with a navigation menu including 'Recognition of foreign qualifications', 'International opportunities', 'Laws and regulations', 'Systems administration', and 'About the Council'. The breadcrumb trail is 'Start page / Recognition of foreign qualifications / Qualifications Assessment Tool'. A button for 'Visa tjänsten på svenska' is visible. The main heading is 'Qualifications Assessment Tool'. The text explains that the tool compares foreign qualifications to Swedish ones and provides a search box for 'Select country of study' with a 'Search' button. A note at the bottom states: 'Can't find your degree? Not all qualifications are included, however you can [apply for a recognition statement for all countries.](#)'

The Qualifications Assessment Tool on their website shows the migrant directly what their qualification corresponds to in Sweden. With their education documents, they can use the assessment as a basis in job applications. Some countries are not available in the online service, and in this case the migrant can apply for a recognition statement instead.

The screenshot shows the 'Swedish Council for Higher Education' website with a navigation menu including 'Recognition of foreign qualifications', 'International opportunities', 'Laws and regulations', 'Systems administration', and 'About the Council'. The breadcrumb trail is 'Start page / Recognition of foreign qualifications / Application'. The main heading is 'Application for foreign qualification assessment'. It features a section for 'Log in using Electronic identification (eID)' with instructions and a list of options: 'Mobile BankID', 'BankID', and 'Freja eID Plus'. A right-hand sidebar titled 'Recognition of foreign qualifications' contains a search bar and a list of links: 'Before you apply', 'Qualifications Assessment Tool', 'Digital recognition', 'Reports and statistics', 'The EAR Manual', 'Contact us about recognition', and 'Application'.

To continue studies in Sweden, the recognition statement for an upper secondary education shows whether the migrant is eligible for university studies, what grade point average they have and what subjects they are able to study. They do not need a recognition statement for their foreign qualifications to apply to higher education studies, but they can apply directly on the website at Antagning.se or Universityadmissions.se.

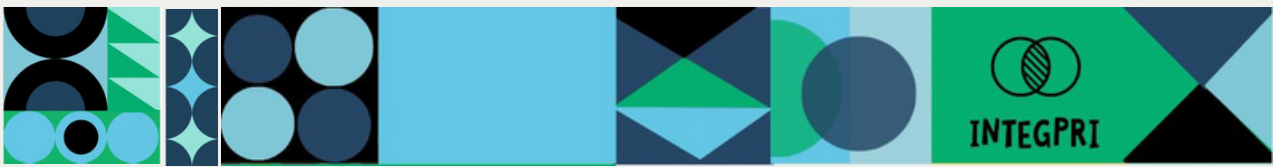


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| Resource URL | <p>https://www.uhr.se/en/start/recognition-of-foreign-qualifications/ https://www.uhr.se/globalassets/_uhr.se/bedomning/informationsblad/uhr-infoblad-engelska.pdf</p> |
| Type of setting | Council |
| Subject | SOCIAL SKILLS CULTURE LANGUAGE |



Resource 8: OSKARI skills and competences mapping

| | |
|--------------------------------------|--|
| Author/ organization | TE Office (Employment Services) |
| Title of the resource | Skills and competences mapping |
| Type of the resource | Research report Assessment method |
| Languages available | Finnish English |
| Country of implementation | Finland |
| Type of access | Free |
| Main description | <p>Skills and competences mapping for immigrants (OSKARI or OSKAR) mapping is a free service provided by the TE office in Finland. It is used in some VET education institutions in the capital area in Finland, such as Taitotalo and HYRIA. If a migrant has previous work experience e.g. in a restaurant, office, warehouse, hospital, nursery or many other fields, they can participate in the OSKARI mapping, an inventory of their skills and competences.</p> <p>Contents of the skills and competences inventory During the assessment, the migrant can tell the assessor about their skills and what they can do. They will also be asked to do tasks that they have said they could do, to demonstrate their skills.</p> |



| | |
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| | <p>During the mapping, the trainer and the guidance counsellor will tell the migrant about the different possibilities to find a job or, for example, training courses that suit the person and help them to get a job.</p> <p>Finally, the migrant will receive a certificate that tells them about their skills. They can show the certificate to their employer when they apply for a job or to their school when they apply for a training place.</p> <p>The mapping takes 5 days: one day is 5-7 hours long and the mapping is scheduled between 9am and 3pm. The mapping sessions will take place in Helsinki or at the premises of a potential partner company in the Helsinki region.</p> <p>The languages that the migrant can participate in are Finnish or English, and in some cases, Russian.</p> <p>The mappings are organised in sectors such as social and health care, Information and communication technology, Cleaning, Building services, Construction, Business, Mechanical and manufacturing engineering, Restaurant and catering.</p> |
| <p>Resource URL</p> | <p>https://toimistot.te-palvelut.fi/uusimaa/paikallisetpalvelut/osaamis-ja-ammattitaitokartoitukset/maahanmuuttajien-osaamis-ja-ammattitaitokartoitus</p> <p>https://www.taitotalo.fi/osaamis-ja-ammattitaitokartoitus-oskari-urasuunnittelusi-apuna</p> |
| <p>Type of setting</p> | <p>Employment Services</p> |
| <p>Subject</p> | <p>COMPETENCE SKILLS LANGUAGE</p> |



Chapter 3

**Setting the pedagogical
framework for RPL in
practice**

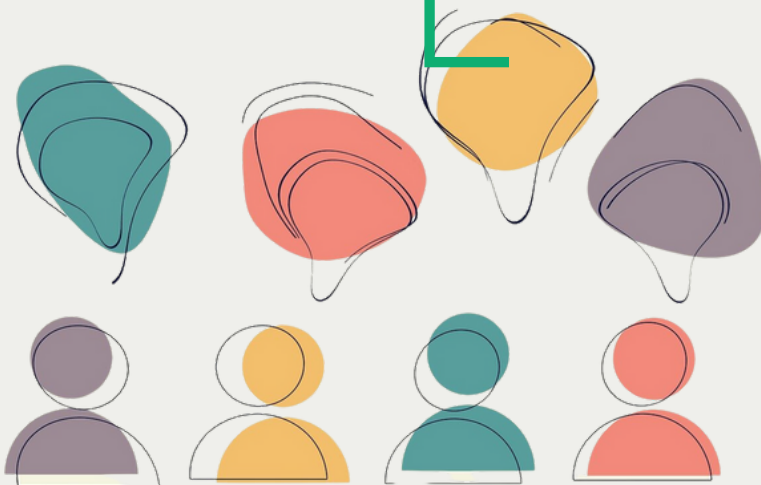


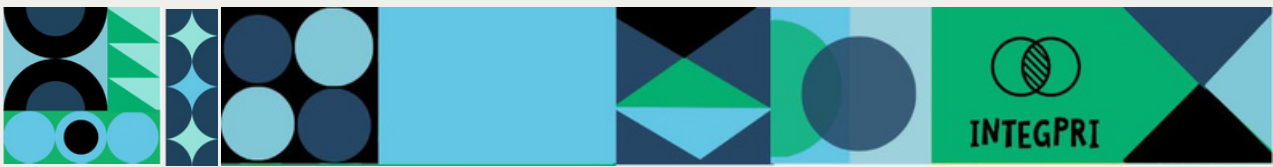
The classification and evaluation of prior learning could be the only considerations in recognition processes. This, however, ignores the fact that the recognition process also entails one's learning, who must discover what is necessary, what knowledge they truly possess, and how to demonstrate their competence in a manner that is relevant to the criteria. The prerequisites for a legitimate RPL process are not met if they do not comprehend these issues. For the individuals who participate in RPL the challenge is to comprehend what is expected of them and how to demonstrate this, while the challenge for the assessor is to comprehend the significance of what is displayed by the participants.

When the RPL process is aimed at migrants, this issue of a potential lack of comprehension becomes particularly necessary because both language barriers and cultural context disparities may affect the level of mutual understanding.



An ineffective communication within such a process might also lead to the lack of understanding: if the assessor and the framework are unable to clearly communicate their demands, they will be hard to understand; similarly, if the applicants are unable to clearly communicate the "evidence" of their knowledge and skills, an assessor will find it challenging to identify them.



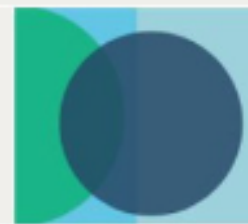


The fact that strategic action rather than communicative action may characterize assessment practice is another issue that is revealed by Habermasian theory. This is the case when the assessment's outcome, such as the recognition of a formal qualification or a certain category takes precedence over the individual's knowledge and abilities, which should be made evident and then improved in the following phase.

Sandberg demonstrates how a "caring ideology" becomes a key component of RPL implementation in the health sector. Participants and teachers can develop a trusting relationship, and the evaluation process shifts from evaluating participants' knowledge and skills to recognizing their unique personal attributes. The candidates' incomplete understanding of what is actually evaluated in the RPL process has an impact on the assessment of their knowledge. As a result, RPL and evaluation methods have the ability to include communicative activity.



Conditions for a fair and valid evaluation are created by mutual understanding between the candidate and the assessor. Additionally, real interaction raises the possibility that the RPL process may result in both an assessment and a learning opportunity.



Nevertheless, it should be highlighted that this conceptual viewpoint proposes a communicative "ideal" that is difficult to be achieved in practice, despite the fact that it still offers insightful recommendations for enhancing RPL procedures. The importance of understanding one another should be kept in mind in especially when RPL targets migrants because a candidate's ability to demonstrate their talents may be hampered by their level of language proficiency (Andersson, 2021).

In Andersson's (2017) further exploration of the learning opportunities built into the recognition process, three components of the potential learning process are identified:

- learning what you already know, or developing awareness of your prior learning
- learning what is necessary in the recognition process



- learning how to display your knowledge in order to receive recognition.

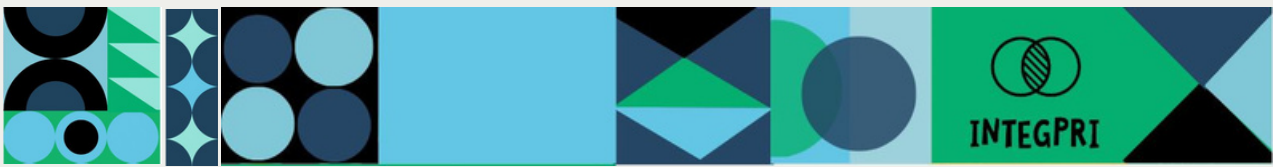
To be able to show legitimate proofs of prior learning, the candidate most likely needs to gain knowledge in each of these three areas; otherwise, the assessment will be invalid. This is significant, especially for RPL initiatives that engage migrants and refugees who lack essential background information and firsthand knowledge of the host country.

Ralphs (2016) defines three configurations as a specialised pedagogical practice. These entail the translational, navigational and dialogical model.



Translational Model

The main goal of this practice is to make it easier for competent employees, to articulate and translate their (specialized experience - based) knowledge and skills into the language used in the configuration of a vocational qualification as well as an associated teaching material. This approach makes the premise that formal knowledge concepts are produced and disseminated outside of formal educational environments, but only in the specific, contextualized manner used in organizations and/or workspaces. A large portion of this knowledge is implicitly incorporated into the sociocultural language and practices of these organizations.



To make that information consistent with the more explicit discourse of the standards, the model involves the use of a specialized set of interpretation tools. The primary goal is to equip participants with the tools necessary to translate their practice - based knowledge and skills into the requirements and norms of the target qualification. This portfolio of evidence will be used for assessment and certification. The use of specialized techniques, typically a mixture of actual, oral, and/or written exercises and tasks, helps participants step back from their experiences and become more familiar with the concepts, vocabulary, and assessment criteria related to the certification.

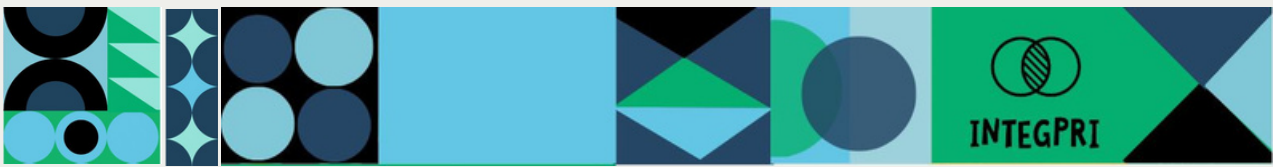
Although the agency and knowledge of the participants are unquestionably crucial to the overall effectiveness of the process, it is managed by RPL practitioners and assessors. Participants must be able to explain their knowledge in accordance with the requirements outlined in the qualification and/or curricular outcomes, and/or demonstrate their competence. This form of RPL practice is significantly influenced by established guidelines, rules, and resources.

The navigational model

This practice is more focused on the various rules and literacies related to the production and acquisition of knowledge in various settings than it is with creating equivalence between various forms of knowledge. The RPL pedagogy's objective is to provide participants the cognitive, narrative, and text-based literacy skills they need to move between the many knowledge and learning cultures (forms and practices) associated with work- or community-based experiential learning and formal education and training.

This model requires the acquisition of important new knowledge and abilities in order to successfully transit and adjust to learning in formal educational situations. This approach is frequently used to grant admission to university programs.





The dialogical model

A critical debate between academic and non-academic cultures of knowledge characterizes this configuration of RPL practice. The dominance of a single source of epistemology in the development of qualifications and curriculum design is challenged by this outline. The fundamental dynamic and artistry of the pedagogy is a dialectical movement between two knowledge specializations in a process that enables learners to elevate their local context and contribute to the creation of a new, hybridized knowledge discourse for attaining both the academic and societal/organizational goals of the curriculum.

As a result, they reflect the dual objectives and directional cues of the activities as well as the ideologies and levels of conflict or cooperation among the primary role actors. Assessment norms and related practices are often negotiated (for example college, union and university). The attributes and restrictions of this kind of practice are strongly affected by institutional policies, cultures, and resources



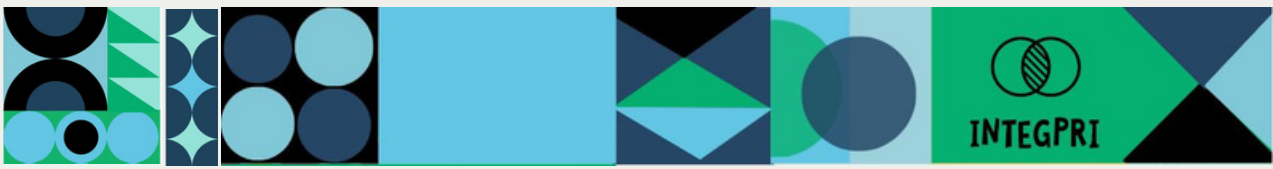


The Recognition of Informal and Non-Formal Education

RPL detects, records, evaluates, and validates mostly non-formal and informal learning outcomes in comparison to benchmarks used in formal education and training. It emphasizes that learning must be evaluated based on results and less on the manner, timing, or location of the learning. Countries are urged to recognize and validate all forms of learning as well as "develop or improve mechanisms for the recognition" in accordance with the UNESCO-developed Guidelines for the Recognition, Validation, and Accreditation of the Outcomes of Non-Formal and Informal Learning.

A learning package has also been released by the International Labour Organization (ILO) to assist nations in the recognition of prior learning. A skill recognition process entails a direct assessment of skills (such as by observation, interviews, or testing against established standards) in addition to the review of documents (such as certificates, portfolios, CVs, and letters of recommendation). After the process, skills may be entirely, partially, or not at all acknowledged (UNESCO, 2018)





RPL Practices

Assessment-driven RPL practices

Assessment-driven RPL procedures are primarily found in the vocational sectors where individuals without the necessary credentials, although having years of expertise in the area, have been challenged by new standards, labor market needs, and quality assurance mechanisms. In this case, the emphasis is on the development and use of cost-effective assessment methods and tools based on unit requirements and credentials that exhibit similar technical and professional competencies anticipated in a specific job market.



RPL is described in this form of practice as a method of credit exchange (Harris 2000), in which formally acquired knowledge and abilities are evaluated and validated as being similar in value to those stated in the chosen unit standard or certification.



In this practice, standardized test activities are highlighted, but a variety of other practices are typically needed to frame the evaluation criteria and help provide the necessary documentation.

Portfolio development

Higher education is where portfolio creation methods are found, as non-traditional students are assisted in creating learning portfolios to support their requests for admission to, or upgraded status in, already-existing university-level programs. Here, the emphasis is on becoming oriented to the formal educational discourse and, more particularly, to the metacognitive skills needed to succeed in these situations. The institution expects applicants to re-articulate their experiential learning in respect to its principles and portfolio requirements.

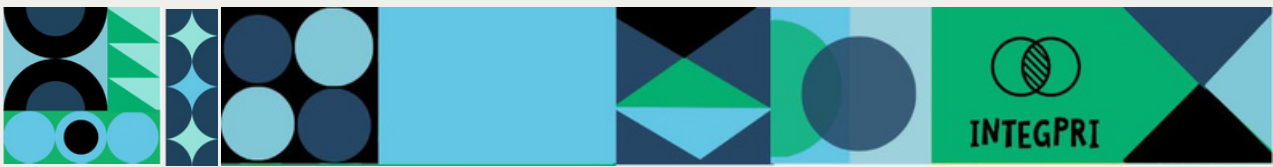


This approach to RPL heavily relies on the experiential learning ideas and methods that are frequently connected to the field of adult education and sees RPL as an individualized developmental process that is congruent with liberal humanist traditions in higher education.



Hybrid Portfolios and Methods for Developing Curricula

This type of practice considers RPL as a series of boundary encounters where the learning and knowledge practices of the university are brought in discourse with the specializations of other communities of practice, such as union leaders, for-profit businesses, or professional associations. These, in turn, change the social relationships that govern portfolio development and educational planning from ones that are entirely governed by the academic staff or evaluators to ones in which empirical and educational variations are acknowledged, valued, and frequently contested in order to achieve a common set of goals (Anderson, 2021).



Alternative Assessment Methods

Alternative assessment methods have been established by a variety of institutions and organizations throughout the world that are successful in their particular settings.

The evaluator typically assesses the material after reconstructing the applicant's declared history in the background paper and compiling the portfolio.

In the evaluation process, background research, having access to the appropriate tools and resources, and experience as an evaluator are essential. Any onsite knowledge is a typical example of an internal resource (knowledge of related countries, educational systems, and languages is essential).

A database of sample documents that can be used to compare non-official transcripts, diplomas, licenses, and other papers is also proposed in addition to online research that examines conditions in selected countries and at specific institutions. Finally, external information, such as those made publicly accessible by the ENIC-NARIC Networks could be used as useful resources (ENIC-NARIC Networks, 2016a as cited by Loo, 2016).





Evaluation of Competencies

Institutions can evaluate competencies—that is, the skills and knowledge acquired—along with the alternative evaluation techniques covered in the previous section for recognition needs. Europe frequently draws a distinction between competences, or learning outcomes that may be applied to particular settings, and credentials, or official outputs (e.g., diplomas, certificates) based on formal assessment and granted by official authorities (e.g., schools, licensing boards). In fact, it is possible to evaluate an applicant's qualifications as well as their skills to see if they meet particular requirements.

There are instances where applicants cannot obtain official documents or the submitted documents cannot be authenticated by the home institution. Institutions of application may then use a different evaluation procedure in certain circumstances. The following part seeks to summarize the alternative assessment best practices found in the literature.

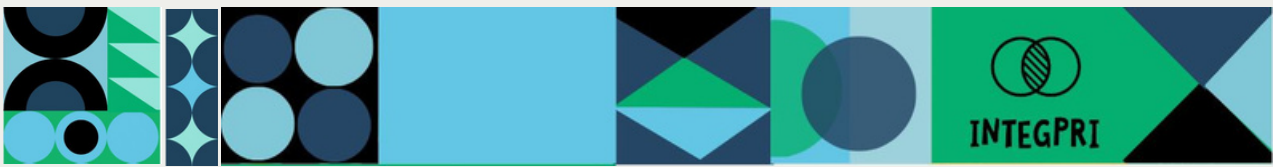
Reshaping a candidate's background

In some circumstances, candidates might be able to submit official copies or photocopies of their complete certificates. Since there is little to no urge to recreate an applicant's educational past, this option offers candidates and institutions "the easy route" (transcripts may require extensive verification if they cannot be verified as official or through the regular process).

Depending on the requirements of the institution where the application is being submitted, the information that goes into a background may include a wide variety of components. A few examples of information types include:

- The applicant's basic identity details
 - A reconstruction of the applicant's education, including degrees and diplomas acquired, dates of attendance and graduation, courses taken, grades/marks, etc., is also required.
 - Details about each school attended (if applicable), such as names, addresses, and accreditation data (if available).
 - Details on the applicant's professional history, such as any pertinent work experience, licenses, or certifications
 - A set of examples that support the information presented above.

Although this is not strictly an assessment, it can be used to evaluate the applicant's qualifications and assist in placing them in the right position.



The portfolio: Validating the background of the candidate

The information in the background paper will need to be supported by as many different types of evidence as possible through a portfolio as mentioned above. Transcripts, both formal and informal, even if they are incomplete, unofficial, or unable to be independently verified, remain the finest form of evidence.

Evaluating the Portfolio and Background Paper

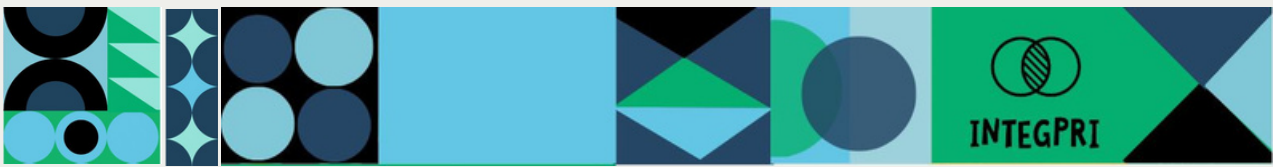
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1. Skills Evaluation

Skills assessments are frequently used for employment, licensing/certification, and disciplines that are more skill-based. These can involve performing specified tasks in a demonstration or taking part in simulation exercises while experts or professors watch and assess.



2. Examinations

Exams may be the most popular method for evaluating abilities and knowledge. As previously indicated, standard exams are frequently used as part of the process by various licensing and certification authorities. Depending on their requirements, employers may be able to use a variety of tests, from standardized certification exams in their specific sectors to collaborations with nearby academic or technical institutions to provide evaluations for job seekers.

Exams can take many different forms in academic settings, from extensive psychometric tests to individual course challenge exams, in which candidates attempt to be tested on certain courses by exhibiting mastery in the course material. Offering applicants who are refugees or otherwise displaced the same opportunities for examination is a good practice. In addition to large-scale tests, smaller tests, like subject-specific exams or course challenge exams, may be effective, particularly when combined with documentary proof or even other methods of assessing students' competencies in academic institutions.



For disciplines that are sequential in nature, like arithmetic or foreign languages, test results that demonstrate an applicant is at a specific level may permit the backfilling of earlier courses, helping the applicant avoid needlessly retaking courses. For instance, if a candidate takes a comprehensive calculus exam, the institution can typically infer that the candidate has studied or mastered the concepts of algebra and trigonometry, which are typically prerequisites to mathematics. The language used in many exams can be intricate, which can occasionally be a problem. It is frequently more complicated than what the applicant is prepared for, especially if it is tailored for particular professions.

3. Interviews

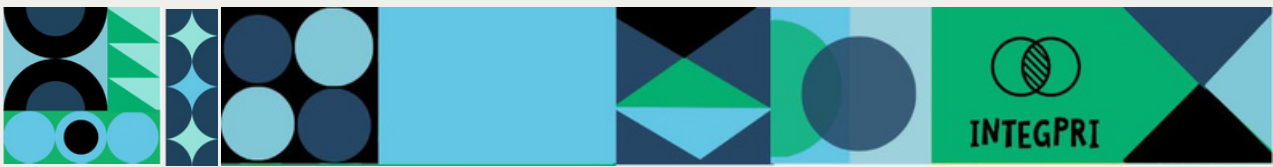
Interviews with one or more professors, subject-matter experts, or seasoned professionals in the field of application are another typical method of evaluation for admission, placement, or employment as they are in the best position to assess whether candidates are qualified to receive transfer credit for a particular level of education or are prepared to enter a particular sector or career. This approach may already be a component of the process in programs where the department makes the admissions decision, but it can also be a beneficial practice in programs where admissions departments make the final decision. Another option is to utilize it solely to decide which courses the student should be granted transfer credit for.

4. Sample work

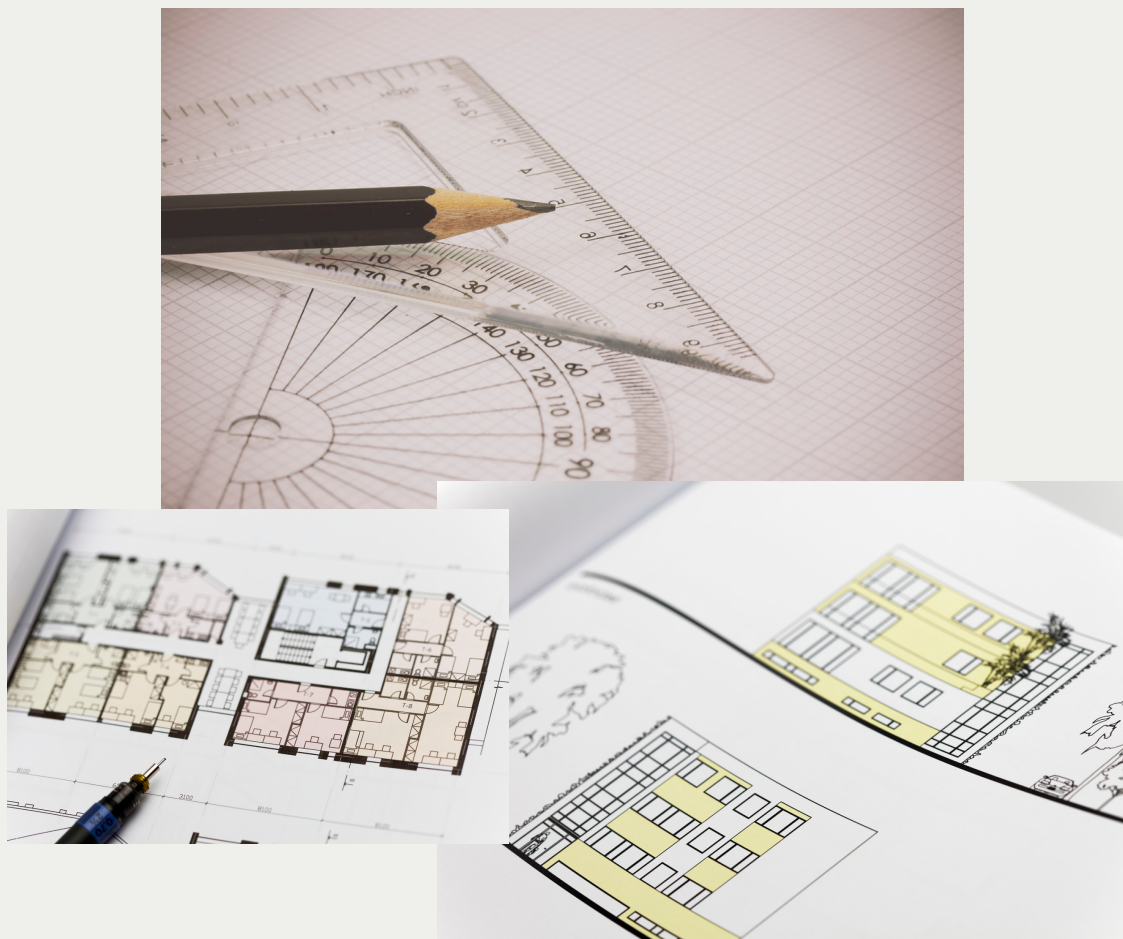
Sample work may be another useful tool for evaluating proficiency and success, particularly for academics and researchers, some high-level students (such as PhD candidates), and art and design students of all levels. The Scholars at Risk (SAR) Network invites applicants to provide samples of their work in order to host displaced and threatened scholars in institutions, mostly in North America and Europe.

5. Special projects

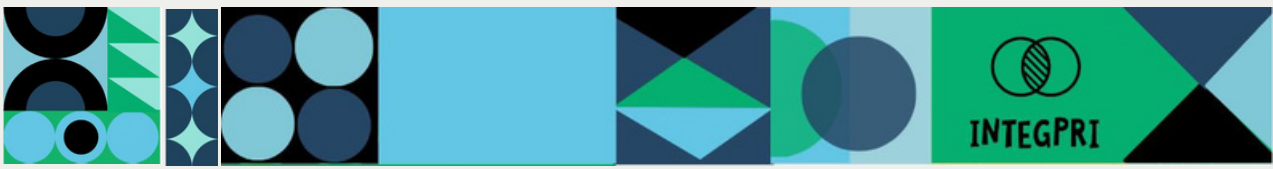
An alternative method of evaluating a candidate's abilities and expertise might be to offer them a customized project in cases when sample work is not accessible and for the benefit of higher reliability. In academic settings, the candidate may be assigned a paper (whether research-based or not), a presentation, a creative project, or another form of project to work on for a set amount of time, with the project's completion to be evaluated by the faculty member (or a panel).



The professor or panel may then suggest an applicant be admitted or placed. For applications to graduate and post-graduate programs, this might be especially helpful. Prior to applying for jobs, candidates may be able to engage with employment centers or coaches to generate original work samples for a portfolio of work that will serve as a means of showcasing their abilities, particularly in the design and creative industries.



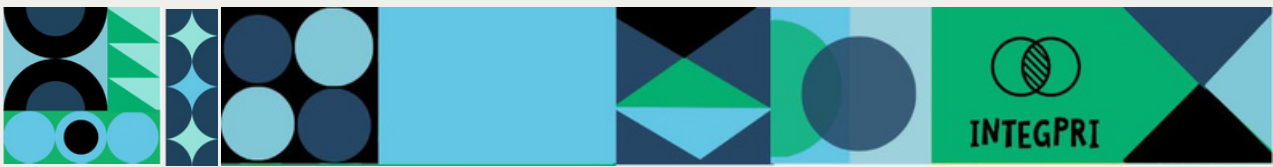
For instance, architects might be able to create a portfolio of sketches to present during the interview process or as part of a job application. However, employers may request that a candidate create and submit one or more brief examples of his or her work that might reasonably be finished within a specific deadline as part of the recruiting process (Loo, 2016).



Types of recognition based on alternative assessment

Institutions of application may not be able to recognize and admit candidates to the same degree as those with complete, verified documentation due to the potential of large gaps in records and gathered evidence on an applicant's background. However, as stated in the EAR Manual (EAR Consortium, 2016), there are alternate methods of recognition for qualified candidates without comprehensive, authenticated documentation:

- Alternative recognition recognizes the experience that is already accessible for a different certification than the one being applied for. For instance, a candidate claiming to be a doctor may be permitted to work in a different capacity in the medical industry or to undergo nursing retraining.
 - Conditional recognition enables the applicant to enroll in a program subject to future conditions, such as completing a set number of courses with a set minimum grade or number of credits, or pursuing additional education and certification. For instance, if a student completes all second-year courses in the first semester with a minimum grade, she or he may be admitted to the second year of an undergraduate architecture program. Employers in unregulated industries might be permitted to engage a refugee worker on a trial basis so that he can show his skills during his initial few weeks or months of employment. Applicants may be eligible for conditional registration through licensing and certifying authorities.
 - Partial recognition in an academic setting acknowledges the evidence provided as a component of a degree program rather than the complete degree program. The candidate would then have the option of enrolling in any additional courses or a focused education or training program. In this situation, for instance, a job applicant might state that she or he has a master's from her home country, but only some of her/his graduation work may be verifiable. The applicant must therefore retake a few graduate-level classes before their master's will be acknowledged.
-



- Partial recognition for employment in an unregulated field may entail providing an apprenticeship or entry-level role for which the candidate may be overqualified with a clear path to full employment provided the candidate can show competency in the position. The candidate can demonstrate key competencies and career potential by being sent to a job development program or a performance review schedule that is accelerated (Loo, 2016).

Conclusion

When possible, recognition bodies should use a variety of assessment practices to recognize refugees' prior learning. They should also evaluate applicants' knowledge and skills to determine whether they possess the competencies necessary for admission to an educational institution, entry into practice in a regulated occupation, or employment in a non-regulated occupation.

As a result, evaluating formal qualifications is a component of a larger RPL process, and some RPL methods may also be helpful in determining if an applicant has successfully completed or just partially completed a formal academic degree.

Finally, it is worth considering that refugees and displaced people in general may face difficulties that are both universal to all entrants and unique to their backgrounds and experiences. Some people have seen firsthand how seriously organizations and authorities have failed to treat them appropriately. Practitioners in this field should be provided the appropriate training to develop the understanding and cultural competency needed to create and implement relevant policies and procedures.



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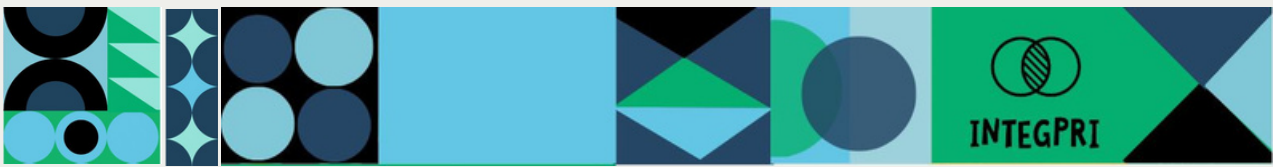
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Chapter 4

**Learning activities and
lesson plans on teaching
through RPL**



Didactic Scenario: English Language 1

| | |
|----------------------------|--|
| Title | Get to know your neighbours |
| Teaching method | <p>Mapping basic language skills Cooperative learning Communicative learning Discussions Inquiry-based learning Reading Writing</p> |
| Target group | Adults and teenagers with minimum CEF level A2 |
| Educational context | English language learning |
| Level | Intermediate - Recognition of prior learning |
| Time | 2 hours |
| Aim | <p>Students will learn:</p> <ul style="list-style-type: none"> • To develop a set of adjectives to describe personality • To raise awareness of what kind of questions are socially acceptable • To teach a set of useful 'small talk' questions • To encourage students to be creative and imaginative • To build spoken fluency • To develop a set of adjectives to describe personality |



| | |
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| | <ul style="list-style-type: none"> • To interact socially with people from different cultural backgrounds • “Small talk” |
| Language skills | All levels |
| Learning material/ resources (if any) | <p>Materials:</p> <p>Adapted based on the following resources: https://www.teachingenglish.org.uk/article/get-know-neighbours Face-to-face materials developed by Rachael Roberts Online teaching materials developed by Danish Abdullah Supported by the British Council</p> |
| Equipment | <p>Internet Access</p> <p>1 computer per classroom</p> <p>1 projector</p> <p>tablets or smartphones used in pairs</p> |
| Activities/ Tasks | <p>In this lesson, the students will create profiles for imaginary characters who live in the same neighbourhood. The lesson then brings these characters together at a neighbourhood party, where students can practice asking and answering simple questions about work, family, hobbies and so on.</p> <p>As well as developing spoken fluency, the activities expand vocabulary (personality adjectives) and some useful questions for making small talk. This will also allow the students themselves and the teacher to assess their language skills.</p> <p>Activity 1: Get to know the neighbours Worksheet 1</p> |



Picture: <https://www.teachingenglish.org.uk/article/get-know-neighbours>

1. Work with a partner. Look at the different doors. Which house would you most/least like to live in? Why? Tell your partner.
2. With your partner, choose one of the houses and answer the questions. Use your imagination.
 - Where is the house? Which country? In a city, a town or a village?
 - How big is the house? How many rooms does it have? Does it have a garden?
 - Who lives in the house? A family, a couple, a young person, an old person?

Activity 2: Getting to know you

Introduction

The purpose of this activity is to build fluency and focus on communication skills. The students will invent imaginary characters who live in the same neighbourhood. At the end of the activity, the characters all attend a party where the students can practice asking questions about work, family, etc.

1. Draw students' attention to the pictures of front doors on worksheet 1. Ask a couple of general questions. For example:



- What country do they think these doors are in? (Denmark)
- What colour is your front door?

Put students in pairs and ask them to discuss which of the houses they would most/least like to live in, and why. At the end of the exercise, ask some students for their answers (depending on the size of the group).

2. Discussion (5-10 minutes)

Then ask the pairs to choose one of the houses and answer the questions. Explain to the students that they just have to use their imagination, there are no wrong answers.

3. Vocabulary Focus (15 minutes)

Present some questions to the students to check their vocabulary.

- What kind of a person enjoys going to a party? (talkative, sociable, extroverted etc.)
- What would you bring as a present to your neighbour's birthday party? If it is a man / a woman?
- What would you like to receive as a birthday present?

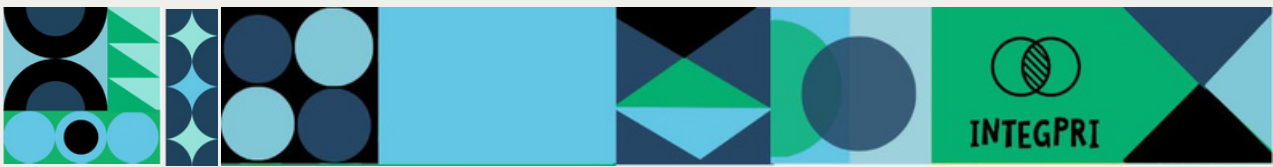
4. Preparation for role play (5-10 minutes)

In pairs, students have to describe the characters living in the house they chose. Encourage them to be imaginative and creative. They should describe their names, age, appearance, where they are from, what they do, which languages they speak etc. They can use any suitable adjectives they know. It is encourage that they write these down.

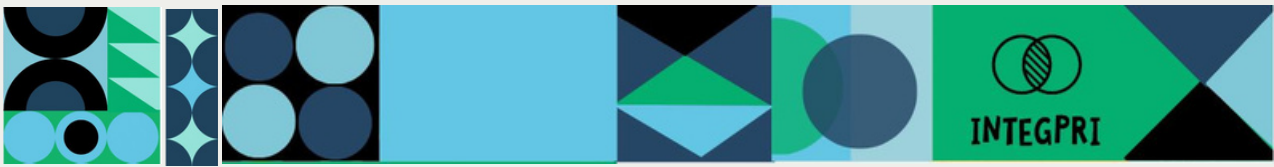
Teacher monitors and helps as needed.

5. Small talk questions (5 minutes)

Ask students if they know what 'small talk' is – polite conversation with people you don't know very well, about fairly unimportant things. It is not usually appropriate to ask about religion, age, how much money they earn etc. or discuss very serious things, such as politics.



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| | <p>Then ask the students to think of some small-talk questions they would use. E.g.</p> <ul style="list-style-type: none"> • How is the weather today? • How was your day? • What is your job? • What do you do on your free time? <p>Activity 3</p> <p>6. Roleplay (5-20 minutes)</p> <p>Each student now takes on the role of one of the people in the house they chose. They can use all the information about them discussed before in exercise 4.</p> <p>Tell the students that they are going to be going to a party for the neighbours who live in these different houses. Set the classroom up so students can move around and ask them to mingle and try to talk to at least four neighbours and find out something about them.</p> <p>Depending on the level/confidence of your students you could also teach them some ways of introducing themselves, for example:</p> <ul style="list-style-type: none"> • Hello, I'm Emily. I live at number 10. • Great to meet you. I'm Mike, I live in the house with the orange door. • Let students mingle and ask each other questions and answer them. <p>7. Lesson round-up (5 minutes)</p> <p>Put students into new pairs, or small groups and ask them to tell each other about the most interesting 'character' they met. They should explain why, perhaps using some of the personality adjectives, and tell each other what they found out about this person.</p> |
| <p>Remarks (if any)</p> | <ul style="list-style-type: none"> • As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following: |



- Do you feel more comfortable speaking in English after this lesson?
- Did you learn new vocabulary during this lesson?
- What did you learn about “small talk”?
- What was difficult about this lesson? What do you want to learn more about?



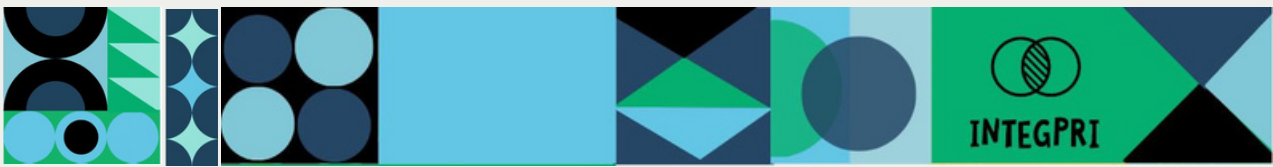


Didactic Scenario: English Language 2

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|----------------------------|---|
| Title | Visual arts in English with digital tools |
| Teaching method | Brainstorming Cooperative learning Teamwork Discussions Digital learning Research Reading Writing |
| Target group | Adults or teenagers |
| Educational context | English language Other languages Digital skills and tools |
| Level | Intermediate - Recognition of prior learning |
| Time | 2 hours |
| Aim | <p>Students will learn:</p> <ul style="list-style-type: none"> • About visual art, artists and their artwork • About visual art and artists in each other's home countries • To discuss about art and their interests in general • To use digital tools, such as Kahoot and Canva to play quizzes and to create presentations • To research information on the internet • To work in a team |



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| | Presentation skills |
| Language skills | All levels |
| Learning material/ resources (if any) | <p>Handouts & Worksheets</p> <p>Digital tools: Kahoot Art Quiz: https://embed.kahoot.it/981d9439-1472-4ce8-8845-8c279b38cf07 Google Arts & Culture: https://artsandculture.google.com Canva: https://www.canva.com/</p> |
| Equipment | <p>Internet Access</p> <p>1 computer per team</p> <p>1 projector</p> <p>tablets or smartphones used individually/in pairs</p> |
| Activities/ Tasks | <p>Activity 1</p> <p>During this lesson, the students will learn about visual arts, focusing especially on different artists in English. The lesson focuses on digital skills and the use of digital tools within the topic of visual art, making use of Kahoot and Google Arts & Culture website. The lesson is content-based but also focuses on the use of English language in every step, developing language skills in a versatile way through different exercises (speaking, reading, writing skills) as well as digital skills.</p> <p><i>Introduction</i></p> <p>The teacher will introduce the topic of the lesson briefly as well as the Google Arts & Culture website. Google Arts & Culture (https://artsandculture.google.com) is a website from the Google</p> |



Cultural Institute dedicated to collecting and sharing art, photographs, and primary source documents from all over the world and throughout history. Items are organized by themes, artists, mediums, movements, historical events, historical people, places around the world, stories of the day, and more. It is a useful resource for studying artwork and artists and this lesson focuses on using the website in different ways.

Brainstorming

The teacher asks the students about their interest in art and who is their favourite artist or style and to describe their art work. You can use the following questions:

- What forms of art do you enjoy?
- Do you like visual arts? What is your favourite style?
- Who is your favourite artist? Why?
- Describe the art work of your favourite artist
- Who is the best known artist in your home country? Tell about their art

Activity 2

Quiz

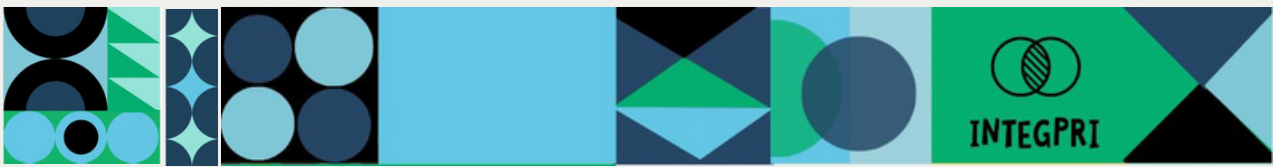
The teacher leads the students to play the Art Quiz on Kahoot. If all students do not have mobile devices, they can do the quiz in teams or pairs.

[Click here for Kahoot Art Quiz](#)

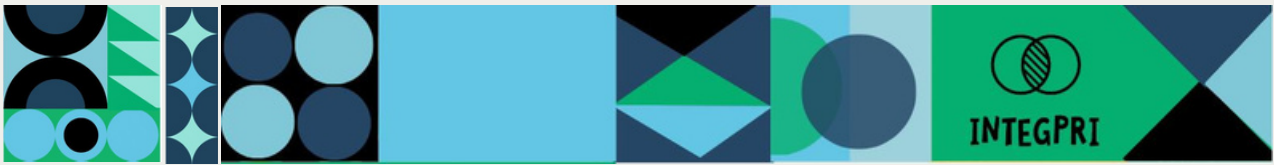
Activity 3

Team work

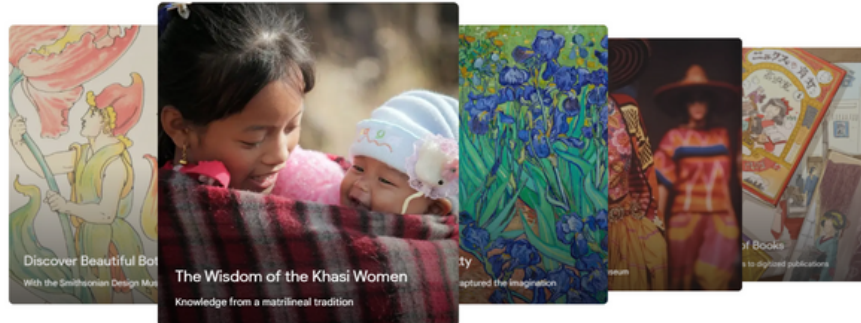
Students are divided into pairs or groups of 3-4 persons. They



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| | <p>start with a discussion about their favourite artists or interesting artists they know in their home countries. Then the students choose one artist and find information about them and their artwork on the Google Arts & Culture website as well as elsewhere on the internet.</p> <p>The students prepare a short presentation about the artist, introducing the artist's biography briefly, some fun facts and at least 5 of their artwork. The students should also find some royalty-free pictures that they can include in their presentation.</p> <p>The students will prepare the presentations on their PCs / laptops using the Canva tool, which the teacher will briefly present: https://www.canva.com/ <u>Click here for a helpful tutorial on how to create presentation slides on Canva</u></p> <p><i>Presentation and discussion</i></p> <p>All students will present their presentations to the class and the others can ask questions about the artist and their presentation.</p> |
| <p>Remarks (if any)</p> | <p>As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:</p> <ul style="list-style-type: none"> • Before this activity, how much do you feel like you knew about the topic? • Did you learn new information about art and artists? • Which of the presentations did you like the most and why? • What points are of interest to you? What are you interested in learning more about? |



Today's top picks



Story of the day

Google Arts and Culture website



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| | <p>The project brings together researchers and professionals from six European Union countries: Belgium, Finland, France, Italy, Romania, and Slovenia.</p> <p>Collecting good practices of refugee teacher integration</p> <p>To find and collect current good practices from the sample countries, we investigated the practices used in various governmental and non-governmental initiatives that offer assistance and guidance for refugee integration (see Table 1). Initiatives were considered appropriate for collection if they explicitly aimed to increase the opportunities for refugee and migrant teachers to more efficiently integrate into host communities and helped them to start to work in host countries' education systems. In addition to the initiatives, we conducted searches through each country's local media for stories related to refugee teacher integration. The research located a total of 34 initiatives and 16 success stories from the seven sample countries.</p> |
| <p>Resource URL</p> | <p>https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-syyskuu-2021/elements-of-success-finding-good-practices-of-integration-for-teachers-with-refugee-backgrounds</p> |
| <p>Type of setting</p> | <p>adult education</p> |
| <p>Subject</p> | <p>SOCIAL SKILLS CULTURE LANGUAGE</p> |

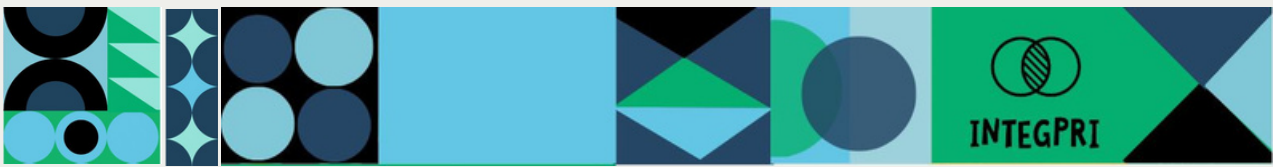


Didactic scenario: Active citizenship

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|----------------------------|--|
| Title | “Future Active Citizens”: from entering the employment market to making civil initiatives |
| Teaching method | Brainstorming Cooperative learning Discussions Hands-on learning Inquiry-based learning Reading Writing Active learning Evaluation |
| Target group | 12–17-year-olds |
| Educational context | CV and Motivation letter Active citizenship |
| Level | Intermediate - Recognition of prior learning |
| Time | 2 hours |
| Aim | During those two hours the students will: <ul style="list-style-type: none"> • Become acquainted with the importance of a CV and Cover letter • Identification of important characteristics that will make their CV suited for any job application • Learn techniques to prepare a good CV • Learn techniques to perform well in the interview |



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| | <ul style="list-style-type: none"> • Improve communication skills in a working environment • Become acquainted with the term active citizenship and the importance of political participation within the community • Identification of the citizens' Rights and Obligations |
| Language skills | All levels |
| Learning material/ resources (if any) | <ul style="list-style-type: none"> • CV templates • cover letter template • interview guide • videos • sticky notes |
| Equipment | Internet Access 1 computer per classroom 1 projector |
| Activities/ Tasks | <p>1st activity: introduction to writing CV & Cover Letter</p> <p>Tasks for the 1st activity:</p> <ol style="list-style-type: none"> <i>1. Identifying and differentiating between good vs. bad examples of CV and Cover letter.</i> <p>Students will first hear a brief presentation about CV and Cover and their essential components. Later the students will pair up in small groups where they will be given examples of good and bad CVs and Cover Letters. With the help of brainstorming and prior acquired knowledge, the students will have to identify and explain their decisions.</p> <ol style="list-style-type: none"> <i>2. Identifying and placing key elements of CV and cover letter</i> <p>Staying in the same groups, the students will receive an empty CV and Cover letter template in which they will insert key elements/components.</p> <ol style="list-style-type: none"> <i>3. Writing their CVs and cover letters</i> <p>In this task, the students will <i>use their prior acquainted knowledge in practice</i> and write their CVs and Cover letter.</p> |



Later, the students will exchange their CVs and Cover letters with the student sitting next to them. The students will *review* each other work and *propose suggestions*.

2nd activity: Interview

Tasks for the second activity:

1. Watching video

<https://www.youtube.com/watch?v=OVAMb6Kui6A>

<https://www.youtube.com/watch?v=umQKkcBPL08>

Before watching videos students will identify and explain the main skills an interviewee should possess to pass the job interview. Later, they will watch two videos. In the first video, the students will receive an overview of good interview examples. In the second video, the students will gain knowledge of how to reply to the most common question and how to adapt them for future job interviews.

2. Role-playing

In this activity the students will use their prior acquired knowledge and skills in role-playing (employer-interviewee). Each student will be interviewed. After the interview, the participants will share their thoughts and suggestions for improvement.

3rd activity: becoming active citizens

Tasks for the third activity:

1. Identifying rights and responsibilities

https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/citizens-rights_en

In this task, the students will be divided into small groups where they will do some brainstorming about the rights and responsibilities of the citizens. They will use their association and answers in the upcoming game, where they will stick their associations on the whiteboard.

2. Watching video

https://www.youtube.com/watch?v=kiZNO_Lca8k&t=30s

Following the game of associations, the students will watch a video about active citizenship. A debate will follow, where students will give their opinion on why is important to foster active citizenship among young citizens.

3. Role-playing

In this activity, the students will use their *prior acquired knowledge* about active citizenship and create an initiative. The students younger than 15 will create an initiative related to environmental issues, while students older than 15 will create an initiative related to human rights and democracy. Later they will *present their initiatives and receive feedback*.



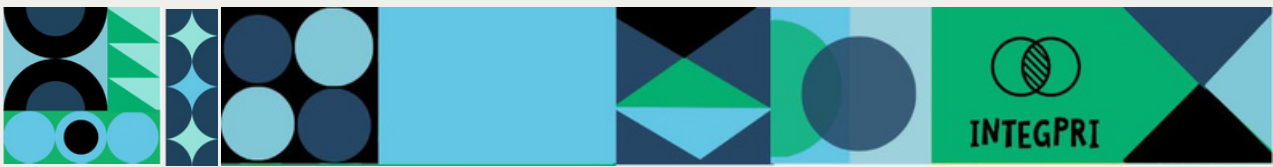
Assessment/ Evaluation

- What was your prior knowledge about cv, cover letter, and active citizenship?
- What new information did you learn that changed this perspective?
- Is there an activity that could be done differently?
- What does remain unknown for you?



Didactic Scenario: Geography

| | |
|----------------------------|---|
| Title | Europe: Languages and Religions |
| Teaching method | Brainstorming Cooperative learning Discussions Hands-on learning Inquiry-based learning Reading Writing |
| Target group | 12–15-year-olds |
| Educational context | Human Geography Geography English Language Arts |
| Level | Intermediate - Recognition of prior learning |
| Time | 2 hours |
| Aim | Students will: -Describe the characteristics of a group and which groups may be in conflict if they coexisted in the same nation or region. -Describe their initial perceptions and expectations of the languages and religions that exist in Europe. -List and characterize the European languages -Name and explain the major religions in Europe -Examine maps to find nations without a predominant religion |



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| | -Explain how a common language or religion could bring a nation together and how diversity can be viewed as a positive aspect. |
| Language skills | All levels |
| Learning material/ resources (if any) | <p>Handouts & Worksheets</p> <p>Cultural Overview of Europe Four-Column Chart Languages of Europe Mapping the Languages of Europe Dominant Languages of Europe Country Borders in Europe Religions of Europe Dominant Religions of Europe</p> |
| Equipment | <p>Internet Access 1 computer per classroom 1 projector tablets or smartphones used in pairs</p> |
| Activities/ Tasks | <p>Activity: Introduction to Europe's Languages & Religions</p> <p>Students exchange thoughts about what they believe defines a group, which groups might clash if they coexist in the same nation or region, and which languages and religions are met throughout Europe.</p> |



Tasks:

1. *Brainstorming on what makes a group.* Students' ideas will be posted on the board. Students will be encouraged to think of numerous ways someone might identify themselves and to incorporate features like language, race, nationality, and religion.

2. *Asking participants in pairs or small groups to list the groups they are familiar with on diverse levels.* On the board, a four-column chart will be demonstrated and labeled with the titles "School," "City," "Country," and "Continent." Groups should be listed on the charts that each pair or small group creates. Support is given when required.

3. *Discussing the groups that the students identified.* Share your list with the class when each pair or group has done so. Put a class list in the four-column chart you drew on the board. Allow students to express their thoughts without censure asking questions such as "Which of the groups might require a separate area to reside? Which groups, in your opinion, can or ought to be combined?" Explain to students that they will learn about the human geography of Europe, including the many linguistic and religious groups and the locations of those groups across Europe.

4. *Students list the European languages and religions that they are already familiar with.* Students share in pairs their first thoughts regarding the languages and religions of Europe. Inform students that they will review the list again later in this unit and that they will edit it as they learn more.

5. *Asking students to exchange their knowledge.* Students discuss the lists they made in order to compile all their knowledge regarding European Languages and religions in the list they made in task 4.

6. Seek and find online information. Students are invited to search online the information they missed in task 5. They will be given instructions on how to use tools such as Wikipedia, Google Earth, Youtube in order to learn how these could be used for extracting information.

End the task asking questions such as “What unanswered questions do you still have regarding the languages and religions in Europe? What are some reliable resources for knowledge about the languages and religions of Europe?”

7. *A cultural overview of the host country helping students to connect on a personal level.* Ask them to identify the cultural aspects they are familiar with in the host country. Explore all together the languages/dialects, morals and customs of different regions within the country.

Remarks (if any)

As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:

- Before this activity, how did you view the languages and religions of Europe?
- What new information did you learn that changes this perspective?
- What points are of interest to you? What are you interested in learning more about?
- What does still remain unknown for you?





Didactic Scenario: Physics

| | |
|----------------------------|---|
| Title | Colours: What explains what we see? |
| Teaching method | Brainstorming Cooperative learning Discussions Inquiry-based learning Experiment-based learning Reading Writing |
| Target group | 12–15-year-olds |
| Educational context | Physics English Language Arts |
| Level | Intermediate - Recognition of prior learning |
| Time | 2-3 hours |
| Aim | Students will learn about: Light Absorption, Reflection, and Transmission Primary Colors of Light, Color Addition Rules Mixing Pigments why sky is blue Why sunset is red why clouds are white why water is bluish green |



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| Language skills | All levels |
| Learning material/ resources (if any) | Handouts & Worksheets Light Absorption, Reflection, and Transmission Primary Colors of Light Color Addition Rules Mixing Pigments |
| Equipment | Internet Access 1 computer per classroom 1 projector tablets or smartphones used in pairs scissors, cardboard, string, metal sheets |
| Activities/ Tasks | <p>Activity: Introduction to Colours</p> <p>Students exchange thoughts on what explains the natural elements have the colour we see. Science-based introduction to the physical phenomena that occur in colour vision will follow. Experiments will take place for further knowledge acquisition of the learnt phenomena.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. <i>Asking students to exchange their knowledge.</i> Students discuss their thoughts through brainstorming. A conceptual map is designed during this process. 2. Students are introduced to light absorption, reflection, and transmission. At the end of this task students will be asked in pairs to write down their thoughts on: <ul style="list-style-type: none"> • when the outer electrons are set in motion what do they emit? • what happens to light when it hits a material whose frequency coincides with that of the light? |



- what happens to light when it hits a material whose frequency is higher or lower than that of light?
- what colour light passes through a piece of red glass?

3. *Exploration of the Colour Addition Rules.* Students will be invited to explore the colour addition rules in WolframAlpha Platform: <https://www.wolframalpha.com/input?key=&i=color+addition>. Following the introduction to colour addition rules students will be asked in pairs to answer the following questions:

- to the light of which colour the human eye has the greatest sensitivity?
- why are red, green and blue called additive primary colours?
- what colour is produced when light bundles of red, green and blue light of the same intensity are added? when blue and green light are added?


4. *Seek and find online information.* Students are invited to search online the information regarding the light scattering effect. They will be given instructions on how to use tools such as Wikipedia, Youtube in order to learn how these could be used for extracting information. By the end of this task students will be asked to share the information on:

- why sky is blue?
- why sunset is red?
- why clouds are white?
- why water is bluish green?

5. Three experiments as a follow up for the new knowledge acquisition. Students in teams of four apply the following experiments:

- With paint brushes and watercolors, students are asked to mix colors and find what comes out

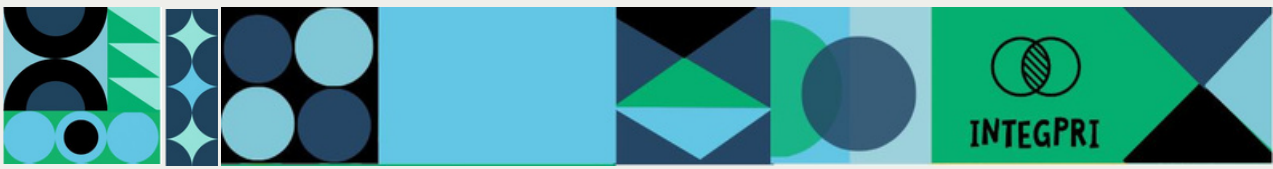
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| | <ul style="list-style-type: none"> • Cut a cardboard disk with a diameter of a few centimetres. drill a short distance from the centre two holes large enough for a string to pass through and tie the string into a loop. Twist the disk so that the string twists several times. then twist the string by pulling it outwards and the disk will rotate. if half of the surface of the disk is yellow and the other half is blue, with the rotation the colours are mixed and the disk appears almost white to you. Repeat with other complementary colours. • Make a cardboard tube and close the ends with metal sheets. With a pencil, make a hole in each sheet, one about three millimetres in diameter and the other twice as big. Bring the tube to your eye from the side of the small hole and look at the colours of various objects on the black background of the tube. you will see that the colours are very different from what you see in the specific background. |
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| <p>Remarks (if any)</p> |  <p>As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:</p> <ul style="list-style-type: none"> • Before this activity, how did you explain how we see the colours in nature? • What new information did you learn that changes this perspective? • What points are of interest to you? What are you interested in learning more about? • What does still remain unknown for you? |
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Chapter 5

Suggested Activities



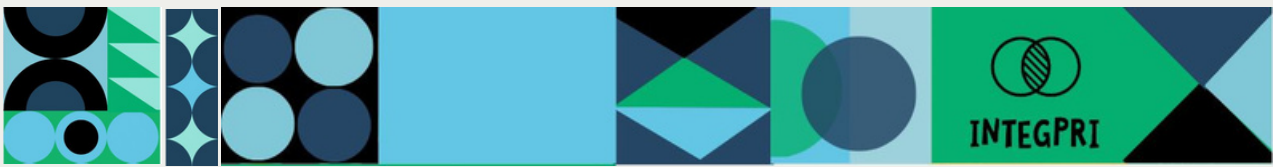
A different aspect of Prior Knowledge

Empowering Refugees and Migrants through Harnessing Experiences and Memories.

The journey of refugees and migrants is marked by displacement, uncertainty, and the search for a better life. In addition to leaving behind their homes and communities, they carry with them a wealth of experiences and personal memories. These unique life stories hold immense value and can serve as a powerful tool for inclusion and integration into hosting countries. By recognizing and harnessing the knowledge embedded within these individuals, we can foster a more inclusive society that benefits both the newcomers and the host communities. Taking all these into consideration, we created six (06) indicative activities that exploit refugees' /migrants' existing knowledge into account, but this knowledge does not draw on what they know about Maths or Geography. The activities aim to bring on surface their memories and experiences as well as their feelings, which are an integral part of the overall knowledge they already possess. The activities can be modified and adjusted to the age, profile and needs of the group we have each time and can be enriched with more tasks and ideas. Their main focus is on:

Experiences as a Source of Knowledge:

Refugees and migrants bring with them a diverse range of experiences. These experiences often include overcoming adversity, resilience, and adapting to new environments. Each individual's story is a testament to their resourcefulness, problem-solving skills, and capacity to navigate unfamiliar territories. By recognizing and valuing these experiences, we can tap into a vast reservoir of knowledge that can enrich society as a whole.



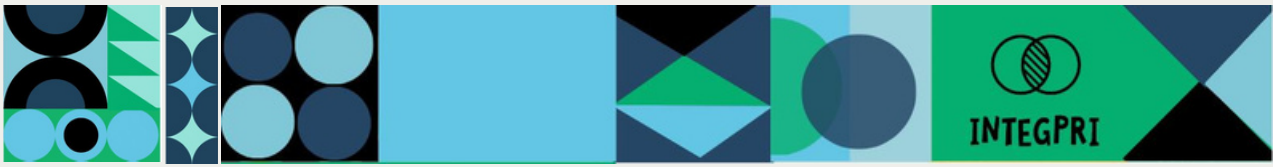
Personal Memories and Cultural Heritage:

Personal memories and cultural heritage play a pivotal role in shaping an individual's identity. For refugees and migrants, memories serve as a link to their past, connecting them to their roots, traditions, and values. By preserving and sharing their personal histories, these individuals contribute to the tapestry of cultural diversity in their new host countries. Embracing their cultural heritage can foster mutual understanding and appreciation, fostering a more inclusive and tolerant society.



Building Bridges through Storytelling:

Storytelling is a powerful tool that allows refugees and migrants to share their experiences, struggles, and aspirations with the wider community. When given a platform to express themselves, individuals can educate others about their cultures, dispel misconceptions, and build bridges of empathy and compassion. By promoting storytelling initiatives, hosting countries can create spaces for dialogue and understanding, facilitating the inclusion process.



Conclusion

Refugees and migrants bring with them a wealth of experiences, personal memories, and cultural heritage that can enrich host countries in numerous ways. By recognizing and valuing these contributions, we can create a society that embraces diversity, fosters inclusion, and capitalizes on the knowledge and skills of newcomers.

By harnessing their experiences and memories, we pave the way for a more empathetic and prosperous future, where both refugees and host communities thrive together.



“Profiles”

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| 1. Name of the method/activity | “Profiles” |
| 2. Purpose of the method/activity | <ul style="list-style-type: none"> • The purpose of the activity is to • Boost refugees’/migrants’ linguistic skills • Create intimacy and help them build strong interpersonal relationships |
| 3. Description of the target group (learners) + group size | Could be implemented with refugees/migrants of all ages, making relevant adaptations. The group size could be up to 8-10 persons. |
| 4. Resources (materials needed) for the activity | We could use pillows and have the members of the team sit on the pillows and create a circle on the floor. This helps create a more relaxing atmosphere so that they can express themselves more easily. |
| 5. Detailed description of the activity | <u>Skills gained</u> - Linguistic capacity and oral skills (through the use of the second language in order to share stories with the group) |

- Communicative and expressive skills
- Social skills

Step-by-step description of the procedure

Students form a team of two and each of them has the right to ask questions to the other person. These questions could be relevant to the other person’s life history or relevant to their personality (their likings, preferences, hobbies, interests etc.). Notes are taken during this “interview” and then each person of the team talks about the other, sketching his/her profile.

Alternatively, a worksheet could be used which comprises indicative questions so that students don’t have to make up their own questions.

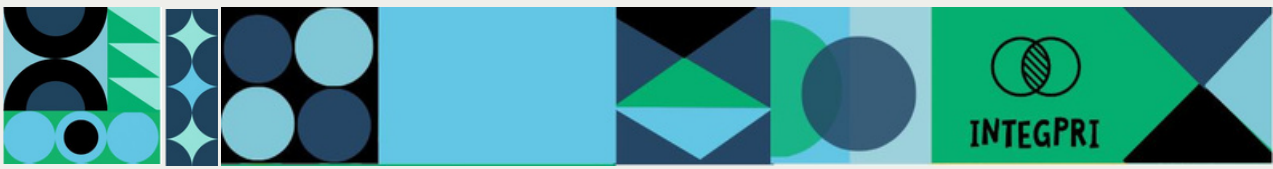


Outcomes

-Creation of a psychologically safe environment where people talk about themselves but through another person, having chosen the degree to which they wish to expose themselves. Members of the broader team get to know each other better which in turn, creates an environment of intimacy which facilitates learning and inclusion.

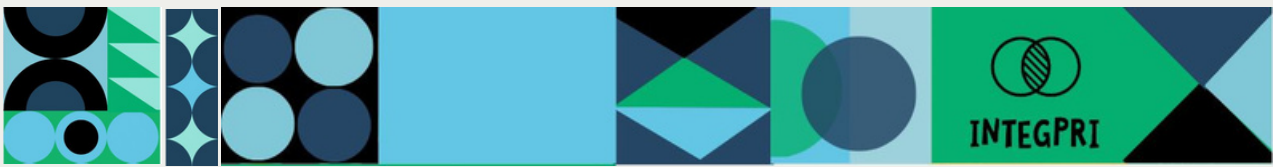


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| <p>6. Evaluation of the activity</p> | <p><u>Evaluation criteria</u></p> <ul style="list-style-type: none"> - Participants' involvement and engagement - The level of language applied (in terms of vocabulary, syntax and oral capacity) - Participants' feedback |
| <p>7. Example of worksheet/material</p> | <p style="text-align: center;">Title of the activity: "Profiles"</p> <p>You can choose questions to ask your partner in order to know him/her better and sketch their profile.</p> <ol style="list-style-type: none"> 1.How did you take your name? Is it after someone from your family? 2. Which is your country? 3. What do you miss more about your country? 4. What is the name of your best friend? 5. What is your favourite colour? 6. What is your favourite food? 7.What is your favourite subject at school? 8.What is your favourite hobby? 9.What is your favourite song? 10.What is your favourite movie? <p><u>Important note for teachers/trainers/adult educators.</u></p> <p>Students should be free to use their mother tongue in combination to the second language (this of the hosting country) or even English (as a lingua franca) while taking notes or while providing answers. This create a learning environment where all languages and linguistic resources are respected. Moreover, it promotes inclusion since language is not confronted as a barrier. Teachers are welcome to either ask other students that know the language to translate or could even ask for the presence of an interpreter (if possible).</p> |



Mystery Games role playing game

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| 1. Name of the method/activity | Mystery Games role playing game |
| 2. Purpose of the method/activity | <ul style="list-style-type: none"> • To practice a second language in an informal way, especially focusing on spoken language, • vocabulary and improving conversation and communication skills. The method consists of a • background story and an interactive game. |
| 3. Description of the target group (learners) + group size | The group of learners can vary from small to medium-size, but the activity requires personal interaction and the group size must therefore remain between 4-8 people approximately. |
| 4. Resources (materials needed) for the activity | <ul style="list-style-type: none"> • Time: 1.5-3 hours • Pen, paper, character cards for each player, scenario cards, script for the story |
| 5. Detailed description of the activity | <p><u>Objectives</u></p> <p>The idea is to practice a second language, to improve vocabulary and communication skills in a fun, interactive way among other learners. The game is based on an interesting “mystery”, to make the situation detached from reality and more fun.</p> |



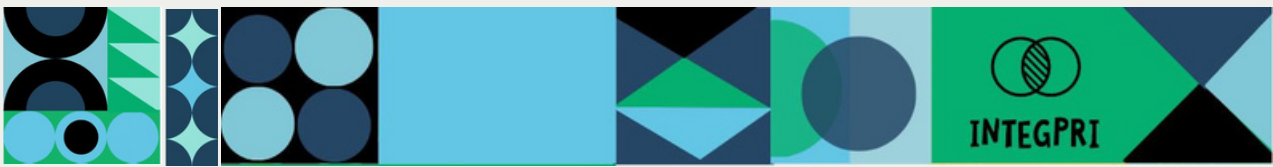
Skills gained

Improving spoken and communication skills in a second language, interacting with others, learning vocabulary and learning to be creative in another language.

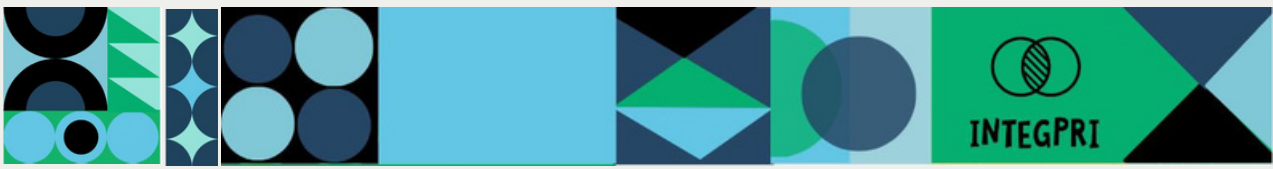
Step-by-step description of the procedure

The game takes some time to prepare. The game leader (tutor) must write a script for a mystery story, including the background that will be read to the players (e.g. Mrs Waters was murdered at 1 am on a Tuesday on her front yard). After this, the players are provided character cards, one of whom is the person or the culprit who committed the act of violence, fraud etc. (this depends on the story). The other players are other characters, such as the police, the neighbours, or family members of the victim. The cards should include a detailed description of the characters as well as some secret information to make the game more interesting (e.g. the murderer will be told how they did it, the neighbour may have seen something but must lie to the police, etc.)



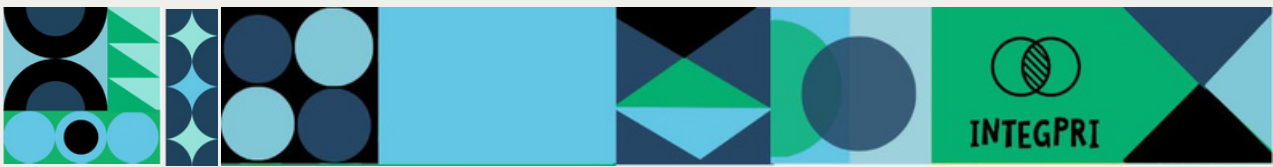


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| | <p>The players get some time to prepare and then they introduce themselves (without telling any secret information that may be included in the cards). The players can also add their own characteristics and ideas to their characters. After the introduction, the game leader leads the game by presenting further scenarios, such as the police arrives at the house, the police interrogates the neighbour, etc. The characters can freely interact and make up their own dialogue, as long as they stick to the character information provided. The police officer or detective must solve the mystery, but the other players can help them as much as they can or want, as long as they do not reveal their secrets until they are forced to. This makes the game flow natural and unexpected, and the time can also vary.</p> <p><u>Outcomes</u> Strengthening the learners' skills in speaking and communicating in a second language, learning to interact with other in different types of scenarios, becoming more confident in using their second language when interacting in a fun and playful situation.</p> |
| <p>6. Evaluation of the activity</p> | <p><u>Evaluation criteria</u></p> <p>This activity can be used to evaluate the migrant learners' prior knowledge, by assessing the level of their language skills and communication skills by observing their interaction in the group.</p> |
| <p>7. Example of worksheet/material</p> | |



Objects of Resilience: Sharing Stories through Treasured Possessions

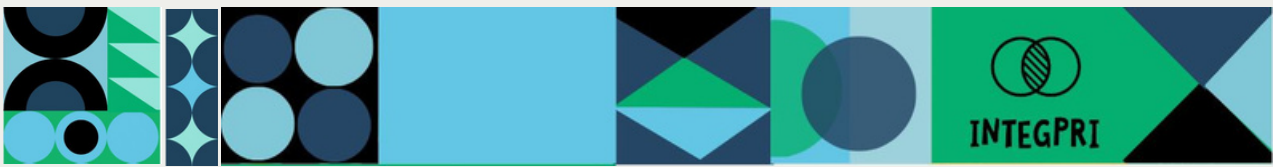
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| 1. Name of the method/activity | Objects of Resilience: Sharing Stories through Treasured Possessions |
| 2. Purpose of the method/activity | <p>The purpose of this activity is to provide a safe space for refugees and migrants to share their personal stories and experiences by bringing and discussing an object that holds significant value and meaning to them. Through this activity, participants can foster understanding, empathy, and connection among diverse individuals while promoting cultural exchange.</p> |
| 3. Description of the target group (learners) + group size | <p>Could be implemented with refugees/migrants of all ages, making relevant adaptations. The group size could be up to 8-10 persons.</p> |
| 4. Resources (materials needed) for the activity | <p>Nothing in particular</p> |
| 5. Detailed description of the activity | <p>Skills gained</p> <p>Strengthening oral skills Communication and Storytelling: Participants improve their ability to articulate personal experiences, emotions, and challenges through</p> |



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| <p>5. Detailed description of the activity</p> | <p>storytelling. Develop effective communication skills by sharing and listening attentively.</p> <p><u>Cultural Competence:</u> Participants enhance their cultural competence by engaging with diverse narratives and perspectives. Foster an appreciation for cultural differences and the ability to navigate cross-cultural interactions.</p> <p><u>Empathy and Active Listening:</u> Participants develop empathy and practice active listening skills by attentively engaging with each other's stories. Learn to acknowledge and validate different emotions and experiences.</p> <p>Step-by-step description of the procedure</p> <p><u>Introduction (10 minutes):</u> Begin the activity by introducing the purpose and goals of the session. Create a welcoming environment that encourages open dialogue and respects each participant's unique experiences.</p> <p><u>Object Selection (10 minutes):</u> Ask participants to bring an object that holds personal significance, reflecting their journey, heritage, or resilience. Encourage participants to choose an object they feel comfortable discussing and that can be shared with the group.</p> <p><u>Sharing and Discussion (40 minutes):</u> Allocate time for each participant to present their chosen object, sharing its significance, origin, and the story behind it. Encourage participants to share their emotions, memories, and the challenges they have faced through the lens of the object.</p> |
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| <p>6. Evaluation of the activity</p> | <p>Evaluation criteria</p> <p><u>Active Participation:</u> Assess the level of engagement and involvement of participants during the activity. Encourage active listening, respectful questioning, and supportive feedback.</p> <p><u>Emotional Connection:</u> Evaluate the participants' ability to establish an emotional connection with the shared stories. Assess the empathy, compassion, and respect demonstrated during the discussions.</p> <p><u>Cultural Exchange:</u> Measure the extent to which participants gain knowledge and appreciation for diverse cultures and experiences. Evaluate the willingness to engage in open-minded dialogue and learn from different perspectives.</p> <p><u>Reflection and Learning:</u> Assess the participants' ability to reflect on their own attitudes, assumptions, and biases. Evaluate the depth of personal growth and understanding demonstrated through self- reflection.</p> <p><u>Community Building:</u> Observe the establishment of connections and relationships among participants. Evaluate the participants' willingness to support and engage with one another beyond the activity.</p> <p>Note: It is important to create a safe and inclusive environment for all participants. Sensitivity towards potential trauma or sensitive subjects should be exercised throughout the activity.</p> |
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Facilitate an open and respectful discussion among participants, allowing them to ask questions and express their support and curiosity.

Reflection and Connection (20 minutes):

Facilitate a group reflection on the shared stories, emphasizing commonalities and differences. Encourage participants to identify shared values, experiences, and lessons learned from each other's stories.

Promote dialogue and connection by inviting participants to share how the stories impacted them personally.

Outcomes

Empathy and Understanding:

Participants develop a deeper understanding of the experiences, challenges, and resilience of refugees and migrants. Increased empathy towards individuals with diverse backgrounds and experiences.

Cultural Exchange and Appreciation:

Participants gain exposure to different cultures, traditions, and perspectives through the stories shared. Foster appreciation for the richness and diversity of global experiences.

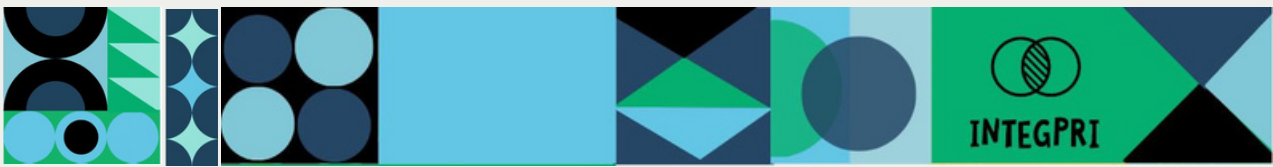
Personal Connection and Community Building:

Participants establish connections and build relationships with one another based on shared stories and experiences. Enhance a sense of belonging and support within the group.



Language cafe

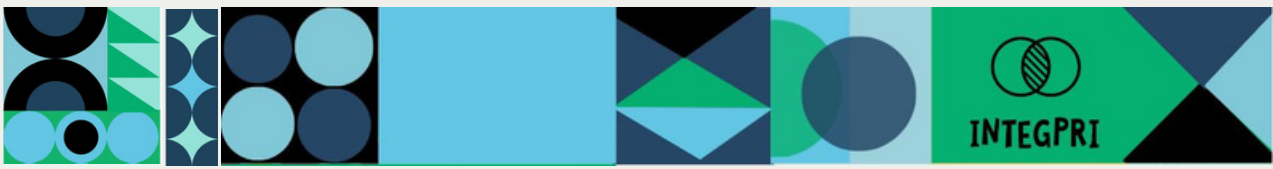
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| 1. Name of the method/activity | Language cafe |
| 2. Purpose of the method/activity | <p>To practice a second language in an informal way, especially focusing on spoken language and improving conversation and communication skills. The language café is easy to establish and can be conducted in the classroom or outside of it. Some preparation is needed to prepare materials and tutors for the language / different languages.</p> |
| 3. Description of the target group (learners) + group size | <p>The group of learners can vary from big to small – in a big language café, there can be several different groups/tables for different languages, or the same language can be divided into several groups/tables. To ensure effective communication, the groups/tables should be 4-6 persons in size.</p> |
| 4. Resources (materials needed) for the activity | <ul style="list-style-type: none"> • Time: 1-2 hours <p>Pen, paper, flashcards, games, worksheets, books, texts – different kinds of material can be used to facilitate discussion and provide topics and themes for the language table. These can include flashcards that have pictures or words for basic vocabulary (for beginners), discussion and debate cards with different topics that can be discussed (for more advanced), and games, such as word explanation game (each person explains a word</p> |



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| | <p>and the others have to guess), name game (each person gets a name of a known person and has to describe them), memory game and many others.</p> |
| <p>5. Detailed description of the activity</p> | <p><u>Objectives</u> A language café is an informal way to practice speaking and spoken communication in a second language. It is also a very good way of creating community spirit and social relations within a group, for example students on a course can get to know each other better, or migrants can practice the native language of their new home country and a way for locals to practice the languages migrants speak and to teach their native language. It is also a good way of creating social contacts and integrating migrant learners in the home country by meeting locals and learning about the culture.</p> <p><u>Skills gained</u> Improving spoken and communication skills in a second language, learning to create social connections in a second languages. The learners can also learn about other cultures when speaking with learners from different cultural backgrounds.</p> <p><u>Step-by-step description of the procedure</u> The language café can be organised once a week or several times a week either in a classroom or in a more informal venue, such as a café, restaurant, library, etc. The organiser will have signs for the languages spoken in the cafe, which will be placed on different tables. It helps to be organised, even though the participants should be able to choose freely which languages they would like to speak or teach (depending how many languages there are available).</p> <p>If possible, there is a tutor at each table who is a native</p> |



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| <p>5. Detailed description of the activity</p> | <p>If possible, there is a tutor at each table who is a native speaker of the language spoken at that table, and they facilitate the conversation by offering topics or providing material, such as picture cards for beginners, or discussion or debate cards on different themes or topics for more advanced learners (as described above). Also different games can be played that require the use of vocabulary, such as word explanation game or memory game.</p> <p>Outcomes</p> <p>Strengthening the learners' skills in speaking and communicating in a second language, as well as creating social connections between a group of learners. The learners will become more confident in using the spoken language of the second language studied. In a group with learners from mixed cultural backgrounds, the learners can also learn about other cultures and share information about their own.</p> |
| <p>6. Evaluation of the activity</p> | <p>Evaluation criteria</p> <p>This activity can be used to evaluate the migrant learners' prior knowledge, by assessing the level of their language skills and communication skills by observing their interaction in the group.</p> |
| <p>7. Example of worksheet/material</p> | <div style="display: flex; justify-content: space-around;"> <div data-bbox="560 1552 930 2029"> </div> <div data-bbox="986 1552 1361 2029"> <p><i>Example of exercise sheets (cross-word)</i></p> <p>Ruokaristikko</p> </div> </div> |



Learn about me and about yourself

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| 1. Name of the method/activity | Learn about me and about yourself |
| 2. Purpose of the method/activity | <p>The participants will be able to connect with each other through their past and the relatable situations they all experienced. In group settings, it is vital that each member feel safe. We want to be able to create a safe environment where there is trust and where each member can engage in the next part of the activity. Which will be <u>an open discussion</u> with self-reflection questions that will require an open and sincere heart from them.</p> |
| 3. Description of the target group (learners) + group size | <p>For the Ice breaking activity, the participants will be divided into two groups since they have to face each other. The coordinator will then be in charge of creating small groups later on for the open discussion. To ensure effective communication, the groups should be 3 to 4 persons in size.</p> |
| 4. Resources (materials needed) for the activity | <ul style="list-style-type: none"> • Time: 2 hours • Scotch tape (or anything that can help the coordinator draw a line on the ground between the two groups of people), chairs, badges with the names of the participants. |



5. Detailed description of the activity

Objectives

Learn about me and about yourself – the purpose is to enable the participants and the coordinator to share a moment where they can be vulnerable and share their experiences with each other. In a world where their knowledge and capabilities are often underestimated and where they feel far from their home and the people they love, it will enable the participants to not feel isolated and think that no one validates them. Sharing and exchanging about their experiences and struggles will encourage them and give them a sense of belonging and recognition. In a society where they feel rejected most of the time and think that nobody sees and understands them, they will be able to see that they are not alone.

Skills gained

Improving their self-worth, cultivating empathy for the pain and experiences of other people and being able to create a bond with strangers. They will then be able to develop more confidence and be more conscious of their strengths. They will also be able to meet with people that are going through the same kind of situations and exchange some solutions and ideas.

Step-by-step description of the procedure

First part: The ice breaking activity is an activity where we divide the participants in two groups and make them walk across one side of the room, facing each other. The coordinator will, then, have to draw a line in the middle and start each statement by “Come forward if you relate to this sentence”. Then he will read each statement, let the migrants come forward and look at the people that also came forward and go back before the next statement. It is very important that the coordinator give the migrants time (30 to 45 secs) to identify the people that also relate to the same statement as them. If possible, there is a tutor at each table who is a native

5. Detailed description of the activity

Second part: An open discussion where the migrants sit in groups of 3 to 4 and discuss the statement they related to. The coordinator will give them some guideline questions that they use to direct the discussion. It will also be a good way for them to learn more about other people’s experiences and get ideas of solutions they can apply in their own cases.

Outcomes

Encouraging the migrants to go deeper in the understanding of their experiences and to help them connect with people that they thought did not understand them. It will also be beneficial for them to create a sense of belonging.



6. Evaluation of the activity

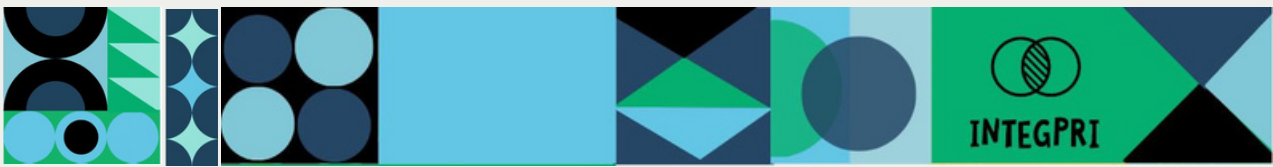
Evaluation criteria

Evaluation criteria This activity can be used to evaluate the ability of the migrants to open up and to be more confident in themselves and the knowledge that they have. It will help the educators / teachers to understand and identify the strengths and weaknesses while putting in practice their programs and activities.



Draw our story

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| 1. Name of the method/activity | Draw our story |
| 2. Purpose of the method/activity | <p>The participants will be asked to create a story together, using some parts of their experiences. This activity aims to help the migrants reflect on their journey, find the key events that lead them to where they are and be able to express themselves through art. Since drawing is known as a very good therapeutic activity, it can maybe make it easier for them to share their stories with everyone else through the drawings and to choose to which extent they are ready to open up to the others.</p> |
| 3. Description of the target group (learners) + group size | <p>For the first part of the activity, they will be asked to work alone. Then, when they are done drawing. The coordinator will let them form groups of 3 or 4 people to create the fictional story.</p> |
| 4. Resources (materials needed) for the activity | <ul style="list-style-type: none"> • Time: 2-3 hours • Papers, drawing and painting kits, pens. |
| 5. Detailed description of the activity | <p><u>Objectives</u></p> <p>The element of play that “Draw our story” engages can contribute to the overall flourishing of the migrants. Through art, the migrants will be able to identify and put down the important moments in their life and go through a self-reflective moment that will allow them to be open with the other participants while sharing their story.</p> |



5. Detailed description of the activity

It will also help them develop a sense of pride and feel empowered by their story. In this welcoming and safe environment, they will also be able to share their culture and fight the feeling of rejection.

Skills gained

They will be able to use creativity to tell their story to other people which will help their communication skills. Working with other people, selecting the details of the stories and putting everything together will also strengthen skills such as leadership and teamwork.

Step-by-step description of the procedure

First part: "Draw my life" is the part that they have to do alone. They will be asked to select 5 key moments that define them and that tell the other participants about their story. The coordinator will, then, give them 30 mins to draw and represent those 5 moments on the papers provided. They can draw, paint, etc. The migrants will then have to tell their story to everyone else.

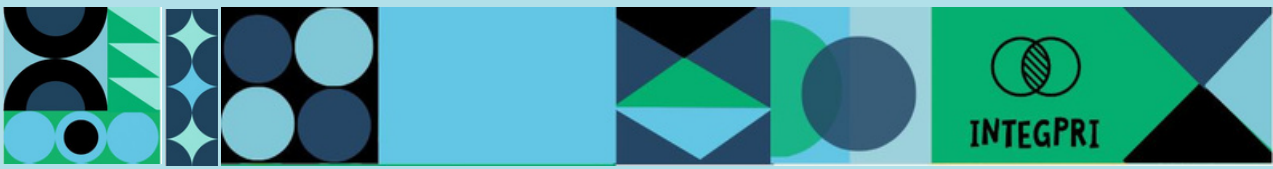
Once everyone has told their own story, the coordinator of the activity will let them form groups according to the people they feel the closest to. He will, then, give a few instructions to the group concerning the age of the character (a kid, a teenager, a young adult, and an old person). They will be asked to tell the story of that person as a migrant using the personal drawings they made (his/her past, the way he/she got where they are) and how they imagine their life to be (the coordinator will have to precise that they have to imagine a "happy ending" story for their character). He/she will then be able to understand what a "happy ending" means for them.

Outcomes

They will then be able to put their minds together and



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| 5. Detailed description of the activity | learn from each other. This will also serve as a therapy for the migrants and allow them to have a positive memory linked to their story: instead of viewing their story as something bad and traumatic, they will develop a sense of pride to see how far they've come and they will be able to associate those memories to those activities with the group. |
| 6. Evaluation of the activity | Evaluation criteria This activity can be used to evaluate the ability of the migrants to work with other people and express themselves in ways that are convenient and safe for them. The way they compromise with others and choose the details of the story they want to tell, the way they deal with the other people's stories. |



Chapter 6

**How to implement RPL
in refugee and migrant
adult education**



In the past decades, we have witnessed an increased level of migration, either with the purpose to seek refuge and protection or in search of better economic possibilities such as better jobs. In 2020, 3.6% of the entire world population, or 280 million people were immigrants (International Organization for Migration, 2020).

Furthermore, on a global level, 1 in 30 people migrates and eventually stays in the country of their migration. The number of migrants has risen across the globe, however, compared to the rest of the world the number of immigrants in Europe and Asia has risen steadily since 1990 (Ibid, 2020).

In 2022, Third country nationals represent 4,2 % of the entire EU population (European Commission, 2022). Despite the large percentage, non-EU migrants are facing several challenges which have a significant impact on their social and economic status, and overall quality of their life.

This is due to the lower employment rate compared to European citizens. For instance, in 2017, an average employment rate for non-European migrants was 55%, compared to the 68% of the host nation. Therefore, it is not surprising that 5.7 million, or 39% of non-European migrants are living in poverty (Ibid, 2022). Moreover, their situation has been affected also with the emergence of Covid-19 pandemic.

There are many reasons that contribute to the lower social and economic status of the migrants in the European Union including social exclusion, which is a result of othering refugees and migrants, as they are perceived as a security threat, as well as unrecognition of prior learning skills.

The lack of recognition of prior learning (RPL) skills among refugees and migrants is not a new phenomenon and has been widely discussed in the last three decades. In 2003, Bauder conducted research about the prior recognition of learning skills among Yugoslavian refugees and South Asian immigrants.

The study has shown that unrecognition of prior learning skills led to ““brain abuse”, which occurs because of de-skilling and the non-recognition of credentials in the host nation, as well as a "brain outflow" from the place of origin” (Bauder*, 2003, in Andersson, 2020, p. 13). Therefore, the unrecognition of prior learning skills does not only affect their current economic status and well-being, but it also affects the perception of their own cultural identity.

* Bauder, H. (2003). ““Brain abuse”, or the devaluation of immigrant labour in Canada”, *Antipode*, 35(4): 699–717.

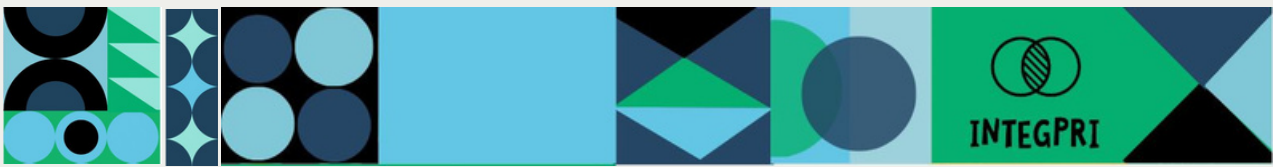
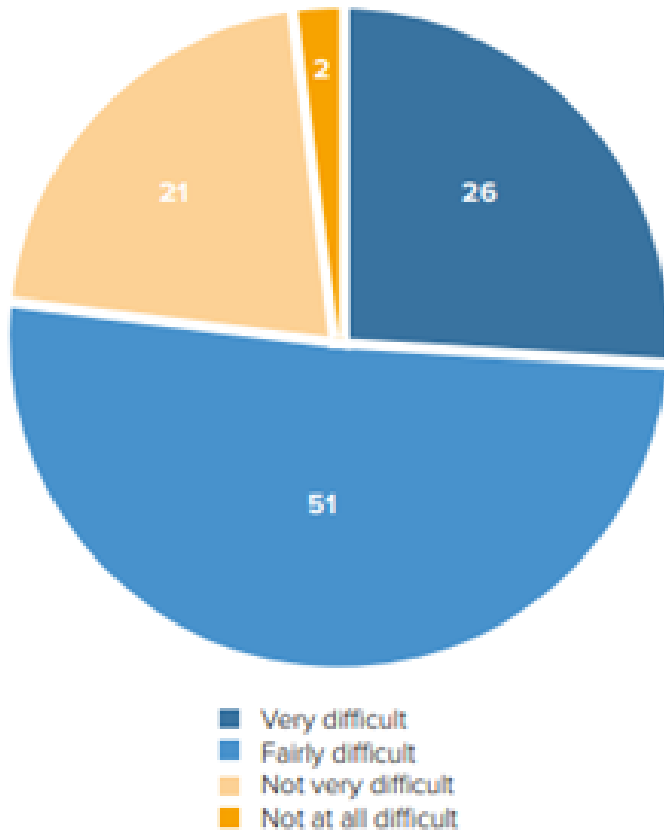


Figure 1: Difficulty finding employees with the required skills (EU-27; %)



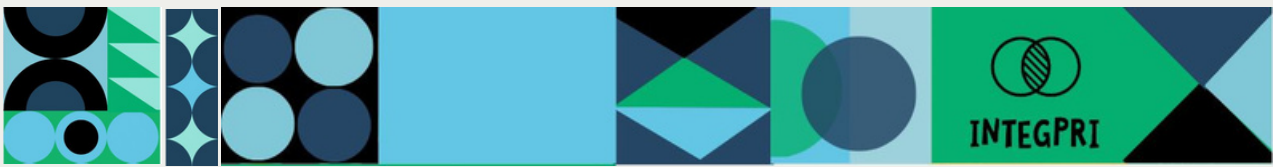
Source: Eurofound and Cedefop (2020), European Company Survey 2019: Workplace practices unlocking employee potential, European Company Survey 2019 series.

Despite its establishment and usage, RPL is still undeveloped in many sectors across Europe. For instance, in 2016 at the peak of the Refugee and Migration crisis, only 4 out of 36 European countries adopted a unified strategy spanning all sectors, meanwhile, 13 European countries targeted specific sectors (UNESCO, 2018, p. 13).

This implies that PRL does not target specific competencies, leaving migrants with no option, but taking underpaid and low skills jobs, for which some refugees and migrants might be overqualified.

Due to that, PRL has faced many criticisms, including that it serves as a sorting mechanism for exclusion, rather than inclusion, as institutions do not know how to adapt to their actual needs. To solve those issues efficient national and regional strategies are necessary.

Particularly large problems arise in recognition of the previously completed vocational training due to issues with the recognition of international credentials and expertise (Ibid, 2015, p. 18) Therefore, according to Aggarwal (2015, p. 15) a properly adopted RPL, and defined institutional structure for administration and planning are needed.



However, many nations hand over the responsibility of executing RPL to current partner organizations without considering their capacities or supporting them financially, as most organizations struggle in the fields of assessment and development (Ibid, 2015, pp. 16-17).

One of the ways to remove economic and social obstacles for the migrants is to encourage them to take adult education courses offered in the host nation. This not only promotes the integration of the migrants into the European society but also raises awareness of their situation among the host population, thus eliminating prejudice and overall contributing to a more tolerant society.

Furthermore, with the emergence of the Covid-19 pandemic, the importance of adult training has become even more important, as it increased the demand for newer skills. It is expected that in the near future 1 in 2 adults will need a reskilling, or 112 million people, leaving the migrants in a state of uncertainty and bigger social and economic exclusion (Fernandes & Kerneis, 2020, p. 27).





This chapter aims to present the implementation of the RPL, focusing on adult migrant and refugee education. This chapter will begin with a brief characteristic of adult education, its benefits, and the difficulties it encounters.

Next, we will elaborate on the difficulties migrants and refugees are facing while trying to enter the European working market and how that affects their own perception and consequently adoption into the hosting society. In the last part we will be presenting RPL, its purpose and benefits for adult migrants and refugees, its short comes, and possible solutions for its improvement.

6.1 Adult education



Adult education, also known as continuing education, is any type of education pursued by or offered to adult men and women, who have finished some level of education, although this is not a requirement (Encyclopedia Britannica, n. d). Similar to any type of regular education, adult education is a lifelong process that aims to fully develop one's personality and contribute to the individual's active and successful participation in society. Therefore, it is viewed as a universal human right, that should be accessible regarding age and gender (Right to education, n. d.). There are different ways adults can enroll in adult education. The most common is through vocational training, which can either result in upskilling or, it



may provide new skills for the necessity of the new occupation. Adults can also enter adult education through programs related to health and welfare, and education for civil, political, and community competencies, which provides courses and competencies related to politics, public affairs, and other related topics (Encyclopedia Britannica, n. d.). Lastly, it includes education for self-fulfillment.

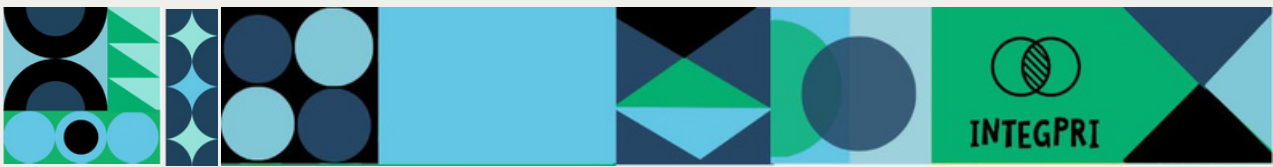
Adult education does not only positively affect self-awareness, but it has a greater impact on the whole society, as increases national literacy, enables easier adaptation to the demands of the labor market, and consequently increases the country's competitiveness and capital, as it reduces marginalization. Most importantly, it fosters active citizenship, which increases the level of democratization.

Although adult education has many social and economic benefits, it is still widely neglected compared to children's and youth's education. For instance, according to UNESCO's report on literacy in 2016, only a small number of the world's countries allocated 3% of their national education budget to programs related to adult education (Right to education, n. d.). This results in poorer participation in adult programs, as due to the lack of financial funds, many programs require self-payment (Ibid, n. d.).

Moreover, adult education is still exposed to many prejudices, as it is believed that only those who have not completed their primary or secondary education opt for such programs. To reduce prejudice, and provide access to adult educational programs, in 2016, 57% of 130 countries across the world reported that they will expand financing for adult education and learning in the future (UNESCO Institute for Lifelong learning**, 2016, in Right to Education, n. d.).

One of the political actors that have recognized the importance of adult education and its benefits for society as a whole, is the European Union. For the European Union adult education is viewed as a strategy to fulfill the standards for the Single European Market and a way to deal with the issues such as growing structural unemployment and the aging of European society (Formosa, 2014, p. 13).

**UNESCO Institute for Lifelong learning. (2016). Third Global Report on Adult Learning and Education. [https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO Third global report on adult learning and education 2016 En.pdf](https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO%20Third%20global%20report%20on%20adult%20learning%20and%20education%202016%20En.pdf)



In 2009, the EU Council agreed on a standard for adult learning, whereby in 2020, at least 15% of European adults aged 25-64 should participate in adult learning (Fernandes & Kerneis, 2020, p. 24) However, only 10.7% of adults participated.

Despite many financial investments, the enrollment in adult education among Europeans is still relatively low.

There are various reasons for this. In the survey done by the European Center for the Development of Vocational Training, 40.7% of participants listed lack of time, as the main reason, followed by high costs of the courses (31.9%) (Fernandes & Kerneis, 2020, p. 30). Among the other reasons are also family reasons (31.3 %), lack of support from their employers (24%), and the lack of variety of educational and training courses (24%) (Ibid, 2020, p. 30).

The enrollment into adult education programs was worsened by the emergence of Covid-19, as due to maintaining the distance, many programs were interrupted, or postponed, leaving millions of Europeans underqualified for the job market. To address those changes and challenges brought by the emergence of the Covid-19 Pandemic, in 2021 the Council of the European Union adopted New Agenda for Adult learning.

This agenda aims to adjust to the needs of adults, cooperate with national governments and stakeholders, contribute to sustainable finances, and put focus on quality assurance, staff mobility, adult learning staff professional development, and active assistance for underprivileged populations (The European Commission, 2021). But the pandemic has not just drastically affected the employment of Europeans, but it has also left millions of non-European migrants, especially women in uncertainty, as the outbreak of Covid-19 reduced their competitiveness in the labour market.

Migrant adult education and its effects on integration have been widely discussed since 2015 with the occurrence of the Refugee and Migrant crisis. Already at that time, the established adult programs for migrants faced many criticisms, as the programs lack key content that would successfully integrate migrants into a host nation.

However, since the educational policy is the responsibility of the host country itself, many countries do not know how properly target the needs of the adult migrants, but rather focus on their economic needs.



This creates difficulties in integration, as according to Morrice, Shan, & Sprung (2017, p. 131) social networks created in the learning communities play a crucial role in how migrants control their identities to integrate into society and find employment.

Over the years of researching migrant adult education, several suggestions for improvement have been made. According to Morrice et al. (2017, p. 133), educational centers should invest more in new portable technologies, which will reduce the gap in the possession of digital skills among the migrants and host nationals and invent an effective method that would help adult educators addressing adult migrants' actual needs.

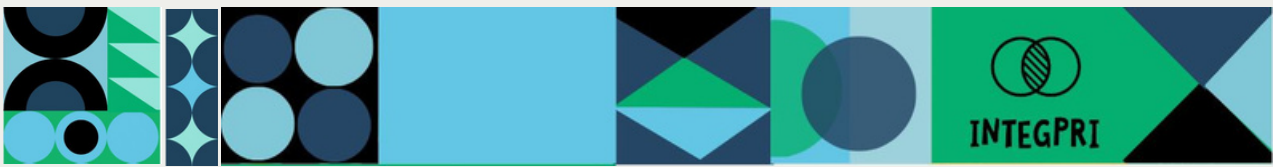
6.2 Challenges adult migrants and refugees encounter as adult learners

Despite the common belief that education and attending adult education programs contribute to the social, economic, and cultural integration of the migrants into the new environment, it is observable that many adult migrants face various difficulties, including professional degradation, racism, violence, exploitation, othering, mental health struggles, and more.

Those issues occur due to pre-existing prejudice, lack of understanding of the host educational system, language, cultural barriers, and more. This section aims to address each of those challenges, and the effects they have on both migrants (specially women), and the host country.

The first issue migrants and refugees encounter in their host country is equalization between long and short-term migrants who do not see the importance of enrolling in adult education programs to improve their competencies and therefore do not have issues accepting low-paid jobs.

This becomes particularly problematic when it applies to migrants and refugees who are escaping war or poverty, as it preys on people's precarious circumstances and vulnerability (Kloubert & Hoggan, 2021, p. 36).



This misperception and equalization create further issues, as the majority of adult education programs are created without prior consideration of the interrelationships between the various parts of the broader system and the difficulties experienced by migrants (Kloubert^{***}, 2019, in Kloubert & Hoggan, 2021, p. 30).

Furthermore, in the majority of cases, adult education programs are adapted to the immediate needs of the host nation and its society, disregarding the long-term consequences these employment decisions have on migrants' and refugees' lives, and their overall integration.

The integration of refugees and migrants into the labor market is also made difficult by employers, and their unrealistic expectations and lack of understanding of the process refugees and migrants go through.

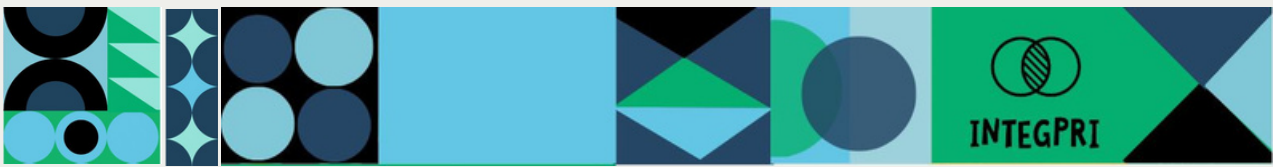
Many employers anticipate highly skilled, specialized professionals who perfectly match their specific workplace's cultural, linguistic, and professional norms (Kloubert & Hoggan, 2021, p. 36).

However, many employers do not realize that refugees and migrants are usually trapped in a system that does not match their needs, and it is hard to understand, due to linguistic barriers. This makes their situation even more difficult, as they receive no explanation about the system, and are forced to start their future on the wrong basis (Ibid, 2021, p. 34). This has a negative outcome for the host country's economy, as the inappropriate choice of qualification and profession reduces the quality of services and the economic development of the country.

Due to a misunderstanding of the system, which does not recognize their previous professional credentials and degrees, many highly educated refugees and migrants are forced to take low-skilled jobs for which they are overqualified, or they do not want to feel like a burden to a host country (Hill, Carr-Chellman, & Rogers-Shaw, 2021, p.4).

Moreover, many experience occupational downgrading, which occurs when a person loses their occupational status and income when they start a new job or a new life in a foreign country (Lange & Baillie Abidi, 2015^{****}, in Hill et al., 2021, p. 3).

^{***}Kloubert, T. (2019). Democracy education in the context of German "Orientation Courses" for migrants. In T. Kloubert (Ed.), *Erwachsenenbildung und migration* (pp. 115–132). Springer.



As a result, they develop a sense of inferiority, and unworthiness, which affects their further employment decisions, as many refugees and migrants leave in fear that they are not qualified enough, or that their language skills will never be good enough, for further advancement.

Further issues arise for the refugees and migrants with kids. As studies have shown, children can experience their parents' traumas second hand (Migration Policy Institute, 2020, p. 6). Therefore, the economic integration of parents plays an important role in their kids' social and cognitive skills and academic performance.

According to European Network Against Racism (2017, p. 25), a common misconception among migrants and refugees is that taking language classes and knowing the language will provide them immediate access to the social networking sites, job market, housing, etc. However, many language courses only provide a basic level that is not sufficient for taking highly skilled jobs.

Even after migrants and refugees become proficient in host language, they still feel their language skills are not enough. Furthermore, many migrants and refugees have an impression that their lack of language proficiency is used as an excuse to deny them access to better employment (Ibid, 2017, p. 25).

The image shows a newspaper clipping from 'CORRIERE DELL'UMBRIA'. The main headline reads: 'Il Viminale certifica: più della metà di tentati omicidi e rapine sono opera degli stranieri Immigrati, in Umbria i peggiori'. A sub-headline states: 'In provincia di Perugia il 64% dei denunciati e il 75% degli arrestati è rumeno o extracomunitario Immigrati re del crimine'. There are two smaller headlines: 'PRIMO PIANO Commissione speciale Intesa Lega-M5s su Giorgetti a Montecitorio' and 'E il procuratore marca stretto i politici'. A photo shows a group of people, and a text box on the right discusses immigration strategy in Perugia.

**** Lange E., Baillie Abidi C. (2015). Rethinking social justice and adult education for welcoming, inclusive communities: Synthesis of themes. *New Directions for Adult & Continuing Education*, 146(2015), 99–109.

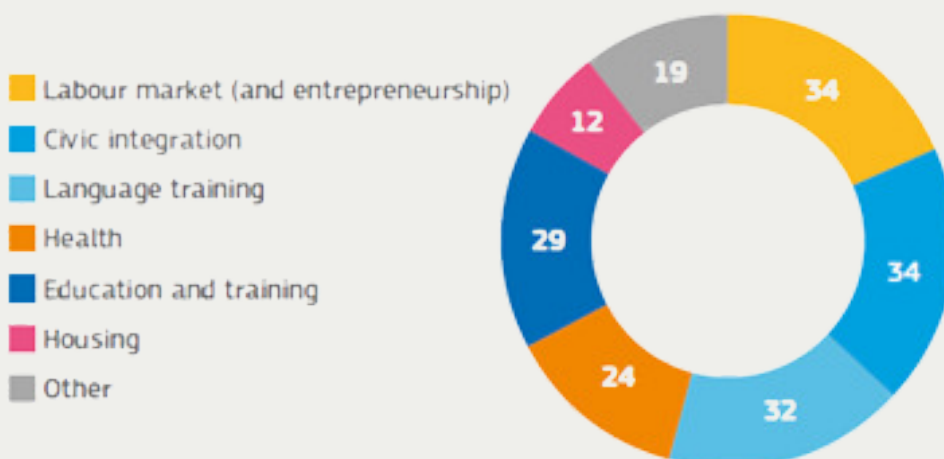


Additionally, their economic and social integration has been made difficult due to pre-existing prejudice and racist labels. Since the outbreak of the refugee and migrant crisis in 2015, the number of racist and xenophobic narratives towards refugees and migrants of Muslim and African origins has risen. With the help of mass media, migrants and refugees have been othered and framed as problematic individuals, that refuse to adapt to the European lifestyle, and therefore represent a danger to European cultural identity.

Furthermore, in many member states, refugees and migrants were forced to attend integration courses to maintain social assistance. It was especially difficult for men, who have been framed according to every issue Europe was facing at that time. Furthermore, according to Amnesty International, numerous Member States have drawn a connection between migration flows and the threat of terrorism, stating further that counter-terrorism measures have proven to be discriminatory on paper and in practice (European Network Against Racism, 2017, p. 22).

It was also hard for refugee and migrant women who were denied access to educational programs and rejected when looking for work because of wearing the hijab. But racism and discrimination, continue even after securing job and enrollment into adult educational programs.

Figure 12: Overview of policies addressing migrant women





Due to the increasing migration, the number of jobs on the black market has also increased, among both registered and undocumented migrants and refugees, creating a space for illegal activities. Even though this type of employment is usually short-term, migrants and refugees are facing various exploitations, such as working in poor conditions without many breaks, irregular payment of wages, nonpayment of social contributions for pension, health insurance, and more.

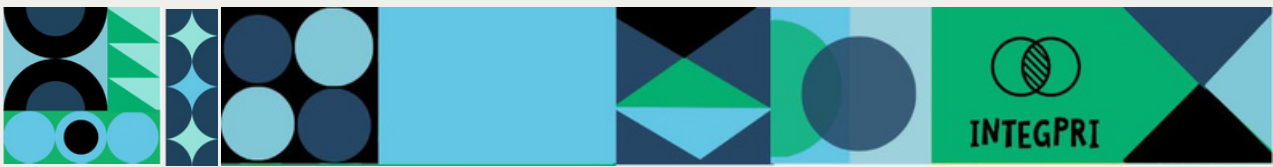
Since, the legislation does not protect refugees and migrants, especially undocumented ones, many refugees, and migrants become a subject of blackmailing by their employers, who took the advantage of their situation and vulnerability.

To prevent deportation many refugees and migrants continue working under these circumstances for years until they find better opportunities. It is especially difficult for refugee and migrant women, as their social and economic indicators are worse than men.

Upon their arrival in the new country, a small percentage of women decide to enroll in language school and start actively searching for work, even though studies have shown that women that had learned the language have a 40% higher chance to find work (Migration Policy Institute, 2020, p. 6). However, the research conducted by Migration Policy Institute (2020, p. 8) found that migrant and refugee women that did not have children before arriving in the host country are more likely to start a family during the first years in the host country when most courses are offered. Even though women expressed a desire to work and learn a language, many women do not have organized childcare, or they have issues with mobility.

Also, many religious refugee and migrant women have never attended mixed classes and feel discriminated against for wearing hijabs. Women's situation has been worsening by the outbreak of Covid-19 pandemics, leaving millions of refugee and migrant women, without work, alone with kids without the possibility to extend their social circles, and improve their economic status.

However, according to the European Migration Network study (2022, p. 1), only a small number of the national integrational strategies specifically include women. Moreover, the majority of Member States did not create new integration measures or modify existing ones to lessen the COVID-19 pandemic's detrimental effects on migratory women (Ibid, 2022, p. 1).



Due to that more member states have started prioritizing women's integration into the labor market, women's health, and access to housing and education. Although the situation is slowly improving, a lot still needs to be done in the field of improving the economic and social status of women.

Image by javi_indy on Freepik

Since the Refugee and Migrant crisis in 2015, the EU has invested billions into integration agendas, funds, and projects.

Despite numerous investments into the agendas, strategies, the integration, and the social-economic status of refugees and migrants has not improved significantly. In 2017, the EU launched the EU Skills Profile Tool for Third country nationals, which is still operating.

This tool aims to encourage early skill profiling of immigrants, refugees, and non-EU residents living in the EU (The European Commission, 2022, p. 1). Although the establishment of the EU Skills Profile Tool and increased usage of RPL represents a step forward in the recognition of migrants' prior skills and knowledge, challenges remain.



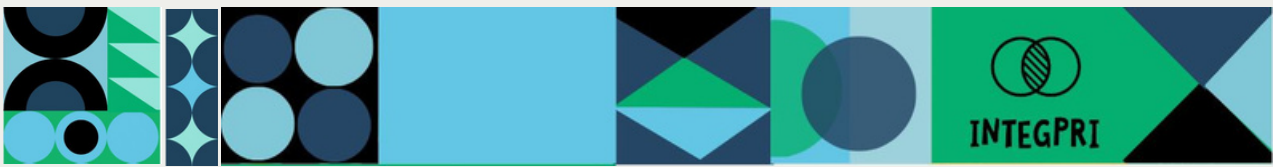
5.3 Some challenges of RPL



It can occur that the assessor of prior learning and the system are unable to communicate their requirements, which results in the inability to submit the proofs and identify the skills (Andersson, 2020, p. 21; Aggarwal, 2015, p. 29). Next, according to Aggarwal (2015, p. 18, 29), there is a low social engagement between different levels of authority, as in most countries, the state authorizes NGOs or other social institutions to implement RPLs that do not have adequate capacities. Therefore, according to Andersson (2020, p. 22) without a well-designed RPL process, the result might be exclusion rather than recognition.

Additional challenges occurring in RPL are inadequate funding and limited knowledge of the benefits of RPL which occur due to a lack of quantitative data on the RPL.

Although many proposals have been made to improve RPL globally, the implementation of RPL remains under the responsibility of the individual state. In addition to investing in new technologies that will enable the distinction between refugees and migrants and their different needs, it is also necessary to improve organization and management.



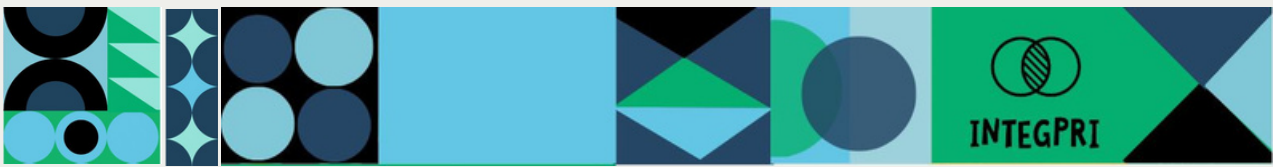
With that purpose, Aggarwal (2015, pp. 29-30) proposed 12 steps to help the countries improve the RPL system. The first step is to increase awareness of RPL and offer RPL applicants efficient vocational support and counseling. This cannot be done without the support of the institutional and legal systems.

To achieve effective institutional and legal systems, the countries must put RPL into the agenda of educational and training policies. Next, to improve the RPL system, countries should foster the active participation of different social partners and stakeholders (Ibid, 2015, p. 30). In the upcoming step, the countries should ensure enough qualified RPL professionals.

According to Aggarwal (2015, p. 30), this will provide a better understanding of the needs and therefore create better opportunities for the candidates. In the last part of his report Aggarwal (2015, p. 30) proposes the formation of a monitoring and evaluation system that will provide decision-makers and social partners with data for future improvements.

Despite the criticism and remaining challenges, RPL remains the best tool for assessing refugees and migrants with the recognition of their prior acquired competencies and knowledge. With the upcoming challenges such as wars and environmental migration, the use of RPL will become even more frequent and important.

Since RPL has an important effect on both society and individuals, decision-makers need to prioritize RPL on their agenda. Only this will help to solve the remaining challenges connected to the RPL, including misunderstanding of the actual needs, which make candidates feel neglected and that can lead to “brain abuse”.



Reflection and discussion

Have you ever heard about RPL before reading this handbook? If yes, what did it mean for you? Does your definition and perception match the description in the handbook?

Were you acquainted with the concepts of formal, non-formal and informal learning processes? How would you describe them?

According to you, why has RPL become a topic of increasing interest as well as policy and practice around the world?

Is it necessary for you to know the distinction between formal, informal and non-formal learning process?

Have you ever found yourself in a position where using RPL was necessary?

Before reading the handbook, were you familiar with the issues faced by migrants?

Were you aware of the tools that were created to enable the recognition of migrants' prior knowledge? Did you know that some programs and actions exist in other European countries?

Were you aware that RPL had more benefits than just financial gains such as human and social gains?

Are you aware of the difficulties refugees and migrants face during the learning process? Of the long term consequences that it could cause to them?

Do you have an example of a time where RPL made an impact on someone you were teaching / educating ?

Have you ever been in a situation where you had to take into consideration the differences of levels between people you were tutoring? If yes, how did you manage to make it work?



What can you implement or have already implemented to make sure the migrants use their imagination, that they are captivated and curious about what they are learning?

“It is very important to individualize a class. We are very different, we don't all have the same capacities and need to learn. So it is important to take this into account before teaching a class”

What do you think about this statement? Do you agree or disagree with it? If you agree but haven't implemented it, how can you do so?

How can RPL be beneficial for Companies, society and individuals?

Is the recognition process of prior knowledge something linear according to you? If yes, why? If not, why and explain some of the nuances you can have.

Were you acquainted with the concept of "brain abuse" and "brain drain"?

Were you aware of the variety of problems refugees attempting to enroll in college face?

What can be The advantages of recognizing prior learning in minors?

According to you, why is it important that participants and teachers have a trusting relationship? Have you ever experienced a situation where you had to work with someone you didn't trust? How did it affect your work?

Were you familiar with the 3 configurations described by Ralphs (2016)? Have you ever integrated those configurations to your classes or teaching process? If not, would you do it? What benefits do you think that it could bring both to you and the one learning?

Were you acquainted with the "portfolio of evidence"? According to you, how could it be beneficial?



Were you acquainted with the "UNESCO-developed Guidelines for the Recognition, Validation, and Accreditation of the Outcomes of Non-Formal and Informal Learning" or the "learning package" released by the ILO?

- If yes, were you able to implement some of the knowledge from those two outlets in your different work?
- If not, think of ways you could incorporate those different outlets into your work. What are some of the benefits that you could get from doing so?

What does "Assessment-driven RPL practices" mean to you? How could those practices facilitate the migrants' integration and prior knowledge recognition?

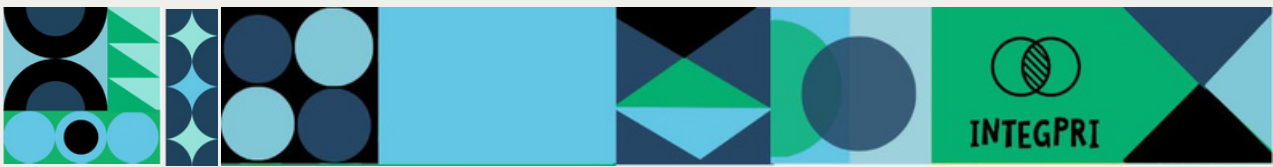
Were you familiar with the activities in Chapter 5? If yes, which ones? Have you implemented them and how? What was the outcome?

If not, would you implement one of them? Which one could it be? For which reasons? What would be your expectations on the outcomes of the exercise?

Were you acquainted with "adult education"? What does it mean for you? Does your definition and thoughts about it match the handbook's description?

What are some of the difficulties that you have encountered working in adult education? What are some solutions you could think of to make it easier for you and for the learner?

Were you aware of the difficulties that migrant women face? Did you ever have to deal with a complex situation where a migrant woman was involved in one of those difficulties mentioned in Chapter 6?



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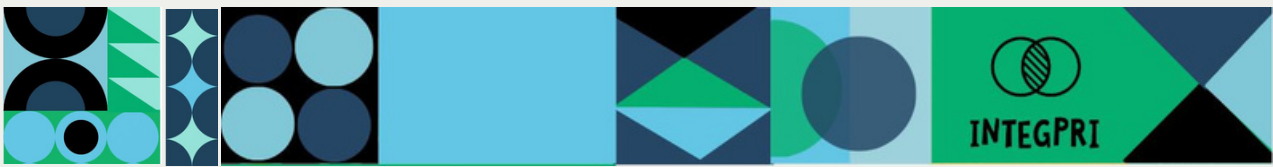
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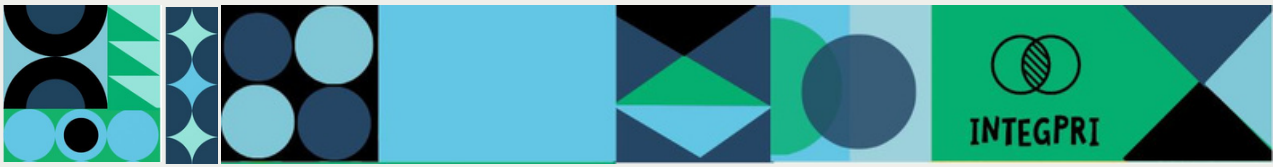
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Credits

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