OUTPUT 2

EMBRACE

GUIDELINES

ON THE

EMBRACE SKILLS

IDENTIFICATION

AND VALIDATION

PROCESS

This document has been produced respecting the gender equality. Where it is not possible to understand, the reference to male and female gender is always implicit.

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INTRODUCTION

1. Introduction and general overview

Following the adoption of the Recommendation of the European Council of 20th December 2012 on the validation of non-formal and informal learning, each Member State was invited to establish, by 2018, modalities of validation of knowledge, abilities and competences acquired outside the formal contexts, aimed at enabling individuals obtain a recognition of these outcomes and a complete or partial qualification. Despite this, each national specificity must be in line with the principles and approaches of the tools, which have already been designed at a European level, regarding transparency (EQF, ECTS, ECVET, Europass, EQAVET). Furthermore, a preparatory analysis carried out at a European level showed that the existing methodology and the tools are not adequate to reply to the needs of skills validation of citizens coming from Third Countries, both due the fact that migrants are holders of cultures, experiences and specific competences not achieved in the European context, but also due to the frequent lack of documental evidences supporting these experiences.

The idea to carry out the second output comes from these elements: a publication which intends to provide operators with some methodological guidelines which support the process of recognition and validation of the competences within the professional profiles in the agri-food sector, with a focus on citizens coming from Third Countries, starting from a survey of the existing models at a national and/or regional level, with the aim to adopt the models implemented on the basis of the different national/regional experiences in the Countries that do not yet have a definite and validated procedure.

The specificity of the reference target (migrant citizens) has required specific care with regards to the cultural, geographical and linguistic dynamics that strongly influence the analysis of the professional experiences and competences of each individual. For this reason, the approach used to implement the product has been highly cooperative and integrative, considering the diversified experiences which are documented by the partners on the topic of skills validation and on the possibility to integrate best practices, methodologies and tools.

Besides, for the same reasons, particular attention has been given to the welcome methodology, the choice of the communicative styles, the modalities of identification of the experiences and competences and the result feedback. This implied an integration of the different characteristics of the tools in use in the European countries with new ones created "ad hoc" for the new target.

Report's organization guidelines

This report starts with a description of the general framework in which the path and the activities carried out are located. These can be included in the line of experiences traced by other initiatives and aimed at promoting converging approaches among EU Countries in the transparency and recognition paths of non-formal and informal competences. This is meant to facilitate learning, employability and professional mobility and, at the same time, to harmonise the methodologies and practices of the project partners, sharing a common approach, which creates a dialogue among the tools in use. Thus, it focuses on the strengths and weaknesses of the experiences addressed to migrants carried out before, following what emerges from the main challenges contained in the existing literature.

The first part of the second chapter takes back the project objectives declared by the EMBRACE project and the outputs carried out, starting from the catalogue of professional profiles and competences required in the EU and in the agri-food sector (Output 1); the methodological guidance to recognise and validate Third Country citizens' competences (Output 2); the certification Toolkit for experts and operators which provides a "step-by-step" guide to support migrants in searching a new or better job, through the identification and validation of their non-formal and informal competences (Output 3), and describes the heterogenous characteristics of the project partnership which represents an added value to the topic dealt.

In the second part, you can find a description of the beneficiaries involved in the project experimentation, along with the methodological approach used. The beneficiaries (of whom 53% achieved a full validation of the professional profile) were 36 Third Country citizens: 12 in Italy, 7 in Spain, 5 in the Netherlands, 5 in France, 4 in Denmark and 3 in Germany, mainly men (70%), with an average age of 30, mostly coming from Western Africa; while the women (30%) came from South America.

Referring to the methodological approach, the IVC process carried out within the EMBRACE project is based on fundamental principles and methodological orientations shared at a European level and, in line with these principles, the project implemented a "Decalogue" of the methodological choices regarding the boundaries within which can be found the indications provided by the present guidelines, which are described in details in this chapter, through ten items, starting from the definition of a learning context, to the attention to non-formal and informal contexts, to the definition of competence, to the construction of a catalogue of professional profiles in the agri-food sector, and on to the phases of an IVC process, the transnational feature of the model and of the IVC Toolkit, till the description of the reliability of the designed device, the sustainability of the model, the role of the individual and the recognition of the migrant.

In the third part, the IVC process is described with all its phase, a detailed description of the flow of activities of identification and validation of the competences, along with the reference standard on which the skills forming the professional profiles of the agri-food sector developed in the project are based.

In the fourth chapter are contained the specific tools envisaged for the process of identification and validation of the competences defined within the EMBRACE project: in this section a detailed description of all the tools based on the 5W rule is included.

At the end, an appendix with a glossary and the communication tools addressed to migrants, social operators and employers of the agri-food sector is provided.

In a perspective of transferability of the outcomes, the guidelines, though only experimented in the agri-food sector, have been constructed in order to have a multisector value and they can, thus, be applied at a general level according to the reference target.

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Embrace project manager

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GUIDELINES ON THE EMBRACE SKILLS' IDENTIFICATION AND VALIDATION PROCESS

1 – GENERAL FRAMEWORK
1.1 The validation of prior learning

The validation of any kind of learning to support a knowledge-based economy has been in the European policy agenda for at least 25 years. The acquisition of a European approach, and consequently a common methodology is deeply rooted in the European Strategy toward "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion" and has been taken up though European communications and recommendations[2] .

In 2012, a Council Recommendation encouraged member States to put in place national arrangements for the validation of non-formal and informal learning in order to increase the visibility and value of competences acquired everywhere: at work, at home, in voluntary activities or in the everyday life. Moreover, it recommends to member state systems to respect principles of accessibility, quality and transparency and points out the need to develop the competences of counsellors and professionals. In the years, member States have reached some important milestones: (i) sharing a common vocabulary on the topic of learning and skills within a framework of policies and strategies for job inclusion; (ii) the transparency, transferability and comparability of the qualifications obtained in the various member states; (iii) the creation of a skills recognition, validation and certification system acquired in formal, non-formal and informal contexts by workers in each member State and/or in mobility activities.
Therefore, we can define the validation of non-formal and informal learning[3] as a process through which a worker (employed or unemployed) can validate learning outcomes acquired outside formal education and training and, therefore, give value and make visible the different learnings experienced during the everyday life, to validate and certificate them in terms of outcomes and then to use them to gain access to employment and/or education opportunities[4] .

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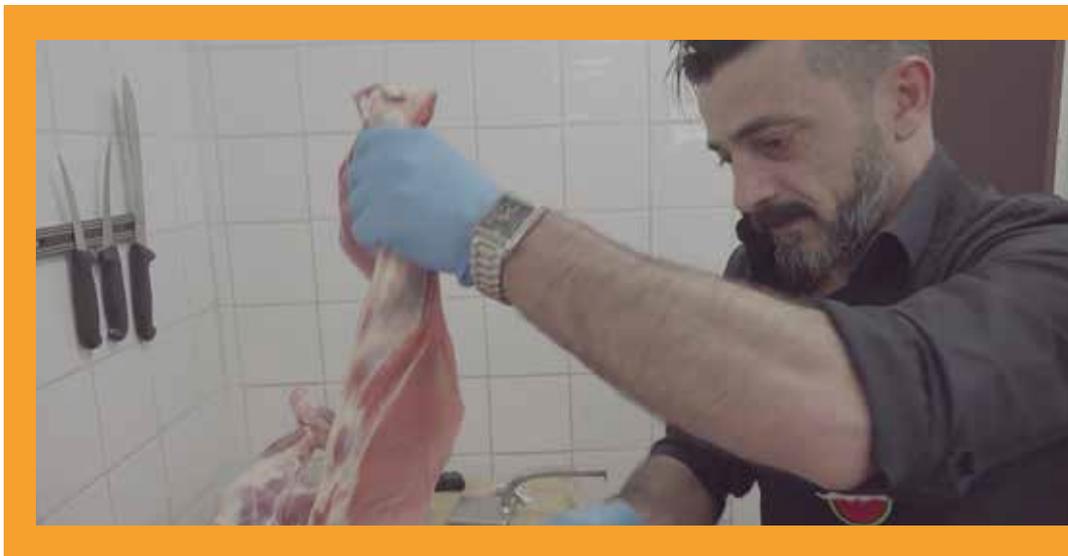
[1] Lisbon Europea Council, Conclusion of the Presidency (March 2000), Teaching and Learning. Towards the learning society (available at: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf); A Memorandum on Lifelong Learning (Commission Staff Working Paper, 2000).
[2] European Commission (2014), Europe 2020, European strategy for smart, sustainable and inclusive growth (http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf)
[3] Cfr. Glossario del CEDEFOP per la definizione di apprendimento formale, non formale e informale.
[4] CEDEFOP (2014), Terminology of educational and training policy, available at: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4064 .

Following the CEDEFOP Glossary, we define: Formal learning as an intentional activity in an organised and structured environment, explicitly designated as learning, which can lead to certification; Non- formal learning as an intentional activity (from the learner's point of view) embedded in other activities non explicitly designated as learning but with an important learning element, although it does not lead to certification; Informal learning as an unintentional activity (also experiential or incidental/random learning) resulting from daily activities related to work, family or leisure[5].

The Guidelines developed by CEDEFOP[6] have outlined a process structured in 4 phases: identification, documentation, assessment and certification. In the identification phase, through a dialogue-based approach, a counsellor supports beneficiaries to identify knowledge, competences, skills and to develop empowerment and awareness on implicit and tacit learning processes (Polanyi M. 1958). In the documentation phase, the counsellor supports beneficiaries to collect evidences and to put them into a "portfolio" or CV[7]. In the assessment phase the learning outcomes must be compared with professional profiles and the beneficiaries are invited to demonstrate their competences and abilities through practical tests. In the certification phase a qualification (totally or partially) of learning outcomes is provided. In case of partial qualifications, a beneficiary is supported (if they want) to enrol for a training course to acquire the lacking competences and obtain a qualification.

Despite the implementation of the process at EU level has not yet been completed yet, the validation of prior learning represents a challenge for the EU Countries, both to develop an inclusive and more cohesive society (trying to keep together economic development and social cohesion) and to develop a better wellbeing among citizens. From a systemic point of view, this means that the implementation of an effective system of validation can allow to improve the demand/offer match and to promote a long-term work inclusion based on the individual's real capacities and capabilities. This facilitates a higher level of transparency of qualifications (thanks to the comparability of professional qualification systems) and promote the transferability of competences among sectors and companies also at EU level.

From an organisational point of view, companies can receive benefits from the comparability and transparency of qualifications regarding their human resources as these procedures can help them implement a better allocation of competences in the whole working process. It can allow a timing identification of innovation challenges and training needs. Therefore, it can support the effective, targeted and personalised development of training courses and career plans. The validation process also helps to activate an organisational analysis based on working practices. Finally, it increases the sense of belonging in the workplace.

From an individual point of view, according to literature, this represents an opportunity for citizens to give value to previous experiences improving individual capabilities and empowerment. This is even more important for jobseekers or people risking unemployment, in conditions of vulnerability or career transition as it supports individual awareness processes, facilitates the exploitation of previous experiences, makes skills more visible and improves employability. Moreover, for workers (employed or jobseekers) the validation of previous experiences everywhere acquired can increase the mobility opportunities (among professional profiles and among firms/local labour markets), support lifelong learning, facilitate the acquisition of a professional qualification (total or partial) and allow to participate in training courses following a more flexible pathway. As mentioned in the Output 1 of the Embrace project (Catalogue of professional needs) starting from common guidelines, EUcountries have developed a specific validation system according with national features.

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[5] CEDEFOP (2014), Terminology of European education and training policy: a selection of 130 terms - 2nd ed., Luxembourg: Publications Office.
[6] CEDEFOP (2015), European Guidelines for validating of non-formal and informal learning available at: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4054
[7] In alcuni paesi la fase di identificazione e documentazione è unica.

1.2 Main challenges in validation of prior learning for migrants

Recent migration flows have replaced at the centre of the EU debate the topic of migrants' job inclusion and the need for integration in EU member states.

As literature has shown, the EU approach to migration has traditionally been focused on the labour dimension and on the idea of complementarity of migrant labour force in comparison with autochthonous (Zanfrini, 2015). Some features characterize the EU approach regarding migrants' inclusion can be (see Output 1 "Catalogue of Professional Needs") herewith tracked down:

> The tendency to adapt migrants' skills to labour market shortages (i.e. the increased demand of workers in healthcare sector). The demand for migrant labour tends to reflect the characteristics of the local productive structure
>
> The segregation of migrants, both horizontal and vertical, in specific sectors (manufacturing and construction, hotels and restaurants, healthcare and social services, domestic services, children or elderly care, agriculture and food processing)
>
> The concentration of migrants in low-skilled and low-status jobs and consequently the over qualification phenomenon of foreign workers
>
> The consequently under-utilization of migrant skills and competences (also due to the difficulty in recognizing foreign qualifications)
>
> The over-exposition (due to the above-mentioned features) of migrant workers to negative occurrences caused by the crisis such as unemployment (both temporary and long terms), worsening of job conditions, risk of social exclusion and risk of exploitation (illegal recruitments or criminality).

The economic crisis of European productive systems and in parallel the greater relevance of international migrations towards EU countries has put the focus on the need to re-thinking the European Strategy and on the type of growth to encourage and consequently also on the role of migration for a Smart and Inclusive Growth (ibid.).

The relevance of migration flows has deeply changed the characteristics and the composition of migrant population and migrant needs and the conditions faced by public and private labour services have changed. Especially regarding refugees and asylum seekers, an awareness in increasing regarding the need to reduce the inactivity and unemployment period and its negative impact on individual wellbeing and on social cohesion in local systems. The current debate among social partners and government is focused on how to integrate them into the EU's workforce through the introduction of active labour market policies that previously identify skills in order to support migrants to find a good solution (fast-track access for those with required skills; a training period in parallel with access to labour market for those who have to improve some specific competences; structured training courses for those who are low-skilled).

Within the debate, therefore, specific attention assumes the validation of competences everywhere acquired. As the CEDEFOP points out: «*with the current migrant crisis in Europe, policy measures to understand the skills, qualifications and professional experiences of Third Country nationals can support their integration into society and the labour market. The role of skills audits and early skills profiling for Third Country nationals, as emphasized in the skills agenda is particularly important*»[8].

Although some researchers have stressed controversial aspects regarding unexpected effects of validation procedures (Zanfrini, 2015; Lodigiani e Sarli, 2017), the validation of prior learning, at certain conditions (contextual, organizational and systemic), remains an opportunity for migrant labour market inclusion[9] and represents also a possible strategy to face the need of refugees' integration. The validation of prior learning, but also the recognition of qualification acquired in the origin country[10], is one of the main challenges to whom, at different levels (institutions, employers, private and non-profit organisations), EU countries have to respond (see Embrace Output 1 "Catalogue of Professional Needs").

It should be noted that this is not a theoretical challenge but an opportunity to give adequately value to competences that belongs to people, companies, organisations and local communities and moreover the validation of prior learning appears as a right to certificate and use professional competences regardless of modalities, time and contexts in which they have been acquired.

[8] http://www.cedefop.europa.eu/en/events-and-projects/events/how-make-learning-visible
[9] European Commission (2014), Europe 2020, European strategy for smart, sustainable and inclusive growth (http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf)
[10] See: http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory

Starting from the literature reviews (See Output 1 "Catalogue of Professional Needs") and from the results of previous experiences, we can summarise the strengths and weaknesses of the validation of prior experiences addressed to migrants.

According to what we mentioned in our previous paragraphs, for migrants the validation of prior learning allows to:

Improve their employability and empowerment

Give value and transparency to the competences acquired in the origin country or during their migration path

Overcome (partially) the lack of any documental evidence of their previous studies or professional experience

Support lifelong learning

Support mobility (even among EU countries)

Enrol for professional courses in order to acquire a partial or total qualification through a greater flexibility of pathway

Compare learning outcomes with a standard.

On the contrary, some weaknesses do not let the system fit for the purpose:

Linguistic barriers and cultural diversities in understanding labour market functioning or the system of professional description in use

Lack of information about the procedures

Standardised and bureaucratic procedures

High-cost and time-consuming procedure

Linguistic barriers in understanding validation processes and tools

Lack of migrant friendly tools.

Following the evidences recommended by the research carried out during the first part of the Embrace project but also the results of other national and transnational projects, the partnership has shared a common methodology and suggests some aspects that have to be taken into account to reduce the weaknesses and maximise the strengths. You can find this in the paragraph dedicated to the Embrace methodological approach.

2 – THE PILOTING FRAMEWORK
2.1 The Embrace project

The project Embrace aims at structuring a transnational methodology able to identify, document and validate non-formal and informal skills and competences everywhere acquired by immigrants (in their origin country or in another EU States), in order to improve their opportunities and access into the European labour market, especially in the agri-food sector (breeding, cultivation, processing).

The project target group is thus made by migrants coming from non-EU Countries recently arrived in our Continent, currently unemployed, with or without a formal education certification, with or without a former job in their country of origin, or in another EU country.

The project faces the challenges of migrants' labour inclusion mentioned in the previous paragraph through the design and testing of a specific procedure based on migrant-friendly tools and intercultural approaches which take into account history, cultures, skills and experiences gained in everywhere contexts.

Activities are mainly focused on agri-food sector because: (i) it's a strategic and growing sector in many UE countries both regarding traditional products and specific niches; (ii) employs many migrants in the origin country; (iii) expresses a high labour demand for migrants; (iv) despite different productive technologies, it is quite similar in different countries (origin country and arrival country).

To achieve the project objectives, Embrace defines three main outputs:

1) a catalogue of professional profiles and competences needed in the EU and in the agri-food sector;

2) A toolkit for counsellors and certification operators in order to provide them with a "step by step" guide to support migrants in their search for a new or better job, through the identification and validation of their non-formal and informal competences and skills;

3) methodological guidelines to recognize and validate competences of citizens coming from Third Countries.
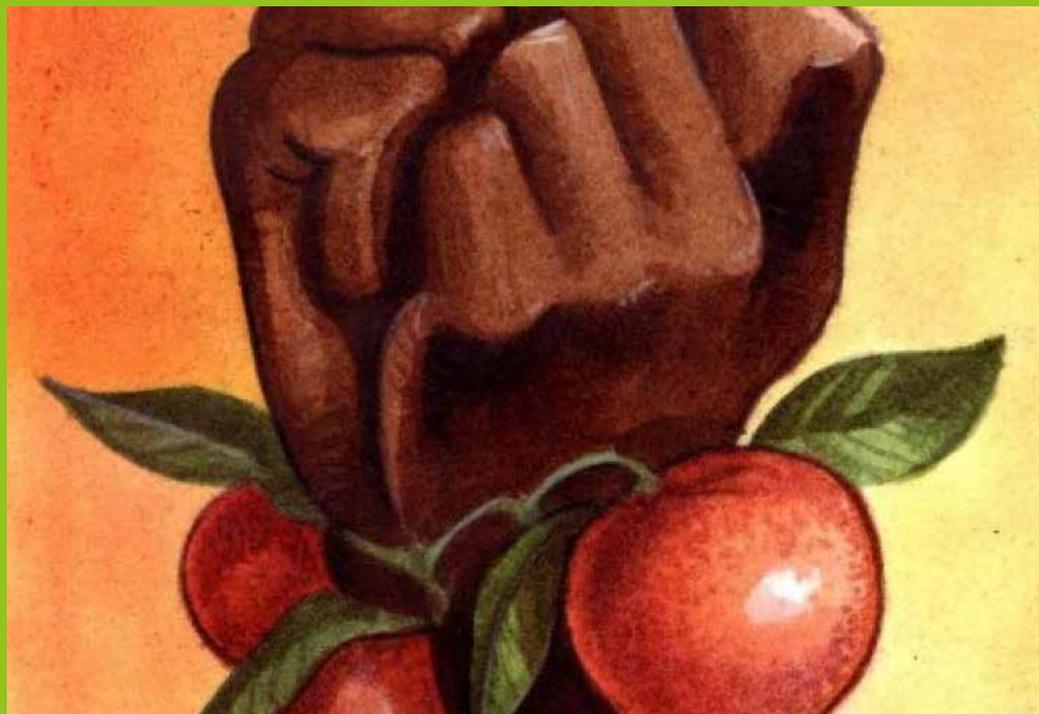
The partnership consists of 8 partners coming from 6 EU states. In particular:

EnAIP Piemonte, the lead partner (Italy) is a non-profit VET organization, which operates at a national and international level, with initiatives addressed to youngsters and adults, workers and companies, job seekers, migrants and people risking social exclusion and has been legally recognised since 1961. ENAIP's mission is enhancing human resources through the promotion of activities and services in close collaboration with Local Authorities, private and non-profit organisations and other key stakeholder.

Acli e. V. (Germany) ACLI Selbsthilfewerk für interkulturelle Arbeit e V. is a non-profit organization aimed at promoting education, intercultural dialogue, labour policy implementation and social integration addressed to youngsters and adults, both employed and job seekers, migrants and natives.

CONSORZIO PER LA FORMAZIONE, L'INNOVAZIONE E LA QUALITÀ (Italy) is a VET organization based in Pinerolo with a strong attention to the local context and the entrepreneurial system. It is involved in vocational training and active labour policies addressed to youngsters and adults, including migrants.

Coöp. vereniging Pressure Line U.A. (Netherlands) is a communication agency and develops its core business in national and international projects. It is involved in communication strategies development, in research project, in marketing and web design, in multimedia and educational projects.

Maison Familiale Rurale MFR (France) is a training centre which aim is to promote alternance training; young education in the field of agri-food; adult education and job inclusion activities.

OXALIS (France) is a cooperative which provides consulting and training in the field of active labour policies, VET, local development, urban planning, antidiscrimination and poverty. It is involved in SME organizational development management and in the implementation of sustainable project activities.

TRADIGENIA (Spain) is an organization which provides training and consulting addressed to companies and organizations with a specific attention to the agri-food sector. It also has a strong experience in UE projects.

Videnscenter for Integration (Denmark) is an organization with the aim of collecting, adapting, developing and sharing good practices in the field of migrant integration. It is involved in supporting enterprise creation, promoting the diversity management, designing ICT methodologies and tools in order to promote intercultural exchanges, active citizenship and language learning.

The heterogeneous partnership brings to the project some added values strictly connected with the topic:

The previous experience in non-formal and informal learning validation with migrants connected with a strong attention paid to agri-food sector

The presence of organizations based in "arrival" countries (Spain and Italy) and others in destination countries (France, Denmark, Netherlands and Germany)

The richness of different points of view and ways of dealing with problems

The complementarity of differentiated specific skills which cover different tasks designed by the project.

The project started in September 2016 and will go on till August 2019.

2.2 Beneficiaries involved in the Embrace piloting

The piloting carried out within the Embrace project has involved a total of 36 Third Country citizens: 4 in Denmark, 5 in France, 3 in Germany, 12 in Italy, 5 in the Netherlands and 7 in Spain.
Beneficiaries who have used the service are mainly men (70%) with an average age of 30 years, coming from West Africa (15), the Middle East (5), South America (4) and Eastern Europe (1). Women (30%) come from South America (4), East Asia (2), Central Africa (2), the Middle East (1), West Africa (1) and East Africa (1).
The following graph shows in details the nationalities represented.
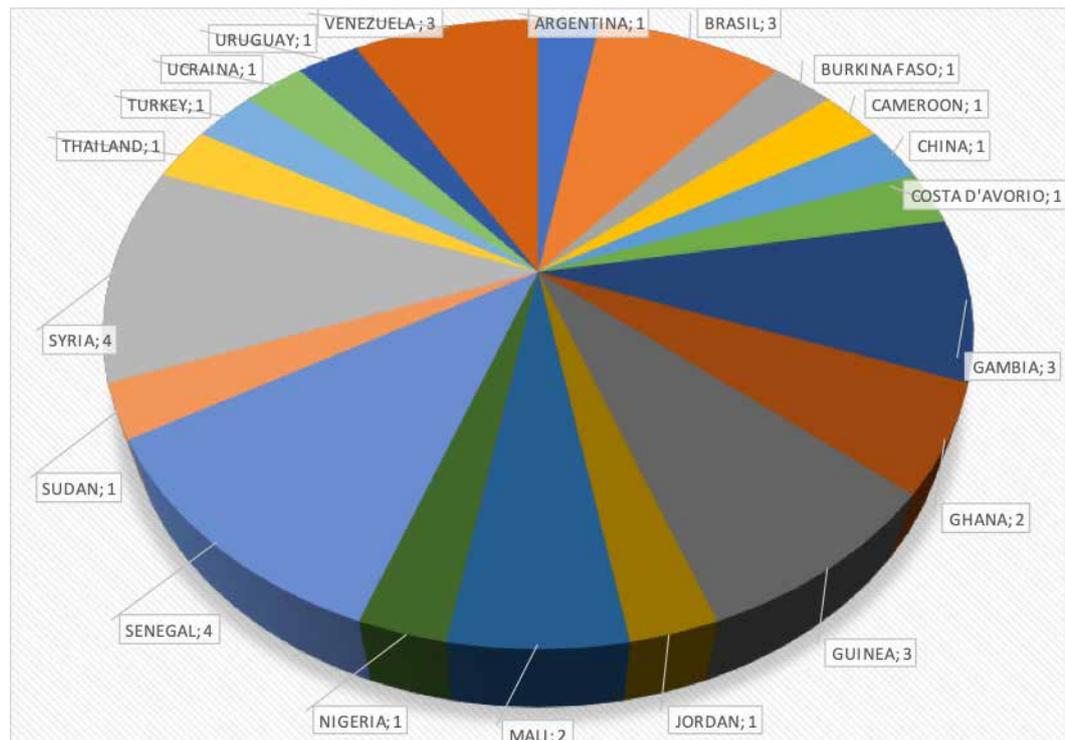
Regarding professional profiles, the main ones for which the validation was requested are the following:

COOK (9 beneficiaries)
AGRICULTURAL WORKER (7 beneficiaries)
FOOD HANDLER (6 beneficiaries)
VEGETABLES PRODUCER (5 beneficiaries).

Among others, 2 beneficiaries applied for validation as:

BAKER
3 PASTRY COOKING
1 DAIRY OPERATOR/DAIRY PRODUCER
1 DEBONING OPERATOR.

	F	M	Total
AGRICULTURAL WORKER	1	6	7
AGRICULTURAL WORKER/VEGETABLES PRODUCER	1	4	5
BAKER		2	2
COOK	4	5	9
DAIRY OPERATOR / DAIRY PRODUCER		1	1
DEBONING OPERATOR		1	1
FOOD HANDLER	4	2	6
PASTRY COOK	1	2	3
Not relevant		2	2

Among the participants, 53% attained a full professional profile validation (19); 30% a partial validation (11) and 17% dropped out without attending any kind of validation. This is due especially to a lack of linguistic competences or a difficulty to identify a professional profile in line with the agri-food Catalogue.
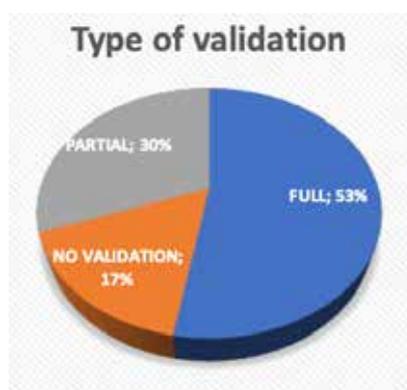
Below, the type of validation in relation to the specific professional profile involved.

	full	partial	no validation	Tot.
AGRICULTURAL WORKER	2	2	3	7
AGRICULTURAL WORKER/ VEGETABLES PRODUCER	4	1		5
BAKER	1	1		2
COOK	3	5	1	9
DAIRY OPERATOR/DAIRY PRODUCER	1			1
DEBONING OPERATOR	1			1
FOOD HANDLER	5	1		6
PASTRY COOK	2	1		3
NOT RELEVANT			2	2
Tot.	19	11	6	36

2.3 The Embrace methodological approach

Designing and implementing a procedure to identify and validate competences (IVC) requires on one hand a focus on the specific phases and activities of the process and on the other the implementation of specific methodological choices.

First of all, the IVC process carried out within the Embrace project is based on some fundamental principles and methodological orientations shared at a European level (see European Commission, Common European Principles for the identification and validation of non-formal and informal learning, 2004; CEDEFOP, European Guidelines for the Validation of non-formal and informal learning, Luxembourg - Office for Official Publications of the European Communities, 2009).

In line with these principles, the Embrace project has elaborated a "decalogue" of methodological choices concerning the boundaries within which the indications provided by these Guidelines can be found.

These methodological choices refer to the following items:
1) the definition of a learning context
2) the focus on the non-formal and informal contexts
3) the definition of competence
4) the construction of a catalogue of professional profiles in the agri-food sector
5) the phases of the IVC process
6) the transnationality of the model and of the IVC toolkit
7) the reliability of the device designed
8) the sustainability of the model
9) the role of the individual
10) the recognition of the migrant.

The first methodological choice concerns the learning contexts; the Embrace project assumes the definition formalised in the CEDEFOP glossary:
- formal learning is achieved in an organised and structured context (for example, in an education or training institute), specifically designed (in terms of learning objectives, length and resources). Formal learning is intentional from the individual's point of view. It normally leads to a validation and a certification;
- non-formal learning is achieved in the framework of planned activities, not specifically considered as learning (in terms of objectives, times or support to learning). It is intentional on the individual's point of view;
- informal learning is the result of the activities carried out in the daily life linked to the professional, family or leisure sphere. It is not structured in terms of learning objectives, times and resources. In most cases, informal learning is not intentional on the individual's point of view.

The second methodological choice concerns the learning contexts which these Guidelines are in priority referred to: the Embrace project has decided to take as reference the learning achieved in non-formal and informal contexts. This choice is motivated by the recognition that the individuals' competences have the same value regardless of the contexts and modes in which they have been achieved, but, even though learning carried out in informal and non-formal contexts plays an important role in the development of professional skills, it seldom receives the same level of acceptance of learning achieved in formal contexts. In several countries, the competences achieved in informal or non-formal contexts, which are not "proved" by certificates, are not considered as acquired competences because they do not have the same setting of the formal learning. Thus, the recognition of the competences resulting from learning in informal or non-formal contexts is a very important question, since this recognition is particularly relevant for those who are not qualified or have low qualifications.

Furthermore, being the initiative addressed to Third-Country citizens, not only the learning and experiences acquired in the country where the IVC is carried out are taken into consideration, but also those acquired in the origin country and in other European or non-EU countries.

The third methodological choice concerns the question: what does competence mean? The conceptual reference is the definition provided by CEDEFOP, according to which the competence is the ability to apply, in an appropriate way, in a determined context (education, work, personal or professional development) the outcomes of the learning process, that is the proven ability to use knowledge, personal, social and/or methodological abilities and capacities in professional or learning situations and in the professional and personal development. It should be noted that the competence is not limited to the cognitive elements (which imply the use of tacit theories, concepts or knowledge), but also includes functional aspects (technical competences), interpersonal qualities (for example, social and organisational skills) and ethical values.

It is specified that in the framework of the Embrace project, the decision has been taken to refer to "experience competences" as the focus of the validation practice: that is those skills that represent the tangible and certifiable outcome of a non-formal and informal learning process.

The forth methodological choice concerns the definition of the specific competences useful to operate in the agri-food sector, on which the Embrace project focuses.

A precondition for the implementation of the piloting was the definition of a Catalogue of the Needs, Profiles and Professional skills in the agri-food sector. This Catalogue is the output of the research implemented and finalized to analyse the existing job-profiles in the national and regional repertories of the partner Countries and, through a comparison with companies and social partners, to identify the main profiles required and not satisfied by the labour market in the food and agribusiness sector. The Catalogue consists of a collection of profiles and professional skills in the agri-food sector identified in the local contexts involved and described in terms of competences, skills and attitudes. The Catalogue represents the standard to be used in order to validate migrants' competences.

The fifth methodological choice concerns the phases of the process that we intent to propose. Broadly speaking, the European system refers to a process which leads to a certification of competences by phases: identification of the learning outcomes and of the skills achieved, analysis through evidences, validation of the possessed competences and certification with reference to a professional standard. Validation, following the European indications, can be preliminary to a real certification, but can also be handled separately.

The process of recognition carried out with the Embrace project is declared in the first two phases and the certification phase is not dealt with. The reason for this choice is linked to the fact that certification must be carried out following certification standards. This mainly consists of training standards if the individual's need is to obtain a certification aimed at recognising training credits; these consist of professional standards if the individual's objective is to obtain a certification aimed at being recognised in the labour market in view of a professional reinsertion or of career development paths.

In each Country involved in the partnership there are training and professional standards and instructions regarding the skill validation modalities linked to the national qualification framework. The Embrace project, for its experimental nature, has decided to transfer to each national procedure the conclusive certification phase. Specific care has been given to the construction of the skill identification and validation tools, in line with the tools and procedures in use in each partner country, in order to facilitate the "dialogue" between the Embrace procedure and the official procedures and enable a possible certification act, following the identification and validation phases implemented by Embrace in the final certification phase.

Likewise, for this reason **the sixth methodological choice** has oriented the commitment to elaborate, within the Embrace project, a model of intervention and a linked toolkit, in line with what is spread and in use in each Country of the partnership.

Anyway, further steps have been taken. Despite the diversification of the experiences, both in the public, private and social private environment, and the consequent development of rules and procedures, not always univocal and shared, as a European added value, the choice has been made to elaborate a model of intervention and connected tools as a transitional synthesis to enhance the different experiences and approaches.

Let's not forget that in some realities the systems and models of identification and validation are defined and guaranteed by a normative "umbrella" aimed at regulating the procedures and make the processes and models used transparent; on the contrary, in other national contexts the procedures, the systems and the models of identification and validation have followed a spontaneous dynamic which is not structured (if not at a regional level or in specific and delimited national systems) with very different aims, approaches and methodologies.

The seventh methodological choice concerns what we can define as "reliability" of the identification and validation device: the process, the procedures and criteria used to identify and validate the learning outcomes and the related competences must be equal, transparent and guaranteed by a shared system of professional standards.

As for the professional standards, the Embrace project specifically refers to the professional profiles and trades of the agri-food sector, which have been described and collected in a Catalogue, useful as a reference point in the evaluation of the competences and implemented in the framework of the project. Regarding the need of a professional standard, it should be remembered that one of the peculiarities of the competence is represented by its subjectivity, that is by the fact that the individual acts in a competent way by using the possessed resources in an integrated and interactive way. This statement, which might seem incompatible with the possibility to be able to document a way of being of the individual in a transparent and equal way, requires the existence of a standard definition of the competence.

The eight methodological choice has led to the commitment to implement a model of intervention economically sustainable.
This is a critical but very important topic when you design a device of identification and validation of the competences. In fact, the activities of identification and validation have a cost which may vary according to whom and how the validation is carried out, but which must be kept into consideration in the definition of the device.

The Europe 2020 strategy has the aim to reach an intelligent, sustainable and inclusive growth, and to reach this objective, the validation of the learning outcomes achieved also in non-formal and informal contexts offer a significant contribution, as it is reconfirmed by the recent Recommendation Proposal of the Council. In line with the objectives established by the Europe 2020 Strategy, EU Countries must adopt a series of devices in order to guarantee to citizens all the conditions to spend the competences acquired.

Offering the opportunity to all citizens to spend their set of learning outcomes, experiences and competences is an objective which can be reached only by offering more and more chances.
The IVC procedures must not be too "expensive", otherwise it will be difficult to find the needed resources to offer a public service or to detect citizens wishing to pay for a private service. For this reason, within the Embrace project, a model of intervention has been developed that, on one hand reduces the number of professional profiles involved, but increases the specific competences that these profiles must possess (for more details see chapter 3), and on the other hand gives empowerment to the individual interested in having their experience-based competences recognised, actively contributing to the process outside any assistance logic.

We then get to **the ninth methodological choice,** regarding the characteristics and the central role attributed to the individual within the IVC process.
As for the characteristics, the access to the skill identification and validation process is carried out based on the self-declaration to have acquired learning experiences in any type of context (formal, non-formal, informal); in which evidence of the following characteristics must be deduced:
- having taken part in training and learning activities carried out in organisations with educational and training scopes, also in the voluntary sector, social private and in companies, appropriate in the contents and awarded by adequate certifications and/or self-declared in the cases when, for objective motivations, it is not possible to produce these certifications;
- having achieved congruent-length work experience, including on an occasional basis, in the origin Country, in other Countries or in the host Country;
- possessing experience achieved in carrying out activities of their daily life in professional, family and leisure contexts, appropriate in the contents and length, also accomplished in an occasional way.

Regarding the role, the individual is central in the IVC path implemented by the Embrace process, as it is based on the individual intentionality to have their experiences and competences enhanced and start a pathway aimed at improvement, redemption and emancipation. The effectiveness of the whole process leading to skill validation depends, not only on the professionalism of the operators who manage it, but also on the level of motivation of the individual who demand to access the skill identification and validation path.

The activity of recognition of the achieved learning outcomes and experiences can be difficult and may require full participation of the individual, wishing to carry it out. Without intentionality and motivation, the individual risks to start a path not leading to a goal.

Secondly, but not less important, individuals are central because the whole IVC path is built around their history. In fact, the process is built on an approach based on storytelling of the individual's life and experiences (personal, school, professional, social, etc.)

The biographical recognition envisaged by the IVC path implies an interior work, through narration and reflexion, which leads to the acquisition of a higher level of self-awareness and of their values: this consists of a self-esteem effect and a very important self-effectiveness for foreign individuals, who very often, following migration, risk to see their identity as "who I was", rather than "who I am now", with the risk to feel a "nobody".

A higher level of awareness of their resources is functional for a renewed self-planning and plays an important role for the empowerment and improvement of the quality of the personal, social and professional life. A basic assumption is that through a step back in their past, they can get into the future: the narration of learning and experiences gives a specific meaning and continuity to the past, present and future. This does not simply consist of a collection of data and information, but of a real attribution of meaning which can lead the individual to perfectly fit in their potential.

The methodological choice of the central role of the individual leads to **the tenth methodological choice** referring to the recognition of the plural reality of which foreign people are holders.

It is often given for granted that migrants are different from Europeans but similar among one another. It isn't so:

- national origins are different
- migration times and rhythms have been different
- motivations and personal objectives have been different
- historical, demographic and social preconditions in the origin country have been different
- origin cultures are different.

The design and experimentation of the IVC process within the Embrace project have been oriented to the awareness that individuals coming from Third Countries represent a plural universe of people, families and communities, that cannot be treated as an homogenous totality: they come from several different countries, they follow different religions, they are in Europe for professional reasons, for family reunification, for birth, for transit, for study, for health problems, to flee from a war, they are mainly youngsters or elderly, women and men, who come alone or in family groups.

Each migrant is first an individual with a personal background. We often make the mistake to consider only the ethnicity of an individual, but there are other elements which are essential to understand the identity; for instance, the age, gender, social position, people they have met and events they have gone through. Leaving these factors behind leads to stereotypes based on the origin of the individual.

From this point of view, the operators' intercultural competence becomes a fundamental skill within the experimentation carried out by the Embrace project, giving the word "intercultural" a meaning linked to the prefix inter: interaction, openness, objective solidarity.

A second consequence is the consideration of each individual's story, often anguishing, which also implies a respect of the privacy and confidentiality; not only as a right to anonymousness, guaranteed to all participants in the experimentation who have requested it, but also as a sensitiveness of the operators in collecting the stories and experiences, which often concern violence and abuse.

Lastly, the third consequence is that within the Embrace experimentation the choice has been made to give equal dignity to the narrated experiences, compared with the experiences supported by proved documental evidences, and to give more importance to the output (photos) and action (videos) evidences and to simple narration and self-report. Often, foreign people are not aware that these documents might represent a support to enhance their competences and leave them in their origin country; and very often their migration is a real get-away, which does not facilitate a thoughtful collection of the documentation. The respect for the plurality of the life stories also goes through trusting in the individual and his/her story.

3 - THE EMBRACE IVC PROCESS

## 3.1 A general overview on the Embrace IVC process

The purpose of these Guidelines is not to describe a skill learning process, whereas a process of recognition and enhancement of the skills that the foreigner has matured throughout his/ her lifetime: skills acquired by the individual through various types of experiences conducted (professional, educational/formative, personal), at different moments of his/her life and in different contexts (formal, non-formal, informal).

This recognition, consisting of competences identification and validation actions, is carried out through a defined and structured process.

The general purpose of this process is therefore to enhance life, study/training and work experiences in order to increase professional opportunities.

The process aims at identifying and validating the skills acquired by Third-Country citizens (employed, unemployed, first time job seeker, inactive) interested in enhancing their skills for various purposes (make an inventory of the skills possessed, strengthen and develop them, also through training activities; correctly describe all possessed competences in an effective and communicable way in order to spend them in the labour market; get a certification that gives value to one's skills, etc.).

The standard of reference of the process is based on the competences composing the professional profiles of the agri-food sector developed in the framework of the Embrace project.

The activity flow of competences identification and validation (IVC), implemented in the framework of the Embrace project, complying with European directions and the experiences conducted within the partner Countries, is structured as follows:
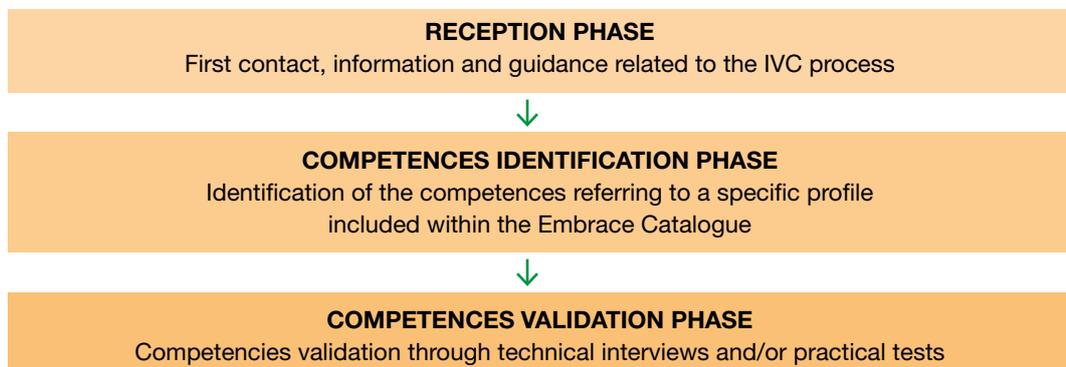
| **RECEPTION PHASE** |
| First contact, information and guidance related to the IVC process |

↓

| **COMPETENCES IDENTIFICATION PHASE** |
| Identification of the competences referring to a specific profile included within the Embrace Catalogue |

↓

| **COMPETENCES VALIDATION PHASE** |
| Competencies validation through technical interviews and/or practical tests |

The three phases allow different approaches according to the quality and quantity of learning/skills acquired and a person can give up at different stages of the project or complete it.

The reception phase is the starting point of the process aiming at verifying motivation and adequacy of the individuals interested in taking part in the IVC path and therefore enhance their competencies referring to agri-food professional profiles as foreseen by the Embrace project and to provide evidences and information required in order to make the person as aware as possible of stages, purposes and timing of the process.

This phase is based on an interview through which the IVC operator collects all useful information allowing him/her to plan a competences identification and validation process in line with the real need of the interested person.

If the person can show adequate characteristics and experiences and expresses the willingness to have these experiences enhanced and officially recognized, a service agreement document is signed between the parties with a privacy statement ("Information on the processing of personal data": granting the protection of all information released/given by the person during this process).

The competences identification phase is finalized to recreate the experiences carried out by the individual, collect all supporting documents and transpose them into competences: identify and formally define the competences that will be validated. The identification is based on formal competences descriptors collected in the Catalogue of Professional Needs developed in the framework of the Embrace project.

In this phase, the person is asked to fill a dossier reporting all personal information, training and educational history as well as all working and personal experiences conducted. The person is also asked to collect the evidences supporting the declared learning outcomes and competences.

The IVC operator analyses all evidences according to three main criteria: validity, coherence and completeness. This evaluation, if positive, allows to continue the process and gives access to the third phase.

The competences validation phase is finalized to verify and formalize the possession of the declared learning outcomes and competences acquired in formal, non-formal and informal learning contexts.

This control is done through a structured competences assessment. The evaluation procedure to adopt (technical interview and/or practical test) is decided according to the supporting evidences provided.

At the end of this phase and within the IVC process, the assessed learning outcomes and competences are reported onto a formal document (professional profile certification or competences declaration).

According to European recommendations, the validation can be followed by a formal certification, but it can also stand on its own.

It should be noted that the Embrace project, due to its experimental nature, has decided to transfer the certification phase to each national procedure.

Particular care has been given to the creation of the skill identification and validation tools, in line with the devices and procedures in use in each Country of the partnership, in order to facilitate the "dialogue" between the Embrace procedure and the official ones and enable a possible certification act, following the identification and validation phases implemented within the Embrace project.

Detailed descriptions of the phases will also report timing (allowing also to provide a first idea of costs). The length of each phase is an estimate.

The IVC process foresees the use of identification, validation and certification tools expressly designed within the Embrace project:
- Pre-screening interview
- Service agreement
- Information on the processing of personal data
- Personal dossier
- Skills' evidences evaluation report
- Skills' validation grid
- Skills' validation report
- Professional profile validation certificate / Skills' validation certificate.

3.2 Reception phase

AIM

The IVC process starts with the reception phase and has the following aims:
- establish a relationship of trust and cooperation among the IVC operator and the foreign person interested in enhancing his/her competencies
- provide the individual with all necessary information (modality, timing and engagement required) to grant an adequate and motivated adhesion to the IVC process and explain the meaning and the development of the IVC procedure
- verify the requirements by collecting personal information and selecting the reference professional profile.

OPERATIONAL PROCEDURES

The recognition and enhancement of competences process set within the Embrace project starts with a reception phase focused on an interview between the individual and the IVC operator.
From a methodological point of view, this phase is divided in three moments not strictly separated nor in sequence:
- a first step in which the IVC operator creates the basis for a positive relationship with the person essential for an effective outcome of the overall process
- a second step in which the IVC operator provides the individual with all useful information about the process
- a third part in which the IVC operator collects all useful information about the individual's professional, educational/training and personal background.
It is essential to underline that the overall efficacy of the process leading to the validation of competences is strictly linked to:
- the degree of awareness and motivation of the individual requesting ta participate in the IVC path,
- the operator's professionalism.

The reception interview is, in most cases, the first face-to-face contact between the IVC operator and the individual, representing a crucial step since it sets the basis for a good relationship, promoting also the willingness of the person to get involved and actively cooperate during the IVC process. The IVC operator must literally receive the person and make him/her feel at ease, creating a relaxed atmosphere in order to help him/her to fully open and express himself/herself.

Only the individuals who express full motivation and awareness about the goals to achieve should be involved in the IVC process
This is the reason why all elements related to the IVC process must be clarified to the individuals showing them all possible developments with regards to validation (full professional profile validation, partial validation, no validation) and then establish with them the most appropriate path to follow.
From an operational point of view, the IVC operator must first provide information about himself/herself: name and surname, describe his/her role within the IVC process and with regards to the relationship between them.
Second, the IVC operator presents the whole process, modes and timing, tools and activities: it is essential to be clear about the opportunities but also about the difficulties that might be encountered.
The IVC operator must then give the opportunity to the person to ask questions and clarify doubts that might arise during the interview.
Finally, it is fundamental to reach an agreement: the IVC operator engages to provide efficient services and the individual engages to continuously take part in the IVC process and to respect deadlines. The Service agreement is therefore the document formalizing this mutual engagement.
The person is also asked to sing the "Information on the processing of personal data" document.

As already acknowledged, the aim of the reception phase is also to collect all information related to the experiences conducted by the candidate's (working, educational/training, personal experiences), evaluate the requirements, propose and define a tailor-made path and its intermediate steps.

During this phase, the individuals describe their experiences, focusing on education/training and professional biography, the reasons for their migration, their family condition, their personal interests and leisure. Through the narration, the relevant experiences and the situations in which the competences have been achieved are reconstructed.

The IVC operator is asked to assume the role of facilitator gathering the most relevant information from the individual during the interview.

The aim is to foster a participatory activation and empowerment process of the individual by asking for detailed descriptions of the sector and of the activities conducted, including all mainstream of his/her experience. The IVC operator supports the person and leads him/her to accurately explain experiences, roles, working processes, tasks, results attained autonomously or through a team work, paying attention to any possible lacks or contradictions.

The information collected through the narration must be accurately analyzed in order to identify the acquired skills. The IVC operator, thanks to the information provided, "translates" – where possible – learning outcomes and experiences in the competences described in the catalogue of the agri-food professional profiles.

DURATION

This phase should be completed with a meeting of maximum 3 hours. The IVC operator can decide, according to his/her sensitivity, to envisage two different meetings, in case the individual should become stressed (due to the fact that he/she must use a foreign language that he/she does not master or, for instance, has to talks about painful events, etc.)

TOOLS

Pre-screening interview
Service agreement
Information on the processing of personal data

3.3. Identification phase

AIM

The identification phase aims to:
- collect all relevant experiences matured by the individual and then "translate" them in competences to evaluate and prove through evidences;
- accompany him/her in the acquisition of a greater awareness of his/her own competences and of their potential.

OPERATIONAL PROCEDURES

From a methodological point of view, the identification phase is divided in three consecutive steps:
- in the first one the IVC operator presents the personal dossier to the individual;
- in the second step the person autonomously proceeds in the completion of the document by listing his/her experiences and collecting the supporting evidences;
- in the third step the IVC operator evaluates the evidences provided with the individual.

The identification phase starts with a meeting during which the IVC operator introduces the personal dossier to the individual and gives him/her all necessary information for the completion and about the kind of evidences to provide.

It is extremely important to clarify to the individual the meaning and the importance of the evidences for the IVC process and to explain how accurately this collection must be done. Evidences can be classified as follows:

1) Documentary evidences: formal documents that constitute evidence of learning acquired in formal, non-formal and informal learning contexts.
   Examples of this category could be:
   - official certificates, titles, licences referring to education/training experiences carried out by the individual
   - employers' declarations, clients' declarations, payslips, working contracts, cooperation agreements, internship contracts, voluntary associations declarations, reference letters, self-declaration and reports.
   To testify his/her competencies the individual can provide different evidences, among which, if possible, an employer's declaration proving the fact that the person has carried out a specific task implying the possession of a particular competence for a certain number of years.
2) Output evidences: semi-finished or finished products, tangible or intangible, made by the person, or photographs of them, requiring the exercise of the competence to be validated and that can testify the possession of specific technical-professional skills. Output evidences turns out to be more reliable when they are easy to attribute to the person providing them.
3) Performance evidences: consisting of practical tests from which it is possible to see that the person shows a specific behaviour, testifying the possession of certain skills. They are therefore strictly related to the performance.
   Examples of this category could be:
   - testimonials of people who directly took advantage of a specific activity carried out by the person (users/clients) or that have seen him/her perform specific competences,
   - audio/video recordings.

The IVC operator, together with the individual, selects the evidences that should be made available to prove the possession of the competences presumably acquired in formal, non-formal and informal contexts.

In this phase, the IVC operator also pays attention to the fact the evidences are easy to get and can be provided in a short time.

Foreigners cannot always provide documentary evidences. It often happens that the individuals are not aware that these documents are essential to support the enhancement of their competences and they leave them in their origin country; besides, when foreign people flee from a war or persecution, it is not a priority for them to carry the documents with them.

In case, for several reasons, evidences cannot be shown, the individual is invited by the IVC operator to provide a written self-evaluation or a report. Through self-evaluation the person can declare the education/training qualifications achieved, the examinations taken, and the technical skills acquired. Through the report, the individual provides a description of his/her working and voluntary experiences that could be relevant for the competence identification.

In the second part of this phase, the person is engaged in the clarification of the competences he/she wishes to submit to validation and/or of the skills that he/she considers more relevant.
To do that, he/she autonomously fills the Personal dossier (provided in the previous phase of the process) and collects all supporting evidences.
The organisation in charge of the IVC process will keep a copy of the Personal dossier but will hand back the evidences (exclusively belonging to the individual).
The Personal dossier is divided in more sections: personal data, education/training, professional, interests and leisure experiences. Through the personal dossier, the individual is asked to describe his/her education/training, professional and personal history, along with the competences acquired.

It should be noted that the content of the Personal dossier is under the responsibility of the person and it is not checked by the IVC operator. Trust is implicit.
The person is also asked to provide evidences supporting the competencies acquired in formal, non-formal and informal contexts. He/she must collect the evidences (certificates, formal documents, videos/pictures etc.). These become annexes of the Personal dossier and confirm the described experiences. In case of lack of evidences, a self-declaration or a report should be provided.

In the third part of the phase the IVC operator meets the individual and collects the Personal dossier and the evidences.
The IVC operator analyses the Personal dossier and the evidences together with the individual: an overall proof-reading of the document and its annexes is done to evaluate coherence and sustainability.
The analysis aims at cross-checking evidences and experiences, in order to assure a matching with what reported on the personal dossier.
It should be noted that the IVC operator does not select the evidences but supports the individual in this choice to encourage him/her to be more aware of the quantity and quality of the competences acquired.
The IVC operator acts as a facilitator, helping and supporting the person to enhance his/her competences and skills.

The choice of the evidences must be carried out according to the following three criteria: validity, coherence and completeness.
An evidence is valid if it is relevant with regards to a specific competence. The validity of evidences is verified by checking its formal completeness (i.e.: signatures, date of issue, logos etc...) and the presence of some information such as role, activities, period etc.
The coherence of an evidence depends on the connection with the learning to be validated and it is verified considering the connection between the experience to which the evidence refers to and the skills/competences identified. The coherence must be evaluated considering the link between evidence and experience and the link experience/competence.
Finally, an evidence is complete if it reports all useful information leading to a full understanding of the fact that the learning has been acted and achieved.
Completeness is verified by cross-checking evidences and experiences.
When verifying evidences, the IVC operator should consider the following:
- the personal dossier must be supported by a relevant number of evidences;
- an evidence can support more competences;
- in the phase the IVC operator does not evaluate the possession of the skills (this will be carried out in the following evaluation phase), whereas he/she supports the individual to prove the skills described in the Personal dossier.

Based on what reported in the Personal dossier, the IVC operator translates the declared experiences into competencies included and described in the agri-food professional profiles catalogue created within the Embrace project.

If the experiences described in the Personal dossier and/or the evidences provided are not sufficient, the IVC operator explains to the individual that it is not possible to continue the validation path, due to lack of minimum requirements and therefore provides him/her with some guidance information orienting him/her to other services such as, for instance, training activities. On the other hand, if what reported on the Personal dossier can be linked to an agri-food professional profile and the annexed evidences show the three above-mentioned criteria (validity, coherence and completeness), the individual together with the IVC operator can decide to continue or not the process.

At the end of the identification phase, the IVC operator draws up the Skills' evidences evaluation report.

The competences identification phase implies a narration and comprehension effort. Conducting an IVC process with foreign individuals envisages that some additional problems may arise due, for instance, to the level of knowledge of the language spoken in the host country. The IVC operator is therefore asked to repeat, using other words, what the individual has said, in order to make sure that the concepts explained, and the information provided have been understood on both sides (see "Reception phase" for more detailed information).

DURATION
The first part of the phase can be completed with an introductory meeting of maximum 3 hours. During the meeting the IVC operator gives the personal dossier to the individual.
The second part (completion of the dossier by the person) should be completed in maximum two weeks.
The third part foresees a meeting of maximum 3 hours, in which the IVC Operator gives a feedback to the individual. The IVC operator can decide, according to his/her sensitivity, to envisage two different meetings, in case the individual should become stressed (due to the fact that he/she must use a foreign language that he/she does not master or, for instance, has to talks about painful events, etc.)

TOOLS
Personal dossier
Skills' evidence evaluation report

3.4 Validation phase

AIM

The validation phase aims to check and validate the real possession of competences acquired in informal and non-formal contexts as declared in the personal dossier and re-conduct them to the specific professional standards included within the catalogue of the agri-food reference professional profiles.

OPERATIONAL PROCEDURES

The validation phase and subsequent competences declaration represent the final act of the process and for this reason must be accurately formalized.

This phase focuses on practice, adequacy and correspondence to the reference standards.

The assessment is a must of the IVC process and consists of an evaluation (practical test or technical interview) to be decided according to the type of competence to be assessed and is carried out by professionals.

Compared to identification, validation envisages an assessment and requires the involvement of a group of actors with specific skills necessary to carry out the process: the IVC operator and one or more professional experts.

From a methodological point of view, the identification phase is divided in three consecutive steps:
- a first one in which assessment procedures and contents are defined
- a second step specifically dedicated to the assessment
- a third one closing the IVC process.

At the beginning of the validation phase, the IVC operator starts filling in the Skills validation grid, more specifically, the first column of the tool, including a detail description of the competences related to a specific professional profile, which need to be assessed.

In this phase, the IVC operator plays the role of methodological expert.

In order to complete the assessment, the IVC operator collaborates with one or more professional experts.

All parties involved take responsibility to rigorously and impartially conduct the assessment and take on specific roles and functions:
- the IVC operator, as a methodological expert, has the task of conducting the analysis of the evidences, overseeing the correctness of the process under a technical/methodological point of view and ensuring compliance with the defined criteria and objectives;
- the professional expert cooperates in the analysis of the evidences provided by the individual; starting from the results of the analysis, the expert must identify the assessment key contents, in order to check the real possession of the competences.

The IVC operator selects and calls the professional expert providing the following information:
- an overview on the contents of the Personal dossier and the evidences provided,
- the Skills' evidences evaluation report, previously completed,
- the Skills' validation grid containing the detail on the competences to be validated.

Based on the competences declared and the evidences provided, the IVC operator and the professional expert define the most appropriate assessment method (practical test and/or technical interview) and the key contents.

The IVC operator contacts the individual, explains the assessment procedures and methods and defines, together with him/her, the date of the assessment session.

It is extremely important that the person is given all information to ensure full awareness with regards to the evaluation of the evidences provided and to the assessment procedure. Awareness generates empowerment: the individual has a central role in the ICV process and can feel a sense of self-efficacy, capability and self-confidence.

The assessment (practical test and/or technical interview) of the individual's skills takes place during the second step of the phase.

The professional expert focuses on the elements to be tested. The decision is made by taking into account what emerges from the Personal dossier and the Skills' evidences evaluation report. Key contents of the assessment are therefore picked out.

Competences assessment is aimed at verifying the person's real possession of the competences and his/her ability to use these competences in an integrated manner with regards to activity linked to the reference professional profile.

According to the results of the analysis of the evidences provided, respecting the defined criteria, the assessment may focus on a limited or larger number of elements and therefore be differently articulated and detailed.

The assessment changes according to the professional profile to which it relates, but it is generally characterized as follows:

- its object is represented by the technical competences of the reference professional standard;
- it has a practical/performance integrated feature;
- it must reproduce a real working situation;
- it uses a set of key questions with the purpose to investigate relevant elements of the competences supported by evidences;
- it must have a sequence of tasks linked to specific activities and competences.

Both technical interviews and practical tests must be accurately planned.

The professional expert must be fully aware, before meeting the person, of what it is necessary to evaluate/assess.

Before starting the assessment procedure, it is important to define a number of teaser questions helping to develop a dialogue on the items that need to be assessed. Teaser questions are formulated, where possible, based on the experiences conducted by the individual and on the evidences provided. Due to the fact the process refers to foreigners, it is extremely important to pay attention to the language.

When it is useful, the professional expert can also ask questions not strictly referring to the personal experience of the individual in order to test specific knowledge (sets of facts, principles, theories, practices related to a sector/profession/work process) or transversal skills (identify, analyze, etc.).

Another testing method could be to propose simple "case-studies" to be solved.

During the assessment, the professional expert can also use photos, products, schemes, flux diagrams in order to make questions more understandable and therefore help the individual to answer. Examples of questions are: Can you tell me the name of this tool? What it is used for? Have you ever used such a tool in your professional experience? If so, how did you use it? If not, which tool have you used instead?

To correctly manage this activity and formalize the validation of the competencies assessed, it is essential to use a formal report undersigned by both the IVC operator and the professional expert. For this purpose, at the end of the assessment, the ICV operator and the professional expert jointly complete:

- the remaining columns of the Skills' validation grid (how the assessment has been carried out, and the real possession of the tested skill, additional notes)
- the Skills' validation report with the results of the assessment (a specific validation report signed by both the IVC operator and the professional expert involved).

The third and last step of the phase can be developed as follows:
- full validation of the competences of a specific professional profile;
- partial validation of the competencies of a specific professional profile;
- no validation.

The first case occurs when the assessment turns out to be positive and the individual masters all competences of the reference professional profile. It is therefore possible to validate and certify a full profile.

Should a partial recognition occur, a competences declaration is released. Even though the evaluation phase leads to a partial recognition, the individual has the right to receive an official document stating the possession of some competences.

The last step of the IVC process is given by the closing meeting between the IVC operator and the individual. During this meeting, the IVC operator communicates the results of the assessment.

In case of negative results, the IVC operator provides the person with some guidance information orienting him/her to other services such as, for instance, training activities.

In the event of a positive outcome, the IVC operator provides the person with the certification of the professional profile or the competences declaration.

DURATION
The first step of the phase consists of a meeting in which the IVC operator and the professional expert share and co-operate to define methods and contents of the assessment: 3 hours maximum.
The second step of this phase is the assessment sessions: 3 hours maximum.
The closing step consists of a meeting in which the IVC operator meets the individual: 1 hour maximum.

TOOLS
Skills evidences evaluation report
Skills validation grid
Skills validation report
Professional profile validation certificate
Skills validation certificate.

3.5 In-depth analysis on the roles involved in the ivc process

The IVC process implemented in the framework of the Embrace project foresees the involvement of two key actors:
- the IVC operator
- the professional expert.

Both roles are characterized by the following requirements:
- impartiality with regards to the development of the evaluation/assessment process;
- competency with regards to the evaluation process and/or to the competences to be assessed;
- independence in the evaluations/assessments, excluding any type of prejudice.

Roles, functions and activities
The IVC operator is responsible for all activities related to reception and identification phases and, partially, for some of the activities related to the validation phase.
He/she is the main reference point of the individual during the whole skills enhancement process.
The main tasks of the IVC operator are:
- plan and implement the IVC process
- support the competences identification
- support the competences validation.

With respect to the fist task, planning and implementation of the IVC process he/she performs the following:
- overall responsibility in the process of identification and validation of the competences acquired in formal, non-formal and informal contexts
- provides the right organizational conditions to perform the foreseen activities
- ensures that the path is delivered in a fluid, unitary and coherent manner and introduces, where necessary, the appropriate corrective measures
- grants for equality and the respect of the privacy of the individual
- in the validation phase, he/she coordinates the professional experts
- takes care of the traceability of the entire process by filling in appropriate tools (reports)

Regarding the support role given to the competences identification, the IVC operator performs the following tasks:
- prepares the Service agreement and all required documents to start with the process
- plans the required meetings to fulfil the identification of the competences to be assessed
- conducts interviews for the reconstruction of the experiences and the transparency of formal, informal and non-formal learning
- identifies and formalizes the competences with respect to the reference professional standards
- supports the completion of the personal dossier and evidences selection.

Regarding the support of the competences validation, the IVC operator performs the following tasks:
- evaluates the evidences provided by the individual according to three main criteria: validity, coherence and completeness
- plans the assessment of skills by taking into account the characteristics of the person, the context and the reference standards
- defines, in cooperation with the professional expert, the indicators subject to observation and the minimum performance standards starting from the professional standard of reference
- designs, in cooperation with the professional expert, assessment methods and evaluation criteria
- ensures consistency and compliance of the assessment through an accurate planning and reference rules.

The professional expert is the technical reference for the competences validation.
He/she comes from the training/labour sector and knows the skill assessment modalities and the specific skills which need to be evaluated. His/her tasks are:

- to evaluate, together with the IVC Operator, the evidences provided by the individual according to three main criteria: validity, coherence and completeness;
- to analyse the performances with reference to the professional standards;
- to define contents and methods of the assessment and design assessment tests in compliance with the characteristics of the individual, the context and the standards of reference;
- to carry out technical interviews and practical tests by preparing appropriate settings in compliance with the established professional standards
- to evaluate the individual from a technical/professional point of view.

Operational suggestions

The process implemented within the Embrace project envisages a great responsibility of both professional profiles involved, the IVC operator and the professional expert, in terms of relationship with the individual. In other words, both profiles "enter" this relationship and, in a way, they influence it with their non-verbal attitude/behaviour.
A qualitative and effective relationship implies a great attention and sensitivity of the operators involved, who must prove to master intercultural social skills.
The methodological choice of the individual's central role (see chapter 2) leads to the recognition of a multi-cultural reality, of which both IVC operator and professional expert must be aware.
It is often assumed that migrants are different from us but similar to each other, but obviously it is not the case:

- they come from different Countries
- they have had different migrations timings and rhythms
- they fled for different motivations and personal objectives
- their origin Countries have different historical, demographic and social situations
- they belong to different cultures.

It is essential that both the IVC operator and the professional expert guarantee the individual full self-expression, empathy towards their experiences and feelings, and the necessary privacy.
They must therefore both have the ability to make the individual feel at ease by creating a relaxed context (from the very beginning of the reception phase and then throughout the overall process: during the identification phase and when evaluation of the experiences occurs) and also the ability to understand the meaning of their questions and provide them with the correct answers.
They must take into account Third-Country citizens' culture and their non-verbal behaviour, mostly culturally determined. They must pay attention to posture, tone of voice as well as non-verbal behaviour bearing in mind that greetings, smile and a positive attitude help the relationship.
Non-verbal communication is related to the use of space and to proxemics (how far people stand or sit one from the other), posture and body language (tension, relaxation, hands or body movements), head movements, facial expressions, eyes look and movements (reinforcing or not the verbal content and revealing emotions), paraverbal communication (quality of the voice: tone, cadence, rhythm), external appearance (clothing, make-up, hair style).

Moreover, the IVC operator (as well as the professional expert in the validation phase) must always ask open questions and be able to listen; he/she must show an interest in the individual and his/her story, facilitate his/her full expression and assume a non-evaluating attitude.
During all meetings, the IVC operator must reformulate key concepts in order to cross-check what the person has described and also make sure that all information provided are fully understood.
The reformulation can be done in different ways: by repeating the last words the person said, and therefore linking them to the context; by using other equivalent expressions, such as "so according to you", "you mean that", "you are saying that", "in your opinion...therefore"; by summarizing key concepts.

Reformulating concepts is also extremely important because it helps the IVC operator and the professional expert to clarify communication contents. They must use an adequate language by taking into account the individual's knowledge of the second language and education.
People approaching the process can have different backgrounds and stories: from uneducated, illiterate people to the ones who have a degree or a post-graduate education in their origin Country. It is therefore important to adapt the language accordingly.

4 – THE EMBRACE IVC TOOLKIT

The competences identification and validation process defined within the Embrace project, foresees the use of a number of dedicated tools:

- Pre-screening Interview
- Service agreement
- Information on the processing of personal data
- Personal dossier
- Skills' evidences evaluation eeport
- Skills' validation grid
- Skills' validation report
- Professional profile validation certificate / Skills' validation certificate

In the following pages you will find an accurate description of all tools based on the 5W rule:

- **WHAT:** what the described tool is about
- **WHY:** what the tool is used for
- **WHO:** who uses it, that is to say who is responsible for the completion
- **WHEN:** in which phase of the process the tool is used
- **WHERE:** in which context the tool is used

4.1 Pre-screening interview

WHAT

The Pre-screening interview tool is a list of suggested questions that the IVC operator could ask during the first meeting to the person interested in the validation and certification of his/her formal, non-formal and informal competences.

The interview questions are grouped in 5 areas:
- AREA 1: Motivation to take part in the IVC process
- AREA 2: Academic achievements and vocational training experiences
- AREA 3: Professional experiences
- AREA 4: Personal story and socio-economic information
- AREA 5: Other fields of activity

The IVC operator does not have to stick tightly to the questions enlisted since they act more as suggestions to manage the meeting with the individual.
A lot depends also on how the interview proceeds. The IVC operator needs to calibrate the linguistic level according to the interlocutor.

WHY

The aim of this interview draft is to offer to the IVC operator a tool for the requirements check of the individual. Moreover, and very important, this interview sample also aims to assess if the person has enough/proper work/school/personal experiences that allow the IVC operator to put the IVC process onset.
Beside this check for basic requirements, it is important to assess the quality and quantity of work/school/personal experiences reported by the individual. What the IVC operator must assess is, in few words, if there is enough material to work on, such as to justify an IVC process. In other terms, it is very important to estimate, during the first meeting with the person and by a pre-examination, if there are enough skills to be linked to a specific agri-food professional profile.
Moreover, this interview will also help the IVC operator to start outlining a possible professional profile to be assigned to the individual.
During the whole duration of the meeting, as a background activity, IVC operators will evaluate the general language level of the individual (speaking and understanding), in order to determine if he/she masters the host country language enough to take active part in the whole IVC process.

WHO

The IVC operator is responsible for the completion of the tool used during the first meeting.

WHEN

RECEPTION PHASE
The Pre-screening interview tool is used during the first meeting between the IVC operator and the individual. It is the first tool used during the IVC process.

WHERE

The tool is used where the reception meeting between the IVC operator and individual takes place.

PRE-SCREENING INTERVIEW

Candidate's name:

IVC Operator's name:

Date:

AREA 1: Motivation
Have you ever heard before about the practice of skills evaluation and validation?

Why have you accept to participate to this skills validation process?

What do you except to obtain from this skills validation path?

Have you ever taken part to initiatives of active labour policies?

What's the professional profile you wish to achieve a certification for?

AREA 2: Academic achievements and vocational training experiences
To date, what's your highest school qualification, degree or diploma you earned?

Have you earned your degree here or in your country of origin?

How long have you completed your studies?

Did you have to ask for a translation/recognition of your degree/diploma/qualification once arrived in the host country?

Have you ever attended a professional training course here or in your country of origin, relevant for this skill evaluation path? If yes, did the course/s provide a period of practice/internship?

Have you ever took part to any other short training courses, workshops or seminars relevant to this skill evaluation path?

Have you kept all the formal documentation regarding your school/professional training activities?

AREA 3: Professional experience
Let us talk about your professional story, particularly the most relevant experiences for this skills validation process. What is/was your role? Which were your responsibilities and tasks?

Imagine a typical day at work: can you describe me all the main activities you are/were usual to carry on from the beginning till the end of your workday?

Is/was it a satisfactory job experience in your opinion?

Other work experiences to report?

AREA 4: Personal story and socioeconomic information
How long have you moved here? Why did you choose to come here?

What's your civil status? Do you have children? Are you married?

Are you registered at the employment center?

[In case of unemployment] Do you receive any kind of income support? Do you receive an unemployement insurance or minimum social benefits?

Are you recognized as a disabled worker?

Other situations to report?

AREA 5: Other fields of activity

Let us talk about your spare time activities: what are your hobbies? What are your non-working interests?

What's the degree of your engagement in these activities? Are you part of a formal/informal group or association due to these interests/hobbies?

Do you practice sports? Amateur or competitive level?

Are you a member of an association, political party, pressure group or union? If yes, what do you do?

Have you ever volunteered or took part in beneficial initiatives?

Talking about you, describe yourself using 5 adjectives

Signature of the IVC Operator

4.2 Service agreement

WHAT

The Service agreement can be considered as a contract between the parties involved in the IVC process: the IVC operator and the individual.
This is a binding document defining methods of delivery and use of the IVC process: collaboration and communication modalities between the IVC operator and the person, mutual commitments and timing.

WHY

The tool is meant to help the IVC operator and the individual to clearly define the expectations and mutual commitments to be assumed.
The IVC process foresees that the path is previously agreed with the individual and formalized by signing a written and binding commitment document.
Signing the Service agreement means a mutual engagement in order to recognize tasks and duties and formalize the commitment to actively take part in the IVC process and complete it in the best conditions and with the best results.
The main purpose of the tool is therefore to enable the person to consciously participate in the IVC path.

WHO

Both parties involved, IVC operator and individual, are responsible for the completion of the tool.

WHEN

RECEPTION PHASE.
The Service agreement tool is used during the first meeting between the IVC operator and the individual.

WHERE

The tool is used where the reception meeting between the IVC operator and the person takes place.

SERVICE AGREEMENT

Following the interview carried out today, at _____ (name of the organisation)

Mr/Mrs _____ (candidate's first and last name) engages to:
- actively collaborate in the identification and validation path of their skills, referred to the following professional profile _____
- be available for any communication from the Institution at the following email address _____ or at the following mobile number _____ provided at the time when this agreement was signed
- promptly communicate to the Institution a change in their personal data, contact numbers or addresses
- promptly communicate to the Institution the impossibility to participate in the planned meetings and be available to fix an appointment in a different date.

The Institution engages to:
- involve properly trained operators and professional experts
- provide adequate rooms, equipment and tools for the path
- be available for any communication from the Institution at the following email address _____ or at the following mobile number _____ provided at the time when this agreement was signed
- support Mr/Mrs _____ (candidate's first and last name) during the whole skills identification and validation path
- provide to Mr/Mrs _____ (candidate's first and last name) the envisaged documentation.

Any communication from/to _____ (name of the organization) will be made under the following terms:
- with a minimum 24-hour notice and not more than 72 hours, in the weekdays
- by e-mail, SMS or instant message.

The present agreement will expire after completing the agreed activities.

Date _____

The IVC operator
Signature
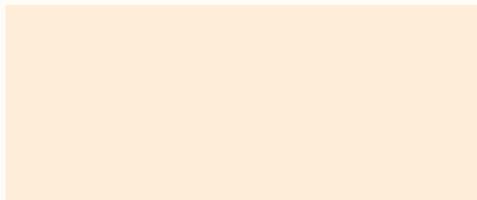
The candidate
Signature
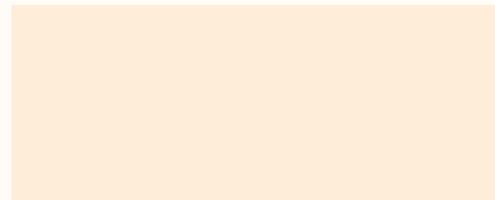
PROTECTION OF PRIVACY (right to Privacy) legislative decree 196/2003, art. 13:
- All data required will be handled for the purposes envisaged by the present agreement in conformity with the law;
- The treatment of personal data provided will be handled through paper and electronic documents;
- The provision of personal data is required for the correct management of the procedure finalised to the implementation of the services envisaged by the present agreement;
- In any moment the right of cancellation, modification, integration, can be exercised, applying directly to the Institution based on art. 7 of the legislative decree 196/2003.

The undersigned hereby authorise the treatment of their personal exclusively for the above-mentioned purposes.

Place and date

Signature of the candidate

4.3 Information on the processing of personal data

WHAT
The Information on the processing of personal data tool is the written document through which the institution responsible for the process treats the individual's personal data and inform him/her about the purposes and methods of the processing.
The document is drawn in compliance with article 13 of the European Regulation n. 679/16 and with the different national laws in use in the countries of the project partnership.

WHY
The Information on the processing of personal data tool is used to legitimize the collection and use of personal data.
In general, it is possible to collect and treat someone's personal data only upon consent of the interested party. If treatment occurs without consent it is severely sanctioned since it constitutes an irregular processing of data.
The Information on the processing of personal data toolis therefore compulsory due to the fact that the personal data of others can be collected and managed only with the consent of the concerned person, that is to say with the authorization of the owner of the data exclusively.
To grant people's privacy, one of the most important aspects to be taken into consideration is to inform the interested parties, either verbally or through a written document (information note), on the reason why the data is collected and on the methods and logic applied to their treatment. This being the most relevant statement of the privacy legislation, as well as the cornerstone of the European Regulation (Reg. n° 679/2016).

WHO
The IVC operator is responsible for the completion of the tool.
After having received all information from the IVC operator and having read the document, the individual can decide to authorize or not the processing of his/her personal data as well as the use of images and videos taken and produced during the IVC process by subscribing the document.

WHEN
RECEPTION PHASE.
The Information on the processing of personal data tool is used during the first meeting between the IVC operator and the individual.
The information must be given to the individual by the IVC operator before starting the processing of personal data.

WHERE
The tool is used where the reception meeting between the IVC operator and the individual takes place.

INFORMATION ON THE PROCESSING OF PERSONAL DATA
PURSUANT TO ARTICLE 13 OF THE EUROPEAN REGULATION N. 679/16

(name of the organization) in the person of its legal representative (first and last name), with registered office in (address), as Data Controller of personal data, wishes to inform you about the following points

1. Applicable principles to personal information processing
Pursuant to Article 5 of the European Regulation no. 16/679 your data will be processed as follows
- Lawfully, correctly and with full transparency;
- With accuracy and, if necessary, always up to date;
- In a relevant way and not exceeding the main purposes of the present paper.

2. SUBJECT DATA OF THE PROCESSING
Data that the company intends to process are:
- Personal data;
- Information about educational background, vocational training, professional situation and history, Specialist knowledge in specific sectors;
- Curriculum, personal history and socio-economic information, migratory path and history;
- Job contracts, references, photos and videos proving the sustained experience.

3. FINALITIES OF THE DATA PROCESSING
- Collected personal data will be processed to certify the skills acquired by migrants outside the host country, in various productive sectors and according to individual paths in progress
- Dissemination and documentation of the project through photos and videos proving the experience

4. LEGAL BASIS
The legal basis for the purposes set out in point 3, letter a, which this data processing is based on, is the conclusion of a contract. The legal basis for the purposes set out in point 3, letter b, which this data processing is based on, is your specific consent.

5. DATA PROCESSING METHOD
Your data will be processed using manual tools, as well as automated tools, also by their insertion in databases, archives and platforms, suitable for storing and managing data, in the ways and within the limits necessary for the pursuit of the aforementioned purposes. Your data will be exclusively treated by authorized personnel of the company.
Appropriate security measures have been established pursuant to Article 32 of the European Regulation No.16/679, in order to prevent destruction, loss, modification, unauthorized spreading or access, in an accidental or illegal way, of personal data transmitted, stored or anyhow processed.
Your personal data will not be object of automated decisions, in relation to the finalities above indicated.

6. COMUNICATION AND DATA TRANSFER
Your data will also be managed through GDPR compliance cloud storage services. If necessary, your data may be disclosed to law firms, insurance firms or juridical institutions.

7. DATA DISSEMINATION

Personal data (your photos and videos) will be disseminated under your explicit consent.
All subjects processing data on behalf of   (name of the
organization), as external parties in charge of the data treatment are under European Union rules
and regulations: in the future it could be necessary to confer these data also outside the European
Union, in countries that do not guarantee to personal data an appropriate level of protection
pursuant to Privacy Code/European Data Protection Regulation RE. EU 679/2016.
The Company will eventually transfer outward the European Union only prior the adoption of all the
caution prescribed by the Privacy Code and by the European Regulation and after obtaining, the
consent of the interested parties.

8. PERIOD OF STORAGE OF PERSONAL DATA

Your data will be kept for the time strictly necessary for the pursuit of the above described
purposes and, in any case, for a period of no less than 5 years.
In any case, your data may be processed by the Company for legal obligations and for the
exercise of rights in courthouse.
Your photos will be treated for the time necessary to pursuit the finalities above described, but you
can revoke your consent in any time by writing to   (organization's
e-mail address).

9. DATA SUBJECT'S RIGHTS

Since you are the person concerned in the data processing, you can any time practice the rights
explicitly recognized to you by the European Regulation, in particular:

The right to access to personal data (Article No. 15): with the purpose to get from the holder of
the data treatment the confirmation that a personal data processing is underway or not, that may
concern him/her and in such case, to get the access to the personal data and to the following
information:
- Finalities of the data processing;
- Categories of personal data involved;
- Addressees or categories of addressees to which personal data collected have been or will be
  communicated to, particularly if addressees from third countries or international organizations;
- When possible, the period of storage or, if not possible, criteria used to determine that period;
- If the right for the data subject to ask for the rectification or the cancellation of the personal data,
  or the limitation of the treatment of the personal data that concern him/her to the holder of the
  treatment, or to oppose to their treatment, does exist;
- The right to introduce a claim to an authority in charge of control;
- To receive all the information available about the origin of data, if the data is not collected with
  the data subject;
- If an automated decisional process does exist, including profiling, pursuant to Article No.
  22, paragraphs 1 and 4, and if so relevant information on the adopted logic, as well as the
  importance and the consequences for the data subject provided from this data processing;
- If appropriate guarantees pursuant to Article No. 46 concerning the transfer of personal data to
  foreign countries does exist.

The right of rectification (Article No. 16) and of integration of incorrect or incomplete personal data

The right of cancellation (Article. No. 17) of personal data if:
- It is no longer necessary to keep personal data with respect to the finalities for which they were
  collected or otherwise processed or illegally acquired or still, data must be cancelled for carrying
  out a legal obligation provided by the European Union Law or by the law of a member state
  which the controller is subject to;
- Data being collected in relation to the offer of services by the information society pursuant to
  Article No. 8, paragraph 1;
- You revoke the consent or if other juridical base doesn't subsist for the treatment;
- You oppose to the data processing pursuant to Article No. 21, paragraph 1, and no legitimate
  motivation for data processing proceeding subsist, or you oppose to the data processing
  pursuant to Article No. 21, paragraph 2.

The right of limitation of the personal data processing (Article No. 18) when one of the following hypotheses applies:
- You challenge the holder for the exactness of personal data for the necessary processing period in order to verify the exactness of this personal data;
- The treatment is illegitimate and you oppose to the cancellation of the personal data and ask instead for a limited use of it;
- Personal data are necessary to the party for checking, the exercising or upholding the right in the judicial center although the holder of the treatment doesn't need the data anymore with respect to the aim they were collected for;
- You oppose to the personal data processing pursuant to Article no. 21, paragraph 1, waiting for the verification of the prevalence of legitimate motivations of the data subject in relation to his/her interests.

The right for the portability of personal data (Article No. 20): That is, to transmit this data to another controller provided that there is a consensual or contractual basis.

The right to oppose (Article No. 21) any moment, for reasons linked to your particular situation or to the personal data processing you are involved in.

The right to propose a claim to a controlling authority

The right to revoke the consent

In case you want to practice the enlisted rights, please send an e-mail to

_____ (organization's e-mail address) or write to
_____ (organization's address).

10. DATA CONTROLLER
We remind you that the Controller of data processing is _____
(organization name), in the person of its legal representative _____ (first and last name), _____ (organization's address)
Telephone: _____
Fax: _____
For further inquiries please write to: _____ (e-mail address)

11. DATA PROTECTION OFFICER (DPO)
Due to the importance of conferring protection to your personal data, a Data Protection Officer (DPO) has been appointed: _____ (first and last name).
Contact: _____ (e-mail address)

Taken note of the informative
☐ I agree to the personal data processing for the described finalities
☐ I don't agree to the personal data processing for the described finalities

☐ I agree to the dissemination of images and videos through websites and/or social networks
☐ I don't agree to the dissemination of images and video through websites and/or social networks

DATE AND SIGNATURE

4.4 Personal dossier

WHAT

The Personal dossier tool is divided into various sections: personal information, educational and training history, work experiences, hobbies and interests.

In the Personal dossier the individual reports all the experiences carried out in the origin country, in another country and in the host country.

The content of the Personal dossier is under the direct responsibility of the individual and it is not subject to verification by the IVC operator. What declared and described by the person is taken for granted.

The completion of the Personal dossier foresees a strong engagement of the individual. The person in asked to provide some supporting documents showing how formal, non-formal and informal competences have been acquired. He/she must therefore collect and annex to the Personal dossier such evidences (certificates – formal documents and any other useful supporting evidence such as videos or pictures) in order to endorse the experiences carried out or in case of absence he/she must write a brief self-declaration or a report.

The Personal dossier, focusing on the experiences carried out by the person, is based on the recognition of learning outcomes achieved.

The evidence selection and collection process, as well as the self-evaluation, allows to develop a sense of self-awareness of the learning path/process.

This aspect is particularly relevant in the informal learning context, that is the case in which the learner is not always aware of the fact that he/she is learning. The above-described procedure (analysis, reflection and experiences documentation) becomes a fundamental part of the empowerment process.

WHY

The purpose of the tool is to show and record all competences that the person wishes to validate and/or the ones he/she considers the most relevant with regards to a specific professional profile selected among the ones included in the Catalogue of Professional Needs developed within the Embrace project.

Through the completion of the Personal dossier, the individual is asked to draw his/her education/training and professional path, as well as the achieved skills, starting from the experiences carried out in various situations and provide all additional useful information proving the possession of these skills.

WHO

The individual is responsible for the completion of the tool.

WHEN

IDENTIFICATION PHASE

The Personal dossier is handed to the individual by the IVC operator at end of the reception phase in case the right conditions to start the IVC procedure occur (enough education/training and professional experience of the person, strong motivation to start the IVC process, etc.) and it is then drawn up during the following identification phase.

WHERE

The completion of this tool is under direct responsibility of the individual.

PERSONAL DOSSIER

1. PERSONAL INFORMATION

First of all, you will have to fill in the following grid with your personal data.

LAST NAME	
FIRST NAME	
GENDER	
DATE OF BIRTH	
PLACE OF BIRTH (COUNTRY)	
NATIONALITY	
ADDRESS IN THE HOST COUNTRY	
TELEPHONE NUMBER	
E-MAIL ADDRESS	
RESIDENCE PERMIT	
HOW LONG HAVE YOU BEEN LIVING IN THE HOST COUNTRY? (YEARS or MONTHS)	

Please do not forget to annex the following documents:
- Copy of your identity card or passport
- Copy of your residence permit

2.1. PROFESSIONAL HISTORY: WORK EXPERIENCE IN YOUR COUNTRY OF ORIGIN
You will have to describe separately each important job, placement or internship you have performed in your country of origin, starting with the most recent, specifying the duration, the organization and the activities performed.
Please fill in the grid below.
If necessary, please add one grid for each job, placement/internship you have performed.

Job / placement / internship

Period (from – to)

Duration (years or months)

Frequency (1/week, 1/month, part-time/full time/ etc.)

Position

Mains activities, tasks and responsabilities related to the position

Context

☐ in an organization

☐ Freelance or self employed

☐ With my family

☐ In my own time

If in a organization:

Name and address of it

If in a organization:

Kind of work contract

☐ temporary contract

☐ Permanent contract

☐ Placement/ internership agreement

☐ No contract

Document proving this experience*

☐ work contract

☐ Pay slip

☐ Placement/ internership agreement

☐ Reference letter

☐ Declaration of the company/organisation

☐ Photos or videos

☐ Other

☐ No proving document

* Please do not forget to annex the following documents:
- Copy of the work contract (if available)
- Copy of the pay slip (if available)
- Copy of the placement/internship agreement
- Copy of the reference letter or letter of recommendation (if available)
- Copy of the declaration of the company/organization (if available)
- Photos (if available)
- Videos (if available)
- Other

2.2. PROFESSIONAL HISTORY: WORK EXPERIENCE IN THE HOST COUNTRY

You will have to describe separately each important job, placement or internship you have performed in the host country, starting with the most recent, specifying the duration, the company or organization and the activities performed.

Please fill in the grid below.

If necessary, please add one grid for each job, placement/internship you have performed.

Job / placement / internship

Period (from – to)

Duration (years or months)

Frequency (1/week, 1/month, part-time/full time/ etc.)

Position

Mains activities, tasks and responsabilities related to the position

Context

☐ in an organization

☐ Freelance or self employed

☐ With my family

☐ In my own time

If in a organization:

Name and address of it

If in a organization:

Kind of work contract

☐ temporary contract

☐ Permanent contract

☐ Placement/ internership agreement

☐ No contract

Document proving this experience*

☐ work contract

☐ Pay slip

☐ Placement/ internership agreement

☐ Reference letter

☐ Declaration of the company/organisation

☐ Photos or videos

☐ Other

☐ No proving document

* Please do not forget to annex the following documents:
- Copy of the work contract (if available)
- Copy of the pay slip (if available)
- Copy of the placement/internship agreement
- Copy of the reference letter or letter of recommendation (if available)
- Copy of the declaration of the company/organization (if available)
- Photos (if available)
- Videos (if available)
- Other

2.3. PROFESSIONAL HISTORY: WORK EXPERIENCE IN OTHER COUNTRIES

You will have to describe separately each important job, placement or internship you have performed in other countries, starting with the most recent, specifying the duration, the company or organization and the activities performed.
Please fill in the grid below.
If necessary, please add one grid for each job, placement/internship you have performed.

Job / placement / internship

Period (from – to)

Duration (years or months)

Frequency (1/week, 1/month, part-time/full time/ etc.)

Position

Mains activities, tasks and responsabilities related to the position

Context
- [ ] in an organization
- [ ] Freelance or self employed
- [ ] With my family
- [ ] In my own time

If in a organization:

Name and address of it

If in a organization:

Kind of work contract
- [ ] temporary contract
- [ ] Permanent contract
- [ ] Placement/ internership agreement
- [ ] No contract

Document proving this experience*
- [ ] work contract
- [ ] Pay slip
- [ ] Placement/ internership agreement
- [ ] Reference letter
- [ ] Declaration of the company/organisation
- [ ] Photos or videos
- [ ] Other
- [ ] No proving document

* Please do not forget to annex the following documents:
- Copy of the work contract (if available)
- Copy of the pay slip (if available)
- Copy of the placement/internship agreement
- Copy of the reference letter or letter of recommendation (if available)
- Copy of the declaration of the company/organization (if available)
- Photos (if available)
- Videos (if available)
- Other

3.1. FORMATIVE HISTORY: EDUCATION AND TRAINING IN YOUR COUNTRY OF ORIGIN

You will have to describe separately each official academic degree, vocational training or professional certification, language certification, other course certification obtained in your country of origin, starting with the most recent one and following a descending chronological order, specifying the duration of the course, the school or centre that taught it, course objectives and associated contents.

Please fill in the grid below.

If necessary, please add one grid for each official academic degree, vocational training or professional certification, language certification, other course certification.

Title / certificate

Period (from – to)

Duration (years or months)

Denomination of the title / certificate

Contents/subjects studied

Name of the school / centre

Adress of the school / centre

Document proving this study path*   certificate

Declaration of the school / centre

Other

No proving document

* Please do not forget to annex the following documents:

- Copy of the certificate (if available)

- Copy of the declaration of the school / institution (if available)

- Other

3.2. FORMATIVE HISTORY: EDUCATION AND TRAINING IN THE HOST COUNTRY

You will have to describe separately each official academic degree, vocational training or professional certification, language certification, other course certification obtained in the host country, starting with the most recent one and following a descending chronological order, specifying the duration of the course, the school or centre that taught it, course objectives and associated contents.

Please fill in the grid below.

If necessary, please add one grid for each official academic degree, vocational training or professional certification, language certification, other course certification.

Title / certificate

Period (from – to)

Duration (years or months)

Denomination of the title / certificate

Contents/subjects studied

Name of the school / centre

Adress of the school / centre

Document proving this study path*   certificate

                                           Declaration of the school / centre

                                           Other

                                           No proving document

* Please do not forget to annex the following documents:

- Copy of the certificate (if available)

- Copy of the declaration of the school / institution (if available)

- Other

3.3. FORMATIVE HISTORY: EDUCATION AND TRAINING IN OTHER COUNTRIES

You will have to describe separately each official academic degree, vocational training or professional certification, language certification, other course certification obtained in other countries, starting with the most recent one and following a descending chronological order, specifying the duration of the course, the school or centre that taught it, course objectives and associated contents.

Please fill in the grid below.

If necessary, please add one grid for each official academic degree, vocational training or professional certification, language certification, other course certification.

Title / certificate

Period (from – to)

Duration (years or months)

Denomination of the title / certificate

Contents/subjects studied

Name of the school / centre

Adress of the school / centre

Document proving this study path*

- certificate
- Declaration of the school / centre
- Other
- No proving document

* Please do not forget to annex the following documents:

- Copy of the certificate (if available)

- Copy of the declaration of the school / institution (if available)

- Other

4. HOBBIES, INTERESTS, ASSOCIATION ACTIVITIES, VOLUNTEER WORKS (INFORMAL CONTEXTS OF LEARNING)

Experiences and involvements in your everyday life and in your spare time can have as a result some important learning outcomes and skills that might be spent at work.
Try to think about and reflect on them.
Please describe them separately in the grid below.

Everyday activities

Hobbies

Sports

Association activities

Volunteer works

4.5 Skills' evidences evaluation report

WHAT

The Skills' evidences evaluation report is the tool that formalizes all evidences collected/produced by the individual, annexed to the Personal dossier.
Evidences are documents proving the possession of one or more competences, acquired in formal, non-formal and informal contexts, as declared by the individual.
The tool reports the individual's name and surname and the professional profile selected among the ones available on the Catalogue of Professional Needs developed within the Embrace project, to which candidates' experiences refer to.

It also includes the list of competences collected/produced by the person and annexed to the Personal dossier.
The report shows the evaluation of the evidences. This evaluation takes into account:
- the context (where the skills have been acquired; e.g. in the workplace, in the free time, etc.)
- the period/duration (when the skills have been acquired),
- the evidence (number and type of documents proving that the skills have been acquired),
- the reliability of the evidence (e.g. job contract vs individual's self-report).

The experience carried out within the Embrace project highlights that it is extremely important to declare the criteria through which a value is attributed: for this reason, the Skills' evidences evaluation report has got a note box to be filled with these 4 evaluation items.

For example, a skill acquired on the job is more relevant than one acquired thanks to a personal hobby/interest or during the person's free time. The length also plays an important role:
the longest the period the strongest the competence should be; the highest the number of evidences supporting a competence, the highest is the chance that the skill has been acquired.
Lastly, formal evidences have a stronger weight and a higher degree of reliability compared to an individual's self-declaration.
The result of the evaluation is then reported in this document. In case of a positive evaluation, the IVC process continues. In case of negatives results, the procedure ends, and the person is oriented to other services/activities.

WHY

The purpose of the tool is to formally record the reliability of the evidences produces and to report a final evaluation.

WHO

The IVC operator is responsible for the completion of the tool.
The Skills' evidences evaluation report is signed by the IVC operator.

WHEN

IDENTIFICATION PHASE.
The Skills' evidences evaluation report is produced after the analysis of the evidences annexed to the Personal dossier.

WHERE

The tool is used and processed at the IVC operator's workplace (back office).

SKILLS' EVIDENCES EVALUATION REPORT

Candidate's first and last name:

Related Professional Profile:

Type of evidences:

(Please make the list of all evidences presented by the candidate)

Annotation:

Please describe the CONTEXT (where have the skills been acquired; e.g. on work, in the free time, etc.), the PERIOD/DURATION (when have the skills been acquired), the EVIDENCE (documents proving that the skills have been acquired), the RELIABILITY OF THE EVIDENCE (e.g. job contract vs candidate's self-report).

Result of the skills' evidences evaluation:

☐ Positive

☐ Negative

Date

IVC Operator's first and last name

Signature of the IVC Operator

4.6 Skills' validation grid

WHAT

The tool Skills' validation grid traces both the assessment and the individual's competences validation.

The document includes the individual's name and surname and the professional profile selected among the ones included in the Catalogue of Professional Needs developed within the Embrace project, to which candidates' experiences refer to.

The tool is composed by more sections:

- the skill column listing and describing the competences according to the standards reported in the Catalogue of Professional Needs developed in the framework of the Embrace project;
- the how it has been evaluated column, including two options: one for the technical interview and one for the practical test; for each competence it is necessary to select the type of evaluation/assessment conducted: it is possible to choose both or one of them only;
- the is the skill avalaible column, providing two options, depending on the outcome of the assessment; for each competence it is necessary to indicate if the competence is available or not, showing if it has been exhibited by the candidate during the assessment or not;
- the note column can be filled with additional detailed information if available.

Finally, name, surname and signature of the professional expert and the IVC operator's signature.

WHY

The purpose of the tool is to formally record the real possession of the competences declared by the individual in the Personal dossier and to describe the assessment methods used.

WHO

The IVC operator and the professional expert are responsible for the completion of the tool. The tool is signed by both of them.

WHEN

VALIDATION PHASE.

The Skills' validation grid is filled in as follows:

- before the assessment, after reception of the personal dossier and the evidences provided by the individual, the IVC operator completes the skill column;
- before the assessment, during a meeting the IVC operator and the professional expert establish the appropriate assessment method for each competence and fill in the how it has been evaluated column;
- after the assessment, the IVC operator and the professional expert decide, competence by competence, whether the individual owns it, fill the is the skill avalaible column and sign the document.

WHERE

The tool is used as a back office activity and processed at the IVC operator's workplace and/or at the place where the individual's assessment takes place.

SKILLS' EVIDENCES EVALUATION REPORT

Candidate's first and last name:

Related Professional Profile:

Skill	How it has been evaluated		Is the skill avalaible		Annotation
	by professional interview	by professional practical text	Yes	No	
Skill n°1 (Short description):					
Skill n°2 (Short description):					
Skill n°3 (Short description):					
Skill n° … (Short description):					

Date of the assessment

Professional expert's surname and name

Signature of the professional expert

IVC Operator's surname and name

Signature of the operator

4.7 Skills' validation report

WHAT
The skills' validation report tool is the document that formally reports the overall evaluation of the assessment conducted and the real possession or lack of the competences related to the agri-food reference professional profile.
The tool includes the individual's name and surname and the professional profile selected among the ones included in the Catalogue of Professional Needs developed within the Embrace project, to which the individual's experiences refer to.
In case of positive evaluation, the IVC process proceeds towards the last stage; if the evaluation turns out to be negative, the process stops, and the person is oriented towards other services/activities.

WHY
The purpose of the tool is to formally record the evaluation of the competences declared by the individual, evaluated during the assessment process.

WHO
The IVC operator and the professional expert are responsible for the completion of the tool.
The document is signed by both of them.

WHEN
VALIDATION PHASE.
The skills' validation report is completed after the individual's assessment.

WHERE
The tool is used as a back office activity and processed at the IVC operator's workplace.

SKILLS' VALIDATION REPORT

Candidate's first and last name:

Related Professional Profile:

Annotation

Result of the skills' evidences evaluation:

Positive

Negative

Date

Professional expert's surname and name

Signature of the professional expert

IVC Operator's surname and name

Signature of the operator

4.8 Professional profile validation certificate / Skills' validation certificate

WHAT
Both tools certify the possession of the competences, but they differ according to the assessment results.
The Professional profile validation certificate is released to the individual if the assessment shows full possession of all competencies of the agri-food reference professional profile included in the Catalogue of Professional Needs developed within the Embrace project.
The Skills' validation cerificate is released to the individual in case the assessment shows partial possession of the competences of the reference professional profile.

WHY
Both tools aim at declaring the possession (full or partial) of the competences of the reference professional profile included in the Catalogue of Professional Needs developed within the Embrace project.

WHO
The IVC operator is responsible for the completion of the tool.

WHEN
VALIDATION PHASE
Both tools formally close the IVC process.

WHERE
Both tools are used as a back office activity and processed at the IVC operator's workplace

PROFESSIONAL PROFILE VALIDATION CERTIFICATE

Assigned to:

First Name

Last name

Place of birth (Country):

Date of birth:

DENOMINATION OF THE PROFESSIONAL PROFILE

DESCRIPTION OF THE SKILLS RELATED TO THE PROFESSIONAL PROFILE :

SKILLS	Description
Skill n° 1	
Skill n° 2	
Skill n° …..	

Obtained from:

Name of the Organization:

Address of the Organization:

Date

IVC Operator's surname and name

IVC Operator's signature and Organization's stamp

SKILLS' VALIDATION CERTIFICATE

Assigned to:

First Name

Last name

Place of birth (Country):

Date of birth:

DENOMINATION OF THE PROFESSIONAL PROFILE

DESCRIPTION OF THE SKILLS RELATED TO THE PROFESSIONAL PROFILE :

SKILLS   Description

Skill n° 1

Skill n° 2

Skill n° …..

Obtained from:

Name of the Organization:

Address of the Organization:

Date

IVC Operator's surname and name

IVC Operator's signature and Organization's stamp

Glossary

Assessment of learning outcomes
Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes).
Assessment is typically followed by certification.
in the literature, 'assessment' generally refers to appraisal of individuals whereas 'evaluation' is more frequently used to describe appraisal of education and training methods or providers.

Certification of learning outcomes
Process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed by a competent body against a predefined standard.
Certification may validate the outcome of learning acquired in formal, non-formal or informal settings.

Competence
Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).
Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.
Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

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

Impartiality
A subjective, objective and functional condition of equidistance of the person who expresses an evaluation or an opinion on third parties and on their interests. Impartiality, during evaluation, is ensured through the presence of third parties, external to those who have collaborated in the training, promotion, development, reconstruction or documentation of the competences.

Independency
A subjective, objective and functional condition of freedom of expression for those who evaluate, so to act exclusively according their will, in an autonomous and impartial way with regard to any kind of conditioning or prejudice.

Informal learning
Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.
Informal learning outcomes may be validated and certified.
Informal learning is also referred to as experiential or incidental/random learning.

IVC Operator
He/she is responsible for the implementation of all the activities envisaged by the IVC process in the reception and identification of the competences phases, and partially also in the validation phase. He/she is the reference person for the individuals wishing to have their competences enhanced.

Learning
Process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.
Learning occurs through personal reflection, reconstruction and social interaction and it may take place in formal, non-formal or informal settings

Learning outcomes / learning attainments
Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.
Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

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

Lifewide learning
Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage of life.
Lifewide learning is a dimension of lifelong learning.

Non-formal learning
Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.
Non-formal learning outcomes may be validated and may lead to certification.
Non-formal learning is sometimes described as semi-structured learning

Professional Expert
He/she comes from the vocational training or labour sector and is an expert of both the processes of identification and validation of the competences. He/she is the technical expert for the validation of the competences.

Recognition of learning outcomes
Formal recognition: process of granting official status to knowledge, skills and competences either through:
- validation of non-formal and informal learning;
- grant of equivalence, credit units or waivers;
- award of qualifications (certificates, diploma or titles).

Skill
Ability to apply knowledge and use know-how to complete tasks and solve problems.

Standard
Series of elements whose content is defined by concerned actors.
One can distinguish between several types of standards:
- competence standard refers to knowledge, skills and/or competences linked to the practice of a job
- educational standard refers to statements of learning objectives, content of curricula, entry requirements as well as resources required to meet learning objectives
- occupational standard refers to the statements of the activities and tasks related to a specific job and to its practice
- assessment standard refers to statements of the learning outcomes to be assessed and the methodology used
- validation standard refers to statements of level of achievement to be reached by the person assessed, and the methodology used
- certification standard refers to statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred.

Validation of learning outcomes

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

Process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard. Validation consists of four distinct phases:

- identification through dialogue of particular experiences of an individual
- documentation to make visible the individual's experiences
- formal assessment of these experiences
- certification of the results of the assessment which may lead to a partial or full qualification.

Leaflet addressed to migrants

The professional profiles of the agri-food sector: an opportunity for integration

The Embrace project aims at structuring a **transnational** methodology able to **identify, document and validate non formal and informal competences** acquired anywhere by migrants (in their origin country or in another EU State) in order to improve their opportunities and access into the European labour market, especially in the agri-food sector (breeding, cultivation, processing). The project faces the challenges of Third-Country citizens' labour **inclusion** through the design and testing of a specific skills' identification and validation procedure based on migrant friendly tools and intercultural approaches which take into account history, cultures, skills and experiences achieved in everywhere contexts.

The project target group consists of migrants coming from non-EU countries recently arrived in our Continent, currently unemployed, with or without a formal education certification, with or without a former job in their country of origin, or in another EU country.

Funded by the Erasmus+ Programme of the European Union

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Are you a Third-Country citizen...

...interested in the recognition and enhancement of the competences achieved in your lifetime through various types of experiences (professional, educational/training, personal) at different times and in different contexts (formal, non-formal, informal)?

The competence identification and validation process

Enhance your experiences and increase your employability and opportunities

Skills recognition and competence identification and validation is carried out through **a defined and structured process.** The activity flow of competence identification and validation (IVC), implemented in the framework of the Embrace project, complying with European directions and the experiences conducted within the partners' Countries, is structured as follows:

1. **RECEPTION PHASE**
First contact, information and guidance related to the IVC process.

2. **COMPETENCIES IDENTIFICATION PHASE**
Identification of all competencies referring to a specific professional profile in the agri-food sector.

3. **COMPETENCES VALIDATION PHASE**
Competence validation through practical tests.

The three phases allow different approaches according to the quality and quantity of learning/skills acquired; a person can stop at different stages of the project or complete it.

RECEPTION

It's the starting point of the process aiming at verifying motivation and adequacy of the individual in taking part to the IVC path and providing him/her information in order to make the person as aware as possible of stages, purposes and timing of the process.

IDENTIFICATION

It's finalized to re-create the experiences carried out by the individual, collect all supporting documents and transpose them into competencies: that is to say identify and formally define the skills that will be validated.

VALIDATION

It's finalized to verify and formalize the possession of the competencies. The control is done through a structured assessment (technical interview and/or practical test). The assessed competencies are reported onto a formal document (professional profile certification or competencies declaration).

CERTIFICATION

The project, due to its experimental nature, has decided to transfer the certification act to each national procedure. The IVC process designed within it is line with the procedures in use in each Country of the partnership, in order to facilitate the dialogue between the Embrace procedure and the official ones and enable a possible certification act.

The professional profiles of the agri-food sector: an opportunity for integration

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The Embrace project aims at structuring a **transnational** methodology able to **identify, document and validate non formal and informal competences** acquired anywhere by migrants (in their origin country or in another EU State) in order to improve their opportunities and access into the European labour market, especially in the agri-food sector (breeding, cultivation, processing). The project faces the challenges of Third-Country citizens' labour **inclusion** through the design and testing of a specific skills' identification and validation procedure based on migrant friendly tools and intercultural approaches which take into account history, cultures, skills and experiences achieved in everywhere contexts.

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Enaip PIEMONTE · CFIQ · OL · QXALIS · VIFIN · EMBRACE

www.embraceproject.eu

Are you a social worker...

...interested in enhancing the competences that Third-Country citizens achieved in their lifetime through various types of experiences (professional, educational/training, personal) at different times and in different contexts (formal, non-formal, informal) in order to promote their social and professional inclusion and improve their employability and empowerment?

EMBRACE

ENHANCEMENT OF MIGRANTS ABILITIES AND RECOGNITION OF THEIR ACQUIRED COMPETENCIES IN EUROPE

The competence identification and validation process

Promote and enhance Third-Country citizens' experiences and increase their employability and opportunities

Skills recognition and competence identification and validation is carried out through **a defined and structured process.**
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   Identification of all competencies referring to a specific professional profile in the agri-food sector.

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   Competence validation through practical tests.

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RECEPTION	IDENTIFICATION	VALIDATION	CERTIFICATION
It's the starting point of the process aiming at verifying motivation and adequacy of the individual in taking part to the IVC path and providing him/her information in order to make the person as aware as possible of stages, purposes and timing of the process.	It's finalized to re-create the experiences carried out by the individual, collect all supporting documents and transpose them into competencies: that is to say identify and formally define the skills that will be validated.	It's finalized to verify and formalize the possession of the competencies. The control is done through a structured assessment (technical interview and/or practical test). The assessed competencies are reported onto a formal document (professional profile certification or competencies declaration).	The project, due to its experimental nature, has decided to transfer the certification act to each national procedure. The IVC process designed within it is line with the procedures in use in each Country of the partnership, in order to facilitate the dialogue between the Embrace procedure and the official ones and enable a possible certification act.

Leaflet addressed to agri-food entrepreneurs

The professional profiles of the agri-food sector: an opportunity for integration

The Embrace project aims at structuring a **transnational** methodology able to **identify, document and validate non formal and informal competences** acquired anywhere by migrants (in their origin country or in another EU State) in order to improve their opportunities and access into the European labour market, especially in the agri-food sector (breeding, cultivation, processing).

The project faces the challenges of Third-Country citizens' labour **inclusion** through the design and testing of a specific skills' identification and validation procedure based on migrant friendly tools and intercultural approaches which take into account history, cultures, skills and experiences achieved in everywhere contexts.

The project target group consists of migrants coming from non-EU countries recently arrived in our Continent, currently unemployed, with or without a formal education certification, with or without a former job in their country of origin, or in another EU country.

Are you an agri-food entrepreneur...

...interested in recognizing the competences that Third-Country workers achieved in their lifetime through various types of experiences (professional, educational/training, personal) at different times and in different contexts (formal, non-formal, informal) in order to make your agri-food company more competitive, innovative and inclusive?

EMBRACE
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EMBRACE
ENHANCEMENT OF MIGRANTS ABILITIES AND RECOGNITION OF THEIR ACQUIRED COMPETENCIES IN EUROPE

The competence identification and validation process

Promote and enhance Third-Country workers' experiences and increase your agri-food company opportunities

Skills recognition and competence identification and validation is carried out through **a defined and structured process.**
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RECEPTION
It's the starting point of the process aiming at verifying motivation and adequacy of the individual in taking part to the IVC path and providing him/her information in order to make the person as aware as possible of stages, purposes and timing of the process.

IDENTIFICATION
It's finalized to re-create the experiences carried out by the individual, collect all supporting documents and transpose them into competencies: that is to say identify and formally define the skills that will be validated.

VALIDATION
It's finalized to verify and formalize the possession of the competencies. The control is done through a structured assessment (technical interview and/or practical test). The assessed competencies are reported onto a formal document (professional profile certification or competencies declaration).

CERTIFICATION
The project, due to its experimental nature, has decided to transfer the certification act to each national procedure. The IVC process designed within it is line with the procedures in use in each Country of the partnership, in order to facilitate the dialogue between the Embrace procedure and the official ones and enable a possible certification act.