MILE

My Informal Learning Experience

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MILE GUIDE

To Documenting Informal Learning Experience for European Job Mobility

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INTRODUCTION

The MILE Guide is the main product of the MILE project carried out by IASIS NGO (Athens, Greece) and the Association Key & Key Communications (Deruta / PG, Italy) under the direction of Education Centre EST (Wadowice, Poland), between November 2016 and October 2018.

RATIONALE of the project
The MILE project engages with European mobility of people with low formal qualifications but **valuable experience acquired in the course of work, family occupations** or **other informal activities**. This experience can become their biggest asset in successful integration in the country in which they hope to settle.

BENEFICIARIES
Hence our main beneficiaries are **people in mobility**.

NEED
The project starts from the need to support people in mobility in **making their experience recognised**. This is fully acknowledged in European policy statements. Our project follows recent *European guidelines for validating non-formal and informal learning[1]* which encourage a wide range of stakeholders, including education providers and voluntary organisations, to engage in the process. We propose an approach to facilitate the first two essential phases of validation which relate to identification and documentation of knowledge, skills and competences.

We also are dealing here with the **basic skills of reading and writing needed to prepare documentation** of one's work-related experience (literacy) and effective ways of its communication (digital skills of editing a portfolio and communicating it online)**.** The need for such support to people in mobility in our countries is immense in view of the current migration challenge. Efforts have to be enhanced to facilitate recognition of their learning outcomes in order to promote their adaptation to a new socio-cultural environment.

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[1] http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073

MAIN AIM

Our main goal is therefore to support people in mobility in making their experience recognised and thus **raise their chances of finding meaningful and satisfactory employment**. We work in three different contexts – Poland, Greece and Italy - which have to be taken into account to understand the specific needs we are addressing.

SPECIFIC OBJECTIVES

Based on the mentioned need, the project's objectives include:

- **Developing social, civic, intercultural competences**: ability to communicate one's experience is essential for successful adaptation to a new environment. This is particularly needed in the case of people coming from different cultural frameworks and distant places who want to become members of a new society in a new country. The learning activities developed by us engage with this intercultural challenge.

- **Developing media literacy**: employment procedures in Europe are based on standardised forms, applications, etc. processed through digital media. People with lower levels of qualification and literacy find these procedures very difficult. We provide support to them in elaborating a portfolio of work-related experience with the use of digital media (editing documents, using Europass CV editor, compiling portfolios online).

- **Combating discrimination and segregation**: the current anti-immigration discourse in Europe is based on labelling people as 'migrants', 'aliens', 'Muslims', 'clandestine', 'illegal', etc. without attention to the diversity of their origins, reasons for migration, objectives and needs. One way to combat discrimination and segregation resulting from oversimplified, biased and even racist categorisation is to help individuals stand out from a stigmatised mass of people through showing their personal qualities. Communication of one's individual experience helps to remove labels.

- **Enhancing the access, participation and performance of disadvantaged learners**: disadvantaged learners in our case are people in mobility with lower qualification and literacy levels who find it difficult to communicate their valuable experience acquired in informal settings. We offer them access to quality learning opportunities on how to do it effectively and thus raise their chances of participation in the social and working life in a new cultural environment.

- **Facilitating their transitions from different types of learning and training to the world of work in a new country**: a convincing portfolio documenting experience which in the case of people in mobility may have been acquired in contexts very far from formal education is essential for successful transition.
- **Involving people in mobility, categorised as 'refugees', 'asylum seekers' and 'migrants'**: these are the main target groups of two project partners (IASIS and KEY&KEY) and for EST the project brings a unique opportunity to increase its support to growing numbers of migrants in our region.

MAIN OUTPUT

The **Mile Guide** as the main project output for educators working with people in mobility proposes a set of learning activities facilitating recognition of their informal learning experience. We propose an individualised approach in which building a portfolio of skills and competences begins with the actual experience to document instead of a predefined template to complete. The **MILE Guide** is therefore designed as a practical resource for adult educators seeking ways to effectively support people in mobility in having their informal learning experience recognised in a new socio-cultural context.

The MILE Guide consists of three chapters:
1. Chapter one tackling the communication barriers in CV writing
2. Chapter two outlining possible learning paths
3. Chapter three presenting exemplary MILE portfolios

1. COMMUNICATION BARRIERS

This chapter has the objective to introduce into the general problematic of the MILE project which consists in elaborating tools for migrants – in particular with refugee and asylum seeker status – to better find their way into the European Union labour market.

We know from a number of reports (e.g. evaluation of Europass) that the level of use of European transparency instruments by people with lower formal qualifications who are most in need of such support is very limited. Here we present key barriers that people in mobility face when they want to communicate their competencies and skills. Our initial research conducted for this project has identified a number of factors which needed to be investigated in more depth. We took them as a baseline for biographical interviews with members of our target groups to obtain findings grounded in empirical evidence. These are the factors analysed in detail for the Guide development:

- Intercultural issues affecting the process of recognition of informal learning particularly acute in the case of people entering an environment very distant from their own cultural background
- Specificity of employment oriented discourse which requires those searching for a job to provide information through predefined forms, applications, etc.
- Accessibility of European transparency tools to those with low literacy levels and formal qualifications

More in detail, we are tackling the following issues:
- Quick overview of the migration situation in Europe
- The interview guide – how we conducted the interviews
- Privacy issues
- Overall results from the interviews
- Our case studies
- Challenges and perspectives for the learning paths

1.1. Quick overview of the migration situation in Europe

In the European Union countries, migration or mobility of people are not a new phenomenon. Since the Second World War, both continental and extra-continental phenomena have made migration one of the main structural features of European countries. However, the current crisis of reception devices in Europe (De Genova 2016)[2] and the international situation, dominated by wars and world-wide socio-economic inequality, transformed migration more and more in a politically demanding problem, enmeshed in a web of cultural, social, economic and public communication factors (Ravenda 2009).[3] An issue that is increasingly present as one of the main themes of the European Union agenda, especially with regard to the classification of migrants and their possibility of a residence permit as well as regarding the inclusion of people in mobility in the different contexts of European countries. Furthermore, the relationship between migration policies and regular entries for migrants also raises a number of issues. On one hand the possibility of obtaining a residential permit, except in particular cases (such as in the case of asylum seekers) is determined by the possibility of having a regular job (that sometimes paradoxically cannot exist without a residential permit). For migrants, the opportunity to have a satisfying job promotes interaction and inclusion processes in the different contexts of immigration countries. On the other side, as pointed out by the *Employment and working conditions of migrant workers* (2016) report led by European observatory of working life[4], "immigrants play an increasingly important role in the labour markets of EU Member States". A relationship between migration and the European labour market, however, still generates many management and organizational issues. As described in the report:

The disadvantages experienced by migrant workers represent a major challenge for social and labour market policies in Europe. In most countries, these people face higher unemployment rates and, when in employment, migrants tend to be segregated in unskilled occupations and exposed to higher risks of over-qualification. As immigrants today are often educated, this represents a significant waste of human capital, and a strong form of inequality. Moreover, they

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[2] De Genova, Nicholas. 2016: "The 'crisis' of the European border regime: Towards a Marxist theory of borders". In: *International Socialism: A Quarterly Review of Socialist Theory*, N.150, www.nicholasdegenova.net

[3] On these issues see RADAR project http://win.radar.communicationproject.eu/web/

[4] https://www.eurofound.europa.eu/observatories/eurwork/comparative-information/employment-and-working-conditions-of-migrant-workers

are exposed to considerable job insecurity, and the sectors and occupations where they are employed are characterised by less advantageous working conditions.

The main reason for the present project lies exactly in this situation posing an additional, urgent challenge for European policymakers. MILE, in fact, targets people in mobility with low formal qualification but valuable informal experience which can become their biggest asset in successful inclusion in the EU country in which they want to settle. The aim is to support them in making their skills and competences recognised and thus raise their chances of finding satisfactory employment in three different contexts (Poland, Greece and Italy) which have to be taken into account to understand the specific needs we are addressing.

All our beneficiaries share certain characteristics which make the project initiative focus on concrete, well defined needs. They are all people in mobility - we use this term to refer to those who move from one country to another in search for better living and working conditions. The reasons for migration are different but they all face a challenge of adaptation. Their work-related skills and experience condition their prospects for employment in the country where they want to settle. They are people who have the right to work in Europe, either as citizens of an EU country, migrants with refugee and asylum seeker status or migrants granted a work permit, still unable to find employment because of difficulties to prove their competences by means of diplomas, certificates, etc. MILE wants to help them document and communicate their experience in a convincing way. It is exactly here where a substantial difficulty arises: informal learning experience is difficult to document as its learning outcomes are less tangible and quantifiable than formal qualifications. The task is particularly difficult for those with only basic literacy, unable to conduct effective communication in the framework of formalised discourse of employment. The tools such as Europass are very useful to describe concrete qualifications but rather insufficient when it comes to documentation of informal experience. At the same time for people in mobility there are several communicative barriers (interlaced to cultural and linguistic ones) which restrict access to European labour market.

Our own practice thus confirms the findings of Second Evaluation of Europass[5] which concluded that the use of Europass by disadvantaged groups, i.e. those who can most benefit from the support tools, is very limited and it is needed to "develop and/or strengthen alternative ways of reaching disadvantaged individuals who lack experience in documenting and presenting their skills and competences".

From these assumptions the project started with a series of semi-structured interviews-conversation conducted with groups of people in mobility in the three different countries. Qualitative data was collected on the biography of the beneficiaries of the project, as well as on their past experience, skills, language skills, etc. Much attention has been given to the knowledge of the European labour market and to the difficulties in using Europass.

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[5] http://ec.europa.eu/dgs/education_culture/more_info/evaluations/index_en.htm

Job interview

1.2. The interview guide – how we conducted the interviews

The biographical interview-conversations were conducted in reference to ethnographic methodology as a semi-guided and semi-structured conversation, based on a set of 13 questions/issues related to 13 possible communication barriers. The sequence of the questions were not rigid or pre-determined, but followed the interviewee's talk after the first question having an introductory function. Not necessarily all questions needed to be actually pronounced, as they were often tackled naturally and spontaneously by the interviewee him/her-self. Personal topics and other sensitive topics, such as age, marital status, family, political views, (religious) beliefs, migration history, legal issues were avoided. We used an impersonal way to ask questions whenever possible, not asking directly the interviewee's individual experience, unless the person was spontaneously willing and seemed to feel comfortable to talk about his/her personal experience. Before starting the conversation, our interlocutor was informed about the reason and background of such an interview conversation. In case of video-recording, an "Informative report for the use of personal data for scientific purpose" was handed over to the interviewee and the interviewee had to sign a "Consent for processing" paper. This was adopted only in the case the processing would include personal data and personal images. In some cases, the interviews were conducted, instead, without asking for personal data and without video-recording.

Some pilot interviews made emerge the main communication barriers consisting in or originated by:
1. General experience
2. Individual experience
3. Illiteracy
4. Language knowledge in general
5. Knowledge of Latin, Greek, Cyrillic, Arabic, Japanese, other alphabet or writing conventions (Chinese e.g.)
6. Writing skills
7. Skill to manage rigid forms/templates
8. Experience in presenting one's life/work experience in a time frame/sequence
9. Specific experience

10. Awareness of cultural differences
11. Specific Training
12. Motivation
13. Attitude of empathy

Below we propose the tool to conduct the interview-conversation indicating the correspondence between communication barriers, questions and some explanatory remarks.

	Communication barriers	Questions	Remarks
1.	General experience	In your country or another country you have been living in, how does one manage to find a job?	
2.	Individual experience	Would you like to tell me your own experience or a friend's or relative's experience in finding a job?	Don't insist, if the person doesn't elaborate on this
3.	Illiteracy	Did you or someone you know ever need to present a written request in your country of origin?	Attention: the person may be illiterate; do not ask this directly!
4.	Language knowledge in general	If yes, did the person (you) write it herself (yourself) or did someone help?	Related to the lingua franca / official public language of one's country or of the language of another country the person has been living in
5.	Knowledge of Latin, Greek, Cyrillic, Arabic, Japanese, other alphabet or writing conventions (Chinese e.g.)	If yes, did the person (you) write it herself (yourself) or did someone help?	Related to literacy in one's original language(s)
6.	Writing skills	If yes, did the person (you) write it herself (yourself) or did someone help?	Related to the specific writing style for job search
7.	Skill to manage rigid forms/templates	Did you or someone you know ever have experience in filling in a form? What do you think is the most difficult part in writing a CV?	General question to find out whether the interviewee has direct or indirect experience with forms and which part(s) are the most difficult for him/her

8.	Experience in presenting one's life/work experience in a time frame/sequence	Do you remember when you did work X / work Y / etc.?	Find out the interviewee's sense of time and about the importance s/he attaches to time sequence
9.	Specific experience	How would you present your experience/competence to find a job	Related to self-presentation of competences
10.	Awareness of cultural differences	Do you think in Greece/Italy/Poland the way to present one's professional experience and competence is the same as in your country of origin? If not, what do you think might be the differences?	
11.	Specific Training	Did ever anyone teach you how to write your work experience and competence?	
12.	Motivation	If not, would you like to learn how to write a CV?	
13.	Attitude of empathy	How do you think would be the best way to present yourself with your experience and competence in order to find the job you want and to satisfy the expectations of your possible employer?	

1.3. Privacy issues

The MILE research was conducted within the framework of the European Erasmus+ project. For this reason, the processing of the collected data has been carried out in accordance with the privacy of the persons concerned, both in relation to the European regulations as well as with the rules of each partner country. Each person involved received adequate information about the project and signed a data-processing release. Each partner used a release that complies with the rules of their country. All the collected data, interviews and conversations were made anonymous.

All data is to be considered as the property of the scientific coordinators of each project partner and treated by staff members.

1.4. Overall results from the interviews

Most of the answers from our three partner countries overlap. But there are also some significant differences between all three countries.

In the following we report some reflections pointing out similarities and differences between our three groups. The three groups are mainly different as to their geographic origin: members of the Greek group are from Middle East Asia, members of the Italian group from West Africa (with the exception of one person from Ukraine) and those from the Polish group from Eastern Europe.

Only in a few cases, i.e. interviewees from African countries, report that they learn at school how to write an application letter or a CV (the CV in particular being imported from Western tradition).

Apart from some sceptical opinions in the Polish group, which seem more related to a lack of experience than to concrete work experience, all interviewees show a definite interest in learning how to document one's work experience and competence, being also aware (mainly the people from Asia and Africa) of possible cultural differences and a more formal, detailed way in Europe of reporting one's work experience. The context-specific differences (different work environments, companies) instead are not much perceived, which is another point to focus on in our training development.

Below we will summarize the set of answers to the 13 questions by trying to highlight the similarities and the differences for each country.

1. General experience - In your country or another country you have been living in, how does one manage to find a job?
In all groups, interviewees highlight the importance of personal relationships/networks (mouth-to-mouth info; protection and recommendation) and the need to demonstrate practically one's skills.

Nevertheless, other, formal and informal, channels of job search are known: internet, newspapers, job agencies, sending applications and CVs, internships, advertising posters on a wall, in the streets, in the market, outside a store.

In the Italian and Greek groups (see also point 3), the use of formal ways of job search (CVs, application letter, etc.) are perceived as being relevant for higher intellectual jobs; not for practical, manual jobs.

In the Polish group any channel is relevant; higher jobs instead are perceived as related to protection and recommendation practices.

2. Individual experience - Would you like to tell me your own experience or a friend or relative's experience

Both in the Greek and the Italian groups, the importance of being related to someone powerful is pointed out.

Only in the Greek group the gender issue emerges.

Only in the Polish group the geographical mobility is highlighted as a solution both for Poles and migrants in Poland: moving to Western and Northern European countries such as UK, Germany, Norway, US, Iceland.

3. Illiteracy - Did you or someone you know ever need to present a written request in your country of origin?

In the Polish group more people have the experience in presenting a CV, than in the other 2 groups.

Again it emerges that the CV is more related to jobs which need a higher education level.

4. Language knowledge in general - If yes, did the person (you) write it herself (yourself) or did someone help?

Members of the Polish group affirm to having written their CV themselves.

5. Knowledge of Latin, Greek, Cyrillic, Arabic, Japanese, other alphabet or writing conventions (Chinese e.g.) - If yes, did the person (you) write it herself (yourself) or did someone help?

Members of the Italian group have all a Latin alphabet tradition.

6. Writing skills - If yes, did the person (you) write it herself (yourself) or did someone help?
CV writing is anyway perceived to be related to higher levels of jobs. If people have to write a CV, they write it on their own.
This shows that there is no perception of the need of specific writing skills in terms of a CV-specific style, which confirms the need for specific training.

7. Skill to manage rigid forms/templates - Did you or someone you know ever have experience in filling in a form? What do you think is the most difficult part in writing a CV?
Members of the Polish group are used to CV templates more than members of the other 2 groups among whom the Europass form is not known at all. Some of the Italian group got to know CV templates (in particular the Europass form) in Italy; someone else that one can improve in writing CVs.
Both in the Polish and the Italian group someone states that a structured form is helpful.
The basic data seem to be easy to report; more difficult are parts which either are related to experiences not relevant to a specific job or are more informal; difficult is also the motivation letter. Someone from the Italian group states that a pre-structured form is not always good, as it doesn't give the possibility of showing one's own style.
Again, all these answers confirm a need of specific training in writing a CV and presenting one's own professional competences/experiences.

8. Experience in presenting one's life/work experience in a time frame/sequence - Do you remember when you did work X / work Y / etc.?
In the Greek group, members affirm a difficulty in remembering exactly the dates/period of their work experiences.
In the Italian and Polish groups, members affirm instead that it is not difficult to remember exactly at least month and year of their work experiences, despite in Africa generally you are not delivered a certificate for a specific work period.

9. Specific experience - How would you present your experience/competence to find a job
Networking plays an important role in all groups. (see also the other points).
Italian and Polish groups point out the importance of practical demonstration being more

convincing than written CVs; someone (Polish) reports also photographic material.

10. Awareness of cultural differences - Do you think in Italy/Greece/Poland the way to present one's professional experience and competence is the same as in your country of origin? If not, what do you think might be the differences?
For those people from the Polish group who have experience there seems to be no difference, in contrast to the other two groups (Greek + Italian). Members of these 2 groups in particular perceive the formal and analytic way of job search in Europe and that it is more difficult in Europe than in their original countries. The CV writing is seen as a habit imported from the Western world.

11. Specific Training - Did ever anyone teach you how to write your work experience and competence?
Most of the interviewees said they never learnt it; a few that they have learnt it at high-school.

12. Motivation - If not, would you like to learn how to write a CV?
All (!) members of the Greek and Italian groups, and most of the Polish group affirm to be eager to learn how to write a CV and present one's competences/experiences; members of the Polish nevertheless are more sceptical about the usefulness of a CV for finding a job.
In the Italian group only a few take the context into account ("starting from an announcement"; considering the required competencies; "knowing about the company's philosophy: 10 applications, 10 different CVs").
All these answers again show the definite need of training in CV writing and documenting one's work competencies/experiences generally and in an intercultural perspective.

13. Attitude of empathy - How do you think would be the best way to present yourself with your experience and competence in order to find the job you want and to satisfy the expectations of your possible employer?
In all three groups, the importance of demonstrating practically one's working skills is highlighted. In the Greek and Italian groups also volunteering work is underlined as useful for getting a job. Members of the Greek group furthermore underline very much the importance of an adequate behaviour and showing one's commitment.

1.5. Our case studies

To better understand the types of answers obtained during the research, and to better contextualize them, we propose four paradigmatic cases from the three partner countries: one from Poland, one from Greece and two from Italy. The four people interviewed come from different countries, they have distinctive cultural background, professional training, job experience, education and are experiencing their mobility in three different countries and in four singular ways; each of them with his/her own expectations and goals. The cases are analysed according to three different topics: *Experience, Opportunities, Challenges,* with a conclusion on the possible *MILE support.* The differences between the cases allow us to develop perspectives for the learning paths as well as to elaborate tools for the formulation of previous skills and competences acquired through informal learning experiences.

The Polish case
Oleksandr[6]: Ukrainian citizen searching for job in Poland
Age: 24
Foreign language skills: basic English, poor Polish, improving
Education: secondary level
Qualifications: no formal diplomas, certificates, etc.

The case is particularly illustrative as it discloses a number of attitudes to documentation of informal learning experience relevant for job searching which we also identified in other interviews with Ukrainian migrants and which we need to take into account in planning effective support to this group.

Experience
Oleksandr has a lot of experience in working on building sites in Ukraine, including tasks which require specific skills in joinery and roofing. However, he didn't perceive this work as satisfactory due to low wages in Ukraine. Hence the decision to move to Poland where wages are higher and

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[6] For privacy reasons the names are invented and sometimes even the native country is not specified, but only the wider geographic area. The choice of the invented name respects the person's cultural origins and obviously his/her gender.

prospects for a better job promising. At the time of the interview he was working in a ski resort in Poland on a short contract doing basic tasks like helping people to lifts, removing ice from steps, cleaning seats, moving snow guns, etc. The tasks are much below his manual and technical skills. Because of the temporary character of this position he will have to find another job to stay in Poland where he sees many more opportunities for himself than in his native country.

Opportunities
There is a shortage of skilled workforce in the construction industry in Poland, especially in small building firms which find it more and more difficult to recruit workers with versatile experience required of a team to undertake various tasks on a building/renovation site. Oleksandr's skills in roofing are high in demand. However, he needs to be able to present them in a convincing way in order to get offers from prospective employers. Finding such a job is conditioned on an active attitude and ability to communicate one's qualifications. So far Oleksandr's experience in job searching is mainly through using personal contacts (family, friends and other people referred to) which he finds most effective if not the only feasible way to get work. This attitude substantially limits the range of opportunities he can see for himself.

Challenges
Oleksandr is not fully aware of the potential of proper documentation of his work experience. This results from a number of factors. CV was not required for the jobs he had been doing so far. Most of them were found via personal recommendation. Furthermore, he perceives formal job application with motivation letter, CV and other documentation as needed only for higher positions offered to people with qualifications proven in diplomas and certificates. However, when challenged with a question how he will proceed to apply for a new job after the expiry of the current temporary contract he seems to be at loss. He will perhaps rely on services of agents, either Ukrainian or Polish, who 'get' work for migrants in Poland, usually low paid jobs, without asking about any previous experience or qualifications. Such a new job will most likely be much below the level of his experience in work on building sites as well as below the wages he could expect for specialised work like roofing in which he has most experience.

MILE support

When asked whether he would like to learn how to prepare documentation of his experience in a form facilitating job searching, Oleksandr is very positive. He has only very basic knowledge of what a good CV should look like having received no training or support in writing resumes of work related competences. For previous jobs he only had to submit the most basic data: name, contact details or general statement of qualifications and skills. In view of the information gathered through the interview we expect the MILE support to be most effective in the following areas:

- identification of a particular set of skills acquired by Oleksandr which are valued in the job market in Poland
- building a portfolio of such skills which could be presented to prospective employers
- CV writing strategies in response to particular contexts of job searching

The Greek case

Farhad: Asylum Seeker from Afghanistan, last two years in Greece

Age: 20

Foreign language skills: poor English, average Greek in sense of "communication" level (not extended vocabulary, lot of mistakes in written form, better skills in oral communication)

Education: technical school in Kabul (plumbing expertize or something similar)

Qualifications: no formal diplomas, certificates, etc.

The case shows some common issues that asylum seekers face when they have to transform their experience into a formal document accepted, such as a Europass CV, that creates also issues when they are trying to search for a job-place.

Experience

Farhad is a kind man one might call "handyman". He has several skills to fix things, especially those connected with plumbing and tubes. During his stay in the Shelter, he was the unofficial "technician" of the whole unit, repairing every damage of the building. Moreover he gained trust from all Unit members, so people give him several tasks to accomplish.

On the other hand, his lack of self–esteem and his low language skills do not allow him to "advertise" somehow his skills and to go further in a more concrete vocational plan. He tried once to find a job place in the local market, but at that moment the law did not allow him to work with his legal status (recently this law changed in Greece giving opportunity to asylum seekers to find a legal job). It also was difficult for him to explain to his potential employer what exactly his profession was in Afghanistan, because he used to accomplish different tasks inside the company he worked with (from maintenance to talk to some clients or taking care of resources).

Opportunities
On the one hand, unlike some years ago, the Greek society experiences today a lot of mistrust towards migrants and "foreigners" in general, due to the increasing number of arrivals and after many fights that took place inside camps and hosting units.

On the other hand, in the last decades in Greece there is a trend directing youngsters to universities, leaving behind Vocational Training that would lead to a 'blue collar" profession. This trend is directed mainly by families (they want a better chance for their children) and in general supported by the official Greek Educational System. As a result of this cultural habit, there is a lack of technicians in the market. Many times here – especially in the Athens area – it is more difficult to find a plumber than a doctor (!). Under this circumstance, it was a good opportunity for Farhad to realize his potential and to go for a real and well–paid job place in Athens.

Challenges
Starting to work with Farhad in MILE project context, we (him as beneficiary and counsellor together) realize that there are some potentials that he can use to get a proper job, but at first, he has to put this competence in a piece of paper, transform it into a CV. Previous experiences in his country were totally different: there is no need for written documentation. Information about job places are given orally inside the small city, also the news are spread among family members. There are circumstances in which belonging in the right political party is crucial for your one's career: and this was the only example of a written element, as a mayor or other political person should provide one with a note to give to one's potential employer.

Working on the Europass form with him was a step–by-step process. And at the end, both sides admitted that it was also an inner work – to get familiar with one's own capacity.

MILE support
As said, process started from the very first level of realization: What can I do (reaching out my potential). Secondly, how can I describe it in such a way that my potential employer understands what I am able to do. Finally, how I can put all my skills and knowledge coming from my experience in a right and logical way, in order to present it in a concrete carrier pathway. Since there were no official papers (i.e. titles or employers' certification) everything was about to present in a very descriptive and analytical way – simple on the other hand.
Spots to focus on:
- multi – tasking skills descriptions

- visualising skills
- transform/adapt prior learning/experience into new context
- portfolio building skills
- e-portfolio building skills
- CV spreading ideas
- trust building techniques

The two Italian cases

Ahmadou: Francophone West-African citizen; at the time of the interview asylum seeker; recently awarded with the humanitarian protection, searching for work in Italy; living in Italy for two years; has been living a while in Libya

Age: between 25-30

Foreign language skills: very good French, average competence of Italian and very poor English

Education: secondary level without final diploma

Qualifications: secondary level certificate of the Italian school system

The case discloses the experience of job searching in sub-Saharan Africa (in particular in West-Africa) and shows the awareness of difference between the native country and Europe, in particular Italy. It also makes emerge the attitude to documentation of informal learning experience relevant for job searching and the absolute will to learn how to document it efficaciously for the European/Italian context.

The case is particularly interesting as we also identified these results in other interviews with (West)African migrants and which we need to take into account in planning effective support to this group. At the same time, we can argue that – at least for the moment – it is a success story.

The case reinforces the project idea that online and face-to-face learning paths for the construction of CVs and (e-)portfolios can be a good resource for migrants to integrate in the European job market.

Experience

Ahmadou is a dynamic person who came to Italy as an asylum seeker, recently awarded with the humanitarian protection. In Ivory Coast he had the opportunity to study but didn't obtain any title. In his native country as well as in Libya, he has carried out many jobs - mainly manual ones - as shepherd, peasant and carpenter arguing repeatedly that he has a strong attitude to work with animals and in the open air. Nevertheless, he has not got any certificate from his employers, as this is not usual in countries with mainly mouth-to-mouth advertising practices, especially for manual and technical jobs (differently from intellectual, higher job positions). If a reference is demanded from another prospective employer, a former employer will give this orally. Despite he declares to prefer manual work to study, Ahmadou has been demonstrating, since his arrival in Italy, a strong ability to learn languages as well as to network and build social relationships. Likewise, he has a very good leadership and shows organisational skills within the group of asylum seekers he was living in before being now transferred to another place in Italy. He studied Italian language which he learned well, and he acquired an Italian secondary school diploma. Furthermore, he attended a training course as skilled worker in the mechanical sector and also many workshops on intercultural communication (carried out by Key & Key Communication in the framework of the project RIPARA[7] as well as by University of Perugia and Key & Key Communications together in the framework of the RADAR[8] project). All the activities and training courses he has followed in Italy have been certified.

Opportunities

After two years in Italy, Ahmadou obtained a permit for humanitarian protection and has been inserted into a so-called SPRAR project (*Servizio di Protezione Richiedenti Asilo e Rifugiati*). Now he has two years to find a job and get a regular residence permit. The asylum seeker's commission granted him this permission, especially for his activities in Italy and for the certificates he presented. The Italian job market requires skilled workers in the mechanical sector, and the training he has done in this sector could be a good opportunity for him. At the same time, his

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[7] RIPARA - Rete di Interazione e Protezione per Anziani e Richiedenti Asilo, co-financed by the Regional Government of Umbria DGR 403/2015.

[8] RADAR - Regulating AntiDiscrimination and AntiRacism, Fundamental Rights and Citizenship Programme JUST/2013/FRAC/AG/6271, co-funded by the European Union.

knowledge of two languages, communication skills and attitude as well as his participation in intercultural communication training courses could be spent for an intercultural mediator position or for another profile in the field of communication and mediation.

Challenges

To find a job is very important for Ahmadou not only for the work itself, but also because the job is linked to his possibility to remain in Italy. If he does not find a job within a limited time, he will have to leave the country. His main desire is to become a worker, but he does not exclude the possibility of working in other ways as well. As he has repeatedly argued, "The only important thing is to find a job, any job".

In his native country, Ahmadou never had experience with compiling a curriculum vitae, but he soon realised that in Europe it is very important to document one's formal and informal learning experience through relevant certificates. As he has argued "You need to communicate with others; Informing and telling your own work / experience; if you're lucky, they'll test you". It would be important to be able to document his learning experience in Italy (all certified) and work experience in Ivory Coast (all without documentation). At the same time, it would be helpful to promote Ahmadou's inclusion in a network that would empower him to exploit his language and communication skills.

Paul (for privacy reasons the name is invented, and the native country is not mentioned): Francophone West-African citizen; asylum seekers, searching for job in Italy; living in Italy for 6 months at the time of the interview

Age: between 40 and 45 years

Foreign language skills: Very good French, none Italian

Education: unknown

Qualifications: none official, got a badge from the capital's airport of his native country in order to access the different areas

This second Italian case is also particularly emblematic as a case of a job position and work activity which would not be legally acceptable in Europe, based on particular skills, such as mediation in the commercial sphere.

This shows us that the documentation of informal learning experience needs to take into account cultural and political-economic differences between countries of origin and immigration. The general issue arises: how can skills, acquired in a work environment which is not the same in the immigration country, be "translated" in order to recognise and valorise such skills?

Experience
Paul is a silent and kind man who, after 6 months in Italy, has learned very little about Italian language. In his country he worked as a negotiator at the capital's airport for commercial business. Specifically, he helped travellers, tourists and foreign business people to negotiate with local authorities the taxes, the costs of luggage and freight transport.

Opportunities
Paul's work cannot be carried out in Europe but (in 8 years of work experience) he has acquired a good competence in customer negotiation which could be spent for a mediator profile or for another position in the field of commercial mediation or customer service.

Challenges
Paul does not know the European CV system and in his native country has found his job through relationships. He knows that it is impossible to present his negotiation skills in a European CV; yet but would like to learn how to compile one. The challenge is to "translate" his skills in order to find a comparable professional profile or a learning path to enhance his competence.

MILE support
On the basis of the information gathered through the 2 interviews we expect the MILE support to be most effective in the following areas:
- fostering inclusion in job search networks
- trying to "translate" skills, in a way that they can be recognised and applied in a European system
- identifying a particular set of skills acquired by the interviewees which are valued in the job market in Italy (and Europe generally)
- elaborating and acquiring

- portfolio building skills
- e-portfolio building skills
- CV writing strategies

all in response to particular contexts of job environments.

1.6. Challenges and perspectives for the learning paths based on the interviews

From the analysis of the collected data as well as from the case studies emerge strongly the difficulties and the communication barriers people in mobility have to face using a Europass CV or similar tools. Given that documenting competences, which are not stated in diplomas, certificates, and similar documents, is difficult, this difficulty exactly represents the challenge how to help people. From this perspective we have identified three general challenges which seem central to us to elaborate appropriate learning paths:

1. The correspondence between migrants' past work experience and acquired competencies and the European labour market;
2. The traceability and translatability of skills and competences developed previously in the contexts of origin in the taxonomies of the European labour market;
3. The knowledge of how to access the labour market through the compilation of Europass CV, participate in public competitions, attend training and specialization courses.

As a result, from the interview outcomes, the MILE Guide needs to support the acquisition of specific communication skills in an intercultural perspective, related to:

- identification of a particular set of skills acquired which are valued in the job market fostering inclusion in job search networks
- "translation" of skills in a way that they can be recognised and applied in a European system
- transformation/adaption of prior learning/experience into a new context
- design of a portfolio of such skills which could be presented to prospective employers
- CV writing strategies including multi–tasking skills descriptions in response to particular contexts of job searching

- portfolio and e-portfolio building skills, including visualisation and multi-media skills
- trust building techniques
- CV spreading ideas

2. FACILITATING MILE LEARNING

In this part of the Guide we consider how to plan learning scenarios for migrants wishing to document their informal work-related experience and communicate it to potential employers in the country where they want to settle. The focus of our approach is on migrants who have few formal qualifications to present, still some valuable skills and competences which are their biggest asset in search for occupation in a new cultural environment. In designing educational pathways for them we follow *European Guidelines for validating non-formal and informal learning*[9] which advocate the need for valuable knowledge, skills and competences acquired outside of formal education to be recognised and validated. Because we deal mainly with people who are more likely to get a job for which practical experience is needed we focus on their skills and competences rather than knowledge which refers to more theoretical learning outcomes. The distinction of these concepts is clarified in a glossary of terms used in the context of European vocational education and training, published by CEDEFOP on their website[10]. Accordingly, we understand "skill" as an ability to use specific know-how to complete tasks and solve problems, while "competence" goes beyond hard, concrete, technical skills to encompass personal and interpersonal attributes as well as ethical values.

Our approach engages with concrete challenges faced by migrants in documentation of their skills and competences which we identified through interviews with job seekers coming to the EU from various countries, including Syria, Pakistan, Ivory Coast, Nigeria, Togo, Benin, Ghana and Ukraine. These findings are presented in the previous chapter. Now we come to the task of facilitating their learning how to effectively build job application portfolios which form the essence of this publication.

We see the whole process of preparing people to elaborate relevant documentation of their experience as consisting of three interrelated parts.

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[9] http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073
[10] http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary

First, those applying for a particular job must be aware of what is expected of the prospective employee. There is no point in writing generic CVs as most will miss the specific requirements. The clue to successful job applications lies in grasping one's potential in direct relation to a particular job position. Accordingly, we should first focus on identification of skills and competences in context. We sensitise the learners to the fact that the contexts of which they need to be aware are usually rich and go much beyond demand for 'hard' skills.

Second comes the ability to describe one's skills and competences. The particular context may require different forms of descriptions with formal writing as only one possible way. When we want to communicate informal experiences relevant for work we immediately discover the value of other ways of presentation, notably the visual as giving flesh to the verbal. We thus need to consider varied documentation strategies to best formulate work-related experience in a convincing way.

Third, the evidence of one's skills and competences need to be presented in a coherent way. This may pose some difficulties especially when the documentation includes content in various formats, written and audio-visual. We therefore outline steps how to compile a portfolio of such documents - European transparency tools are very helpful in this respect. Our guidelines go beyond instructions on filling a standard Europass CV towards creative adaptation of this format to documentation of skills and competences which cannot be easily proven in formal qualifications.

2.1.   Identification of relevant skills and competences

Let us first clarify the very context in which the MILE support is expected to be relevant. The Guide is addressed to educators who work with migrants searching for a job in a new host country and are eager to learn how to best present their skills and competences to prospective employers. Further, we focus on those who find this task particularly difficult as having few or no formal qualifications to show, still having some informal experience of value for career in a new cultural and work environment. We are thus engaging a group of potential learners with an authentic motivation to make an effort towards improving their communication skills. We see all the above

factors as essential prerequisites for the MILE learning experience. We propose to structure its first phase in the following way:

1. Interview
2. Education and work experience
3. Real work opportunities
4. Personal map of skills and competences

2.1.1. Interview

Interviews are conducted individually as the purpose here is to understand the particular situation of a migrant who decided to join the MILE workshops. The issue of privacy and confidentiality of shared information is even more essential for ethical reasons as we may deal with people whose personal situation is very sensitive and cannot be debated publicly. The questions asked need to be carefully formulated in each individual case and thus cannot be predicted. Still we should clarify the following points through direct, face-to-face interview.

Language barriers
This may come as a fundamental difficulty in documenting one's work experience if the person involved does not sufficiently know the required language of communication. The MILE support is envisaged for a situation in which the learner is able to process information in this language. The role of the MILE educator (trainer, coach or counsellor) is to help with proper formulation of his/her skills and competences but our support is not about offering translation or CV writing services. Hence the initial challenge: to ensure that both the educator and learner can work together in the language required for the particular migrant's portfolio.

Legal issues
Not all migrants have the right to work in the host country or in the country where they plan to find a job. We clarify this situation right in the beginning in order not to involve our learners in a procedure which might violate the law of their host country and evoke false expectations.

Motivation

Preparing quality documentation of one's work-related experience requires substantial effort. An expectation that this can be easily done by an external expert is false. We thus need an authentic willingness on the part of the migrant to dedicate time and energy to the whole process which can be facilitated by the MILE support but not conducted on his/her behalf. The initial interview is a good occasion to raise the prospective learner's motivation through discussion of potential benefits in terms of more effective job searching.

Career plans

Migrants who will find the MILE support relevant are likely to come to the workshops with some expectations as to their future in terms of job searching in a particular context. At the initial interview stage, it is essential to estimate whether these expectations are realistic. We consider legal aspects of the migrant's plans and briefly inquire into how his/her skills and competences relate to the position sought. Ethical issues come up here again - we should not suggest promising results of work portfolio building efforts if there is a clear mismatch between the migrant's expectations/plans and the factual job opportunities.

Learning agreement

If the eligibility of the prospective beneficiary is confirmed, we agree together on terms of cooperation. Such an agreement should first specify our respective roles. The MILE educator will act as a facilitator of the learning process aimed at creation of the learner's portfolio of skills and competences. The learner will be the author of this documentation guided throughout the process by the educator in the aspects which require such assistance. Further we outline the schedule of work, individual or group, depending on the number of interested learners, their profiles and possibilities to organise collaborative workshops. The agreement should have a concise form, easy to understand, in order not to discourage participation.

2.1.2. Education and work experience

The whole process of identification of skills and competences is about eliciting those which are relevant for employment in the country where the migrant seeks a new job. The initial research we conducted for the project shows that the migrants who have few formal qualifications are

usually desperate to find any job which could help them settle in a new environment. However, they are most likely to find meaningful occupation if they focus their search on those opportunities which relate to their education and previous work experience. Hence one of the initial challenges is to clearly grasp what this experience is. We propose to proceed in the following way.
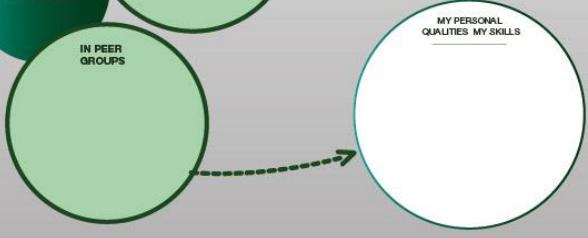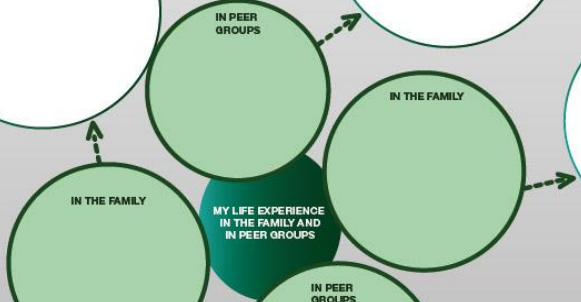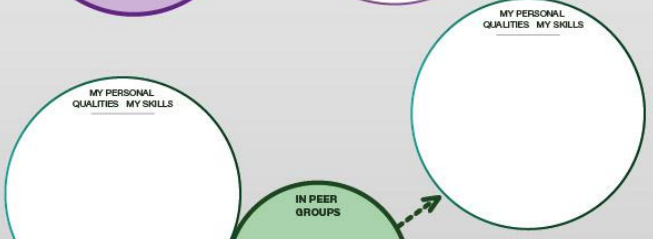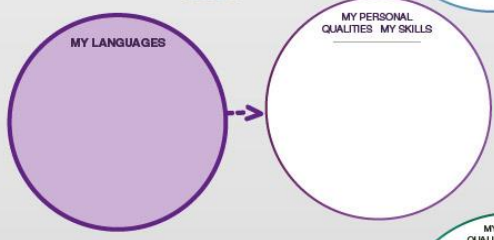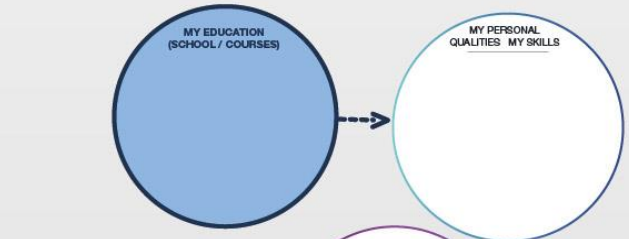
Education
The MILE project focuses on providing support to those whose education did not result in concrete qualifications. However, we envisage a situation in which a migrant worked as an apprentice at school and such experience counts as an important asset in his/her search for a job. An overview of one's education is required for a standard CV hence it is worth compiling such information at this stage. We aim here not so much at a list of educational establishments attended (can be very brief in many cases) but rather focus on learning outcomes in terms of concrete skills and competences.

Employment to date
Evidence in this respect is very useful in any case as keeping a record of previous jobs helps to provide an objective overview of one's work experience. We know from the baseline interviews that in many cases compiling such a list of positions may be difficult due to informal nature of the occupations, time lapse, lack of formal contracts, employer's data, etc. Still at least a rough outline is essential to proceed further.

Work provided outside of employment
We mean here all forms of occupations such as work at home, volunteering, community work, etc. A substantial portion of work experience of migrants with lower qualifications comes from such activities, especially in the case of those who come to Europe from non-western countries distant from our model of economy. It is important to sensitise them to the fact that this experience may include valuable skills and competences for formal employment they seek in the new country. By no means this realisation is obvious as our baseline interviews document: some migrants tend to underestimate their informal experience expecting requirements from prospective employers such as certificates, diplomas, etc.

THE JOB
I WANT

MY EDUCATION
(SCHOOL / COURSES)

MY PERSONAL
QUALITIES MY SKILLS

MY LANGUAGES

MY PERSONAL
QUALITIES MY SKILLS

MY PERSONAL
QUALITIES MY SKILLS

IN PEER
GROUPS

IN THE FAMILY

MY LIFE EXPERIENCE
IN THE FAMILY AND
IN PEER GROUPS

IN THE FAMILY

IN PEER
GROUPS

MY PERSONAL
QUALITIES MY SKILLS

MY PERSONAL
QUALITIES MY SKILLS

MY PERSONAL
QUALITIES MY SKILLS

MY PERSONAL
QUALITIES MY SKILLS

WORK
I HAVE DONE

MY PERSONAL
QUALITIES MY SKILLS

WORK
I HAVE DONE

WORK
I HAVE DONE

MY PERSONAL
QUALITIES MY SKILLS
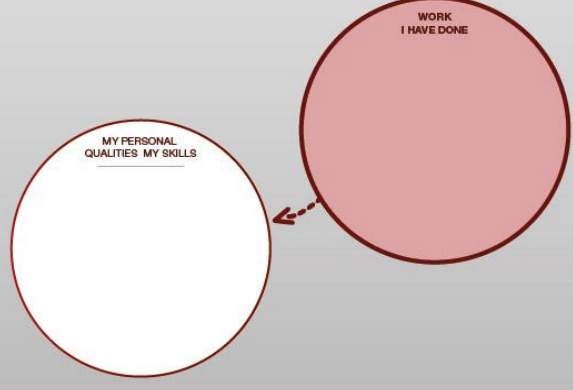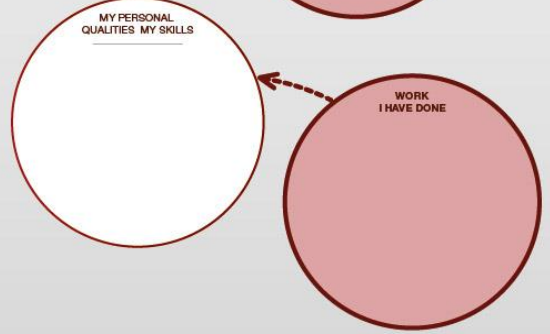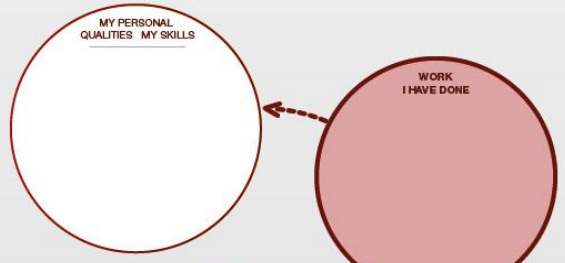
Patterns of experience

The above considerations should lead to a clear outline of pathways that our beneficiaries have travelled to date through various occupations. The idea here is to map this progression with a view to identifying patterns of specific experience. They will substantially differ in nature. Some migrants will be coming to the MILE workshops with a strong thread of experience in one particular area, some may be able to provide evidence of versatile occupations, some may find it difficult to give any account of previous learning relevant for their present job search. Obviously, these different patterns will impact on the following support scenarios which need to be tailored to each individual case.

2.1.3. Real work opportunities

Now we proceed to an investigation of real work opportunities in the particular market where the migrant intends to find work. A good CV must be fit for purpose - there is no point in elaborating documentation of skills and competences for which there is no demand. This means that we have to put the whole procedure in context, working with our beneficiary through the following issues.

Shortages in workforce

The main opportunity for migrants to find a job is to explore the segments of the market where employers have a difficulty recruiting workers. For example, in Poland there is a shortage of skilled woodwork craftsmen, both in furniture factories and on building sites. Hence a Ukrainian migrant searching for a job in Poland is likely to get attractive job offers in this sector if he can prove his experience in this field. However, as our interviews document, such concrete opportunities are not always fully realised by job seekers from abroad who may get stuck in a job which was gained accidentally and entirely misses the particular expertise of the worker. Thus, the MILE support needs to focus attention on specific work opportunities fitting the particular profile of the migrant's experience.

Specification of hard skills

The jobs in demand may require a set of concrete skills of particular value for the given profession. We do not necessarily mean here formal qualifications - especially for skilled manual jobs what employers want to see is the ability to perform certain tasks. In the above example a particular

skill highly valued could be roofing and such expertise is not available as a certified qualification. For obvious reason we can only illustrate the point in some examples as the range of opportunities and respective requirements is always market specific. The role of the MILE educator is to help the migrant realise which of his/her particular skills and competences are in demand.

Specification of soft skills
This is equally important, still much more difficult to conceptualise and communicate. Besides concrete skills employers also want to see candidates with competences not always visible at first but then greatly influencing the worker's performance. They may include characteristics like reliability, team work, time management, sense of initiative, creativity, etc. There are various frameworks trying to outline a set of transversal competences valid in Europe and they are certainly worth consulting. Still, as in the above case, we need to be specific in the identification of the most relevant ones for a given position. A factory worker on an assembly line is not expected to be innovative or approach his/her duties in a creative way; on the other hand, they need to be punctual and reliable. The MILE educator should help the migrant elicit such competences valid for a particular position.

Intercultural competence
This is a particular case of soft skills. We are especially sensitive in this case as intercultural issues affect communication on various levels (not only verbal but also non-verbal, para-verbal, visual) and in different ways depending on the context of interactions. We should thus encourage the migrant to make an effort to understand the specific work culture which he/she seeks to enter and grasp the accepted and valued modes of behaviour. This is the area in which the MILE support can be particularly effective as we base our practice on long-term training experience in the field of intercultural communication. Our published tools can be freely used by others (cf. references section).

2.1.4. Personal map of skills and competences
Having tracked the migrant's previous work experience and mapped actual work opportunities in the country where he/she searches for a new job we gain prerequisites for identifying skills and

competences relevant for a particular context. This step of the MILE support is structured as follows.

Mind-mapping the situation
Topographic imagery is very useful to visualise factors at play in a complex situation. In this case we should find an appropriate form to draw links between the migrant's learning journey to date and the new work environment he/she plans to enter. It is a good idea to mobilise technology already at this stage and enter/process the data in a digital form. Some digital skills are essential anyway - they will be required when we come to the process of compiling documentation which is nowadays commonly done in a digital form. There are many user-friendly programmes for mind-mapping available for various devices[11].

Disconnections
These are likely to be many, the longer the distance travelled by the migrant coming to a new environment in terms of languages, cultural frameworks, skills in demand, work practice, etc. The MILE educator should be honest to discuss the likelihood of such disconnected pathways with the migrant which may appear on the "map" when we are unable to link a previous skill to new opportunities visible in the job market. This should be done in a sensitive way in order not to lower self-esteem of the person. We may also be wrong in rating some aspects of the situation hence caution is always essential. Still the focus necessary for effective building of one's portfolio inevitably requires elimination of irrelevant or less relevant aspects of experience.

Connections
The above step should serve the purpose of clearing the picture to better see the links between previous occupations and current opportunities. Connecting some points on the map can be relatively easy when we deal with concrete, hard skills. In the above example of a Ukrainian roofer we can draw a strong line between his skills acquired in construction sites in the native country and a set of qualifications in demand in the Polish job market. A flexible digital mapping tool will help us go deeper into the major points on both sides of the line without blurring the whole picture. Soft skills are much of a challenge to identify. We will need to think hard in many cases to realise connections and the mapping tool can be used to visualise them for better investigation.

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[11] E.g. https://www.mindmup.com/

Relevant skills and competences

The key word we want to highlight here is "relevant". The above procedure has the purpose to put one's experience in direct relation to actual work opportunities. On the "maps" we will see areas where these fields overlap, and it is exactly here where we should concentrate. The advantage of a digital mapping tool is that each identified category to focus can be unfolded and specified in more detail. For example, when we "mapped" experience in roofing as relevant for a particular job search we can go deeper into it and list concrete qualifications gained in previous work (e.g. timber joining, etc.). This is even more important in the case of soft skills. It is a common practice in job applications to list personal qualities like good time management, reliability, sense of duty, enthusiasm, etc. to fill in empty spaces in a CV. However, such lists are usually meaningless without any concrete content in the portfolio. If we see such competences as relevant for a particular position, we should translate them into statements of what the applicant is able to do or what exactly he/she is good at. The next chapter will explore how this can be done in more detail. This stage should conclude with clear awareness of the potential of acquired skills and competences for a particular position and its concise formulation, e.g. in the form of a mind-map as we propose.

2.2.   Documentation of identified skills and competences

The forms of this documentation need to be adjusted to the character of particular skills and competences. Formal qualifications are usually documented in diplomas or certificates awarded in conclusion of a particular course of study. In such a case we already have concrete assets to include in the portfolio of work-related experience. The situation is much more complicated when we face the challenge of documenting skills and competences acquired informally, for which we cannot provide any hard papers. We focus here on such a situation faced by many migrants coming to Europe. We propose to take them through the following steps:

1. Survey of available data
2. Soft skills employers seek
3. CV Writing strategies
4. Supporting documentation

2.2.1. Survey of available data

Available data on relevant skills and competences of a migrant can substantially vary from one case to another. Our baseline interviews feature cases of migrants who can provide concrete information on their previous work-related experience in terms of education and employment history; some could even point out samples of their work. On the other hand, we have interviewed many migrants who find it hard to show any evidence of their skills and competences although the interviews clearly indicate their previous experience which might be a valuable asset in the process of looking for a job in a new cultural environment. The MILE educator should therefore proceed as follows.

Review of evidence on hand

The first step is to encourage the migrant to reflect on and review all the evidence at their disposal. Some may have various documents with them, particularly those who completed formal education or were given work certificates. The value of such documentation in its capacity to provide evidence for the migrant's skills and competences identified as relevant in a particular context should be reviewed. Some documents will most probably need translation to be readable for prospective employers in the new country. Some may prove to be of less value as missing their expected requirements.

Revisiting previous engagements

If there is nothing or little "on hand" it is worth coming back to previous occupations and search for accessible data. The person involved should realise that valuable evidence is not restricted to formal documents but can also be shown in samples of work, e.g. on the Internet (one of the Ukrainian migrants showed us some of his assignments on the building sites published on Facebook) or other less formal ways. This realisation should encourage digging deeper for data not visible at first.

Gathering evidence

Evidence of soft skills and competences which a migrant has identified as worth including in his/her portfolio is usually most difficult to gather. A solution comes when concrete references can be provided in the form of brief assessment of the person's performance at certain tasks. However, the value of such references is in direct proportion to the position of the referee and the

extent to which he/she is recognisable in the particular context of a job search. A letter from a foreign country written by an unknown person would perhaps mean little. Hence the need to find a convincing way of formulation of soft skills and competences gained informally, at work, at family occupations, etc., which we will consider in the following part of this chapter.

Ordering and revising data
All data, both "hard" and "soft" relevant for a particular job search should be written down and ranked according to their value in this context. This stage should conclude with an ordered list of documents in a timeframe with revised and improved content wherever such amendments are needed. We aim at clarity and coherence which help to build straightforward and convincing evidence.

2.2.2. Soft skills employers seek

There are many soft, transversal skills essential to succeed in a workplace. In the first phase of the MILE workshops our beneficiaries should have identified those most relevant for their employment search. They will obviously vary from one case to another. For this reason, we can only choose a number of most typical transversal competences for this overview and provide examples of possible ways of their description. Still we focus on those that can be used in many types of jobs and thus greatly contribute to career success.

- Communication skills also in an intercultural perspective
- Negotiation and mediation skills
- Relationship skills
- Commitment
- Punctuality
- Loyalty
- Flexibility
- Problem-solving skills
- Creativity

Communication skills also in an intercultural perspective

First of all, here comes the ability to speak some foreign language/s of the new country. We strongly advocate the use of Common European Reference Framework for Languages (CERF) as the most popular documentation and certification system of foreign language skills in Europe. European tools for recognition and transparency of skills and competences (e.g. Europass CV, Europass Language Passport) also refer to this framework. The CERF website provides a set of well developed resources to facilitate documentation of this aspect of communication skills. We rather need to consider here how to formulate other experiences contributing to communicative competence. The MILE approach proposes to translate them into clear, factual statements of performance. Here are some examples from different contexts, illustrating different aspects of communicative competence, transversal across various occupations: "In position x I handled enquiries from Ukrainian, Russian and Romanian customers which proves my ability to communicate in these languages". "In takeaway restaurant x I received phone orders for pizza and coordinated its timely delivery by 6 bikers". The point is to provide objective information and avoid boasting with a long list of superficial adjectives or phrases. The effort to be factual makes sense only when we have facts to state under the category of "communication" which can be of interest to a potential employer.

Negotiation and mediation skills

Many instances in our everyday life consist of negotiating and mediating. These are skills which are related to communication and conflict solving and are usually culturally influenced: not necessarily a "yes" or a "no" mean really "yes" or "no" in all culturally different contexts.

Relationship skills

These skills regard the ability to relate to other people in particular in the work context recognising and making a difference between horizontal communication with colleagues and vertical communication with superiors, directors, employers, and clients. These skills are as well culturally influenced.

Commitment

This broad category covers a number of competences related to being dependable, reliable and engaged in work. Committed employees are usually appreciated irrespective of the type and level of the position as they can be entrusted to do their job with little supervision. Commitment can be shown directly at work but can hardly be proven in a job application portfolio. Common and banal expressions like "I am an enthusiastic, self-motivating hard worker" or "I am a reliable and responsible person, dedicated and hardworking" should be avoided. We should also try to be factual in this case and focus on concrete aspects of previous experience. For example, someone who has already been entrusted with tasks which needed commitment can describe them briefly: "In ski resort x I was entrusted with checking ski seats weekly throughout the whole season. This was a task ensuring safety of the resort guests and thus requiring dedication and reliability. I performed it successfully during the whole employment contract".

Punctuality

It is important to understand the concept of punctuality: in one context 5 minutes can mean to be late in another coming one hour later might not be considered as being unpunctual. Societies and organisations may diverge consistently in the understanding of this concept.

Loyalty

Loyalty towards employers and the organisation one is working for is not only an attitude but also regulated by national laws and internal regulations a migrant might not know or not be used to.

Flexibility

Our baseline interviews with migrants coming to Europe from other countries have shown many complicated, even dramatic and traumatic migration journeys which required them to adapt to a multitude of environments. A more in-depth investigation also disclosed versatility of their previous occupations. However, we have noticed that few of them actually realise that some of these experiences can be of great value in their new situation providing an asset in their portfolio of skills and competences. Rapidly changing times also affect Europe and its work environments so employers seek adaptable and flexible workers. Accordingly, if such competences have been gained by a migrant, he/she should properly highlight them in their portfolio. The factual approach advocated by MILE facilitates their convincing descriptions. Examples of such formulations are as

follows: "As a worker on building sites a, b, c … I gained skills in brick laying, roof construction and fixing joinery (doors and windows). We were assigned with different tasks as working in a small team flexible enough to undertake construction of whole houses ".

Problem-solving skills
A good testing opportunity for this skill comes when challenging situations arise which require some inventiveness to react. Those who can approach problem situations in this way usually stand out from the team and have a chance to be promoted to a higher position of more authority and leadership. Many migrants have travelled very demanding life journeys and dealt with problems hardly imaginable to members of an affluent, settled society. The question is how to make the positive value of this experience meaningful to a prospective employer. The clue again lies in being factual and relevant to a particular context, e.g. "As a volunteer fireman in my village I took part in many interventions which had to be quickly adapted to particular situations - as a fire equipment operator, rescuer and first help provider I worked in a team who had to find solutions to emergencies not to be predicted before the mission".

Creativity
We should realise that creativity, so often highlighted as one of top transversal skills, is not an abstract concept but directly relates to concrete abilities valued in a workplace. It is a much broader concept than artistic inventiveness and generally means an ability to initiate a new course of action or finding new approaches to emerging tasks, defined also as "lateral thinking". However, it is a skill particularly difficult to document unless concrete evidence of creative achievements can be provided in their relation to performance at work. This is the reason why artistic or artisanal works usually feature in this category as relatively easy to show. For the project baseline research, we interviewed a Polish migrant with no formal qualification who described his work as a carpenter. He managed to progress from standard tasks to highly specialised assignments as a talented sculptor of woodwork ornaments. His case provides a good example of factual documentation of creative skills: "In wooden construction projects in Poland and France my job was to engrave regional-style ornaments on various parts of buildings (doors, ceilings, etc.). My work was appreciated as creative adaptation of local folk art".

All the above competences will have a direct impact on the performance of a team where these qualities are present (or absent). They are further linked to abilities like time-management skills, sense of responsibility for shared tasks and the ability/willingness to do one's job in a usually hierarchical structure of a workplace. This takes us directly again to intercultural issues at play. Work environments have distinct internal cultures reflected in the relations between team members, the code of conduct, positions of authority and subordination. Uncertainty or misconceptions as to the compatibility of the culture of the workplace where a migrant seeks a job and his/her work culture background may have a negative impact on one's employment prospects. If there is a way to provide concrete factual information on previous team-work experience, we should encourage this effort. Some of the interviewed migrants for the MILE baseline research could document their skills in this area, e.g.: "On building site x my job was to get, record and deliver daily orders for materials for construction workers. This job required me to work in close cooperation with the site manager, individual builders and suppliers. Timely delivery of assignments was the main criterion of assessing my performance".

CURRICULUM VITAE

Street Name. 1
70000 City Name
Tel: 0000 5555555
E-Mail: emailname@server.com

...ARY

...ence in commercial engines development
...nowledge in programming
...xperience in software design and architecture, animation, network programming.
...nce optimization
...development experience. Worked on projects in various industries.
...t of a small team of engineers

...RIENCE

Company Name Ltd. (United States)
Lead Position Name
...Working on new innovative proj...
- Sed sa...

2.2.3. CV Writing strategies

There is no one correct way to write a CV but there are some general rules which are worth taking into account. In the MILE workshops we encourage migrants to consider and apply in their CV writing the following strategies formulated on the basis of research into abundant literature on the matter (cf. a selection in the MILE references):

- Targeted writing
- Focus on accomplishments
- Word power
- Visual power and clear layout
- Spelling and grammar
- CV length

Targeted writing

As mentioned throughout the Guide we need to focus on the specific job or career area for which the migrant is applying. First of all, this means the need to describe skills and competences directly related to a particular job offer or opportunity. If the position is advertised or any information on the prospective employer is available, we should study it carefully and extract key words which grasp the essence of the required profile of applicants. Using these words in the CV may result in recruiters selecting the CV as relevant - this strategy is particularly effective in the case of online selection of applicants when their resumes are scanned against predefined criteria in the form of key word searches. However, copying large amount of wording from job posts is certainly not a good idea. The goal is to emphasise the qualities which fit the job profile, and which can be drawn out quickly by recruiters selecting candidates to be invited to an interview. During the recruitment process CVs are often screened for 'must have' qualities defined in a set of key words. If they are missing from a CV an applicant will not even make it past the shortlisting process, hence we need to ensure that a CV clearly relates to the key requirements in the job specification.

Focus on accomplishments

CV is a particular form of documentation of one's skills and competences which inevitably includes "marketing" elements. Thus, the migrants should realise that they need to emphasise their key achievements and successes in a relevant area rather than simply list their previous occupations

and responsibilities. For example, when describing their previous jobs, they should highlight what they were personally responsible for rather than outlining generally the tasks delivered. Some migrants might be ashamed to stand out from the crowd and show off their achievements, but this is actually common practice in highly competitive European societies. However, the MILE educator should sensitise them to the need to be able to provide evidence for such statements as this may be required if not at the job interview stage then certainly when a job offer has been made.

Word power
The words and their use matter and we should sensitise the migrants to the fact that the style of the language used in their portfolio will have a substantial impact on the quality of their job applications. Some basic, safe rules we propose are the following:

- Use positive words to describe your skills and competences.
- Use the active voice, which gives much stronger and confident message than passive voice: you did something instead of saying that something was done by you.
- Use language that you feel comfortable with, do not try to impress the recruiter with bombastic formulations which will feel misplaced and inflated.
- Make your sentences simple and short – sentences that are too long and complex are unlikely to be read by recruiters who will easily lose interest in such an application amidst loads of other resumes to screen.
- To make your style concise you may write without using pronouns – instead of saying "I was responsible for x" you can just write "Responsible for x". This style is particularly helpful in bullet points formulations immediately highlighting the key content – very much recommended here as lists make it easier to process and retain information. Again, this strategy should be used with sense, certainly not everything can be bulleted in a CV.
- Whenever technical jargon applies make sure you use accurate terminology. Use it with sense as overstuffing documentation with technical language may be perceived as pretentious and out of place especially in applications for lower positions not requiring special expertise.

Visual power and clear layout
It takes some effort to present the information in a logical order, easy to read and not cramped. Most CVs are today requested via email or uploaded to online candidate databases, so they should be presented in a form easy to read on the screen. In the MILE workshops we include a series of exercises on how to best lay out all the data in different categories using Europass CV as a flexible tool. The following chapter will explore how to do it practically.

Spelling and grammar
Accuracy in content can be greatly jeopardised if the documentation includes language mistakes. For someone writing in a foreign language this is unavoidable to a certain extent hence the final version of the CV should be checked and corrected, if necessary, by someone who knows the language of the communication well. A spell checker is certainly not enough. In the case of the MILE workshops the educator should provide support in final edition and proof reading. Obviously, we mean here polishing the language, not a CV writing or translation service.

CV length
This is an important factor in reading. Nowadays CVs tend to become shorter as employers are getting more and more CVs to read and thus lack interest in going through long documents. To put yourself concisely 1 – 2 pages should be enough. Academic or expert CVs can be much longer but in the MILE project we are dealing with migrants with lower qualifications and the purpose of a CV is not to present a whole life story but only relevant information. We have already outlined above some strategies for concise writing: use of bullet points, omitting pronouns, short paragraphs in a logical layout presenting succinct information and to the point. Another strategy is to provide additional information and evidence, if available, through links to other documents in the portfolio or online which can be further consulted by the employer if the CV itself raises an interest in the applicant.

2.2.4. Supporting documentation

CV is the core part of job application but there are ways to extend the essential information provided in it with other documents. Depending on the job and hiring requirements a potential employer may ask for more information than a CV to get a full picture of the candidate. This is also likely in the case of people with lower formal qualifications but valuable work experience. They should be prepared to be able to give evidence of their skills and competences acquired in informal way to enrich the concise content of their CVs. Supporting documentation can include a cover letter, certifications, samples of work documented in photos or videos, portfolios, letters of recommendation or other documents specified in the job posting. In this project we focus on the following forms of supporting documentation as the most relevant ways for migrants participating in the MILE workshops.

Cover letter

In most cases of job applications this document is needed. Cover letter is a document sent with a CV to highlight the skills and experience which make the candidate qualified for the particular job. It should not repeat the content of the CV but rather communicate briefly why the applicant is a strong match for the employer's requirements. As such it is a marketing tool of the candidate's credentials serving the purpose of securing a job interview. It is an excellent way to interpret the factual data in the CV in a more personal way and give a first critical impression of the applicant. To meet all these objectives a cover letter should include at least the following items:

- Complete and correct contact information of the candidate
- Personal salutation to the addressee
- The job title applied for
- Statement of the reason for interest in the specific job offer
- Brief self-introduction focused on the job area expressing motivation and argumentation why the applicant is well-suited for the job
- Identification of the strongest skills and accomplishments of the applicant
- Formal complementary close

Portfolio

It showcases the candidate's work and demonstrates his/her skills and achievements to prospective employers in a more detailed and concrete form than possible in the core CV and its cover letter. Such documentation should not be sent with the CV, unless requested by the recruiter but can provide an excellent and impressive evidence of work-related experience at the interview stage. By no means it has to include extensive documentation – the focus should rather be on the cases of previous quality work which can be evidenced by photos or videos. The digital form of such documentation is most appropriate and can be facilitated by various tools readily available online. During the baseline interviews we noticed that many migrants use social media regularly and with ease to keep in touch with their families and native communities. However, only in exceptional cases they realise that web-based presentations can move them forward in their job search in Europe. Hence in the MILE workshops we sensitise them to the value of digital portfolios of work experience. From the following examples we choose those most appropriate to particular needs and digital skills of individual participants. All these tools are free to use.

- **About.me** allows a job applicant to create a visually powerful web page focused on his/her potential. It can be as brief as one online page summary of the candidate's achievements with insights into samples of previous work. The page can be further linked to social assets and provides reporting on who and when visited it. The site is particularly suited for those who do not have a huge portfolio of work and just need to create snapshots of their work experience.
- **LinkedIn** is an excellent networking and professional resource. It includes a portfolio function which allows for uploading and presenting information in images and PDFs thus providing a handy communication platform for a job seeker. All career-related achievements can be gathered together in one online portfolio. LinkedIn is a well recognised tool among professionals in different areas hence such a profile adds value to a job application.
- **Yola.com** is a basic portfolio website. It helps quickly create a free website with its site builder. There are a lot of templates to choose from and the authoring functionalities make it easy to customise the page for someone who is not an expert in web design.
- **Portfoliobox** is a tool to create and manage a portfolio website with galleries and blogging. This program delivers visually attractive results and hence it is often used by artists and

other creative people. However, it can be used by professionals in other areas to visually present a resource of objects. There are many themes and templates to choose from which greatly facilitate the process of building the portfolio.

- **Pathbrite.com** is an excellent tool supporting individuals to show their work experience through a digital portfolio. This tool offers a way to collect and present evidence of what one has learned, created, and experienced in a visually appealing portfolio. This can be done by uploading resources like resumes, photos/videos, transcripts or other documents directly from a computer or from sources such as Facebook or YouTube. Many privacy settings are available to share the e-portfolio directly through email or by making it public on the Internet.

Letters of recommendation

Some employers may request some letter/s of recommendation from job applicants. Such letters should not be sent with the CV, unless specifically asked, but a need for such testimonials may arise later at the interview stage. Securing meaningful recommendations always takes time so in the MILE workshops we encourage migrants to elicit such documentation from people who know them professionally and would be willing to speak of their positive attributes. The recommendations will come from different cultural environments but job applicants in Europe should be aware that references which are most effective in the job search are provided by professionals in recognisable positions (previous employers, managers, etc) and show a clear correlation between the candidate's skills/competences and those required in the job applied for. In some cases, formal letters of recommendation may be difficult to obtain but it is always worth approaching prospective referees and ask if they can be contacted during the job application process by prospective employers. Such a reference list always adds value to a job portfolio.

Certificates and transcripts

Our baseline interviews show that very few migrants with lower qualifications can produce formal documents proving their skills and experience. Hence the need to give special attention to the above forms of supporting documentation which at best can be a substitute for diplomas and certificates. However, in all cases where there is a possibility to revisit previous career pathways and recover written proofs of employment and achievements this is always worthwhile. The main

criterion for inclusion of such evidence in a job application is the same as in all the above cases – its relevance for the particular position sought.

2.3.   European transparency tools

Now we come to the point how to compile all the documentation in a form which can be communicated to prospective employers. In the first two steps of the learning process the workshop participants should have realised the need to clearly identify their experience relevant for a particular job opportunity as well as acquired knowledge of CV writing strategies and assembling supporting documentation. We see these learning outcomes as sufficient to prepare a proper job application without any external templates or instruments. However, we believe that it is worth making use of European tools developed specifically to facilitate recognition and transparency of skills and competences across the Member States. In particular this refers to the Europass framework of instruments which has evolved over years to help job seekers effectively communicate their work-related experience. Europass consists of five documents to make skills and qualifications clearly and easily understood in Europe. Two of these tools are freely accessible.

Curriculum Vitae
The tool is designed to facilitate creation of CV online with the use of a handy template illustrated by examples, instructions and tutorials.

Language Passport
It is an online self-assessment tool for language skills and qualifications helping to provide evidence of language competence with the use of a template based on the Common European Reference Framework for Languages, illustrated by examples and instructions.

The other three documents can only be issued by education and training authorities. Still they can be relevant in the MILE context in the case of those migrants who have already received educational support in Europe.

Europass Mobility
It records the knowledge and skills acquired in another European country through work placements in a company, voluntary placements in an NGO or exchange programmes.

Certificate Supplement
It describes the knowledge and skills acquired by holders of vocational education and training certificates.

Diploma Supplement
It describes the knowledge and skills acquired by holders of higher education degrees.

Because the MILE project deals with beneficiaries with lower formal qualifications in what follows we will focus on the Europass CV which is a useful tool for all job seekers irrespective of the level and form of their education. It comes with a useful template for a cover letter which is also worth including in a job application.

Europass CV
The instrument has evolved to become a very handy and flexible tool. An introduction to its use on the Europass website avoids any extensive talk, just recapitulates the key points in effective CV writing: the need to concentrate on essentials, its clarity and concise form, relevance of the content to the particular job application and attention to the language and form of presentation. Before starting working with the template it is important to know that all its heading and fields are optional and can be removed easily in the case of lack of information in a given category or willingness to omit the point. However, it makes sense to consider all the categories carefully as the template is grounded in common European practice of job applications.

Personal information
This apparently straightforward category actually opens a number of intercultural issues at play when a CV is presented by a person coming from a culturally distant country or when the application is to be sent to an organisation with a distinct code of conduct. Hence the Europass format allows for different formulations of the name of the applicant (first name, second name, surname), inclusion or omission of a photo (in some European countries the candidate's picture is a standard part of the CV, in some others it is not to be included as not giving any criterion for job

selection), address and contact details (different formats and data possible). Finally, other personal data which can be sensitive in the selection process are also optional – sex, age and nationality (in some legal contexts, due to the risk of discrimination, this information is seen as unacceptable for job selection criteria which should be based only on work-related qualities of the candidate).

Type of application
The Europass CV template gives an option to choose the most relevant heading of the document which can be used to apply for a particular job/position or studies. This section also offers a possibility to formulate a personal statement which is often used in CVs to highlight core strengths and achievements of the candidate for a particular job. Such statement, if formulated concisely and concretely, immediately shows that the applicant has a clear idea of what job he/she wishes to apply for and how he/she qualifies for it.

Work experience
In the proposed order of the Europass CV template work experience comes straight after the personal information and opening statement which makes it particularly useful for those who gained skills and competences in the course of actual work practice but do not necessarily have formal education and training. This order of the CV sections can be easily switched (a matter of a click) for those applicants who would like to begin with a presentation of their formal qualifications (unlikely in the case of the MILE beneficiaries). For each work experience the applicants have a possibility to give a full account: dates, description of the position or occupation held, information on the employer, main activities/responsibilities and finally an option to attach supporting documents (accepted files: PDF, PNG, JPG). All the fields are optional. The template only gives generic guidelines how to complete the section hence the CV writing strategies outlined in the above chapter can be useful here.

Education and training
This part has a very similar structure to the work experience section but focuses on the relevant qualifications awarded and their relation to European or national classification (EQF or others). The applicants can further provide information on the education and training providers, the main subjects studied, and occupational skills covered by the courses. Supporting documents can be

added in the same formats as in the case of work experience. In the MILE workshops we encourage migrants to provide information on any relevant training courses which they completed, even though they might have been organised in informal learning contexts. The main criterion for their CV inclusion is the value they add to the particular job application, not the formal level of education or type of certificate/diploma awarded.

Personal skills

This is a broad category and covers a number of skills and competences which are worth including in an application. They directly relate to the soft skills employers seek that we discussed above. In the Europass CV format they are proposed to be categorised as follows, although applicants have an option to disregard this categorisation and present them in their own way (using only the category of Job-related skills or an extra field for Other skills).

- Native languages: to be chosen from a drop-list of world languages (supposedly all are covered as there is no option to write the language name).
- Other language/s: the given language has to be selected from a list and then the level of competence in terms of listening, reading, speaking and writing self-assessed. The levels (A1 – C2) are defined in line with the Common European Framework of Reference for Languages which is clearly explained in the accompanying instructions.
- Communication skills: this category logically follows the above and lets the applicant go beyond pure linguistic skills to specify their interpersonal communication competences. Sound advice says that jargon and clichés should be avoided here, and it makes sense to list only the competences for which context-based evidence can be given.
- Organisational/managerial skills: similarly to the above, should be listed only if the context of their acquisition can be specified. They may include competences relating to leadership skills, team work, time management, etc.
- Job-related skills: a field for any other skills not listed elsewhere, especially those related to particular professions which cannot be predicted as transversally valid competences. This category can easily be made the only section of the CV on skills and competences; then the content and the order of the presentation is entirely up to the applicant.
- Digital competence: the template allows the applicant to present it in more detail on the basis of self-assessment of its different aspects – digital information processing,

communication, content creation, safety and problem solving. Clear guidelines explain how to classify oneself as basic, independent or proficient user of digital technology in all these areas.

Other fields

This section is particularly useful for those who want to add other information to their CV not easily fitting the custom categories. These fields should not be used unless they add clear value to the application.

- Other skills: a place to describe competences beyond personal and job-related skills which can be seen as relevant for the particular application, e.g. achievements in sport or hobbyist activities.
- Driving licence: the category can be easily chosen from the list of recognised types of driving licence in Europe. Certainly not in all cases a driving licence is relevant for the application, so the field is optional.
- Additional information: the template provides a useful list of suggestions what can be mentioned in this category (e.g. courses, awards, memberships, projects), They do not have to be followed literally as there is an option for applicants to define and describe them themselves.
- Attachments: this is a very useful section hosting all the supporting documents. They can be uploaded, deleted or named in one place and checked if linked properly to relevant parts of the application. Each section has an option to add attachments which can be finally organised in this CV closing part of the online document.

Cover letter

This is an additional useful template for a job application. Cover letter is not mandatory in all cases, but it helps formulate an introduction to the whole portfolio of documents. The Europass format is aligned with its CV style and similarly flexible to accommodate different formulations of content. Its basic structure follows common job application practice in Europe and includes:

- Applicant details: only essential data is provided in this section helping to identify the applicant - name and his/her contact details.

- Addressee details: this is the section to enter the details of the organisation to which the application is to be sent and the name of the contact person, if known.
- Letter identification: place, date and subject of the cover letter: all needed to clearly identify the application.
- Opening salutation: there is a choice of salutation forms commonly used in each language.
- Main content: it is suggested to structure this part in three concise paragraphs to fit the whole letter in one page. There are helpful suggestions what to include in each paragraph as well as a list of useful phrases to formulate the text in appropriate language. Obviously, they do not have to be followed literally, still they may give some directions to those who have no experience of the culture of formal writing in Europe.
- Closing salutation: a similar template to the opening salutation is provided with relevant phrases and an option to upload a scanned signature for online applications.
- List of attachments: a tool to create a list of all documents in the portfolio to be specified at the bottom of the letter.

3. MILE E-PORTFOLIOS

In this chapter we are presenting learning paths providing some tools to facilitators as well as to migrants helping latters to prepare a presentation of their professional competences and skills and other personal qualities[12] which may be useful for finding a professional collocation in Europe and, in particular, in the three project countries Poland, Italy and Greece. These tools have been worked out and tested through concrete learning paths in each of the three countries.

The main objective of the present work consists in showing steps to prepare an electronic portfolio in a situation in which the learner and job candidate cannot provide a formal documentation. Therefore, first of all, we describe what an e-portfolio is and how it can be used in this particular situation; secondly, we present the way we created a mind-map as a fundamental first step for learners to get aware of their competences, skills and personal qualities. The mind-map becomes therefore a prerequisite for the construction of one's electronic portfolio.

3.1. The electronic portfolio and how to create it

An electronic portfolio (e-portfolio) is a collection of digital artefacts articulating experiences and achievements thus providing evidence that shows the learner's learning journey or work experience over time. Evidence may include writing samples, photos, videos, projects, and/or observations by mentors and peers. The key aspect of an e-portfolio is a reflection on the evidence, such as why it was chosen and what has been learned from the process of its development.

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[12] With the expression "personal quality" we mean transversal abilities which are not directly related to the professional area, but are useful to better perform one's work (e.g. punctuality, being able to work constructively in team, etc.; cf. mindmap at chap. 3.2.).

E-portfolios might serve across a range of aims:

- Application – providing evidence in support of an application for a job or for admission to further study
- Transition – providing a richer and more immediate picture of learners' achievements and needs as they progress to a new environment, and supporting them through the process of transition
- Learning, teaching and assessment – supporting the process of learning through reflection, discussion and formative assessment, and providing evidence for summative assessment
- Personal development planning and continuing professional development – supporting and evidencing the pursuit and achievement of personal or professional competences

Essential when creating an e-portfolio are the type of knowledge, skills and competences available from across formal, non-formal and informal contexts (Tudor, 2013).

- **Formal education** – Organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level (Commonwealth Secretariat, 2005).
- **Non-formal learning** – Organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and qualities. It is often considered more engaging, as the learner's interest is a driving force behind her/his participation (Commonwealth Secretariat, 2005).
- **Informal learning** – No formal curriculum and no credits earned. The facilitator of the learning process is simply someone with more experience such as a parent, grandparent or a friend. A father teaching his child to play catch or a babysitter teaching a child their ABC's is an example of informal education (Commonwealth Secretariat, 2005).

Therefore, formally acquired skills, non-formally acquired skills and informally acquired skills are linked with the three different learning types. All these three types may appear within an e-portfolio including those skills that cannot be proved by a certificate, degree or diploma or any

other formal document. In this sense, skills that have been acquired non-formally or informally may be included in an e-portfolio using available media and creativity, thus showing the maximum of the learner's potential. Formal skills that are unable to be proved (due to drop-out of studies, loss of certificates etc.) may also be included in the e-portfolio.

The electronic portfolio has proved to be an adequate tool to give an account of knowledge, skills and competences acquired in everyday life, thus especially important in the case of the disadvantaged such as migrants, drop-outs, or the unemployed. The path of realization of the electronic portfolio shown in the following text is to *make visible* these qualities and facilitate entry into the world of work.

Before starting the path with learners, it is useful for a facilitator to ask him/herself the following questions:

- At which stage of the training / vocation should one offer to build a professional portfolio?
- To whom would it be proposed?
- Who could answer the learner's questions?
- What characteristics of the learner and / or situations are essential to initiate the process of building the portfolio?
- What characteristics of the learner and / or situations that would make it rather difficult to achieve its creation?

To realize the e-portfolio, it is necessary to use digital tools which may include: a PC connected to the Internet, a camera, a smartphone/ tablet, software for basic video editing and some free e-depository space (i.e. dropbox, googledrive, etc).

The process of facilitating the creation of the e-portfolio can be divided into five stages:

1. Stipulate the working alliance
2. Analyse formally and non-formally acquired skills
3. Analyse informally acquired skills
4. Production of evidence of informally acquired skills
5. Overall analysis of the learner's experience and identification of further development.

1. First phase: enter the working alliance

Building a strong working alliance between facilitator and learner since the first phase is key to the success of the process of completing the portfolio in that it allows you to share expectations and the type of commitment needed from both sides.

To facilitate the understanding of how an electronic portfolio is structured, is essential for the facilitator to discuss and explain the key elements and the structure of it: presentation, data, skills formally, non-formally, informally acquired. It is useful to explain at this moment the differences between the three types of contexts within which the skills were acquired, the presence of a facilitator or a mentor who has guided the learning process and the intention of the learner to participate with the explicit goal of learning.

After illustrating an e-portfolio, the facilitator will explain the various steps and tasks to be performed in order to build the portfolio. At this moment you will need to share the deadline for completing the portfolio which will depend largely on how much time will the learner need to collect the documents to be entered in each section, and to choose the products and shoot videos respectively to be photographed and designed to show "informally and non-formally acquired skills." Only then, when the terms of involvement required are explicit, can the learner decide whether to begin to structure her/his portfolio; if s/he allows, the facilitator will propose a work program to be agreed upon.

The working alliance depends on whether a personal relationship is established which implies the presence of attention and active listening, support and trust. Obviously, the establishment of such an alliance will depend on the learner's expectations and on his/her decision, but the facilitator may ask some questions before and after the meetings to pay constant attention to the various components of the alliance. The following proposed list is not comprehensive, nor is it structured on the basis of an order of importance:

- Have I established a clear set of goals to work on?
- Have we agreed on these goals?

- Am I sure that the learner finds them to be reasonable?
- Have I defined the tasks to move towards their achievement?
- Am I sure there is agreement on the tasks required?
- Have we talked about how easy or difficult it will be to undertake the project?
- Is it clear how much time and effort are required?
- Am I sure that there is a clear plan, with appropriate tasks from the next meetings on?
- Do I feel the birth of a good working relationship between us? Have we talked about it?
- Is there optimism on both sides to work together?

2. Second phase: analysis of formally and non-formally acquired skills

During this phase we suggest structuring the portfolio on sheets of paper first. The facilitator gives the learners a folder and suggests writing their name on it, explaining that it will collect all documents and paper products or files (included on computer) that will be gradually included in the portfolio.

The facilitator will then analyze together with the learners their institutional training accomplishments listing on a sheet of paper all qualifications and certificates earned in educational contexts be they in public or subsidized education: compulsory education, vocational training centres, universities, sports centres that issue certificates accredited to the ministerial level, etc. The facilitator will then ask if the learner has or can produce evidence of his formal learning and to reflect on what and how many of these tests they will include in their electronic portfolio.

Later, the facilitator will help in analysing the activities of non-formal nature in which the learner has participated. Let's briefly summarize the characteristics of non-formal learning pathways:

- They are organized by a facilitator / teacher / coordinator who manages the various phases of the path, or assigns tasks to learners, and in some cases evaluates the outcome of the learning process;
- Learner is aware that the purpose of such programs is to learn to do something (e.g. play soccer, play the guitar, take care of a sick person, speak a foreign language, etc.);

- The non-formal learning pathways may be certified or not: in the first case, the certificate issued is not always recognized at the institutional level.

Having the characteristics of non-formal learning in mind, the facilitator asks the learner to speak of any training courses which they took part in, outside the formal learning context. The relevant evidence that the learner can generate and insert in the electronic portfolio are certificates of courses attended, self-certification of having attended a training course, or letters of recommendation signed by a teacher/ facilitator.

During this phase, the facilitator and the learner will begin to structure the e-portfolio: through the use of a scanner, images of the beneficiary's diplomas and certificates will be included in the "formally acquired skills" section, while the evidence of non-formally acquired skills in the respective section. In case you do not have evidence to be included in the "non-formal" section it is useful for the facilitator to stress that the main feature of the electronic portfolio is that it is constantly updated; so, as they are acquiring new skills, these may be included within the portfolio through evidence relating to new knowledge.

3. Third phase: analysis of informally acquired skills
This phase covers one of the features that make the portfolio an interesting assessment tool: learners involved in building the portfolio can develop meta-cognitive skills in relation to their learning processes.

After the learner has completed the above part, the facilitator will propose that he/she investigates the skills he/she acquired in informal settings through a search path. At this phase the session takes a specific context of informal learning into account: work and leisure. Facilitator will ask the learner to describe the activities in which he/she took part in the various informal contexts and in particular will deepen the terms and learning resources, the tools they have learned to use in order to carry out those activities, and the range of possible produced evidences, realized in a tangible form or realizable as an outcome of activities.

Furthermore, the facilitator will ask the learner about his/her previous and current employment. What occupation (regardless of the type of employment contract) he/she has had, where and how he/she has acquired related skills, which tools he/she has learned to use, in what production lines, etc.

Together they will also investigate leisure hobbies, sports and other everyday activities that the learner has learned to manage at home, for example, housework or cooking activities. The facilitator will ask the learner how they learned to carry out those activities (with the help of whom? In what way did that person teach them?, which tools have they learned to use, what are the products of such an activity, etc.).

4. Fourth phase: production of evidence of informally acquired skills
During this phase, the facilitator will review all the texts learners provided of their informally acquired skills and ask them to choose which one to enter. They will also create digital photographs of the products that were considered representative of such skills. The learners then choose the order of the pictures and write comments next to each of them to clarify the type of product or features and / or outcome of the work they are doing. It is also possible to include photographs of the tools used to produce a particular product: it is useful that the learners specify the tool's name and describe the goals and ways of its use to give – to those evaluating the portfolio - more information about the level of informal acquisition of knowledge and skills.

Subsequently, the facilitator may suggest that a video is shot to make visible not only products of the activities, but also the processes by which a product is produced. The decision to shoot a video must be taken by the learners and the facilitator together with regards to the goals the learners want to achieve by building their own e-portfolio, tools and time they have available. Furthermore, the facilitator can propose a Video-CV as an entrance to their e-portfolio. The movies allow one to hear comments on the task that learners are doing and to observe the sequence of actions and operations that make up what they represent.

5. Fifth phase: overall evaluation of the experience and identification of further development

During the last phase, the facilitator and the learners make changes to content and structure (correct errors in the comments, add or move images) or the graphics of the e-portfolio (changing the character of the text and/or colour). It is also possible to include audio files that can add sound effects. After making any changes deemed necessary, the learners can view their full e-portfolio. The observation of the finished product is of great importance to both actors in the process; it is necessary therefore that the learners and the facilitator "devote" a specific time to this. They should further discuss how the learner intends to use the e-portfolio in the course of search for work or further training.

Tips for learners on how to use the e-portfolio effectively in a job-related way:

- Connect your e-portfolio with your social media pages so people can find you more easily. Make sure everything on your profiles is "work-appropriate."
- Place a link to your e-portfolio on your resumes and cover letters.
- Include a link to your e-portfolio in your e-mail signature.
- Refer to appropriate sections in your e-portfolio during job interviews, perhaps using your iPad, tablet or smart phone to "show and tell."
- Reference appropriate sections in thank-you notes and follow-up correspondence with your prospective employer/hiring manager as reminders or evidence not covered before about why you are the best candidate for the job.

Tips for facilitators to practice e-portfolios with learners:

- Use scaffolded tasks to develop the learners' ability to articulate and present their learning
- Promote learners' ownership of the purpose as well as the processes behind e-portfolios
- Establish a shared understanding of the value of e-portfolios between all involved: learners, facilitators and workplace mentors
- Hands-on sessions benefit learners new to e-portfolio
- Encourage the personalization of e-portfolios to motivate and engage learners

- Promote innovative ways of demonstrating learners' achievements through video files, podcasts and other multimedia content
- Use dialogue tools within e-portfolio systems to guide learners in developing effective applications
- Develop learners' skills in the appropriate selection and reuse of content in e-portfolio repositories
- Develop learners' confidence in the secure transfer of data between institutions
- Establish an understanding of the value of engaging in lifelong learning
- Conduct research with learner groups to determine the services and facilities they require
- Consider how to support lifelong learners who have limited or no access to computers in the home
- Develop acceptable use policies for learners, with guidance on legal and ethical issues
- Support lifelong learners' need for flexibility and long-term access to their e-portfolios
- Offer the option of paper-based portfolios, while demonstrating the benefits of a digital system

3.2. Building mind-maps for the creation of MILE portfolios: learning pathways at Key & Key

In order to construct a model for a mind-map helping learners participating in our workshops to get aware of their knowledge, skills and competencies acquired through formal, non-formal and informal learning, we identified some fundamental steps through targeted workshop activities. At the same time, such a mind-map represents a visual support for job candidates to add to their CV.

As a **first step**, we pointed out to our learners the need to be aware of their skills and qualities as a basis for becoming able to fill in a CV like the one defined as EUROPASS, which shortly has been introduced showing the difficulties in filling it and planning to get back to it later.

As a **second step**, we asked the learners what job they would like to do.

As a **third step**, we asked to tell what, according to them, they have learnt in their life till childhood and how this can be useful for the job they would like to get.

We asked for a first volunteer to tell his story (learners were all young men from Sub-Saharan francophone countries).

We followed six learners' stories, wrote the work they would like to do in the middle of a flipchart, divided the flipchart into several parts according to different learning contexts:

- school, vocational training, university (if existing)
- childhood and youth within family and neighbourhood
- peers such as friends, school mates, sport mates
- languages acquisition which is allocated between the family and the formal learning contexts

In each context the learners are solicited to identify knowledge, skills and qualities they perceive to have acquired. These will then be discussed whether and how they can be useful for the job they want to carry out what will be visualised through arrows. Here is one example:

BAKAYOKO

② GEOGRAFIA DELL'AMBIENTE   31 ANNI
                                              COSTA D'AVORIO

UNIVERSITÀ FHB   ③ STUDI URBAN (SUL RAPPOR
① DIPLOMA SCIENTIFICO   SU ABIDJAN ABIDJAN
                         E SALUTE
                         RICICLO E SALUTE
                         UOMO E CITTÀ

(2 ANNI INSEGNANTE
   DI GEOGRAFIA AL LICEO PRIVATO)

(COMMERCIO PARTI MECCANICHE +
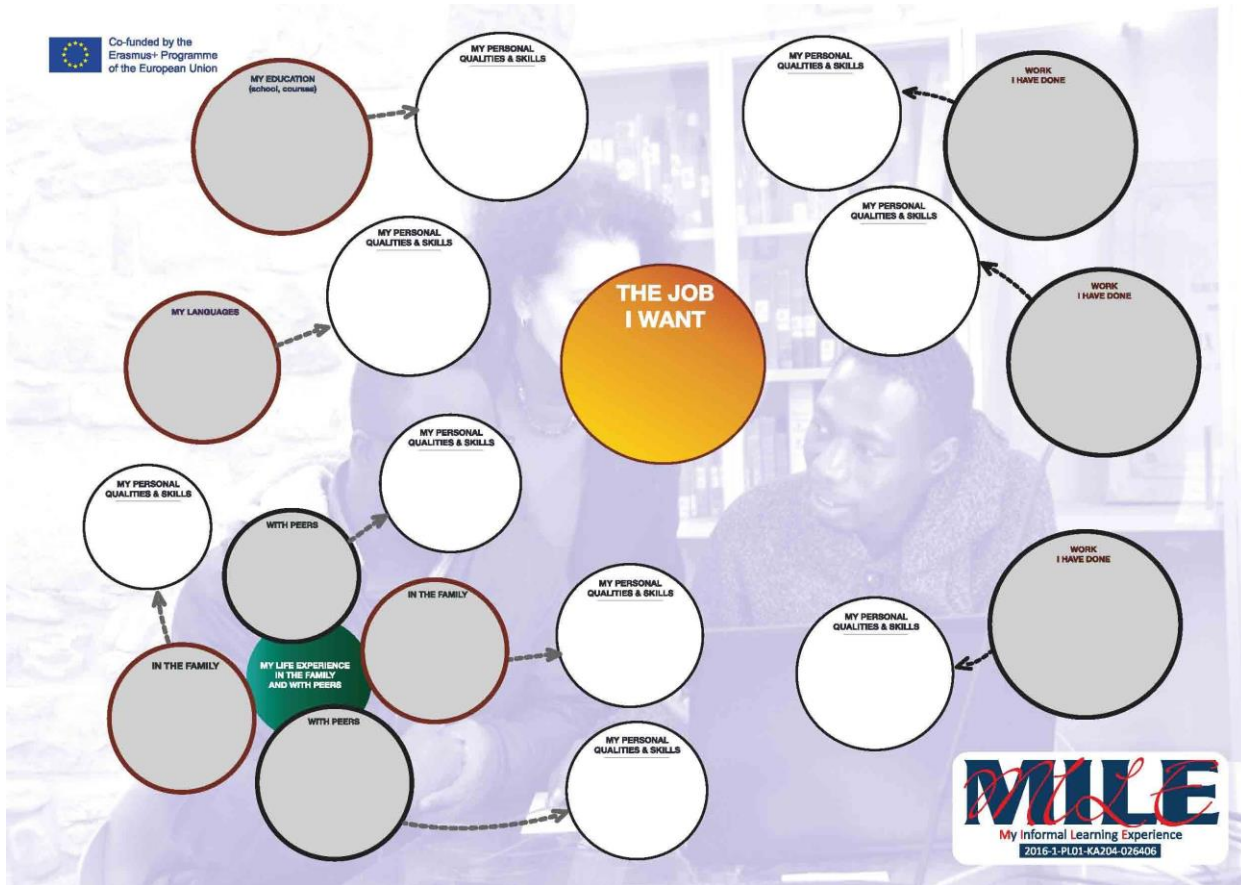 4 ANNI   AUTO
          → PRIMA VENDITA
            POI MAGAZZINO PROPRIO)

CAPACITÀ → RELAZIONALI E COMPRENSIO-
              PERSONE   NE
              GESTIONE GRUPPO O RISORSE
              RESPONSABILITÀ E PUNTUALITÀ
              SAPER SPIEGARE CONCETTI COMPLESSI

RELAZIONI CON IL
PUBBLICO -
COMPETENZE IMPRENDITORIALI

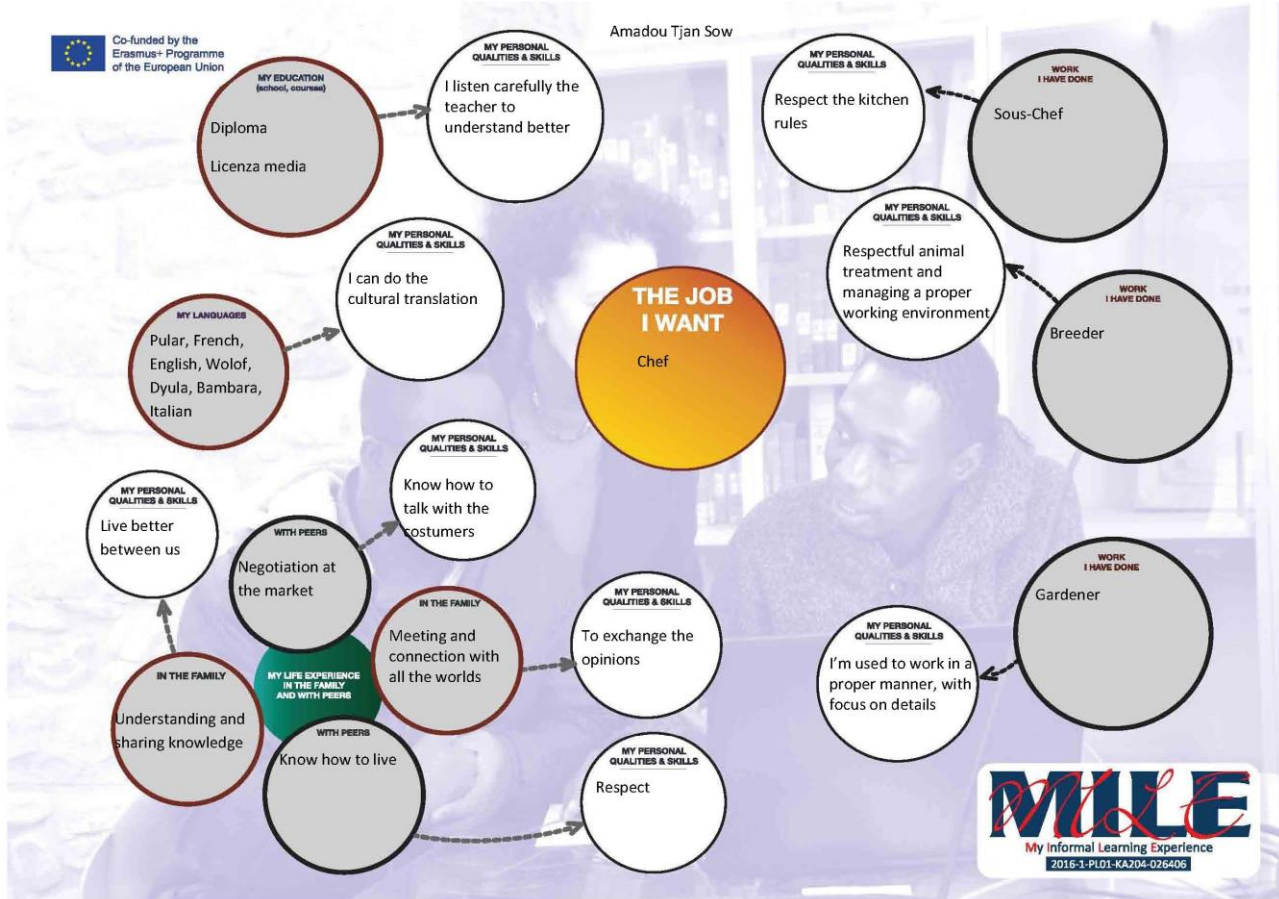On the basis of this workshop activity, the following template has been constructed:

Template in English

And here two concrete examples translated into English (originals are in Italian):
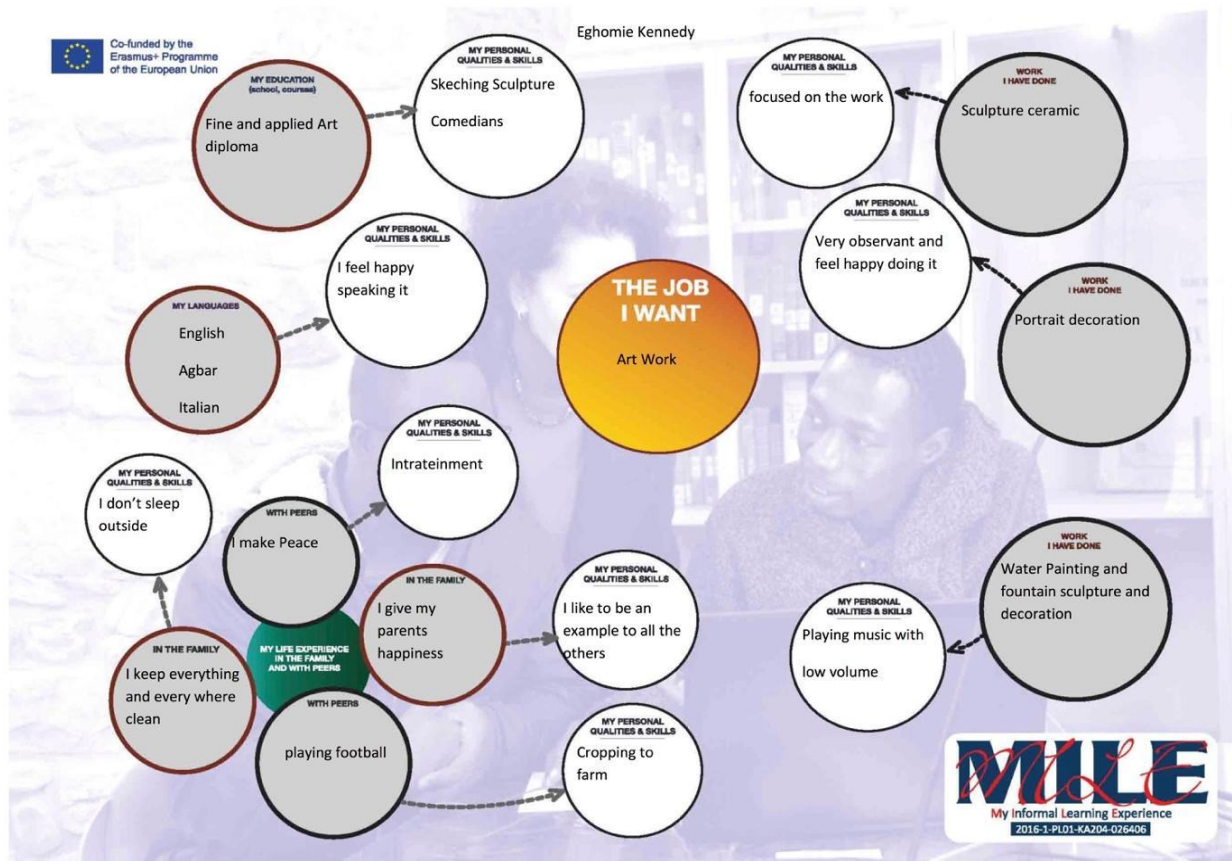
Example 1 from Italy

Example 2 from Italy

Once the model has been established, it has been tested and turned out to work very well, stimulating the learners' reflection.

The **next step** was to decide how the mind-map helps to create one's e-portfolio with visual elements, such as the following:
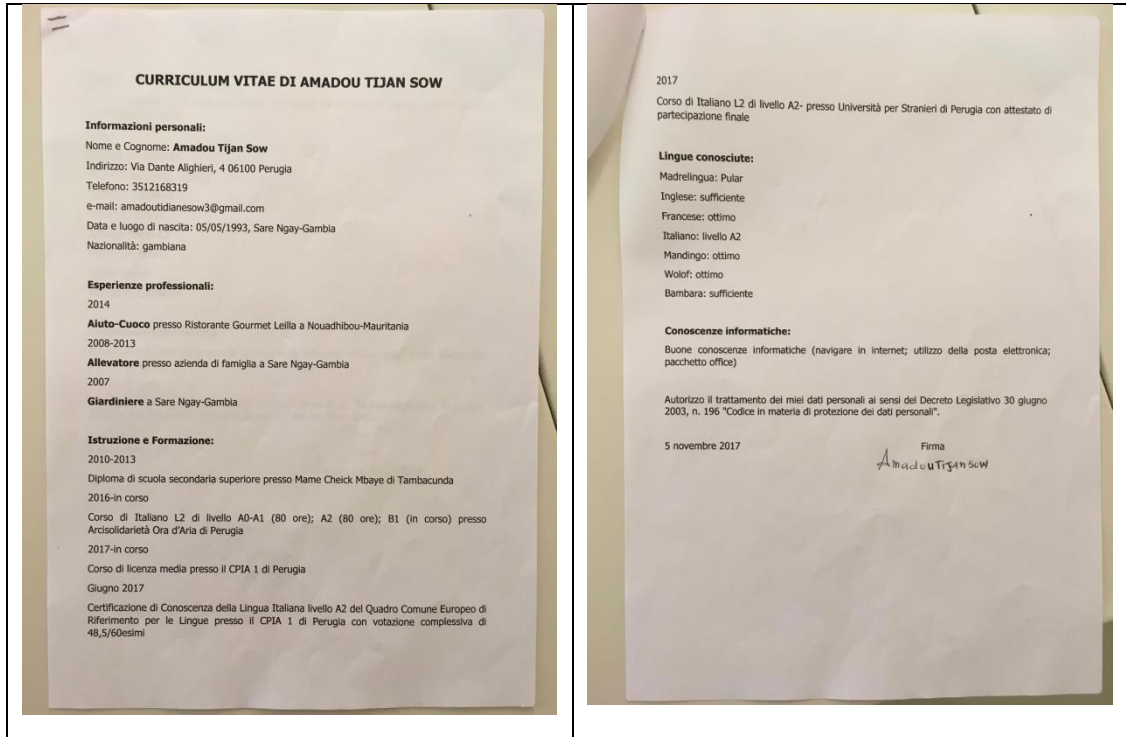

At work

Social and geographical context Abidjan

As mentioned, a further good option is to introduce oneself through a short video (max 10 minutes).

The **final step** consisted then in how to translate the mind-map into a more formal traditional CV:

An example from the Italian context can be seen here:
https://drive.google.com/open?id=1o0ifA324HFhg_D5nSVgbP9HWgh49cT9q

Once all this material is prepared for a person, it will need to be transformed into an e-portfolio. For this purpose, we chose the software Pathbrite. Among other options, this seemed to us the easiest to handle.

One can see an Italian example[13] at:
https://pathbrite.com/MahamedSanogo
https://pathbrite.com/MamadouBakayoko

Once the mind-map template was finalised, we tested its use with other groups. As a general result we can state that the use of such a tool is much more involving than writing a CV: "I have never seen them so concentrated in our language classes than filling in this mind-map", a language teacher of Italian L2 remarked.

3.3. Building MILE portfolios: learning pathways at Centrum Edukacyjnym EST

Most of the MILE workshop participants in Poland were Ukrainian migrants coming to our region in search for work opportunities. We established contacts with them in a residential area where many Ukrainians are accommodated, some living together in small compartments, some being close friends or even families who came here together. This made it easier to form small workshop groups of people who felt comfortable learning together and sharing experiences with each other. However, at a certain stage we realised that in order to focus on specific skills and competences for particular work opportunities we need to split the small groups into even smaller ones or offer individualised support. What follows is a brief outline of our approach.

First, we conducted individual interviews checking the prospective participants' eligibility for legal work in Poland. We also briefly enquired into their skills and competences as related to their search for employment. The language issues were not a barrier to communication as with most of

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[13] The names are not modified in so far as the individuals have accepted by written agreement to be show-cased. For this we would like to thank them all. Without their collaboration this work would not have been possible.

the Ukrainians we could speak Russian and they knew some Polish. In the cases of misunderstandings there usually was someone to interpret difficult words. The interviews let us form groups of up to 6 persons in each. Still it was impossible to ensure full coherence of the groups in terms of the participants' professional profiles and job searches although we made an effort to bring together people of similar experiences and expectations. What kept them together was motivation to make a step forward towards employment. They saw the prospect of compiling a quality documentation of their skills and competences as a prerequisite to be able to approach prospective employers on their own, without using costly intermediaries - private agencies charging a fee for their services.

Secondly, the group work focused on identification of skills and competences which may relate to real work opportunities in the region where the migrants arrived. The main point was to sensitise them to the value of their education and previous work experience if they are to get a chance of finding meaningful and satisfactory occupation in the new country of residence. With this in view we made use of the mind-map developed by our Italian partner to help the participants outline the patterns of their work-related education and experience. The mind-mapping was done individually and then the outcomes discussed together. Some clear pathways emerged linking the participants' previous work in Ukraine with skills high in demand in the regional economy. We also highlighted the importance of "soft skills", i.e. personal and interpersonal competences which are valuable assets in many occupations. The visualisation of these qualities in a mind-map let the participants better grasp their interconnections and relevance for particular jobs. In most cases the skills and competences were acquired informally, at work, and no formal documentation was available to prove them.

Thirdly, we introduced the Europass CV format and basic CV writing strategies. In particular we highlighted the need to focus on the specific career area, emphasise the qualities which fit the particular job profile and personal achievements in this field. A part of the workshop was devoted

to general writing rules for communicating concise, clear and confident message. We offered support in fine-tuning the text of the CV in Polish at the end of the whole process as it was difficult to expect the participants to write flawlessly in a foreign language. In some cases, translation from English or Russian was needed when participants' writing skills in Polish were insufficient to complete a CV. The group workshops finished at this stage - with the production of concise resumes featuring the essential skills and competences for a particular job application.

Further work on e-portfolios which consisted in gathering supporting documentation in the form of scans of relevant diplomas, certificates, etc (if available) as well as visual presentation of the applicant and his/her skills had to be continued individually. This was for two major reasons. First, the participants had different levels of digital skills required for uploading and editing materials with online tools. Second, we needed to search for specific materials on the Internet that would exemplify concrete experiences and skills of the participants - most had no such resources on hand so in order to show what they can exactly do we had to find equivalent objects or processes featured on various websites. What follows is an example documentation by a Ukrainian migrant with expert skills in brick renovation acquired informally (translated into English for the English version of the Guide). Such experience is a valuable asset in job searching in Poland where many old/historic buildings are being renovated to become fashionable venues for various commercial or cultural activities. In the documentation reported at the following link the personal information has been changed not to violate the personal data protection law:
www.pathbrite.com/koliadyh

Pathbrite®

Ruslan Koliadyh

About ⌄

1 Portfolio

My work experience

In the following links we provide some more examples of e-portfolios created by participants of workshops at EST:

www.pathbrite.com/Plakhotnik
www.pathbrite.com/krygluk
www.pathbrite.com/parasochkin

3.4. Building MILE portfolios: learning pathways at IASIS

In Greece we followed the process of the MILE methodology divided in 4 basic steps. We have to point out at this moment that the order of these steps sometimes was changed because of different needs of some individuals.

1st step: After welcoming the participants, we discussed the process of the MILE program with the participants (number of sessions, the creation of CV and e-portfolio). It was important at the very beginning of the process for them to understand the aim and the scope of MILE project, to realize with whom we will work and in which area, since for many of them this was a totally new experience. Actually, we asked the participants if they know any details about what a CV and an e-portfolio are, and the results were interesting but expected: about half of the participants knew what a CV is, but not the Europass form, and, most significant, no one knew about what an e-portfolio is. These questions were asked in order to clarify the level of knowledge of the participants regarding the working conditions in Greece. During the end of the session we built a casual conversation with the participants, encouraging them to generally talk about themselves in order to make them more comfortable to talk. It was important at this stage to feel connected with facilitators and to build the sense of trust and collaboration. This first step of introduction lasted 1 to 3 sessions each time, depending on individual interest and need's clarification.

2nd step: During the second step, the participants were asked to share the knowledge acquired throughout their life, from their childhood till now. It's the moment of first exploration, the first internal process of their own capacity. The questions set up following the Europass Form of skills and competences, in order to be easy afterwards for them to complete this CV. It also was important for them and for us as facilitators to discover together potential hard and soft skills in order to understand their working possibilities in Greece and to facilitate them in this process. Next steps and further implementation of the individual session were announced to them, in order to have a clear vision of what they had to achieve step by step in a counselling process.

A very useful MILE tool here was the mind-map that we used for most of the cases in order to start collecting the participants' own experiences, needs and competences in a piece of paper. They have really benefited from this methodology, as it was a way for them to rethink about their experiences, and to realize that to find a job is a process consisting of specific steps.

The whole process usually lasts for 2- 4 sessions before we proceed the next step.

3rd step: This is the step where the discussions/exploration about soft and hard skill of the participants were more concrete and their description almost ready to be in written form. At this point we start together writing their Europass CV. Following the MILE Guide, we helped them understand the skills that match with the Greek working conditions as well as the skills that fit the job participants are looking for. After the discussion, began the writing of the CV. Again, informing them about the next steps was very important, as they had to be aware about the specific actions they had to do in order to achieve their goals.

Some participants evaluated this part (the Europass CV completion) hard to follow or not that interesting. We understood that for some of them this was totally out of their "cultural" way of a job seeking process (and this is according to what we had found in the first stage of the MILE project). We tried to explain the importance of having a concrete CV and also the benefits of this specific form of Europass, following the MILE guide questions and possible answers. In some cases,

we changed at this point the order of the steps replacing anticipating step No. 4: We started discussions for an e-portfolio, which for them was more creative.

This step lasted 1 – 2 sessions, again depending on individual needs and readiness to realize one's capacity.

4<u>th step</u>: Once the CV was completed, the process of making the e-portfolio began. We suggested the participants to introduce themselves at first, in the form of a 20max second video. The introduction should include their name, the job they wish to apply for, a small talking about their soft skills (ex. I'm very communicative because I'm experienced with…). We suggested them as well to talk about their hobbies a little bit. After the introduction was made, we guided the participants in order to choose the right form for their e-portfolio.

According to the MILE Guide for e-portfolio, we empowered them to collect all possible official documents they had about their profession in order to be part of their e-instrument. The truth is that the majority of them did not have enough elements to demonstrate their experience, as they abandoned their places suddenly (asylum seekers).

This step lasts 2 – 3 sessions, according to the complexity of presentation and the participants' readiness to perform or to demonstrate their skills and competences.
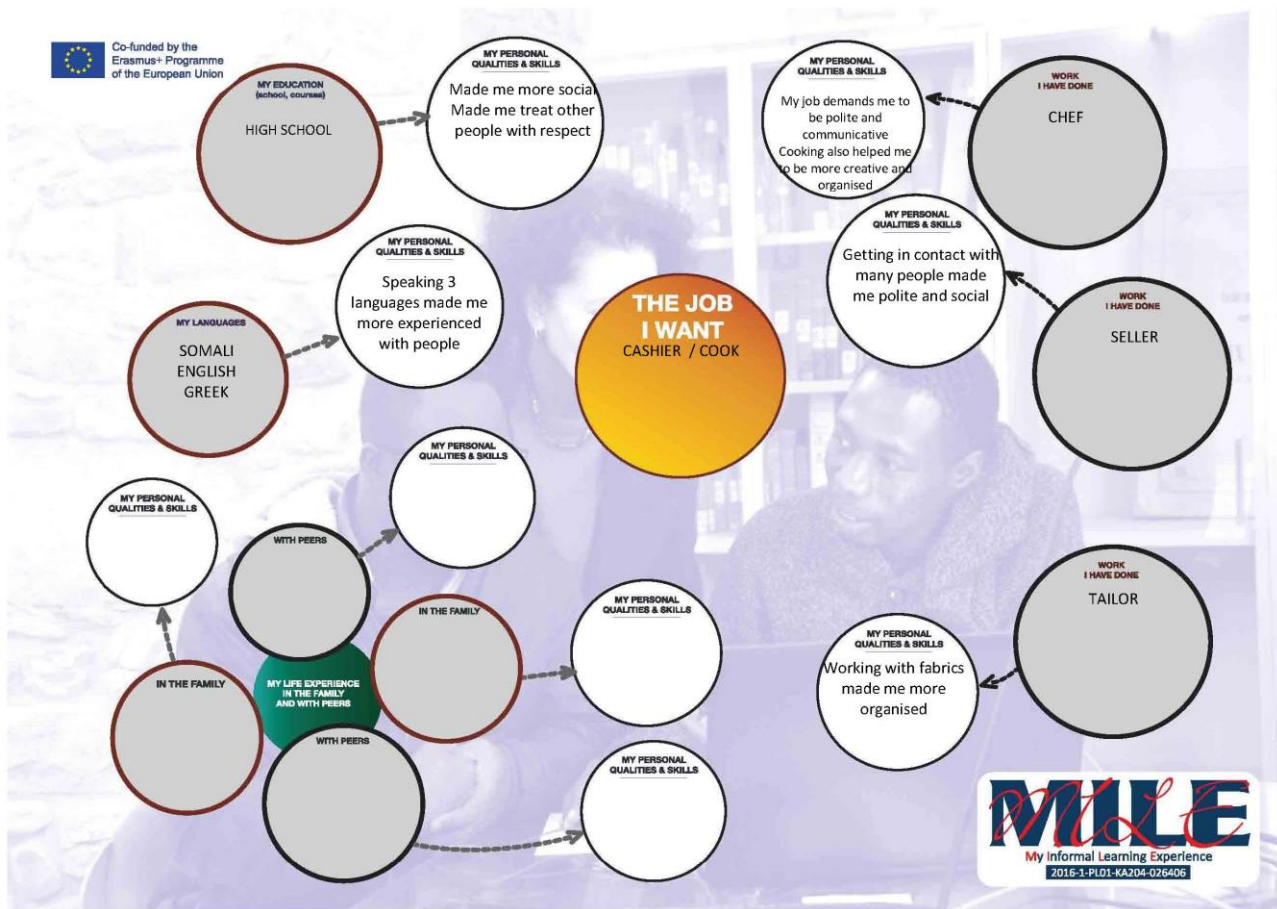
Once this step was completed, we uploaded it along with their CV and we decided about their next steps in the counselling process. Usually participants wanted to make a step further asking for assistance in order to spread all the material produced in the framework of the MILE methodology to potential employers.

Two examples from the Greek context are reported here:
https://pathbrite.com/u1928215052/resume/DTzJ
https://pathbrite.com/u1051213697/resume/DXIK

Below there is a concrete example of a mind-map produced in Greece:

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[URLs accessed 1.08.2017]

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- Cedefop: Validation of non-formal and informal learning: European inventory on validation: 2014 update: http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory
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- Cedefop: Europass: http://europass.cedefop.europa.eu/en/home
- Cedefop: Europass documents: curriculum vitae: http://europass.cedefop.europa.eu/en/documents/curriculum-vitae
- Common European Framework of Reference for Languages, http://www.coe.int/en/web/common-european-framework-reference-languages/home
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- EURES: The European Job Mobility Portal, https://ec.europa.eu/eures/public/homepage

CV writing and portfolio building strategies

- University of Kent, Careers and Employability Service: How to write a successful CV, https://www.kent.ac.uk/careers/cv.htm
- Jobsite: How to write a CV that works, http://www.jobsite.co.uk/worklife/write-a-cv-that-works-10159/
- UK National Careers Service: Advice on how to look for and apply for jobs, https://nationalcareersservice.direct.gov.uk/get-a-job
- The Balance: Supporting Documents for a Job Application, https://www.thebalance.com/documents-you-may-need-to-submit-with-a-job-application-2062110
- Careers24: Job hunting documents that will help your application, http://www.careers24.com/career-advice/job-hunting/supporting-documents-you-need-to-send-with-your-cv-20151229 Make it in Germany: Applying for a job, http://www.make-it-in-germany.com/en/for-qualified-professionals/working/guide/applying-for-a-job
- Career Nook: Helpful Tips for Resumes and Cover Letters, http://www.careernook.com/job-search-help/helpful-tips-for-resumes-and-cover-letters-with-examples/
- CareerOneStop: Get in the door with a great resume or job application, https://www.careeronestop.org/JobSearch/Resumes/resumes-and-applications.aspx

Relevant resources developed by EU projects

- BRIDGE-IT: Resources on intercultural communication within bureaucratic-institutional contexts, http://bridge-it.communicationproject.eu/index.htm
- LIGHTHOUSE: Training curriculum and Guidebook, http://www.lighthouse-project.eu/outputs/
- RADAR: Resources on regulating AntiDiscrimination and AntiRacism in Europe, http://win.radar.communicationproject.eu/web/

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