ENGAGE

Development of inclusivE iNtEgration pAths 4 mIgrant womEn

ENGAGE

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1. INTRODUCTION- AIMS AND ACTIVITIES

Female refugees, which represent 45% of refugees in the EU face key challenges when entering the labour market. These challenges include having a lower activity and employment rates, lack of recognition of skills and education, social exclusion and an increased likelihood of poverty. Moreover, refugee women are more likely to work in lower-skilled occupations in comparison with male refugees. Most of them face particular integration challenges associated with lower education and labour market outcomes.

The AMIF project 'ENGAGE' aims to ensure the effective integration process of female refugees in the new social environments they live in, as well as to promote their social and economic inclusion. Among the fundamental objectives of the project are, to promote the integration of female refugees in host societies through inform them about their rights, to provide vocational training opportunities and upskilling workshops to enhance their employability skills, to promote gender equality and diversity management in organisations which implement integration programmes as well as to initiate Job Shadowing Schemes in organisations in order to enable them for professional development.

In order to do so ENGAGE consortium will develop different work packages among which WP3 (Job shadowing Schemes (JS) development) will contain the following activities:

A.3.1. Selection of organizations and mentors to participate in the Job Shadowing Schemes
A.3.2 Development of Job Shadowing Toolkit and the Job Shadowing Agreement
A.3.3 National Job Shadowing Schemes implementation
A.3.4. Job Shadowing Evaluation and Reporting
A.3.5. Eco-system of the Open Badges (OB) for the validation of employability skills
A.3.6. ENGAGE Portal and assessment tool

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2. OPEN BADGES

Open Badges are a digital representation of skills, learning outcomes, achievements or experience such as:

- Hard skills: knowledge, competences, etc.
- Soft skills: collaboration, communication, etc.
- Participation and community involvement
- Official certification
- Authorization

Open Badge is an innovative system used in the USA and many EU countries for the validation and recognition of learning using the OB technology offered as an open educational resource. It is a technology which promotes open access and participation of all stakeholders involved in badges process, while allowing the creation of synergies between the learners-earners (i.e., young people, students), the issuers (i.e., VET Schools, stakeholders, enterprises, NGOs including the VET trainers/ Volunteers as facilitators) and the badge consumers (i.e., employers, formal education, public authorities, official body). This will lead to the endorsement process leading to a transparent, transferable, valid and credible validation of a body of skills and knowledge related to a set of competences, such as coding skills for VET students and teachers.

Open Badges is a very inclusive solution: it enables anyone to get actively involved in designing, testing, implementing and promoting the learning outcomes and achievements. This is what major European documents on Recognition are calling for, as well as Erasmus+ in emphasizing the “transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility: priority will be given to actions promoting permeability across education, training and youth fields as well as the simplification and rationalisation of tools for transparency, validation and recognition of learning outcomes. This includes promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning” (Horizontal Priorities).

Open Badge is visual verified evidence of achievement. It has a visual part (image) and meta-data, which is encoded in the image. Each digital badge must comply with the required standard data fields, such as: issuer, date of issue, description of the badge, link to assessment criteria, link to evidence of what badge owner is claiming, link to specific competence framework and tags, which puts an Open Badge in relation to specific context.

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3. BENEFITS OF OPEN BADGES

The following are some of the benefits of Open Badges:

- Badges can demonstrate a wider range of skills and achievements of a learner acquired through formal, non-formal and informal learning methods and activities.
- Badges are portable and verifiable digital objects. All this information may be packaged within a badge image file that can be displayed via online CVs and social networks.
- Each Badge includes the description of the achievement: i.e., it describes the particular path a learner undertook for his or her achievement, accompanied by the evidence to support the badge award.
- Each Badge includes information about the earner's identity, a link to information about the issuer and a link to a description of what a badge represents.
- Badges can be used to unlock learning and career pathways. They can be used to support individuals to achieve learning goals, to provide routes into employment; and to nurture and progress talent within organizations.
- Badges can represent personal attributes that matter to employers (such as soft skills).
- Badges can be used in a professional context. Thousands of organizations, including non-profit organizations, major employers or educational institutions, issue badges in accordance with the Open Badges Specification.

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4. KEY ELEMENTS

4.1. Issuer

The issuer defines a competence that could be acquired by a user, designs the learning material for it and assesses the users with regards to the acquisition of the competence. The issuer then creates a relevant badge and makes it available for earning by any user. For each badge, the issuer should make available details of the criteria that an earner must meet in order to be awarded the specific badge. The reviewer of an assessment compares the evidence provided by the earner against the specific badge criteria.

Any individual or organization can create an Issuer profile and begin defining and issuing Open Badges. This is being done by a diverse range of organizations and communities, including:

- Schools and universities
- Employers
- Community and nonprofit organizations
- Government agencies (including NASA)
- Libraries and museums
- Event organizers and science fairs (Including Intel)
- Companies and groups focused on professional development (such as the ENGAGE consortium)

An entity that can be described with a name, a description, a URL, an image, and an e-mail address is a possible candidate to become an issuer. Furthermore, it needs a technology platform that supports the Open Badges Specification in order to issue Open Badges.

4.2. Badge Issuing Platforms

Many companies have badge issuing platforms compliant with the Open Badges Specification. They provide a wide range of services which allow non-technical users to issue Open Badges credentials. The platforms used for issuing Open Badges offer a variety of custom services including online badge designers, badge discovery, issuing, assessment workflow, display, user profiles, social sharing and tools to integrate with existing learning systems. All Open Badges issuing platforms allow recipients to export their badges to other online options. This allows users to stack and share their badges earned on different platforms and to choose their own spaces to establish their identity on the web.

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4.3. Earner

Open Badges help to recognize skills gained through a variety of experiences, regardless of the age or background of the learner. They allow earners to get awards for following their interests and passions, and to unlock opportunities in life and work by standing out from the crowd. Earners have to register on the organization's platform and can claim a badge when the pre-defined criteria have been met during the evaluation phase.

4.4. Evaluation

There are different options for the assessment process:

- Asynchronous assessment: learners seek out the assessment when it is convenient for them instead of being required to take an exam at a predetermined time.
- Stealth assessment: assessment and awarding badges can happen automatically and provide immediate feedback.
- Portfolio assessment: work samples, projects and other artifacts the learner has produced can be used as evidence for claiming a badge.

4.5. Displayer

Open Badges are designed to be shared. By sharing them, individuals exhibit their achievements to others and turn them into a valuable currency to unlock new opportunities. Displayers can utilize the Displayer API for retrieving earner badges from the Mozilla hosted Backpack. Mozilla set up the first Backpack in 2011. Most issuing platforms provide users with the ability to connect and store their badges to this Backpack. When retrieving badges from the earner's Mozilla Backpack (using the email address account), the advertiser will only be able to access those badges that the earner has chosen to be public.

Badges can also be shared:

- On blogs, websites, e-Portfolios, and professional networks.
- In job applications
- On social media sites - Twitter, Google+, Facebook, LinkedIn
- In an email signature

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5. TECHNICAL ASPECTS

An earnable badge is defined as a badge class, using a variety of data items including descriptions, criteria and information about the issuing organization. When an issuer decides to award that badge to a specific earner, he or she creates a badge assertion. A badge assertion describes the data for an awarded badge. It includes the earner's identity and a link to the generic badge class, which in turn is linked to information about the badge issuer. All the data for the badge is defined using JSON structures. To award a badge to an earner the issuer creates a badge assertion in JSON.

The image for a badge should be a square PNG (or SVG). The file size should be a maximum of 256 KB and should not be smaller than 90 px square.

Things you can verify and explore in a badge:

- Details about the organization issuing the badge
- What the individual has done to earn the badge
- The criteria that the badge has been assessed against
- That the badge was issued to the expected recipient
- The badge earner's unique evidence (optionally included)

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6. INSTITUTIONAL ENDORSEMENT

Badges are like commercial products that have to be endorsed by a certain celebrity or institution in order to be promoted in a wider sphere and to gain the support of the consumer. In this section, institutions from public and private sectors, which are endorsing open badges as a recognition tool and the importance of endorsing a badge within the ecosystem will be highlighted.

6.1. Governmental Institutions

The Council of the European Union is one of the intergovernmental institutions which have expressed their support to the open badges as one of the nonconventional approaches to recognize someone's work. In a conclusion made by the Council and Representatives of the Government of the Member States released in November 23, 2016, it was stated that "To appeal to young people and to ensure greater impact on their lives, new settings where young people spend their time, such as modern city infrastructure and virtual space, as well as new approaches using innovative online and offline tools (such as gamification, GPS based activities, learning badges or design thinking), should be reflected upon and taken into account in the further development of education and training of youth workers." (Council of the European Union, 2016). This statement affirms that learning badges such as open badges are one of today's trends in recognizing learners' skills and knowledge acquired by training.

Within the EU, the Lithuanian National Commission for UNESCO together with the Lithuanian Association of Non-Formal Education recommend the use of open badges to other UNESCO affiliated schools in the country (Lithuanian National Commission for UNESCO, 2016).

Aside from these EU bodies, in 2013 the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), funded a study which "explores the feasibility of developing and implementing a system of digital badges for adult learners and the implications for policy, practice, and the adult education delivery system" (Finkelstein, Knight, & Manning, 2013). In the US, the following institutions have a long tradition implementing the open badges system as a recognition tool:

- EDUCAUSE- a leading association in the field of information technology focusing on higher education
- The Society for Science and the Public administers the Intel International Science and Engineering Fair (Intel ISEF), - the largest pre college science competition in the world
- The American Association for State and Local History
- The Yale Center for Emotional Intelligence

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These institutional endorsements from various governmental bodies show that open badges are a legitimate tool to be considered and one of the trends in the 21st century which should be further explored in the field of formal and non-formal education.

6.2. Private Sector's Endorsement

Aside from the Mozilla Foundation which started with the idea of open badges, various entities in the private sector have been using open badges. For instance, the American company Microsoft "developed a badge system for the Partners in Learning Network (PiLN) of educators and school leaders to promote technological competencies and relevant skills in today's digital age." (Chow, 2014). On its official website, the company explains why they are offering badges: "Your digital badge allows you to easily share the details of your skills in a way that is trusted and verifiable" (Microsoft, 2016). One of the well-known institutions which is using open badges is the National Aeronautics and Space Administration (NASA). In 2012, NASA together with Project Whitecard and the Wheeling Jesuit University collaborated to convince the California Academy of Science to implement Mozilla's open badges system in "recognizing life's achievements" (NASA, 2016). Aside from companies, formal education institutions have been also using open badges as a recognition tool. In Europe, some of these institutions include Beuth University of Applied Sciences in Berlin, Germany, Newcastle University in the United Kingdom and Universitat de les Illes Balears in Spain (Mozilla Foundation, 2016c).

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7. OPEN BADGES FOR ENGAGE

Open Badges provide portable and verifiable information about digital skills and achievements. TCN women can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way. Open Badges represent legitimate, authenticated achievements described within the badge and linked to the project.

Main characteristics of the ENGAGE Open Badges:

- The ENGAGE consortium has designed the framework, syllabus and teaching - learning material for the following modules (which are presented in WP3) namely:
  - Settlement into the new community
  - Soft Skills
  - Digital Skills
  - Professional Development Skills
- The ENGAGE consortium has created the corresponding badges. There are 4 badges, one for each of the modules. These badges are made available for earning via the e-tool, which has been designed specifically for the learning and assessment purposes of the ENGAGE project.
- TCN women are invited to register on the platform and take the course(s) of the ENGAGE project.
- The e-platform specifies to TCN women the criteria for earning each of the badges shown below. These criteria will be elaborated in the following section.
- TCN women have to provide evidence to meet the badge criteria in order to claim a specific badge. This process is automatized on the e-tool.
- The badges will be awarded automatically through the e-platform based on certain criteria, which are presented in the next section.
- The issuer (ENGAGE Consortium) will provide the user with the opportunity (through the e-tool) to create an account in the Badge Backpack in order to display the earned badges there as well.

The ENGAGE consortium plays a critical role in developing inclusive integration paths for migrant women. Open Badges can support learners to achieve new collaborations, jobs, internships and richer connections between lifelong learners.

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Each Open Badge is described by the following aspects:

1. Name of the Open Badge: The name of the Open Badge comprises the name of the Module.

2. Design of Open Badge: The Visualization (image) of the Open Badge for Module (see Figures 2).

3. Main Objective: A description of the Open Badge related to the main objectives of each Level.

4. Learning Outcomes: A list of the learning outcomes to be acquired. In the document WP2 “ENGAGE Competence Reference Framework” the learning outcomes are presented per module. The theoretical learning outcomes are related to the WP2 of the Framework and will be examined with both multiple choice and truth/false questionnaires.

5. Assessment Criteria: The criteria to be used to assess whether the learning outcomes of all modules have been achieved and whether the set of skills and competences have been acquired by the TCN women. The criteria and the assessment methods that have to be followed in order to receive a badge are described in the following sections.

6. Evidence: The proof and the evidence of the acquired skills i.e. quiz grades, etc. This process is fully automatized on the e-tool where the assessment tests are automatically graded.

7. Issued by: In this section the issuer of the Open Badge is specified, which in this case is the ENGAGE Consortium.

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8. BADGES AWARDING CRITERIA

The ENGAGE e-tool offers 5 badges in total.

8.1. Award Criteria for the Badges

✓ To obtain the Settlement into the community badge, TCN women need to acquire at least 80% overall mark.

✓ To obtain the SOT SKILLS badge, TCN women need to acquire at least 80% overall mark.

✓ To obtain the Digital Skills badge, TCN women need to acquire at least 80% overall mark.

✓ To obtain the Professional development skills badge, TCN women need to acquire at least 80% overall mark.

✓ To obtain the JS Shadowing badge, mentors will require to unlock and fill an evaluation form in the mentees account using the code provided to them, and based on the average score the mentee will receive a gold badge if 80% and over, a silver badge if 50-70% and a bronze one if under 50%.

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9. OPEN BADGES FOR ALL MODULES AND TOPICS

The following section presents the details of the open badges developed based on the modules (WP2).

Name of the OB	Design of the OB	Learning outcomes	Assessment Criteria	Evidence	Issued by
Settlement into the new community		**Knowledge** 1. To have knowledge of the social, economic and political system of the host country. 2. To identify the host country's history, religion/s, values. 3. To recognise human rights and freedoms. 4. Have knowledge of support services for TCN women in the host country. 5. Have knowledge of regulations and requirements of the host country labor market for asylum seekers, international protection persons and migrants. 6. To know rights and obligations arising from an employment contract. 7. Have knowledge of the business and workplace culture of the host country.	80% of Marks should be achieved for the TCN women to earn the "Settlement into the new community" Badge. This is split up as follows: each module has 5 questions of which at least 4 have to be correct. *For more details, please refer to the Badges Award Criteria Section above.	The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded	ENGAGE Consortium

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		Skills 1. To be able to recognise participation opportunities in civic life. 2. To practice participation in social, political and economic life in a thoughtful and effective manner. 3. Identify community services and support groups relevant to one's specific needs. 4. Access available support services related to health, housing, family support, education, employment and rights and duties. 5. Steps needed for Third Country Nationals to access the labour market 6. Institutions involved in the process. 7. Issues related to employment law. 8. Differentiate between business cultures in the country of origin and the host country. 9. Build positive professional relationships with colleagues. **Attitudes** 1. To respect the personal, political, and economic responsibilities of a citizen. 2. One's rights and obligations, and respecting others' values and beliefs 3. become an independent member of the host community.			

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		4. Approach different organisations/institutions and seek support. 5. Being proactive and taking initiative. 6. Different types of migration and the corresponding labour market regulations. 7. Employment protection. 8. Business culture in the host country.			

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Name of the OB	Design of the OB	Learning outcomes	Assessment Criteria	Evidence	Issued by
SOFT SKILLS		**Knowledge** 1. To have knowledge of what Intercultural skills are. 2. To have knowledge of what Communication skills are (verbal, non-Verbal communication and Listening Skills). 3. To have knowledge of what team working skills are. 4. Have knowledge of what stress is, common factors that induce stress, and recognize ways for stress relief strategies. 5. Recognize your strengths and challenges, your needs and feelings but also those of other people, what is a growth mindset. 6. Recognize the need to set goals and priorities and have the knowledge to assess your progress towards them. 7. Have knowledge of what creative thinking is, the ability to think about a task/problem in a different way, the ability to generate new/ innovative ideas.	80% of Marks should be achieved for the TCN women to earn the "SOFT SKILLS" Badge. This is split up as follows: each module has 5 questions of which at least 4 have to be correct. *For more details, please refer to the Badges Award Criteria Section above.	The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded	ENGAGE Consortium

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		Skills 1. Be able to demonstrate intercultural skills when interacting with people from other ethnic [U2] backgrounds. 2. Be able to use specific communication techniques so as to communicate effectively with others. 3. Be able to demonstrate team-working when working with others in groups and teams. 4. Able to diagnose stress and use specific stress management techniques in order to control it. 5. Able to tune in to your own feelings, thoughts, and actions. 6. Able to set personal development strategies and assess your progress. 7. Demonstrate skills for solving complex problems or find interesting/innovative ways to approach tasks. **Attitudes** 1. To respect others' cultural background, be receptive to foreign languages and open to different ideas from people from various cultural backgrounds. 2. To facilitate successful communication, using verbal/non-verbal communication and listening skills to get the right message across.			

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		3. To respect other team members, to facilitate effective dialogue communication and collaboration with others when working in a team. 4. Accept that stress is a normal human reaction that happens to everyone, but if it is chronic, to be able to manage it using different techniques. 5. Accept that self-awareness skills are important for learning about yourself and discovering your capabilities, which may be vital for a successful career. 6. Motivated to develop a growth mindset. 7. Motivated to look at things from a creative perspective by experimenting with new ideas/solutions (by testing them).			

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Name of the OB	Design of the OB	Learning outcomes	Assessment Criteria	Evidence	Issued by
Digital Skills		**Knowledge** 1. Have knowledge of search engines on Google to obtain information, data and content in digital environments. 2. To have knowledge of professional network platforms such as LinkedIn, social media such as Facebook, Instagram, TikTok or Twitter and messenger services such as WhatsApp or Telegram and what they offer to users. 3. To know to use properly and effectively the most common social media platforms used in today's world 4. To know common office suite software (such as word, excel, ppt). 5. To have knowledge of multiple digital technologies in order to interact with other people, organisations. 6. To know video teleconferencing software programs and collaboration tools such as Skype, Zoom. **Skills** 1. To be able to navigate various digital environments to obtain data,	80% of Marks should be achieved for the TCN women to earn the "Digital Skills" Badge. This is split up as follows: each module has 5 questions of which at least 4 have to be correct. *For more details, please refer to the Badges Award Criteria Section above.	The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded	ENGAGE Consortium

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		information and content in digital environments autonomously. 2. To enhance skills in differentiating appropriate/relevant from inappropriate/irrelevant digital platforms, as well as reliable from spam pop-up information, while navigating online. 3. Learn to manage web browser extensions such as pop-up-blockers. 4. To identify reliable and unreliable information in digital environments. 5. To be able to use different kinds of office suite software such as word processing, data management and making presentations. 6. To foster the knowledge of various digital technologies to interact with others (Mail, Telegram, Social Media). 7. To learn to use collaboration tools and video teleconferencing software programs including its features such as content sharing, whiteboarding and co-annotation. **Attitudes** 1. To be able to research online and pursue information of a different nature needed in daily life. 2. To be able to identify potential threats/misinformation online and confidence in oneself to avoid it and instead locate the most relevant information. 3. To increase the use of and knowledge of different professional network platforms.			

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		4. To achieve the simplification of tasks and processes and enhanced productivity by using different office tools. 5. To acquire a variety of communication tools and services. 6. To individuate appropriate communication channels in different contexts. 7. To identify new opportunities for video conferencing and collaboration tools			

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Name of the OB	Design of the OB	Learning outcomes	Assessment Criteria	Evidence	Issued by
Professional development skills		**Knowledge** 1. Have financial literacy and be able to apply it in everyday life. 2. Recognise the importance of networking for career development. 3. To acquire networking skills. 4. Be able to write a CV. 5. Get acquainted with the Europass platform. 6. To determine sources of labor market information 7. To be familiar with the job interview process, different types of interview and preparation techniques and the according interview skills. 8. To recognize one's skills and experiences. 9. To know the EU Skills Profile tool. 10. Have the ability to Career Plan. 11. To identify personal objectives for career development.	80% of Marks should be achieved for the TCN women to earn the "Professional development skills" Badge. This is split up as follows: each module has 5 questions of which at least 4 have to be correct. *For more details, please refer to the Badges Award Criteria Section above.	The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded	ENGAGE Consortium

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		12. To recognize what employers look for in a candidate. 13. To define “employability”. **Skills** 1. Demonstrate financial skills, such as personal financial management, budgeting, and investing. 2. Establish and Develop professional and private relations with people from different professions, nationalities, and cultures. 3. Summarise education, skills and experience. 4. Utilise the Europass CV builder. 5. Aplpy various means to locate job vacancies or opportunities. 6. Identify job opportunities. 7. Prepare for the interview. 8. Conduct research about the company/job position. 9. Generate an interview checklist. 10. Present yourself confidently. 11. Map out/design a profile of skills, qualifications, and work experiences with the help of an advisor. 12. Think ahead. 13. Set future goals on what you want to do based on		

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		your interests and the job you want to get. 14. Assess employers' priorities in the local labour market. **Attitudes** 1. Adopt self-sufficient financial decision-making. 2. Manage financial stability. 3. Enhance job opportunities by networking. 4. Establish social capital. 5. Improve networking skills. 6. Invest your CV to enhance job opportunities. 7. Differentiate and emphasize focal points in CVs corresponding to given job opportunities. 8. Follow the structure and dynamics of the labor market. 9. Learn and promote different ways to earn work experience. 10. Acknowledge and endorse the importance of first impressions. 11. Express appreciation for one's own skills and competences. 12. invest time for preparation. 13. Facilitate a skill profile. 14. Attempt the use of the EU Skills Profile tool.		

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		15. Encourage/ Promote assistance from national authorities or other organisations. 16. Contribute actions to achieve one's goals. 17. Recognize where they are heading to. 18. The skills employers wish to identify in their candidates. 19. Employability.			

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Name of the OB	Design of the OB	Learning outcomes	Assessment Criteria	Evidence	Issued by
Job Shadowing Badge	 	This badge is successfully awarded to mentees who took part in the job-shadowing schemes organized as part of the ENGAGE project – based on the evaluation they will receive from their mentors; the mentees will receive the respective badge.	The mentee will receive a gold badge if 80% and over, a silver badge if 50-70% and a bronze one if under 50%. *For more details, please refer to the Badges Award Criteria Section above.	This process is fully automatized on the e-tool where the evaluation is automatically graded.	ENGAGE Consortium

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10. REFERENCES

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