



Progetto co-finanziato dall'Unione Europea



MINISTERO
DELL'INTERNO

**OBIETTIVO SPECIFICO 2 “Integrazione/Migrazione legale”
OBIETTIVO NAZIONALE 3 “Capacity building”**

PROGETTO DIMICOME

**Diversity Management e Integrazione:
Competenze dei Migranti nel mercato del
lavoro
(PROG-2195) – CUP H79F18000400009**

1° Workshop WP2

***From latent potential to visible resource: soft
skills related to migration background***

Thursday 10th october 2019 h 14.00 - 18.00

Friday 11 ottobre 2019 ore 9 – 13.00

Fondazione ISMU,

Via Galvani 16, Milano

**The Center for life-long Learning
(CAP) – University of Bari Italy**

**Amelia Manuti, Fausta Scardigno,
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The Center for Long-life Learning at the University of Bari (CAP)

CAP was created in 2012 at the University of Bari as experimental output of two research projects funded by the European Fund for the Integration of non-EU immigrants (EIF);

«Fondata sul Lavoro»



«Work for you»

Since 2015 it is an official academic service supporting young people and adults in managing their vocational and professional career and in validating and certifying their prior learning, acquired in formal, non formal and informal contexts;

University as one of the main actor within the process of certification of skills



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Our theoretical rationale

Learning
as a life-
long
process



Life long
career
managemen
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Accreditation of Prior and Experiential Learning

(Paavola, Lipponen, & Hakkarainen, 2004; Tynjala, 2008; Billett, 2004; Billett, Smith, & Barker, 2005; Collin, 2002; Collin & Valleala, 2005; Eraut, 2004)

Prior Learning (Formal) →

- Structured, formally assessed with a final qualification
- Formal academic recognition

EXPERIENTIAL
LEARNING
(INFORMAL) →

- Experience-based learning
- Workplace learning (on the job learning)
- Unintentional learning



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From theory to practice: our main activities

Prior learning identification: recognition of prior formally and informally acquired learning in terms of competences linked to a standard that can be ascertained;



Assessment: gathering of evidence on previous qualifications and experiences (both formal and non-formal) to apply for recognition by the regional body responsible for awarding credits or recognizing the positive outcomes coming from CAP's assessment.



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The services provided

Information and guidance

to support people in the recognition of previously acquired qualifications for the purpose of further education and/or career planning and job search;

Assessment (through self/hetero-evaluation) of soft skills acquired in informal and non-formal settings useful for a better inclusion in the labour market;

Translation of informally acquired *on the job* learning into academic credits, possibly redeemable in university courses;



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Assessment of soft skills

The Big Five Model (McCrae & Costa, 1994)

Cognitive Effectiveness

problem solving and decision making

Concrete Effectiveness

systemic vision, initiative/dynamism and leadership

Relational Effectiveness

Empathy, cooperation, use of such relationships

Uncertainty Management

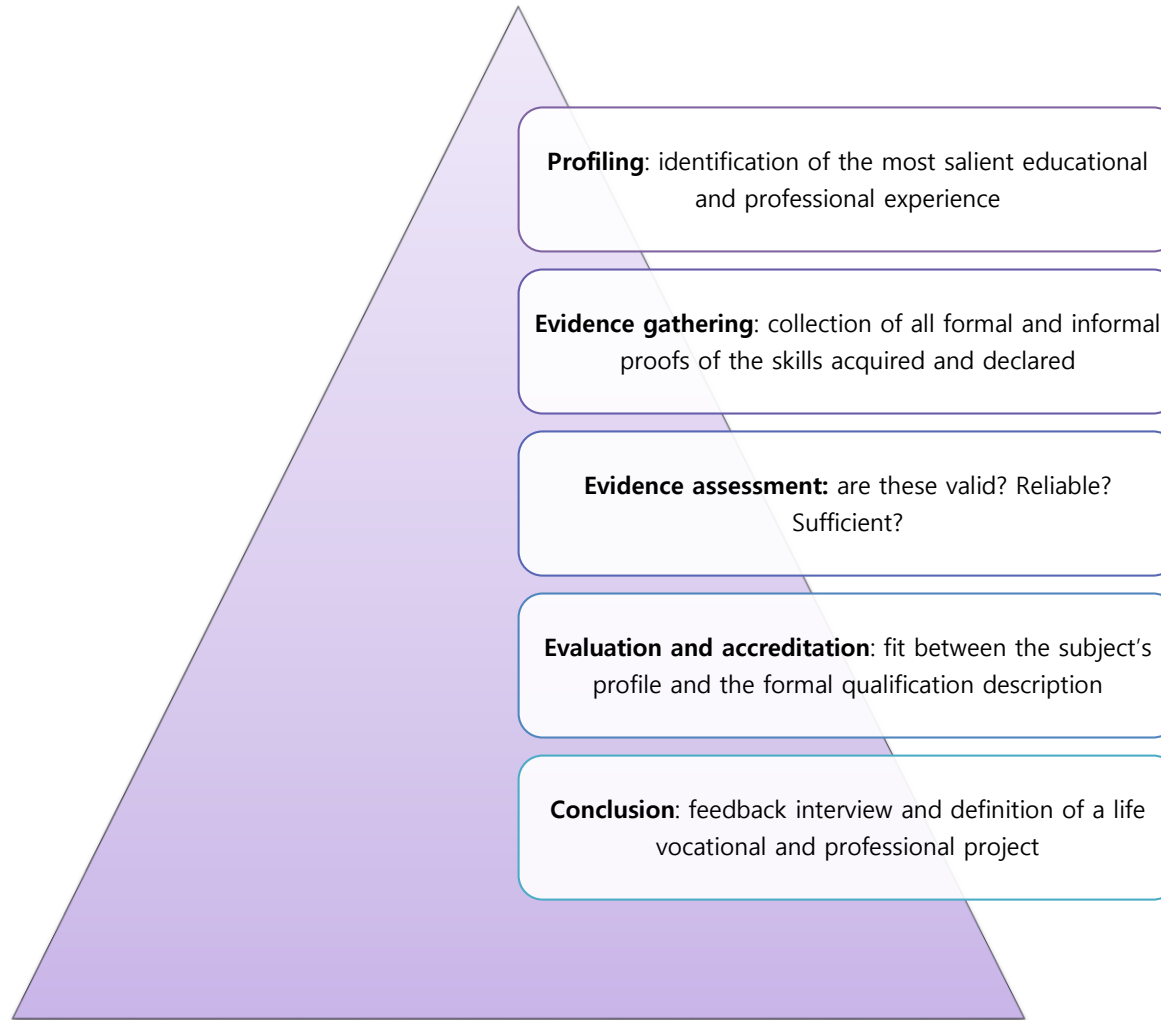
stress tolerance, control, independence of judgment

Process and Resource Management

Planning/organization, goal orientation, conscientiousness



The process of evaluation and accreditation



Some preliminary data

229 immigrants (66 women and 166 men, aged between 16 and 35), coming from the most different parts of the world

102 have requested the certification of the soft skills acquired both in formal and informal contexts

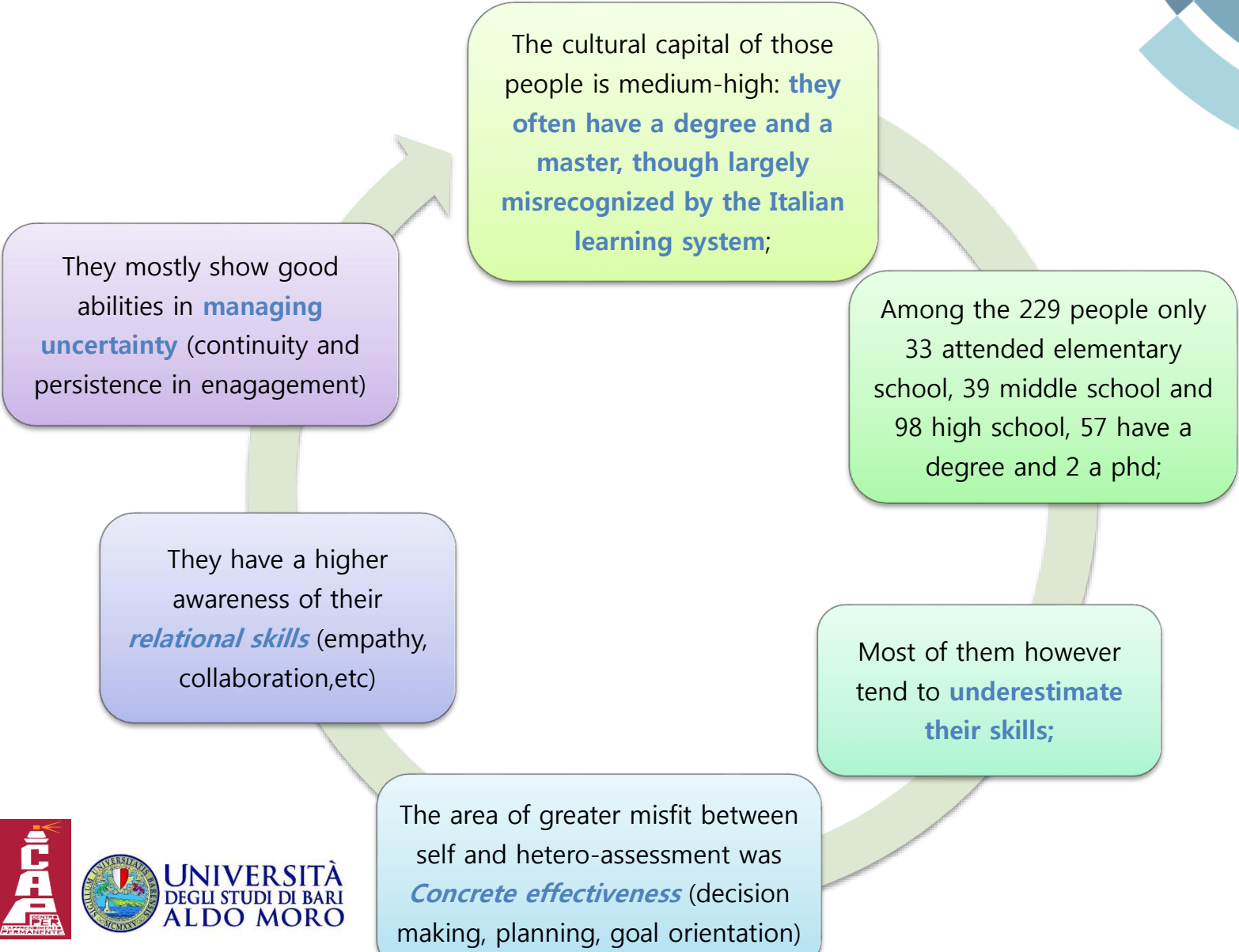
2 have gained a formal recognition of their professional experience and the consequent certification of foreseen by the Apulia Region

10 have won a grant financed by the Conference of Italian Deans, by the Ministry of Inner Affairs and by the Regional Agency for the Right to Study to start and/or continue their university study



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Main results about the certification of soft skills



The experimentation of a formal recognition of prior learning into professional qualification

2 refugees from Afghanistan requested that their long experience in the field as cultural mediation experts was recognized by the regional system of professional qualification even in absence of formal certification of skills.

Connection with the Office for Vocational and Professional Training of the Apulia Region that recently published a repertoire of professional qualifications (a formal description of the activities, skills and abilities that need to be owed to exercise this profession).

We collected and compared evidences from their professional experience with these skills domains and finally invited the refugees to show their competences in a formal exam. Both passed the exam and were recognized a professional formal qualification!



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Conclusions: toward a permanent service

The experimentation brought about by the projects has raised the possibility **of introducing an integrated system of Recognition and Validation of skills**

The *proposal to set up a unitary university Lifelong Learning service*, useful in supporting not only the immigrant population but also a **wider range of users**, in the recognition of prior learning in non-formal and informal settings

The definition of an agreement protocol between the University of Bari and the Departments of Youth and Social Citizenship (Immigration Office) and of Training and Education of the Apulia Region

The CAP has been acknowledged as an International 'good practice' by the International Organization for Migration through the digital platform *FromSkills2Work*, that has highlighted the relevance of the validation of skills and professional expertise for social integration.

the CAP collaborates with the network of the Center for Information on Mobility and Academic Equivalences, with the National Academic Recognition Information Centres and with the Mediterranean Recognition Information Centres- for the recognition procedures of formal learning qualifications.



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**Many thanks
for your kind
attention!**

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