



MOVE-EU

 Erasmus+

MOVE-EU PROJECT

GLOSSARY

**Job Oriented Migration (Migration Orientée
Vers l'Emploi en Europe)**



The project "*Move-EU: Job Oriented Migration*" aims to identify and develop the skills required for the professional integration of migrants. The methodological approach chosen by the partners is the "Skills Card" approach¹. Thus the language of the host country is considered a professional skill among others and, in this respect, is an integral part of the transversal skills approached in the training engineering and/or the assessment process.

As the working language of the MOVE-EU project is French, the glossary² developed below allows understanding, differentiation of related concepts and use of vocabulary common to all partners around the concepts of assessment, skills, training, qualification, etc.

It is not exhaustive.

¹ Launched in 2007 by Mariela DE FERRARI and Florence MOURLHON DALLIES in France.

² The MOVE-EU glossary in large part takes up the terms of the glossary prepared for the European project "RECTEC: Recognising transversal skills in line with employability and certifications" (Reconnaître les compétences transversales en lien avec l'employabilité et les certifications), which is also based on the Skills Card approach. It also incorporates vocabulary extracted from the cultural decoding lexicon developed in the context of the European project "MIGRA: Migration and Reception" (target groups: companies and migrants) as well as definitions taken from the European project "Leonardo Transfer of Innovation - Key Educational Tools for Behavioural Know-How" and the "European framework of reference for life-long key skills for education and training". These glossaries, like those established in the MOVE-EU project, are not intended to be exhaustive.



Aptitude	<p>Ability to apply a piece of knowledge and use a piece of know-how to perform tasks and solve problems.</p> <p>This is a concept similar to that of skills</p>
Skills	<p>When we identify operations that do not refer to an identified family of situations, we talk about “skills”, referring to potentials relatively independent of contexts, knowing that their implementation and their effectiveness may depend on their contextualisation and their coordination with other resources. A skill, in this form, does not intend to manage a situation as a whole, it is merely an ingredient, one resource among others.</p>
CEFR	<p>“Common European Framework of Reference for Languages: learning, teaching, assessment” is a framework of reference designed with the aim of providing a basis that is transparent, coherent and as exhaustive as possible for the development of language programmes, guidelines for curricula, teaching and learning materials, as well as for the development of foreign language skills. It is used in the 47 Member States of the Council of Europe and in other continents. It is available in 40 languages.</p>
Certificate/diploma/degree	<p>Official document issued by a certifying organisation which attests to the level of qualification achieved by an individual after an assessment procedure relative to a predefined standard.</p> <p>(Source: Cedefop, 2008)</p>
Certification of results/learning outcomes	<p>Procedure involving the issue of a certificate, diploma or degree formally certifying that a set of results/learning outcomes (knowledge, know-how, aptitude and/or skills) gained by an individual have been assessed by a competent organisation relative to a predefined standard.</p> <p>(Source: Cedefop, 2008)</p>
Sociocultural code (in a professional context)	<p>Set of rules, provisions, behaviours, formal and informal standards related to a human group and its culture. Therefore, these are rules for living that govern the functioning of said society. In the project, it concerns explicit and implicit rules and standards for the professional environments.</p>
Skill	<p>A skill is knowing how to act based on the effective mobilisation and combination of a variety of internal (know-how, cognitive capacity, metacognitive capacity, relational know-how, procedural know-how, physiological resources, emotional resources, etc) and external resources (networks, software, databases, documentary resources, members of the group, professional environment resources, etc) with a situation in a given context.</p> <p>(Tardif 2006 / AEFA)</p>
Skills assessment	<p>An action aiming to allow the person to analyse their professional and personal skills with a view to defining a professional or personal project and/or a training project.</p>
Basic skills	<p>The skills and abilities required to live in today's society, that is to say: listening, speaking, reading, writing and calculating.</p> <p>The basic skills must allow an individual to be independent in everyday situations: writing a shopping list, reading instructions for a medicine or a safety notice, writing a cheque, using a machine, reading their child's school report, etc.</p>



Key skills

Key skills for education and training throughout life are a combination of knowledge, aptitudes and attitudes appropriate for a specific context. They are particularly necessary for the personal fulfilment and development of individuals, their social inclusion, active citizenship and employment.

Key skills are essential in a knowledge-based society and guarantee flexibility allowing individuals to quickly adapt to the world's constant evolution characterised by increasing interconnection.

8 key skills:

- Mother tongue communication
- Communication in foreign languages
- Mathematical skills and basic skills in sciences and technologies
- IT skills
- Learning to learn
- Social and civil skills
- Initiative and entrepreneurial spirit
- Sensitivity and cultural expression

These key skills are interdependent.

These skills may be transversal skills used in professional situations.

Transversal skills

Transversal skills are skills that can be used in various professional situations. This does not mean that they are all used simultaneously in all professional situations.

5 dimensions, in line with:

- **Organisation:** ability to plan and manage your own activity and organise yourself with others considering risks so as to meet, in varied times and spaces, the situation's expectations and requirements.
- **Adaptability and autonomy:** ability to react methodologically and adequately to tasks requested and to changes likely to occur and to find solutions autonomously.
- **Sociability:** ability to work and cooperate with others according to social codes inherent to the professional situation encountered.
- **Communication:** ability to interact with others orally and/or in writing according to one or more given intentions. Ability to understand, interpret and/or communicate messages making part thereof
- **Taking initiative and participation:** ability to make or contribute to the making of decisions or initiatives in line with the parameters of the situation encountered.

(Tardif, Perrenoud / AEFA France)

Professional skill

Demonstration by an individual that they have the capacity - that is to say the knowledge, skills and attitudes - to complete a professional action, activity or task in accordance with a standard and/or another predetermined requirement.

Employability

The combination of factors that allows individuals to prepare for and access employment, to remain there and to progress during their career.



Skills assessment	<p>The skills assessment is a process of collecting data from multiple and varied sources allowing an assessment of:</p> <ul style="list-style-type: none">▪ the level of proficiency of the individual's skills▪ their degree of mastery of internal and external resources which may be mobilised and combined in their implementation▪ the variety of situations in which they are able to use their skills
Training engineering	<p>A set of methodological and coherent approaches that apply to the design of training action and device systems to effectively achieve the objective(s) targeted.</p> <p>Training engineering may include the analysis of training demand and needs, diagnostics, design of the training project, measures implemented, the co-ordination and control of its implementation as well as the evaluation of the training.</p>
Educational engineering	<p>Application of a training action based on the alternation of formal and non-formal learning situations and which aim to allow, and to verify, the development of skills (acquisition of knowledge, know-how and behavioural know-how in context) defined in the training objective. In the context of the project, there are 10 skills in the MOVE-EU reference defined according to training choices and contexts.</p>
Institution	<p>Generic term referring to concepts of organisation (company, union), community (family, church), collective entity (State); moral, religious, secular or legal rules; values, customs, traditions, conventions and standards.</p>
Migrant	<p>A person who moves from one country to another for economic, political or social reasons.</p>
Training module	<p>All of the training content which constitutes a whole that is independent from or interdependent with other modules.</p>
Qualification level	<p>The term has two meanings:</p> <ul style="list-style-type: none">▪ Level of education and training achieved, recognised within a qualification system or a qualification framework, or▪ Skill level achieved thanks to teaching or training, professional experience, or in informal (not organised and unintentional, contexts of everyday life) or non-formal contexts (included in activities planned but not explicitly designated as learning activities but which include an important learning element).
Qualification level (continued)	<p>Notes:</p> <ul style="list-style-type: none">▪ The qualification level is often determined relative to the references of the qualification systems or the level descriptors of the qualification frameworks.▪ This level can also be defined relative to a professional profile (for example the description of the learning results required to execute the tasks corresponding to a job at a specific level of responsibility and autonomy. <p>(Source: Cedefop)</p>



<p>Assessment (MOVE-EU project)</p>	<p>Assessment is the result of all the evaluation steps carried out in an area of expertise (called “skill area” in the MOVE-EU project) and designates the level acquired as one of 4 marks, or levels, of skill. These four levels essentially correspond to the following 4 skill levels: “I know and understand”, “I deal with it and I apply”, “I analyse and I integrate” and “I evaluate and I adapt”.</p>
<p>Pre-assessment (MOVE-EU project)</p>	<p>Skills assessment techniques carried out upstream from the professional integration path or an action in line with this path (training, immersion in the company, etc)</p>
<p>Initial assessment (MOVE-EU project)</p>	<p>Skills assessment approaches carried out at the start of an action in line with the professional integration path (training, etc) considering the results of any pre-assessment already carried out.</p>
<p>Intermediate assessment (MOVE-EU project)</p>	<p>Skills assessment approaches carried out at one or more key moments in the integration path or of an action linked to this path (training, immersion in the company, etc)</p>
<p>Final assessment (MOVE-EU project)</p>	<p>Skills assessment approaches carried out at the end of an action in line with the professional integration path (training, immersion in the company, etc)</p>
<p>Newcomer</p>	<p>Person arriving in a location or country for the first time to move there with a valid residence permit. This is a status recognised by the host country. By country, a criterion linked to the “duration” of residence is introduced to distinguish between newcomers and other immigrants and often for reasons linked to the introduction of integration policies.</p>
<p>Qualification</p>	<ul style="list-style-type: none"> ▪ Formal qualification: formal outcome (certificate, degree or diploma) of an assessment and validation process obtained when a competent authority establishes that an individual has the results/learning outcomes corresponding to a given standard and/or has the skills required to perform a job in a specific professional activity. A qualification confers official recognition of the value of the results/learning outcomes on the employment market or for education/training. A qualification may confer a legal right to carry out a job (OECD) ▪ Qualification requirements: the sum of knowledge, know-how, aptitudes and skills allowing an individual to carry out a job.
<p>Reference</p>	<p>(Autour des mots de la formation, Françoise CROS, Claude RAISKY, 2010)</p> <ul style="list-style-type: none"> ▪ This is a descriptive document used as a reference, the content of which (concepts used, meaning of the terms, components, links between different elements, etc) is different according to the situation. Therefore, the choice of a reference implies that its users share the same meaning.

**Reference (continued)**

- This is a mediation tool allowing the assessor and/or the assessed to refer to it to study a gap or differences.
- All elements the content that is defined between the stakeholders concerned.

In the context of an individual's skills assessment, the reference must specify:

- the name of the skills,
- the indicators used to measure the proficiency level in the skill,
- the evaluation methods,
- the progress logic selected between the proficiency levels.

There are different types of references:

- **Skills reference:** describes the knowledge, aptitudes and/or skills related to the exercise of a job
- **Job reference:** describes the activities and tasks characteristic of a job and the terms of its exercise
- **Training reference:** describes learning objectives, programme content, access conditions as well as resources required to achieve the objectives defined.
- **Assessment reference:** describes the results/learning outcomes to be evaluated as well as the method used
- **Certification reference:** describes the rules for obtaining the certificate or diploma as well as the rights conferred.

(Source: Cedefop, 2008)

Knowledge

Result of the understanding of information thanks to education and training. Knowledge is a set of facts, principles, theories and practices related to an area of work or study. The European Framework of Qualifications makes reference to theoretical or factual knowledge.

2008/C 111/01 0- Recommendation from the European Parliament and Council of 23 April 2008 establishing the European framework for life-long certifications and training

(Extract from the European project "Leonardo Transfer of Innovation OPC-SFC")

Soft skills

or

Behavioural know-how

Implementation of relational know-how consisting of adopting behaviours and attitudes expected in a given situation.

The person's thinking skills relative to the characteristics of the situations they encounter.

This capacity may be:

- **organisational** (where the person is situated relative to the quality of their work - e.g.: prioritise, anticipate, verify, etc)
- **social/relational** (when the person is situated relative to another and establishes relationships - e.g. negotiating, arguing, cooperating, etc)
- **psycho-affective** (when the person is situated relative to themselves and their own limits - e.g. adapting, training, etc)

(Definition of the project OPC-SFC - 2015)

Behavioural know-how

Establishment of knowledge and aptitudes

(Definition of the project OPC-SFC - 2015)
