

MENTORING AS A NECESSITY FOR MAINTAINING PROFESSIONALISM AND SKILLS FOR WOMEN: A PARTICIPATION MODEL





INTERNATIONAAL
VROUWEN
CENTRUM

THE INTERNATIONAL WOMEN CENTRE (IVC) STANDS FOR
THE EMPOWERMENT OF HUMANS TOWARDS SOCIAL SELF-RELIANCE AND FINANCIAL INDEPENDENCE.

The IVC became Best Practice of Europe for Adult Education in 2016 in the AVA network and was invited to give workshops to experts in the field of adult education.

In 2018, the IVC was nominated for the World Wide Biennial VPL Prize in Denmark.

In 2021, IVC gave a presentation for the 9th World Wide Forum of Lifelong Learning UNESCO.

There are various national and international publications about IVC's working methods.

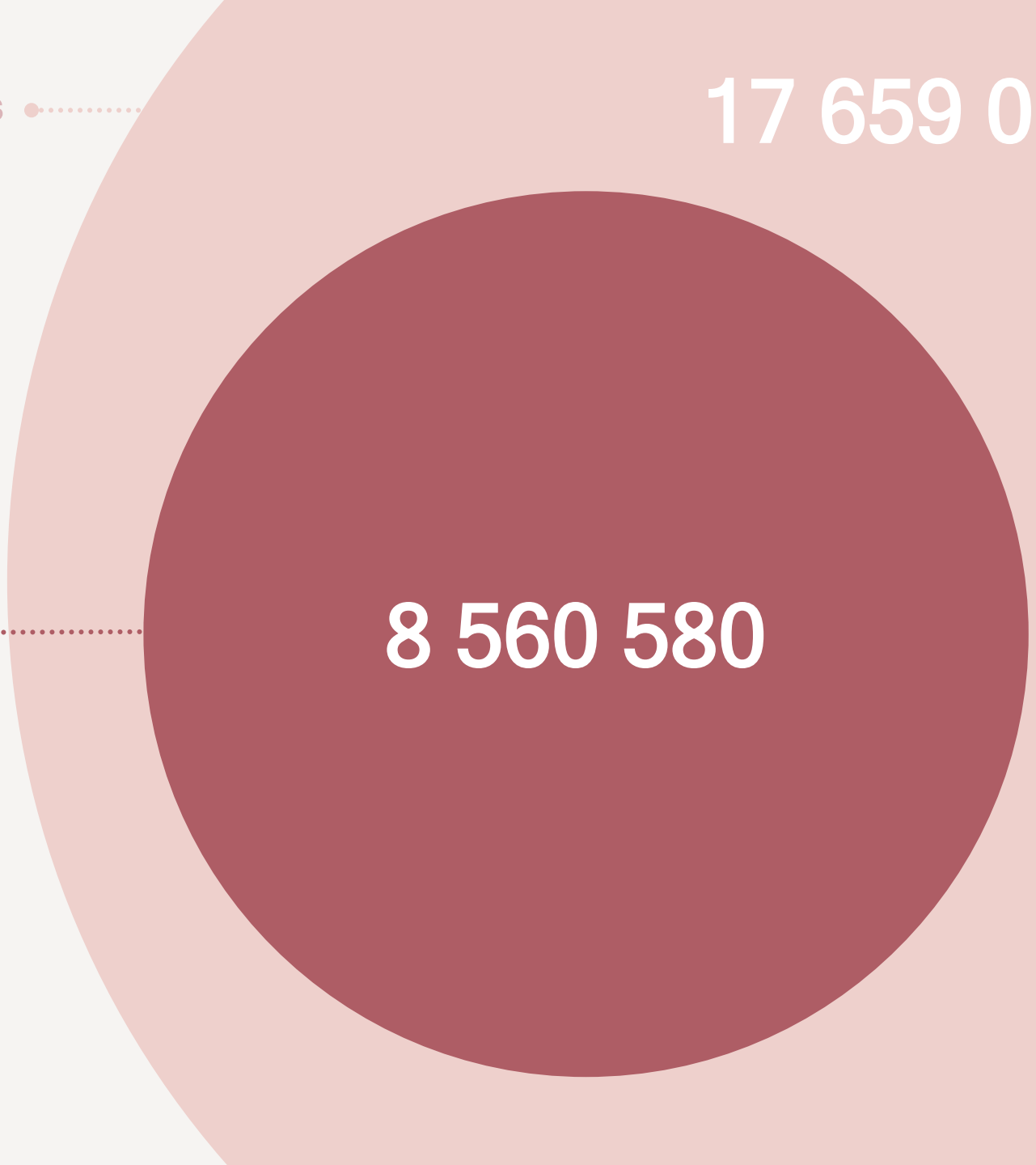
TARGET GROUP OF IVC

Total population of the Netherlands ●.....

17 659 019

Female population ●.....

8 560 580



28 604

5 824

3 437

150

50

Population of women in Den Helder

Migrant women

Non western migrants

Participants in IVC

Volunteers in IVC

TARGET GROUP OF IVC

TARGET GROUP OF IVC

LABOR MARKET



Men



Women



Migrant Women



Non Western Migrant Women



ISSUES

Many refugees and immigrants have had problems to get work in the Netherlands on the level they are trained for (www.unesco.org recognition of non formal and informal learning).

Why:

- not (yet) recognized qualifications,
- no proved documents of qualifications,
- no diplomas comparable to those in the Netherlands,
- lack of knowledge of languages and computer experience,
- differences in culture and culture elements,
- difficulties to express and act 'like a European',
- informal and non-formal knowledge of the NWMW was not included; lack of recognition of talent and ambition,
- increase of NWMW by the massive flow of refugees into Europe,
- discrimination by a Dutch employer,
- forms of exclusion: negative perceptions of NWMW by local,
- lack of knowledge about the Dutch labour market.

SOLUTIONS PROVIDED BY THE INTERNATIONAL WOMEN CENTER

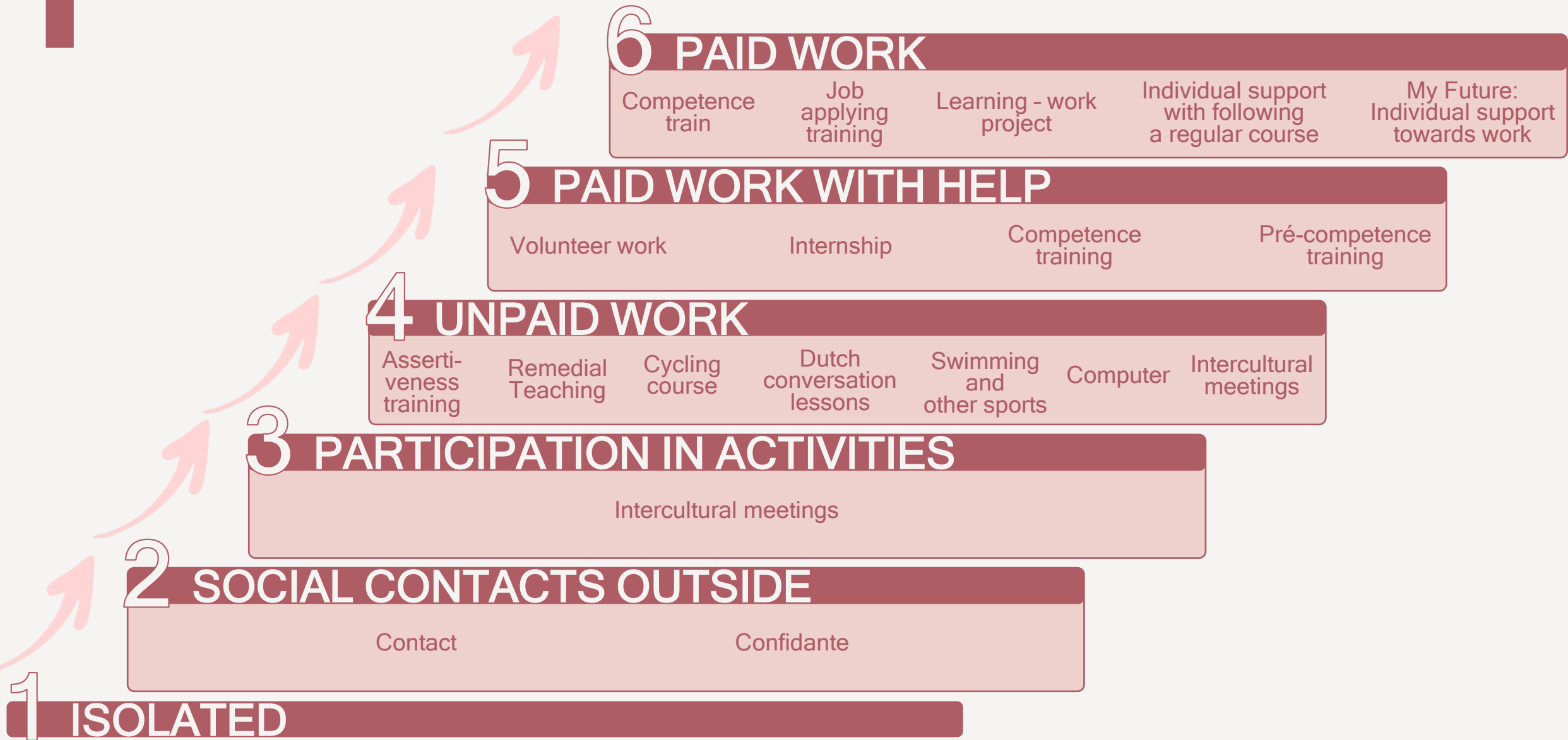
1 The IVC
Participationladder
Model IPM

2 The participant
follow-up
system

3 Using pré VPL
and
VPL trainings

SOLUTION

THE IVC PARTICIPATION LADDER MODEL IPM



1

SOLUTION

HOW IT WORKS

RE-INTEGRATION

6 PAID WORK

5 PAID WORK WITH HELP

4 UNPAID WORK

3 PARTICIPATION IN ACTIVITIES

2 SOCIAL CONTACTS OUTSIDE

1 ISOLATED

SOCIAL ACTIVATION

2

SOLUTION

THE PARTICIPANT FOLLOW-UP SYSTEM

6 PAID WORK 

5 PAID WORK WITH HELP 

4 UNPAID WORK 

3 PARTICIPATION IN ACTIVITIES 

2 SOCIAL CONTACTS OUTSIDE 

1 ISOLATED 

3

SOLUTION

USING PRÉ VPL AND VPL TRAININGS

PRÉ VPL TRAINING → EXPRESS YOURSELF

VPL TRAINING → THE COMPETENCE AWARENESS

Participants learn during trainings how to:

- form a strong and close group together that helps, supports each other,
- rely on each other to do the assignments,
- react differently to situations, due to cultural differences,
- name and expand their network and use it to realise their dream,
- set their own realistic goals and achieve them,
- present themselves in different ways,
- receive important support which will help them further develop on the participation ladder.



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USING MENTORING AS A NECESSITY FOR MAINTAINING PROFESSIONALISM

IS IT POSSIBLE AND HOW TO DO IT





ERASMUS+ ADULT EDUCATION

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Organization:
ERASMUS+

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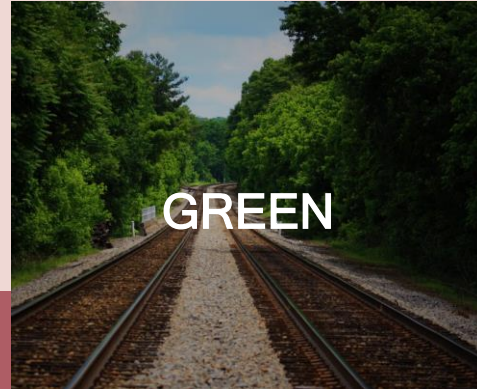
- Strengthening the **European dimension** of teaching and learning,
- promoting values of **inclusion and diversity, tolerance**, and democratic participation,
- promoting knowledge about shared **European heritage** and diversity,
- supporting development of professional networks across Europe,
- Improving the quality of **formal, informal and non-formal adult education** in Europe for **key competences** as defined by the EU framework (2018), including **basic skills** (literacy, numeracy, digital skills) and other **life skills**,
- extend and diversify adult education offer through **professionalisation** of educators and building capacity of adult education providers,
- simplifying the implementation and accessibility of high quality **teaching and learning programmes** in all forms of adult education, and making them relevant to the needs of individual and the society at large,
- **building the capacity of adult education providers** to carry out high quality mobility projects,
- **raising the participation of adults of all ages and socio-economic background in adult education**, especially by fostering participation of organisations working with **disadvantaged learners, small adult education providers, newcomers to the Programme and less experienced organisations, as well as community-based grassroots organisations.**

PRIORITIES OF THE PROGRAMME



INCLUSION AND DIVERSITY

Reaching out to all participants and fostering inclusive approaches for mobility and cooperation activities.



GREEN

Building up knowledge on sustainability and climate action and promote the use of green travel.



DIGITAL

Developing accessible and high-quality digital learning and foster digital capacities.



ACTIVE PARTICIPATION

Enhancing participation in democratic life and civic engagement.

ADULT EDUCATION AND MENTORING

- Not many mentoring projects in AE,
- target groups: migrants, refugees, disabled, unemployed, elderly, barriers: economic, social, cultural, geographical, discrimination,
- difficulties to be included in society / labor market,
- sometimes other framework, or implicit use of mentoring in AE projects.

Examples:

[Erasmusplus project results database](#)

A lot to explore with European cooperation!



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