CMINAR

TEACHING CAREER COUNSELLORS OF REFUGEES

Counselling Refugees means Modernising Counselling

01 — 02 — 03 — 04 — 05 — 06 — 07

Outputs of the Erasmus+ Project Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services (CMinaR)

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Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services (CMinaR)

Erasmus+ Strategical Partnership Programme for Higher Education

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1 Introduction

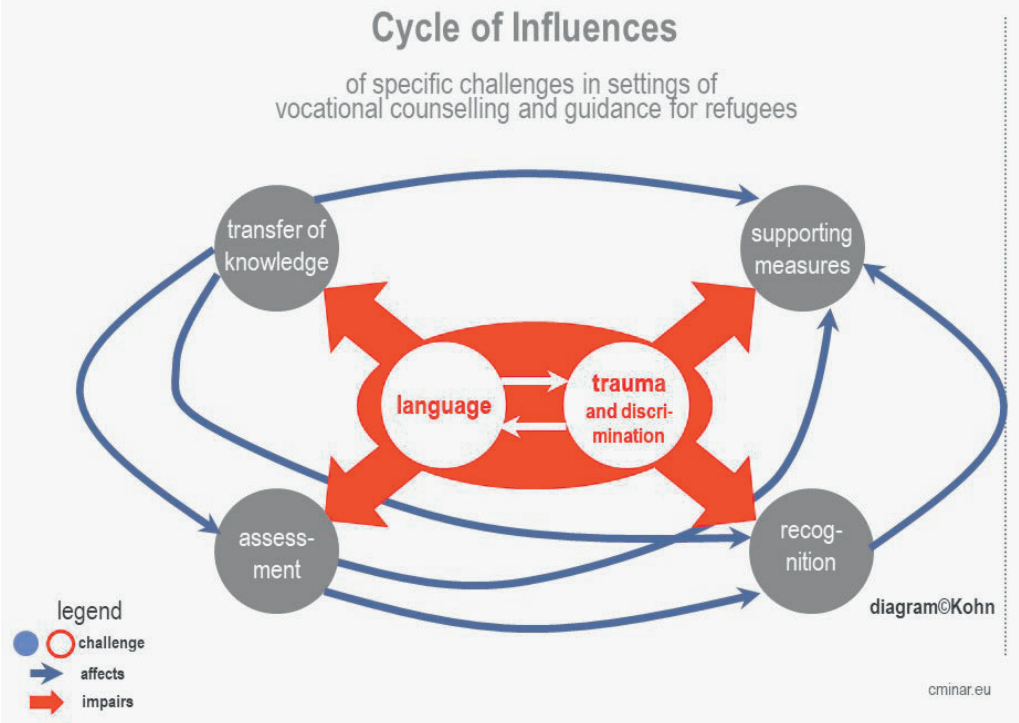
Dear reader,

In your hands you hold a compilation of the results from the CMinaR project. Quite a few people had difficulties pronouncing our project name during the three years of the project. I think we would do that differently today: make the acronym more pronounceable. It was to be reminiscent of the word "seminar". Because that was our main focus. Courses of academic education and further training for counsellors in education, professions and employment were to emerge and now have.

1.1 Occasion and birth of the project

Starting in 2015, Europe faced exceptional flight migration. This, combined with the basic attitude that even (in the best case only) temporary refugees should be integrated into the societies and employment systems of their host countries from the outset, resulted in a new need for competence and thus qualification for employment-oriented counselling: How to advise when we - counsellors and those seeking advice - do not speak the same mother tongue? How do we advise when we know little or nothing about the education system and the labour markets of our counterparts? How, if our cultural education and our socialisation have until recently taken place in societies far apart from each other? How can we also advise when an "elephant comes into the consultation room" - and it hears the name "I have experienced the worst!"?

These and similar questions were asked by employment-oriented counsellors at the time. And they have been asking these questions ever since. The following diagram was created in these days months at the University of Applied Labour Studies in Mannheim, Germany. It shows the specific challenges in employment-oriented counselling of refugees and how they interact with each other.



Transfer of knowledge stands for challenges resulting from a specific knowledge disadvantage about the other‘s education and employment system.
Assessment stands for challenges arising from the analysis of potential and the task of empowerment.
Recognition stands for challenges arising from the residence status in the host country and from the (formal) recognition of professional certificates acquired abroad.
Supporting measures are challenges related to access to vocational training and the labour market and measures to promote and support labour market integration.
These challenges already reinforce each other, as the slimmer arrows in the graph show. However, language and trauma & discrimination are at the centre of the challenges. Both hurdles and inhibitions in communication are strongly interwoven. And with their dual power, they also create impairments for coping with all the aforementioned challenges.

1.2 Intention

These considerations initially arose heuristically on the basis of research undertaken with focus on earlier migration groups. It was now necessary to put these heuristics on a new empirical basis, now corresponding to the new migration and in cross-national survey. On the other hand, the second step was to generate study content built on this basis with which advisors in academic training and

experienced advisors can adjust to the new challenges and develop the necessary competencies in their professional further training. These project goals may be regarded as ambitious.

1.3 The team

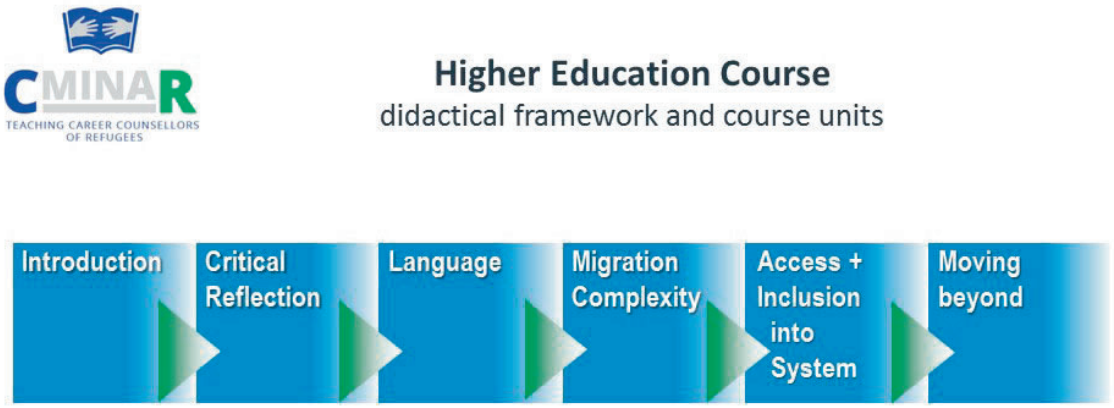
Funding through the Erasmus+ programme makes it possible to tackle ambitious projects with the combined efforts of several partners. And it makes it possible to pool experience from different European countries - experience from science and practice. Six European expert institutions have joined forces to address the issue of modernising training for guidance counsellors by adapting it to the needs of refugees seeking advice. Different approaches to guidance and counselling training were to be brought together. Different temporal and geographical places in the migration flow of refugees seeking protection were to be taken into account. Different experiences and approaches in the integration of new immigrants were to be taken into account. And it needed a strong partner who could implement all the content to be worked out in an information-technically experienced way.
This is how our team in CMinaR came into being: Canterbury Christ Church University, the German University of Applied Labour Studies, Istanbul Teknik Universitesi, Kauno Technologijos Universitetas, Università degli Studi di Padova and Stockholms Universitet.

1.4 The empirical basis

A sound empirical basis was needed in order to design our study programmes with which consultants can prepare for the new flight-specific challenges. To this end, a comprehensive search was undertaken for available scientific sources in the field. In view of the broad horizon of relevant topics on all the challenges mentioned, on counselling theory in general and on the didactics of suitable educational offers, this was not an easy undertaking. You will find a summary of our results in Chapter 2 of this volume.
The second pillar of our empirical basis is our own Delphi survey of experts from vocational counselling and teaching on this field of action in the participating project countries. We wanted to know: If you imagine the specific tasks in counselling refugees and if you imagine how you could best prepare for them: What educational content would you like to see for this? The results provided impressive details of the extent of the challenges outlined at the beginning. These results can be found in a summary in Chapter 3 of this book.

1.5 Our study programmes

This empirical basis was also the basis of our content-related and didactic considerations and discussions. We devoted ourselves to - almost - all the wishes and challenges described - with the exception of the topic of traumatisation. The diversity of our professional experience and expertise in the team allowed us to work on the required comprehensive canon. However, we did not have the indispensable knowledge to deal with the important and professionally demanding topic of trauma in conselling; we had to admit this to ourselves. And so in our study programmes this so important topic unfortunately also remains the "elephant in the room". And it would be a great wish for us if experts on this subject were to extend our study courses with appropriate content and didactics.
What we then ended up designing is a total of six course modules:



In the fourth and most comprehensive chapter of this book, you can study in detail what lies behind these module headings, what contents we have developed and compiled here, and what didactic considerations we propose to implement them with. The Higher Education Course presented there can be considered as the heart of our work with CMinaR.

1.6 The first results

Our drafts for a study course (Chapter 4) and for a course of further training of experienced counsellors (Chapter 5) are offers to the European professional world of employment-oriented counselling. We hope that these contents and methods can be incorporated into the training and further education of counsellors, that they can be extended, that they can be adapted to the respective local conditions and that they enrich the professionalism of all of us. Of course we would not do this without first testing our programmes. And so the CMinaR pro-

ject's work programme also included both courses being tested as pilots in each of the partner countries involved. You will find the results of these pilot runs, the feedback from the students and teachers involved, in Chapter 7. And if you would like to make concrete use of our offers yourself, you will find all (teaching) materials on this in our publicly accessible media portal: structural lesson plan, work sheets, presenations, videos. The portal is presented in chapter 6 of this volume.

1.7 And why now does counselling refugees mean modernising counselling?

European societies are becoming increasingly diverse. Our economies have long been closely intertwined globally - and have thus produced the prosperity we enjoy today. So there are now workers from third countries entering into our labour markets and economies, whether as employees of globally active companies or as specifically recruited specialists - also to support our demographically shrinking populations and to help us maintain and expand this prosperity. So far, this influx has been rather sparse.

However, there are also many immigrants coming for humanitarian reasons, to whom we see ourselves committed in Europe as a community of values. The fact that the persecuted and the needy are to be welcomed and supported belongs at the heart of the European history of values. In many cases, however, this welcoming of the needy is not entirely altruistic. It is not unusual for people who have temporarily sought refuge to want or have to stay. They often become permanent neighbours in our populations - and thus in the end also part of the high potential in our economic cycles.

It is very difficult to predict which of the two migratory flows will develop at what speed and to what extent. However, it is more than likely that the overall trend towards greater diversity will continue. European societies therefore do well to prepare themselves for the integration of new neighbours as a permanent task - for social and economic reasons. For successful integration, the individually appropriate and thus also rather successful path in education, training and employment is an essential key. In turn, the appropriate professional advice can clearly support this process, in many cases even trigger it in the first place.

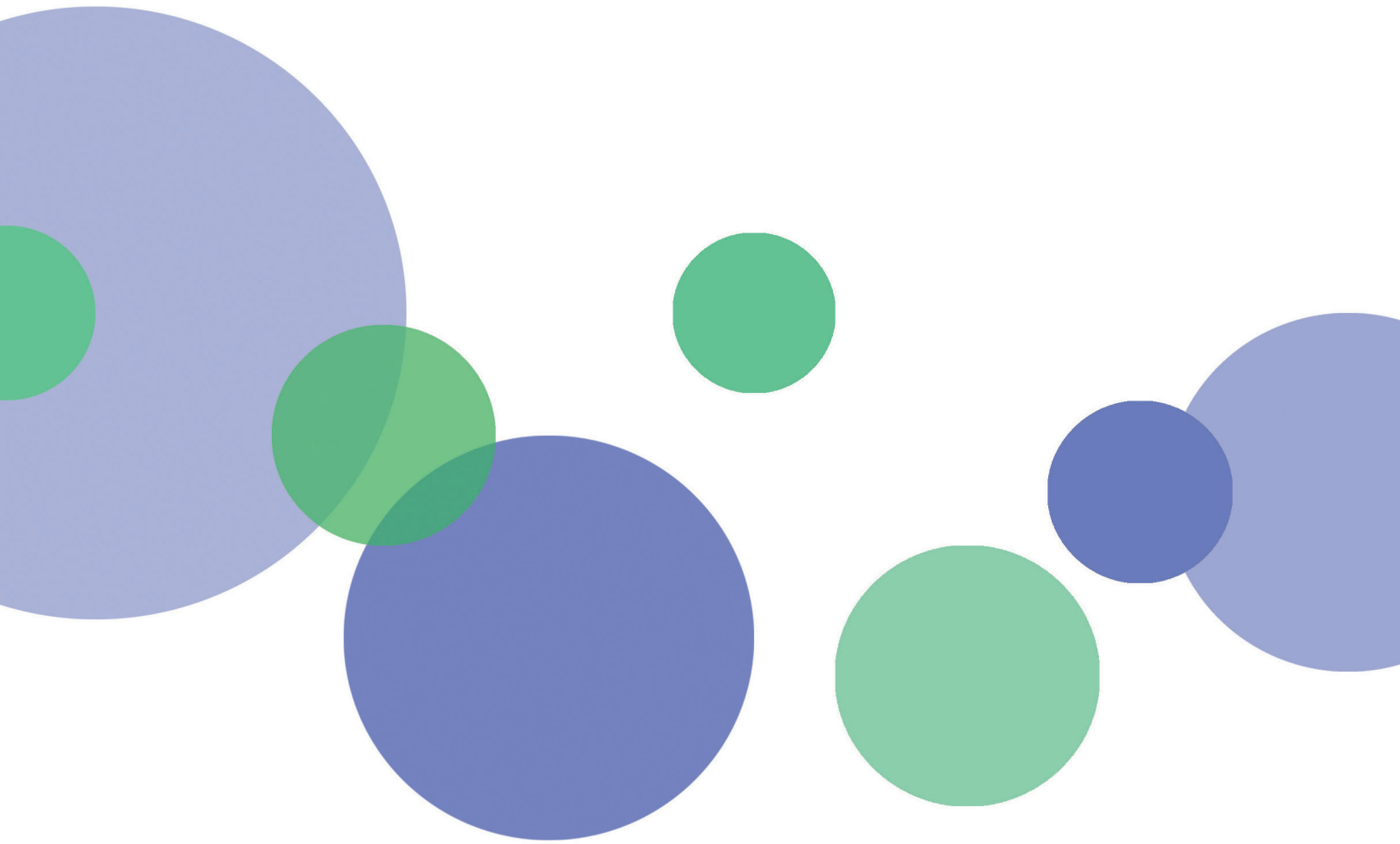
If we become more competent in successfully advising new immigrants from other countries and cultures, then we will also support the modernisation of our societies and our economies. And we help Europe to credibly defend its values. Alignment with the group of refugees is a great opportunity that is to be seized.

Karl-Heinz P. Kohn
CMinaR project Coordinator

Review of Literature, Media and Resources

Intellectual Output 1

01 — 02 — 03 — 04 — 05 — 06 — 07



2 Review of Literature, Media and Resources (O1)

2.1 Introduction

The following text summarizes the report *Review of literature, media and resources on the development of career guidance counselling for refugees - Transnational report and synthesis*, which was edited and written by the Swedish team in the CMinaR project. From the outset, the aim of this document was to review research literature and other sources of information that are of importance for the development of career guidance and counselling for refugees, and, with the same qualification as above, material relevant for the development of courses in education for career counsellors working with refugees. The first, more general phrasing of the aim points out an area of interest: “knowledge relevant for the development of career guidance for refugees”. This area is extensive and quite difficult to grasp in its entirety. Anything relevant for the understanding of interpersonal communication, conversations in institutional settings, existential and psychological dimensions of refugeeship, the development of life plans or career plans, integration, and inclusion/exclusion could possibly do – not to mention all that is written within the field of career guidance counselling theory, practice and policy.

Thus, some kind of limitation is needed in order to keep the pursuit within reasonable bounds, and here we have chosen to focus on seven areas of interest: 1) knowledge gaps, 2) language and intercultural communication, 3) recognition and access to the labour market, 4) discrimination and traumatization, 5) empowerment ant the analysis of potentials, 6) specific supports measures, and, as a header for everything else, 7) other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

Under the header *knowledge gaps*, we find reviews of research and other sources of information regarding a) counsellor’s gaps of knowledge of the educational and employment systems in the countries of origin, b) the refugees’ gaps of knowledge of the educational and employment systems in the receiving countries, c) counsellors’ gaps concerning causes of migration and the situation of migrants in the receiving countries, and d) methods and resources for dealing with misunderstanding in counselling. *Language and intercultural communication* concerns research findings and other sources of information regarding a) learning and using a second language as medium for acting and responding in education, working environment and counselling communication, b) counselling in simple

language, c) service of language mediators, d) methods of visualization, and e) intercultural awareness training.

The broad theme of *recognition and access to labour market* is limited or restricted to... to a review of research and other sources of information on a) challenges arising from the residential status of refugees, b) the recognition of foreign educational, vocational and academic qualifications, and c) access to the labour market. Under the header *discrimination and traumatization*, we find a review of research findings and other sources of information regarding a) direct, indirect and structural discrimination, and b) the traumatization of refugees, its impact on self-identity and their level of activity and the CGC process.

Under the header *empowerment and the analysis of potentials*, we summarize different kinds of material regarding a) the framework for assessing clients' potential and empowerment, b) the testing and assessment of competences, and c) methods for the empowerment of refugees and other migrants. The next to last theme, *specific supports measures*, includes research findings and other sources of information regarding (the significance of?) a) access to and design and management of supportive measures and labour market schemes, b) the conditions for language acquisition in supportive measures and labour market schemes, and c) the legal aspect of supportive measures. Last in line in our review, we have an unspecified post-- *other phenomena of relevance for the provision and development of career guidance and counselling for refugees*.

The observant reader notices that the aim of this review is written in past tense above, "from the outset, the aim of this document was …". This change of tense implicates a partial lack of fulfilment. The original aims of this review are not fully reached in their entirety. However, this is not due to the fact that the report does not meet the goal of reviewing literature of importance for the development of career guidance and counselling for refugees. The lack of fulfillment relates to the *quality* of the literature reviewed, and the fact that this report consists of national reports from five different countries – Germany, Italy, Sweden, Turkey and United Kingdom.

The aim of the review is to "summarise the state of research and development in terms of publications, existing approaches, research initiatives, studies, projects, media, etc." - but the different national reports included here have put an emphasis on different kinds of materials. The Swedish review relies mostly on research material, while the Turkish report mainly pays attention to reports from governmental and nongovernmental bodies. The British, German and Italian reports are the most inclusive in this matter, regarding the diversity of material reviewed, although they differ slightly between them. The British and Italian review focus mainly on research material, while the German report put equal emphasis research and reports and information material from governmental and non-governmental bodies.

Moreover, the national reports also differ with regard to fullness and level of synthesis. Apart from the opening country profile, some of the reports (Germany) function primarily as a guide for suggested reading and consist mainly of literature references, while others are more complete in detail and offer a short summary of research (Sweden) or research *and* other sources of information (Italy, Turkey, United Kingdom). Furthermore, some of the reports (Italy, Sweden, United Kingdom) make an effort to synthesize the information gathered from different sources in order to explicate general tendencies of relevance for the development of career guidance counselling for refugees, while other reports are less developed in this matter (Germany, Turkey). In addition, some of the reports (Italy, United Kingdom) place a number of clearly explicated suggestions for practice at disposal, while others (Germany, Sweden, Turkey) do not. However, the disposition of the texts are the same, which facilitates international comparisons and tentative summaries, as well as the search for relevant literature.

2.2 Germany

In the concluding discussion of the *German* review, it is claimed that there is a lot of information in all fields of knowledge that may be important for counselling refugees in Germany. The first step for the counsellor is to get information on the recent migration to the country in general that is indispensable as background knowledge for counsellors. The legal framework is the space where counsellors act in practice. They have to know about the refugees' rights and duties in order to support them with the right measures. The next step is the institutional framework in which counsellors act as staff in their own institution as well as multipliers for other organizations. When it comes to research and other sources of information on the topic of practice shows, you will find a lot of knowledge regrading access to the labour market and to vocational training, but not much material about counselling the target group. When we talk to counsellors this is exactly what they are asking for: "How can I use all this material to help my clients in the best way?" It is the same with the opportunities to learn the German language that have arisen in the last two years: there are so many options that it might also be confusing. So, what the counsellors need most is information about the relevant subjects, strategies to operate as well as knowledge and practice of counselling.

2.3 Italy

The *Italian* review points out that Italian career counsellors who work with migrants and refugees have many challenges to face with in their practice that should be addressed in training and education. Among the challenges they con-

sider particularly relevant in setting up a training course, the following are found:
A) Offering training and educational activities to develop a solid knowledge and extended practice on career counselling, vocational psychology and inter/multicultural counselling that should focus on inclusion. Recent approaches and theories as Life Design[1], assessment measures and interventions techniques together with cultural competence training aimed at developing awareness, sensitivity, and effective behaviours should be proposed for enhancing culturally competent care and increase social and work inclusion of migrants.
B) Addressing increasingly diverse clients and overcoming profiling: the multicultural composition of service users in Italy can be seen as an opportunity to recognize clients' subjectivity and measures tailored to their particular life course, with approaches and measures that emphasize narratability, qualitative procedures and high personalization versus profiling thus empowering migrants and giving them voice in a co-constructing process.
C) Fostering networking of professionals by stimulating international exchange, diversity- (and discrimination-) sensitive training thus support career counselors in the realization of an integrated and personalized project tailored to each migrant in realizing their working and life goals taking into account several perspectives.
D) Investing in inclusive contexts: inclusion of migration professionals who have knowledge, skills and competencies not only to work with individuals for empowering migrants and refugees but also to work with the contexts. More efforts should be devoted to prepare professionals in assuming an active role as changing agents in promoting inclusive attitudes in schools, working and community contexts and make feasible the binomial diversity and inclusion with concrete actions involving people living in Italy, that is Italians and foreigners, either migrants and refugees or not.

2.4 Sweden

The *Swedish* review finds only a limited number of research findings in research on knowledge gaps among career guidance counsellors concerning the predicament of refugees, and the refugees' knowledge gaps concerning the educational and employment system in the receiving countries, Professionals in education and social services have some knowledge gaps concerning the refugee predicament. They do not know nor fully understand what it means to be a refugee, and this lack of knowledge sets a mark on their professional behaviour and ability to deliver their service. It is also noted that career guidance counsellors have certain difficulties in judging the need of guidance for students, as well as their emotional

[1] Nota, L. and Rossier, J. (Eds) (2015) Handbook of Life Design; from practice to theory and from theory to practice. Gottingen, Germany: Hogrefe Publishing.

experience of the counselling session. There is also some second hand information found in research that confirms that newly arrived migrants lack knowledge on the educational system and labour market of the receiving society.
There is also some research on matters of language and intercultural communication to be found in Sweden. It is said that the understanding and development of Swedish as a second language in schools is dependent on the nature of the "scaffolding" the newly arrived students receive. Hence, there is a need for specially educated teachers in second language education and first language teachers who work in close cooperation with subject teachers. Supervision in the first language is necessary in order to promote learning in the subject teachings in the second language. It is also found that the development of a second language is dependent on the successful inclusion of newly arrived students in the social milieu of the school.
The recognition of refugees is a complex task. The pursuit of recognition has many dimensions, and different end goals, depending on which definition of the term that has been employed. Here, the recognition of knowledge as well as of values and norms are taken into consideration. The function of Swedish practices of recognition has been questioned, with claims that it rather discounts and devalues than recognizes prior learning. As a solution, it is suggested that recognition practices are arranged in a specific community of learning (i.e. a workplace or a school), in tandem and integrated with the processes of learning that takes place there.
From the context of career guidance and counselling, research shows some lack of recognition towards attitudes related to education, vocation, work and future among newly arrived students. Above all, the strong focus on an individualistic ethos and outlook excludes other view-points. The absence of recognition may constraint the possibility of making meaning about work and future. However, it must be acknowledged that the principal "object of recognition" varies in different studies, depending on divergent theoretical perspectives as well as contradictory empirical results. Some researches claim that, above all, experiences from flight ought to be recognized, which in effect foregrounds trauma, vulnerability and stress. Other researchers claim that skills and competence are the principal objects of recognition, thus highlighting the self-reliance and agency of the refugee. The divergence found in this matter calls for a general openness of the side of the educator (i.e. the career guidance counsellor), and a capability to recognize strength as well as vulnerability, or productive agency as well as the lack thereof, and to develop different pedagogical agendas, in accordance with those highly divergent needs.
The divergence found in research concerning the well-being and agency of refugees brings to the fore what was said by way of introduction in this discussion, namely that many professionals active in the fields of education or health care

lack knowledge on the predicament of the refugee and the different ways of coping with everyday life that emerge out of this situation. Obviously, this lack of knowledge remains an obstacle, and must be circumvented, in order to develop the sensitivity and empathy outlined above.

Several researchers have warned against the inclination to use the notion of “culture” as a hermeneutical proxy to understand the thinking and acting of refugees, since it tends to install a dichotomous model of the relation between the educator and the refuge, as a matter of “us” and “them”, where the latter category above all embodies alterity and deviation. Again, a more nuanced understanding of refugees’ agency is called for, which takes actuality as well as potentiality into account, and where phenomena such as stress, trauma, competence, the production of meaning, fear (such as of exclusion and discrimination) and hope are included. However, research also points to the need and significance of social support – the active and engaged involvement of professional educators (such as career guidance counsellors). Interaction with native peers is also considered to be significant, and therefore a constant attention to the presence of formal and informal social segregation or exclusion.

2.5 Turkey

The *Turkish* review focus mainly on the predicament of Syrian refugees in Turkey. With the granting of all Syrian refugees of Temporary Protection access to formal employment in January 2016, the importance of career counselling become much more important in Turkey as well. Despite to the relatively generous regulations of the government and benefactor projects of national and international NGOs, young refugees are having some educational and livelihood problems. Aside from financial facility deficiencies and mentality problems of parents’, “language” is one of the main reasons of these problems. As it has been told, government agencies, national and international NGO’s are trying to overcome this fact by giving Turkish language courses. To consider giving Arabic courses to whom are going to give vocational counselling could be an alternative as well. Also including Syrian refugees to the vocational counselling process, who have proper educational background, could be an alternative to overcome both cultural differences and language problems.

The educational levels of adult Syrian refugees are strikingly low, and as some examples given in the report, projects that are focused on the employment of this poorly trained population already in the works and it could be said that more will be developed. So, for career counsellors, it is important to have knowledge about local labor market, to know the firms of the local labor market and to be in communication with these firms. Especially with the firms that are appropriate for the employment of poorly trained refuges, such as manufacturing firms etc. To do

this, related government agencies and local administrations should be a part of vocational counselling training. It should be considered that refugees have faced war-related violence, so vocational counsellors training should include some specific contents regarding to this special situation.

2.6 United Kingdom

The conclusion from the UK report offers a summary of the literature review, and points some topics for further discussion. From the review undertaken for the UK national report this section summarises the obstacles and possibilities for the provision, development and teaching of CGC for refugee and migrant populations within the UK. Context, it would appear, is all. In the UK there is little academic information or research into the experiences of career counsellors working with refugee and migrant populations, or research involving the 'target' population's experience of the same. In part this is connected to the lower number of migrants entering the UK compared to other countries in Europe. The island status of the UK still presents a less permeable barrier than in other European nations. Perhaps, more significantly, career services in the UK and particularly in England have been significantly eroded over the past seven years, since the economic recession, but, before that, by shifts in government policy that have focused on the wider social needs of excluded groups. The number of Higher Education institutions that offer postgraduate provision to train as a career guidance counsellor has halved and, since the mid-1990s, there has been an increase in 'training whilst in-work' via NVQs - National Vocational Qualifications (SVQs in Scotland). However these morphed into general advice and support rather than careers guidance and have also decreased in number as services have been cut. Thus, as noted above, career guidance services for refugee and migrant populations are not being built on a firm foundation – the sector is insecure.

That said, there are possibilities. Public employment services are at the forefront of meeting the needs of 'recently arrived' adults and a curriculum tailored to their needs would be welcomed. Such a curriculum would need to be delivered in short, on-line courses, which can build over time, as time away from the workplace would be difficult to support in terms of limited resources. Educational institutions are already drawing on local expertise from various agencies in order to support refugees and migrants as they settle into education. Beyond the immediate issues there will be a need for helping young people with their future awareness of, and planning for, education, training and employment. Those wishing to become career guidance practitioners and/or counsellors via a Higher Education route, may have fewer universities to choose from in the UK, but the places that are available are at institutions that are dedicated to research and innovation for informed and effective practice. A curriculum that pays specific attention to the

needs of refugee and migrant populations will be welcomed and will develop practitioners who will be knowledgeable and able to disseminate that knowledge in-practice. There are opportunities here too, for the development of PhD studies supported by academics engaged with an inclusion and social justice agenda.
Discussion: what should counsellors know regarding the career guidance counselling of refugees? What depth of expertise will be demanded by refugees seeking career counselling?
Practical elements:

- Generic information for advisers and individuals seeking information on rights and services
- Awareness of inconsistencies across education / employment providers with regard to opportunities, entitlements and requirements for refugees and asylum seekers
- How to help people gain entry into education (computers, stationery, support funds, distance to travel and travel funds) - and other survival needs, such as finance, food, housing and healthcare
- Awareness of rules around permissions to stay in a country which will affect engagement with opportunities - inconsistencies lead to uneven integration
- Understand that children with greatly interrupted educational histories need more support. Including more support for social integration as it has an impact on achievement (and by implication future employment) – this requires working across professional boundaries
- The need to work alongside and integrate parents in interventions
- Understand the barriers to access to services - long waits for school places, especially for children who are with families (rather than unaccompanied)
- Recognise high levels of mobility due to changes in placement
- Understand the quality/variety of their education and the lack of programmes for those aged 20+
- Awareness of barriers to HE include increasing tuition fees; the expense of English language tuition; institutional inconsistencies, poor advice and migratory uncertainty in terms of changes of status.

Broader areas of knowledge (requires identified competencies):

- Understanding of drivers of policy making
- How to challenge attitudinal barriers and racism
- Challenges and opportunities in relation to the recognition of migrants' skills, qualifications and employability, and the impact of exclusion from labour market
- Interdisciplinary approaches in module design

- Critical understanding of inclusion and social justice
- Feelings of belonging improved with a positive future outlook – theoretical models which build on self-efficacy (eg Bandura); critical theory around recognition (eg Honneth); managing the psychosocial effects of transitions (eg Sugarman); the effects of post colonialism (eg Said); processes of acculturation and enculturation (eg Arulmani) and so on (to be discussed in later IO, alongside relevant multicultural principles and career management and guidance theory)
- The need for counsellor reflexivity – how they are affecting the relationship with the client etc
- Intervention models that build in time to pause or reflect, to readjust culturally, or to acknowledge what migrants have experienced, alongside a focus on strengths
- Aside from dealing with trauma, Special Educational Needs is a specialized area within the work

Which materials will provide the knowledge required?

- Language support, EAL – translation – when working with clients who do not share the host country's spoken language or culture.
- Must not assume migrants have access to learning technologies, but can be useful as many migrants have mobile phones
- Creative ways of delivering CGC as alternative activities to 1-1 work and also in 1-1 work
- Resource need for professionals of creating a 'good enough' professional, psychosocial space for experimentation with new/relevant approaches for career guidance and counselling

What is the best communicative/didactic way of 'delivering' that knowledge to refugee and migrant 'clients' in the process of counselling? What is the best didactic way to address these competencies in courses teaching counsellors of refugees?

- Need for participatory materials for working with migrants and mixed methods
- Materials which start from where the individual is rather than imposing interventions that may not be relevant or that 'other' the person, fixing them in a deficit view of their experience, past or present
- A translator is provided as needed / appropriate
- In terms of didactics for career counsellors – a mixed, blended approach, including taught sessions and on-line material and work (it will depend on the learning context – e.g. at an HEI or in a PES – the needs will be different).

2.7 Conclusion

The aim of this concluding discussion is primarily to explicate some general tendencies of relevance for the development of career guidance counselling for refugees, as well as the education of counsellors working with this particular category. Thus, the aim is not to conclude what has been reviewed in the national reports, but to discuss its most important findings in relation to a number of analytical themes or keywords, such as *recognition* and *inclusion*. These analytical themes function as “hermeneutical devices” that highlight certain important findings and suggest certain ways to interpret and discuss them, in relation to the overall aim of the CMinaR project.

The notion of recognition is important in these matters. The reviews in the national reports point to the pedagogical and ethical significance of recognizing the knowledge and competence of refugees, as well as their production of meaning (”their culture”). The term “recognition” is polyvalent, and in this context, we refer to several of its different meanings. First of all, it could be argued that that recognition has to be taken as a “moral yardstick” in order for trust between refugee and authority to be built and maintained. Thence, trust is built upon the precondition that the refugee is recognized as a moral person (”until further notice”, i.e. until immoral action is clearly detected), and that the thought, behaviour and speech of the person is identified as reasonable in the situation in question. This means, for instance, that the diversity of values and norms should be addressed (cf. below), at the same time as racial or ethnical profiling are avoided. This entails an avoidance of the “cultural deficit model”, which implicates that the folkways and mores of “the Other” are seen as faults which ought to be corrected. In reverse, career guidance counselling for refugees should recognize the subjectivity of the client and develop measures tailored for her/his particular life-course.

Secondly, the knowledge and the competence of the refugee should be recognized. On the one hand, practices of RPL (”recognizing of prior learning”) should be designed, which manage to fulfil its aim and are capable to translate between different “communities of learning”. The discounting and devaluing of knowledge should be avoided. The counselling process must be relevant for the client, given her/his past experiences and prior learning. This means that the counsellor has to develop her/his knowledge on the educational systems and labour markets of the refugees’ native countries. If we merge the first and second perspective on recognition, we may also acknowledge the importance of recognizing the aspirations of the refugee client, and regard them as an asset. In order to understand the full meaning of these aspirations, however, we may also have to investigate the context in which it was developed.

This brings us to third aspect of the recognizing project: the multicultural recognition of values, norms and world-views. In this context, this ethical proposal denotes a willingness to recognize the general norms and values of refugee world-

views above all those related to the realms of education, work, vocations and future plans. The career guidance counsellor should have an intercultural or multicultural outlook, and a readiness to understand the logic and ethical fairness of norms and values that deviate not only from her/his own, but also from the ethical premises implicated in the pedagogy of career counselling (for instance, the strive for autonomy and the avoidance of collective decision-making). When following multiculturalism, the ability to develop vocational and educational strategies that are considered as meaningful for each and everyone involved is strengthened.

The proposals that follow from the different perspectives on recognition are not unconditional. The pedagogy of career guidance counselling must be open for negotiations, whether they are brought about by ethical or practical considerations, or something else. The regulations of the educational system, the demands of the labour market or the limits put up by the integrity and freedom of other individuals may raise (justifiable) obstacles to the pursuit of recognition. The proposal for recognition that is outlined in this discussion does not suggest an unconditional morality, but provides a framework for the development of career guidance and counselling, which emphasizes the necessity of taking the individuality, aspirations, competences, ethics and production of meaning of/among refugees ”at face value”. This is the starting point from which the course of the individual career development project is developed – within the frameworks that different (national) educational systems and labour markets provide.

Close to the ethical quest for recognition we find a proposal to understand the predicament of the refugee. This a demand that presupposes a good deal of empathy as well as a capacity to think in different directions. In which way has the flight itself and the circumstances behind the forced migration process affected the individual? In research and other sources it is concluded that many refugees suffer from stress and even trauma due to the hardships that they had to face during the forced migration process. This calls for preventive measures against PTSD symptoms in order to minimize harmful post-migration stress. Moreover, the prevalence of stress may constitute obstacles for the enactment of career guidance and development.

Apart from stress and trauma, there are other parts of the predicament of the refugee that must be taken into consideration. The loss of significant others and the sudden detachment from social networks is one important aspect, and the sudden change of social and cultural context is another. Taken together, these changes and losses drastically change the milieu that every human being is dependent on in order to go on and get by. Accordingly, many refugees experience fear, as they face a good deal of new and wide-ranging challenges, but are deprived of the resources they used to have. Moreover, there is a significant amount of research that shows that professionals working with refugees in edu-

cational or therapeutical contexts may lack an understanding of these complicating matters and the ways in which they interfere with the expected behaviour of the average counselee/student/client.

These entries suggest that the refugee is a vulnerable and helpless person who should be targeted with preventive and/or compensating measures. An image of the refugee as an individual devoid of agency, self-determination or capability stands out. However, there are also a number of posts from earlier research that propose that many refugees demonstrate a capacity to exercise mastery over their own life and the power to improve their situation. As a matter of fact, this also holds true for many the unaccompanied minors (although they testify to the importance and significance of support from engaged teachers, counsellors and other professionals). These conflicting proposals do not need to be contradictory, and they point to the importance of delivering educational and vocational guidance equipped with the capacity to manage a variety of experiences, attitudes and coping strategies from individuals that *may* have suffered from trauma, violence and expulsion. The delivery in question is predicated on the ability to listen and contain individual refugee experiences, and to interpret in line with the ethical and hermeneutical framework outlined above.

In several ways, the career guidance counsellor becomes a guide for the newly arrived refugee. S/he delivers information on the content and function of educational systems, labour markets and other societal contexts. (This also means that counsellor must develop her/his knowledge on different labour markets, and the local labour market in particular.) Hence, the counsellor is the interface to the receiving society and its (educational) institutions. Moreover, s/he is also the partner in a dialogue that aims to produce meaning in relation to education, vocation, work and future, as well as an ability to carry out independent individual choices. These learning processes are taking place in an educational context where grading is excluded, which means that the relation between the counsellor and counselee may be less marked by the authority of the former.

Taking these characteristics into consideration, it is possible to claim that the counsellor also may function as an advocate of the counselee. First of all, and perhaps most importantly, the identification path through the educational system may contain help during negotiations with other educational professionals and decision-makers. Second of all, the counsellor may inform the refugee of her/his rights and duties. Thirdly, s/he may develop the participatory designs of the counselling process that give voice to and support refugees. With the support of an advocate in the “alien (educational) system”, the conditions to develop a sense of belonging are improved, as is the experience of receiving social support. Moreover, the advocates position may also include out-turned activities, such as investment in or support of inclusive contexts, which could constitute a starting-point for the career of the refugee and the establishment of networks with profes-

sionals. These networks may contain information on possibilities (placements, positions) and be recipients of information regarding the knowledge and competence that the refugees embody, as well as attitude-changing interventions.
Need-less to say, this general discussion does not contain an exhaustive account of the competencies that are needed in order to work as a professional career counsellor with newly arrived migrants. Some of these competencies are mentioned indirectly in this concluding section, and some of them are mentioned in the national reviews. In this last paragraph we would like mention briefly some further competencies, in order to point to some important areas of professional career guidance and counselling knowledge, which have not yet been mentioned. The ability to strengthen self-efficacy should be mentioned here. Moreover, it could also be pointed out that from the perspective of second language acquisition, there is a need for the counsellor to work in close co-operation with the second language teacher and a mother tongue-speaking supervisor. In sum, what the counsellors need is information about relevant subjects, strategies to operate and knowledge on the practice of counselling.

2.8 Conclusions in summary

- Career guidance counselling for refugees should recognize the subjectivity of the client, and develop measures tailored for her/his particular life-course.
- The knowledge and the competence of the refugee should be recognized. Practices of RPL (”recognizing of prior learning”) should be designed, which manage to fulfil its aim, and are capable of translating between different “communities of learning”. Hence, discounting and devaluing knowledge should be avoided.
- The counselling process must be relevant to the client, given her/his past experiences and prior learning, and the counsellor has to develop her/his knowledge on the educational systems and labour markets of the refugees’ native countries.
- The diversity of values and norms should be addressed, at the same time as racial or ethnical profiling are avoided. Hence, avoid a “cultural deficit model”, which implicates that the folkways of “the Other” are seen as faults which ought to be corrected.
- The counsellor should recognize the general norms and values of refugees’ world-views, above all those related to the realms of education, work, vocations and future plans, and try to understand the logic and ethical fairness of norms and values that deviate not only from her/his own, but also from the ethical premises implicated in the pedagogy of career counselling.
- The predicament of the refugee that must be taken into consideration, above all stress, trauma, the loss of significant others, the sudden detachment from social networks, and the sudden change of social and cultural context.

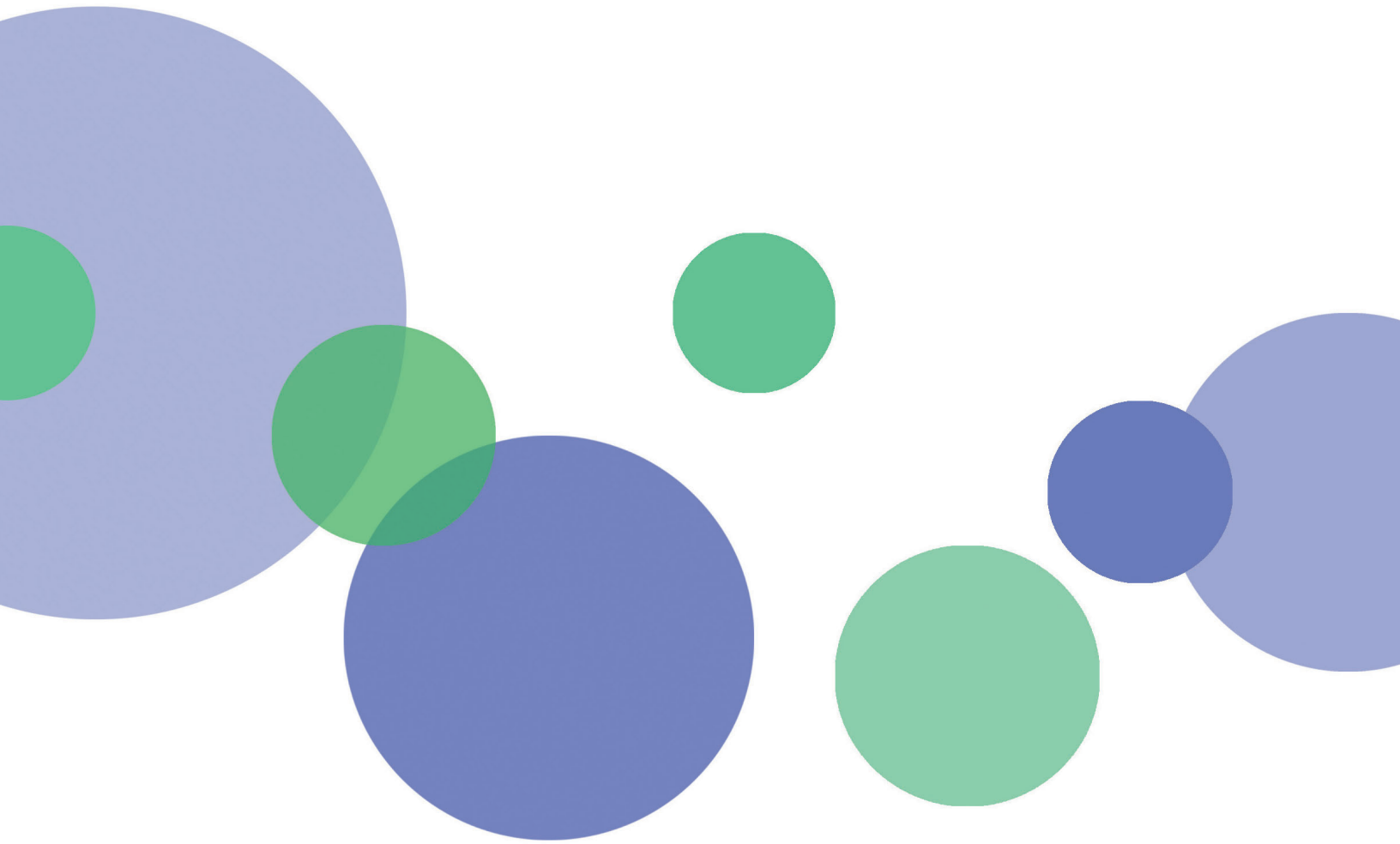
- Still, many refugees demonstrate a capacity to exercise mastery over their own life and the power to improve their situation, so do not take for granted that the the refugee is a vulnerable and helpless person who should mainly be targeted with preventive and/or compensating measures.
- The counsellor may also function as an advocate of the counselee, who can provide help in the negotiations with other educational professionals and decision-makers, inform the refugee of her/his rights and duties, and develop the participatory designs of the counselling process that give voice to and support refugees.

Not to forget: the pedagogy of career guidance counselling must be open for negotiations, whether they are brought about by ethical or practical considerations, or something else. The regulations of the educational system, the demands of the labour market or the limits put up by the integrity and freedom of other individuals may raise (justifiable) obstacles to the pursuit of recognition.

Needs Analysis

Intellectual Output 2

01 — 02 — 03 — 04 — 05 — 06 — 07



3 Needs Analysis (O2)

The Needs Analysis reports requirements and preferences of lecturers, students and career counsellors dealing with building up competences needed in settings of counselling for refugee and migrant integration into the labour market. The following lists the transnational synthesis of the outcome of five national Delphi-Reports.

3.1 Introduction

The aim of CMinaR is to provide piloted courses of higher education and further training in public employment services to strengthen vocational and career counsellors in coping with new challenges that arise from a growing refugee population and subsequently rising numbers of clients and settings with refugee background. Scientists can deductively detect competences that are to be fostered, intensified or even added in a counsellor´s portfolio. But it is crucial also to hear what a new situation is empirically showing in real life´s practice of counselling and it is therefore that CMinaR wants to base its design of courses on information that is gathered from experts´ Delphi included the accumulated knowledge of researchers and lecturers as well as practitioners in counselling themselves.

The following transnational report tries to focus on the main results important to be considered in the later design of courses deriving from five national Delphi study activities in Germany, Italy. Sweden, Turkey and in the United Kingdom. The national reports – being much more in details – are presented in the appendix to this overview.

3.2 Procedure and Expert Profiles

Experts were asked and interviewed about their views on topics, demands and counselling challenges that result in specific competences counsellors should or must show in settings of vocational guidance with refugee clients and in supporting their labour market integration. The Delphi studies were designed as wideband enquiry, i.e. experts in a first step were contacted using a questionnaire (you can find in the appendix to this report) and after recording and giving a résumé of their answers and information asked for a group discussion about the results so that misunderstandings could be detected and supplementations were stimulated.

The overall group of experts who could be asked and interviewed crystallised to grow considerably bigger than considered in the project´s draft.

number of experts in counselling involved	DE	IT	SE	TR	UK	∑
counsellors	27	6	3	4	4	44
lecturers / researchers	5	5	2	2	3	17
students					2	2
∑	32	11	5	6	9	63

Whereas we have barely succeeded in reaching higher education students of vocational and career guidance subjects, our overall group of respondents triples the number assured in our draft – with nearly 70 percent belonging to the group we want to help being provided the competences they need.

3.3 Questionnaire Answers and Interview Review

The questionnaire for the Delphi survey was designed reflecting the results of a similar study that was published in Germany years before the recent abrupt rise in refugee migration dealing with specific needs and demands in CGC for researchers of migrant background (Kohn 2011). These results had been deductively transferred on the refugee situation in 2017 (Kohn 2017).

Questions were[2]:

1. What are main or typical concerns refugee researchers bring into settings of career guidance and counselling (CGC)?
2. What would you wish to learn or train to help you tackle counselling topics and challenges in CGC settings with refugees like
    a. knowledge gap for researchers and counsellors (respective educational system, professions, labour market, …)
    b. foreign language as a means of counselling (in one-to-one settings and in groups)
    c. language as prerequisite for the integration into the educational system and into the labour market
    d. access to the educational and vocational system and to the labour market
    e. recognition of foreign qualifications
    f. discrimination and traumatisation
    g. assessing clients` potential and empowerment
    h. supportive measures and labour market schemes
3. What other topics would you wish to be addressed in tuition and training for refugees´ counsellors?

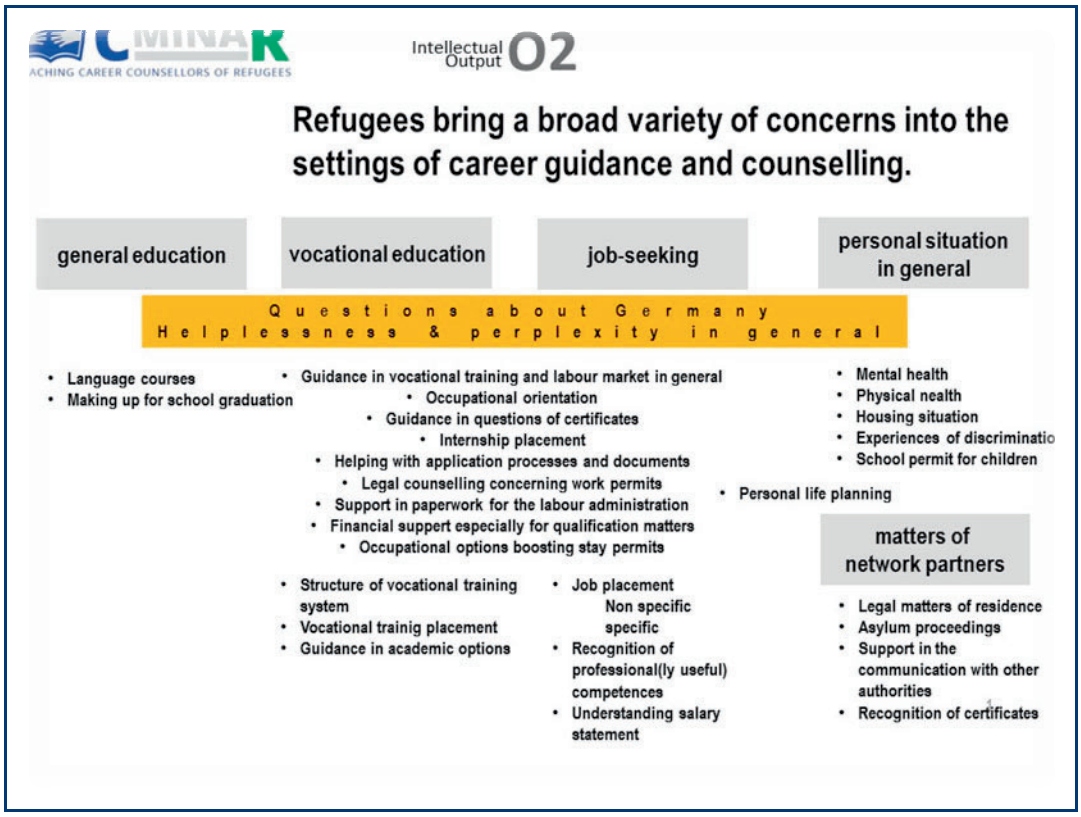
[2] Here the wording of the questionnaire for counsellors. We used a second questionnaire for lecturers with questions very similar but regarding the different professional role and adding a part considering didactics.

The used categories of counselling topics and challenges confirmed as fruitful. The given eight subcategories were widely used and filled with material. To get a better overview and according to adjacency of some of the dimensions results in this report are summarised using the four major topics (1) knowledge gaps, (2) language, (3) labour market access and integration and (4) trauma and discrimination.

3.3.1 What are main or typical concerns refugee researchers bring into settings of career guidance and counselling (CGC)?

This first question in our questionnaire has been interpreted broadly, not only to refer to the questions refugees actively raise in CGC contexts but also to investigate the respondents' understanding of the questions that emerge within the complex communication process counselling activities comprise.

Refugees bring a broad variety of concerns into the settings of career guidance and counselling – questions about systems and processes in the country of arrival, questions and topics that are charged with strong emotions like helplessness and perplexity due to the complex condition of deprivation, poverty and individual psychosocial difficulties caused by their forced migration.



Talks about one´s plans for vocational training, higher education and occupational career in most cases come to questions of life planning and design in general. Talks with refugees about those topics go much further and into more fundamental questions with researchers having experienced a literal shock and an interruption of their courses of and plans for life being forced on them.
So we have all the core topics of CGC such as general education, vocational and academic education and questions of job-seeking – all of them loaded with specific challenges arising from transnational mismatch of qualification and (legal) uncertainties of stay permits and access to the different systems of education and the labour market. And on top of that we have questions and topics of generally navigating in a new country, a new society and their systems (legal, political and social). Not rarely researchers also request active assistance by a consulter they learned to trust and see as a partner who is really interested in their well-being. And there are fundamental questions of coping with a situation in life that affects one´s psychological fundaments and self-concept.
Counsellors´ competences that are essential here belong to the fields of factual level – intensified and fortified with the special topics of migration – but also to networking with other players in the field and not at least to psychological strength and self-limitation.

3.3.2 Knowledge Gaps

The dimension `knowledge gap` stands for the challenges that arise from a lack of knowledge that both sides in counselling, the consulter and his or her counsellor, have to tackle. On the one side the refugee client cannot be expected to bring all the basic information about systems and processes in education and labour into counselling that session with native researchers are built on. On the other side counsellors lack substantial information about systems and processes of the refugees´ countries of origin to adequately assess on what kind of qualifications and potentials a career in the receiving country can be based on.

“Even the question `What would you like to be?´ may be foreign to a refugee.”

Responding experts made fairly clear how many topics and perspectives are to be addressed under this label of ´knowledge gap´. It´s not only about differences in the educational systems of both sides or in the pattern of occupational fields. It is also about differences in the attribution of prestige and in a “multicultural approach to wellbeing”.
But knowledge gap is not all about differences. Our experts also made very clear that a deeper understanding of the process of forced migration itself is necessary to gain the crucial empathy for refugee clients having coped with a variety of

straining situations and to understand in which situations they are living at the time of counselling sessions.

And at last, the situation of the counselling setting itself might not be self-explanatory to a refugee client. Questions about the role of a counsellor, about different determinants of a decision and of the output and outcome of a session or a series of counselling meetings. All these conditions may be necessary to discuss in all relations between researchers and their counsellors, but are specifically to be detected and to be dealt with when researchers have no experience with receiving country´s organisation and concept of CGC – and may come from a political and social system being more vertically differentiated and from a culture oriented to collective rather than to individualistic values. Lecturer experts pointed to the demand of more interactively designed settings of counselling and that may point to the didactics of courses for counsellors also. It was also said that critical self-reflection should play a major role as well as disclosure of counsellors´ own sets of values and attitudes and their relation to own cultural backgrounds.

Course Topics Experts Demand

- background information about reasons for forced migration
- conditions of life during forced migration society and culture in countries of origin
- educational and occupational system in countries of origin
- dealing with different cultures, esp.
  - critical self-reflection of own set of values and attitudes
  - adequate communication
- deeper understanding of all relevant systems in the receiving country
- partners and actors outside own organisation
- methods of transferring basic information over language barrier

Course subjects that were addressed are information about the educational and vocational systems of the main countries of origin, information about society and cultural patterns of these regions, more and frequently updated information about legal regulation of access to residence and the labour market and methods of knowledge transfer to clients with little or no previous knowledge and foreign first languages.

3.3.3 Language

The dimension of `language` opens up a wide range of challenges. It is not only about assessing client´s skill of the receiving country´s language and coping with a setting of counselling where both partners speak different mother tongues. It is also about taking into account what being a beginning speaker of the receiving country´s language means to the self-esteem of people, to the probability and effects of misunderstandings in every sphere of life (occupational and private), to ensuring the functionality of communication it counselling itself, in communication with network partners, in supporting measures, especially in training courses for clients, in the educational system and in the vocational system clients want to be integrated in. And it means to address all these challenges on every of the three levels of communication: verbal, para-verbal and non-verbal.

"There can be two frustrated people who meet in the

Demands of counsellor experts here were many and differentiated – maybe as a result from having experienced very direct and concrete impact of the language gap in their talks. (See box on the left.)

There was also the idea of being introduced to a special dictionary designed especially for the use in fields of work, labour, occupations, workplace and job descriptions. Reflecting that in many cases having just a literal translation does not help there was also a hint to something like a multilingual compendium delivering a common understanding of main topics in the field that facilitates communication and stimulates reflexivity on meanings.

This could also be an interesting approach for the didactics of courses with bringing participants to write their own dictionary or compendium which exactly fit their demand for frequently needed vocabulary in settings of educational, vocational and career guidance.

Course Topics Experts Demand

- training in the Common European Framework of Reference for Languages and in the classification of language course offers
- training in using simple language tests in the counselling situation
- training for the professional use of interpreters in a setting of counselling
- training in advanced English (mentioned were also basic courses in Arabic, French and Spanish)
- training in using simple language of receiving country
- training in effectively using visualisation means

It was also said that knowledge about language learning processes would help to assess which kind of language courses are right for different clients, be aware of typical obstacles in the process of learning a new language and to support and encourage clients adequately in this big challenge.
In pointing to the delicate relation between language, translation and meaning experts also saw the link between this dimension and the dimensions of culture and knowledge gap. And using interpreters in counselling communication challenges the delicate personal relation between consulter and her or his counsellor: Who is the person speaking? Who is the person to hold eye contact to? And how can counsellors see to that all differentiated information, meanings, emotional undertones, signs of reservation, cautiously growing willingness to go further into details are conveyed between both partners?

3.3.4 Access to and Integration into the Labour Market

This dimension points to the core field of what educational, vocational and career guidance is all about, naming the overall topic and the raison d'être of its (mostly publicly funded) service. It contains four different sub-topics forming the factual level of conversation so to speak:

- laws and regulations of access to the educational and vocational system and to the labour market
- recognition of foreign qualifications
- methods of assessing clients´ potential and empowerment
- supportive measures and labour market schemes

They represent a wide range in which expertise must be provided by counsellors. They can be seen presented here by a typical chronological order in the process of refugees´ integration into the labour market and by that enabling them to earn their own living. That may be working in a medium term only, but still being on their way to that goal and having a realistic perspective on success in that matter is crucial for preserving people´s human dignity. And even if the order might be seen as a chronological one, most of the questions dealt with on this field requires the combination of expertise in more than one if not all four sub-dimensions. The first two of four directly perceptible are target group specific. The latter two show specific challenges and demands when provided for refugee clients.

Laws and Regulations of Access

Laws and regulations of access to both the right of residence and the right to enter vocational training and the labour market have changed a lot in recent years and will probably underlie further frequent change. As labour market conditions, especially numbers of underemployment, changed and differed

between European countries, demographic change gained more and more awareness and numbers of migration, especially forced migration, rose following crises in and around Europe administrations throughout Europe try to retain their sovereignty over the change in their populations by readjusting the legal system of rights to access by with rising frequency.
Notwithstanding reliable assessment of who coming from where has which right to what is an indispensable base on which only further consideration can be discussed. Experts therefore demand for a frequent update of their knowledge of this subjects. No course for counsellors of refugees should do without at least ensuring that all participants know about the current scheme of regulations and which doors not explicitly intended to be open still are.
Referring to this dimension experts described their self-concept as counsellors of actors who are to facilitate access to education and work. With regard to the split competences and variety of (legal and administrative as well as non-governmental) actors and stakeholders in this field it was also pled to strengthening the idea of networking between services and associations that can offer opportunities for or contacts to employment. (There are also regulations that make residential rights subject to being employed.) Networking methods may also be an important course content because it was stated that counsellors are to acknowledge the boundaries of their own expertise in their desire to be useful and helpful – and therefore should effectively make use of other experts in a common network.

Recognition of foreign Qualifications

The recognition of (informal, general, vocational and academic) qualifications clients who were forced to leave their home country proved to command is a very complex matter and topic. It starts with the question whether clients were able to take along reports and certifying documents on their arduous journey, whether they were able to keep hold of them and, if not, what can be done to retrieve them while staying in the receiving country.
Then there is the question of formal recognition. Certifying systems are a very complex structure in themselves and there are numerous different ways and institutions for applying for recognition. Enabling clients to take one of these ways in most cases implies that the type of qualification or even the learnt profession could be “translated” into the occupational system of the receiving country. These tasks require a combination of legal expertise and expertise in vocational issues. In many cases the profession applicants decide to refer to determines which the one of numerous institutions to apply to is. And if a formal decision concludes that a certain percentage of recognition can be gained counsellors should know about ways to acquire the remaining part, i.e., by attending courses that can bridge the gap.

And in the end there is the question of “recognition in the market”, meaning that formal recognition is one step but employer´s trust in the value of a candidate´s certificate and qualification is the keystone to a refugee´s door into the labour market – which brings counsellors to the demand of knowing about specific strategies and arguments to convince employers.

Course Topics Experts Demand

- overview on the system of rights of access to residency. education, vocational training, labour market and social measures recently updated
- deeper view on processes of main regulations of access
- access to (highly) regulated professions
- methods of easy access to corresponding information during counselling sessions
- networking with partner institutions of counselling for refugees
- intensive training in processes and typical outcomes of recognising qualifications from abroad
- (innovative) methods of detecting educational and employability resources in clients
- narrative methods (to bridge culture-specific gaps)
- dealing with discrepancies between client´s self and external assessment
- target-group specific design of supportive measures
- promoting communication with employers on behalf of refugee clients
- reflection of counsellors role and task from advocacy to enabling and empowerment

Regarding these challenges experts voted for getting a deeper knowledge of laws and recognition procedures and – again – knowledge about educational systems in the countries of origin. There was also demand for training in how to recognize and validate documents and declarations brought from countries of refugees´ origin. Then there was raised the question of how to support clients in their difficult decision whether to retain their former occupational choice or to start a new professional education and career in the receiving country.

Methods of Assessing Clients´ Potential and Empowerment

The assessment of clients´ potential on the labour market i.e. recognizing their formal qualifications but also detecting informal skills and their capacity for new educational ways in Europe including further education that fits previous qualifications is specifically challenging with clients being socialised in a different culture area and having no or little access to the new language and with methods of testing and assessing that are strongly language-based and culturally specific.

Innovation here is urgently needed but as it seems at a very early stage in process. That is why counsellors in this task are forced to be creative because they and their clients face the danger of substantial potential staying undiscovered.
Topics to be addressed experts named here were the use of narrative methods, the use of not language based methods, self-reflection on (remaining) mechanisms and effects of the well-established deficit perspective on others, but also dealing with discrepancies between client´s self and external assessment in a way that is encouraging and empowering.

Supportive Measures and Labour Market Schemes

Whereas in all states with elaborated social security system there are specific measures for the integration of unemployed people (back) into the labour market, most of them – at the time of the beginning rise of forced migration to Europe from the year 2015 on – were addressed to clients with longer biographical phases in the country, even with a considerable part of persons concerned having a migrant background. When measures are to be effectively addressed to the new arrived after forced migration they have to take into account the specific needs arising from language gap and qualification mismatch mentioned above. This has an impact on content as well as on language, form and didactics. Counsellors therefore have to provide knowledge about a rapidly changing portfolio of measures and schemes adjusted to refugees´ demands by supporting agencies and organisations. They must know what is available, what are the specifics and advantages of such new measures and if none of them seem to match the needs of their clients they are to send impulses into the system to provide a new adjusted item. The opportunities here strongly depend on the system of laws and regulations of access not only – as being mentioned above – to residence, education or the labour market but to social measures themselves.

3.3.5 Trauma and Discrimination

Having undergone traumatic events is a widespread experience in refugee populations. This vital threat surely affects every single aspect of counselling. At first there is the problem to realise that a client carries this load everywhere in her or his life. The subject is a delicate one and the chance to get notice of it in counselling communication is reduced by several parameters, namely language barrier, lack of trust in an official interlocutor, shame, fear of flashback, suppressing emotions, wish to separate it from thoughts and plans for one´s own future and more. On the other hand it should be crucial for a counsellor to know about this “elephant in the room” that can change the decoding of so many speech and other communication acts of the client.

Course Topics Experts Demand

- basics of traumatising structures in countries of origin and during forced migration
- overview on types of trauma and traumatising processes
- national and international law regarding discrimination
- impact on discriminating and traumatising experiences on the counselling communication
- sensitivity and means of interpretation for signals of trauma
- dealing with traumatised clients, esp.
  - preventive avoidance of re-traumatisation
  - methods of empowering for traumatised clients
  - adequate means of (intercultural) communication and support
- network partners (e.g. therapeutic system) in support for traumatised clients
- dealing with counsellor´s own feeling of powerlessness
- preventive avoidance of secondary trauma of counsellors

Counsellors very often disclosed that they feel overstrained and are unable to cope with that situation. Not having command over trauma therapist´s knowledge nor skills what are the right words when the elephant became visible? How to distinguish between traumatisation that doesn´t allow a client to concentrate on talk about her or his future or even effectively take steps on the way into it, and those where clients are feeling grateful and are eager to take steps away from what caused their injury? And which are professions that can be put as an achievable and harmless goal and which are not? As long as researchers with experiences like that come to get CGC and since some of them may be seen as

employable at least in medium-term, counsellors have to get training to cope with a very challenging situation that with non-refugee researchers they may never have experienced.

"They have to face the many challenges, discriminations and traumatic experiences that the condition of migrant and refugees involves."

Consequently counsellors named a variety of knowledge and skills enabling them to care for their clients and themselves (see box). There are also some cross-overs in this section with aspects raised under other categories. A reflexive counsellor will need to have a critical understanding that there are global and historical politics that lead to discrimination and traumatisation. Discrimination and trauma have an impact on counselling communication as well as on aspiration, mental health and career progression of refuges having arrived in safe haven but still carrying heavily with what they have gone through. Practitioners in counselling on the other hand need to know the limits of their expertise and who to refer on to – the latter being with the client's permission.

3.3.6 Additional Notes

Experts were given the opportunity to name other needs and topics they wish to be works on in training courses preparing them for the work with refugees but were not mentioned in the eight categories given in our questionnaire. Answers in this category on the one could have mostly been subsumed under one of the given categories. The fact that especially topics of critical self-reflection and intercultural competence are found in the additional notes point to two aspects: first the importance of these points that are very close to the personality and attitude to life and human society of the counsellor her- or himself. Secondly what experts hint at here is that the named topics and competences somehow build the frame for the new challenge and they make clear how interdependently entangled all single tasks and topics of our eight categories are and that effects in counselling targeted at in one of those dimensions highly depend on the performance in the others.

The open category was also used to make suggestions on didactics.

Course Topics Experts Demand

- knowledge to distinguish cultural, social and psychological components of clients´ behaviour
- self-reflection on counsellor's own cultural identity
- dealing with clients who lost their future perspective and don´t know how to go on
- laying theoretical foundations (e.g. theories of Life Design and Inclusion Models)
- methods for coaching and mediation
- knowledge of cultural anthropology
- reflecting our language to speak about migration
- family impact on occupational choice
- advanced models and approaches to disability
- special knowledge for counselling and supporting unaccompanied refugee minors
- examples about overcoming unregistered employment and unsecured work
- involve refugees in courses giving case impressions of supporting means
- tools for self-evaluation of counselling processes
- supervision methods
- self-confidence training for counsellors
- analysing refugee case studies
- challenge-based learning methods

3.4 Conclusion and Discussion

Being aware that counselling in matters of education, vocational choice and employment career design is a very complex task and thus results in a number and variety of challenges no matter what social group clients may belong to, our findings in our Delphi survey have clearly shown that counselling refugee clients is even more challenging. The task of CGC counsellors is to “provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions” (ELGPN 2012: 21). Doing that successfully for clients who were forced to leave their home, having experienced a very rough and not seldom life-endangering journey to Europe, trying now to settle in the receiving country with its language and culture different from theirs and foreign to them requires a lot of additional and specific knowledge and skills of counsellors for refugees. These demands of extra knowledge and skill can be identified on every single level of the counselling profession: the factual level, the communication skills and the professional self-reflection and self-concept.

Corresponding course contents should easily be enough to fill the curriculum for a post-graduate master programme – which to develop in the near future we highly recommend. A preliminary résumé of curriculum desiderata could sum up six dimensions of content (not in order of priority):

1. Understanding of the context why and how people (are forced to) migrate – political, sociological and psychological determinants and effects on refugees´ lives
2. Barriers and support for the integration and inclusion of refugees in European receiving countries´ societies – legal, political and social framework conditions
3. Access to education and labour market for refugees – legal, political and social framework conditions
4. Language and multicultural communication with researchers of non-European culture areas and with foreign mother tongues
5. Managing transition, using and moving beyond supporting measures – from advocacy to empowerment for refugees
6. Critical reflection of role and self-concept as counsellor, methods of evaluation and supervision

Such a programme surely cannot be satisfyingly complied with in piloting courses as being projected within the resources of the CMinaR project. We will therefore concentrate on basic information and first and foremost on sensitising participants to the dimensions of their new counselling task and the needs (and some means) for further learning processes.

3.5 Appendix and References

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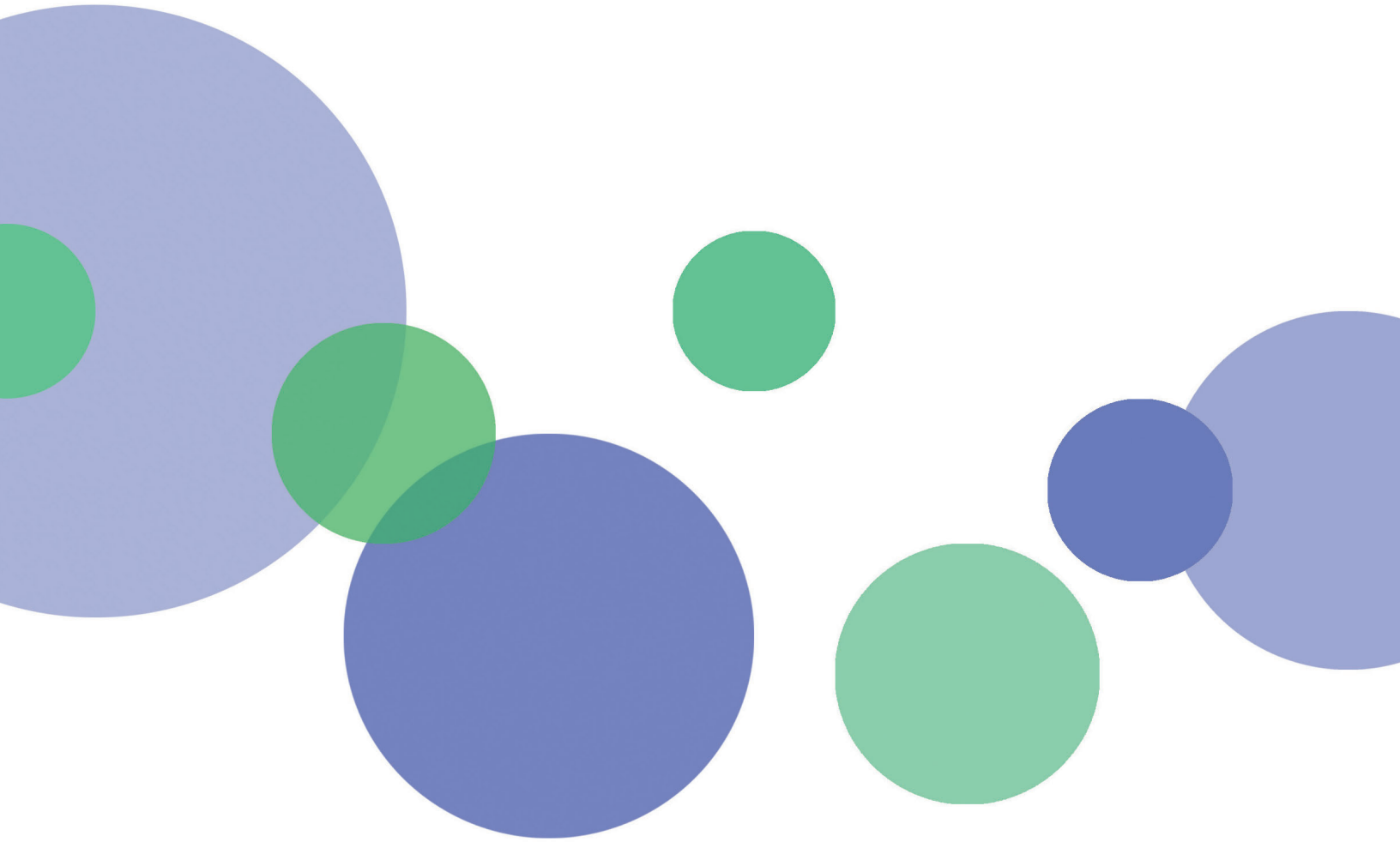
Higher Education Course

Intellectual Output 3

01 — 02 — 03 — 04 — 05 — 06 — 07



4 Higher Education Course (O3)

4.1 Abbreviations

CGC	career guidance and counselling
CGCMR	career guidance and counselling for migrants and refugees
T00	initial T stands for material that is directly required for conducting course lessons (Teaching Material)
A00	initial A stands for resources that function as background material either to prepare or intensify contents in addition to class (Additional Material)

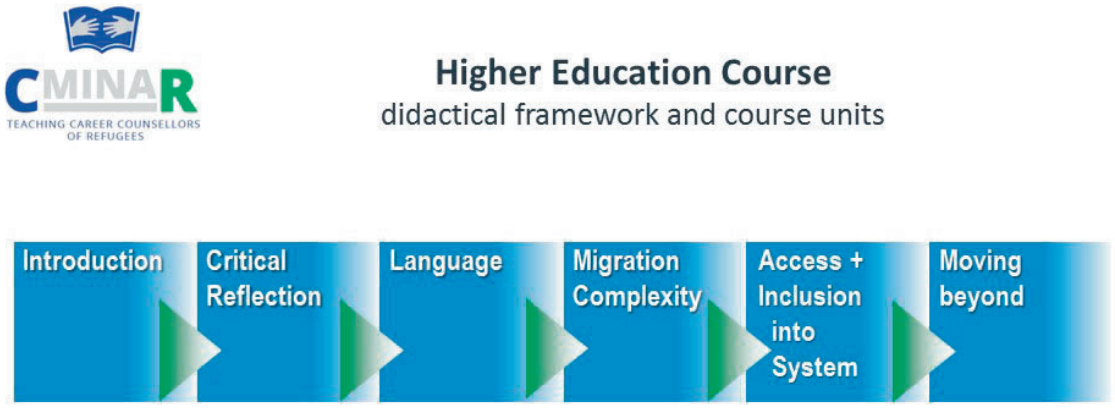
4.2 Introduction and Focus

The aim of CMinaR is to provide pilot courses of higher education and further training in public employment services to strengthen vocational and career counsellors in coping with new challenges that arise from a growing refugee population and subsequently rising numbers of clients and settings with refugee background. The expertise for designing this course of higher education stems from the project partners´ long experience in career guidance and in migration subjects but also from intellectual outputs (IO) 1 and 2 of the CminaR project, where related literature, media and resources have been reviewed and where requirements and preferences of lecturers, students and career counsellors working in the field of counselling for refugee and migrant integration into the labour market have been surveyed.

4.3 Didactical Framework[3]

As a result of the partners´ reviewing of material (IO 1 and 2 among others) and discussions about choice and order of contents the course is divided in six modules with 270 minutes classroom teaching each (255 minutes for teaching and learning plus 15 minutes for evaluation questions about these pilot modules). Content and order of the modules are shown on the following diagram:

[3] These first text segments are only about the general didactical framework. The didactics as a whole are unfolding together with all other six segments each introducing our six modules.



4.3.1 Content

1. *Introduction to the course* (developed by the German team)

The course starts with an introduction module to the course which combines determination of participants´ experience in conducting, sitting in on or just hearing or reading about career guidance and counselling sessions with refugees with evidence on specific challenges and demands in such settings. Having thus built the base we focus on participants´ interests and on the course´s programme highlighting matches and desiderata. We then deliver basic knowledge on recent migration structures as well as developments in demography and the labour market.

2. *Critical Reflection* (developed by the British team)

Where in our first discussions we were sure to have a module on critical reflection but thought of that as something that usually takes place after you have done some work that you reflect on afterwards and thus having that in the later course we changed to have that topic right after the introduction. As we are all predetermined by a specific culture we have been raised in, by a specific socialisation in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows in the course of teaching and learning.

3. *Language* (developed by the Swedish team)

Language is a topic widely perceived and discussed when dealing with questions of migration and the integration of newly arrived immigrants. And, yes, skills in the language of the receiving country is a base for the effectivity of all further steps on refugees´ ways to their integration into society and into the labour market. But language also is the main instrument in counselling settings themselves. This is why our course is not only addressing ways to foster

language acquisition of refugee clients. It is also dealing with counsellors´ skills in using language as a counselling instrument when counsellors´ and consultants´ mother tongue speaks in different language systems. This makes language to a meta topic also, and this is why the module on language is best positioned as a bridge between critical reflection and the following content subjects.

4. *Migration Complexity* (developed by the Turkish team)

Module 4 is all about culture in all perspectives that help interact interculturally and understand processes of cultural adaptation of new immigrants in their receiving societies and of cultural change in those societies being stimulated by the resulting growing diversity. Different concepts of cultural awareness, cultural differences and acculturation are not only presented in theoretical lectures but also made practically perceived by exercises and case studies to deepen the perspectives on the process career guidance and counselling has to play its role in.

5. *Access and Inclusion into System* (developed by the German team)

The fifth module then addresses a variety of subjects closest to the topics of VAT and the labour market analysing specific borders for the target group, dealing with already developed ways and instruments to lower and transcend these borders and building up competences to find new ways of counselling and fostering which are very likely to be needed within future developments of migration into the labour market. We change here from the academic disciplines of psychology, linguistics and sociology that built the path in the preceding modules to legal, political and administrative matters.

6. *Moving Beyond* (developed by the Italian team)

Having undertaken the journey from a critically reflected self-positioning and finding an own role in the migration processes we are facing, perceiving the meta perspective of language and intercultural communication, addressing the concrete challenges of language acquisition, cultural adaptation and transcending the borders before VET and the labour market, and thus having prepared the base for creative thinking and acting, in the last module we explicitly deal with future perspectives. Theories of courage, practices of reinforcing strength and concentrated work on setting and pursuing future goals are put at the end of our course. We want participants leave with images of and trust in coping with and transcending challenges that in the beginning they may have perceived as nearly unmanageable – for themselves and their clients.

4.3.2 Course Group Structure

The group of pilot course participants will vary a bit between our five course partner countries due to different structures in the higher education organisations

we teach and research in. The following characteristics should be common though:

Group size: about 20 participants
Age of participants: Students aged 17-50 years
Sex of participants: Experience is that most participants are to be female.
Educational background of participants: ranges from that of recent high school graduates to university degree holders (due to educational career before taking on CGC studies)
Participants´ experience in counselling (theoretical and practical):
All participants will have at least insight into the (theoretical) basics of career guidance and counselling as we opt for advanced students in CGC studies. Some may also have practical experience stemming from internships in counselling institutions or – as in Germany where CGC studies at the HdBA are altering between theoretical and practical trimesters – even longer phases of practical counselling experience practising themselves or at least sitting in on counselling sessions.

4.3.3 General Learning Outcomes[4]

- Participants know and are aware of the wide range of specific challenges, topics and needs in CGC settings with refugees – for both counsellors and researchers – and are motivated and prepared for specific training addressing these demands.
- Participants know about the origin of the CMinaR project and understand the programme of the course as an empirically based choice of topics specifically addressing requirements and preferences lecturers, students and career counsellors have stressed when dealing with competences needed in settings of counselling for refugee Integration into the labour market.
- Participants understand the particular importance of critical reflection when working in CGC for refugees, know central concepts of critical reflection and are able to work with appropriate reflexive instruments.
- Participants understand the role of language in counselling settings themselves and as an opener for labour market and social integration and are themselves able to use methods of advanced language in counselling as well as support clients´ language advancement.
- Participants know a variety of cultural concepts and understand how processes of acculturation and successful intercultural communication

[4] In this text segment we outline the overall goals of this pilot course as a whole. The general learning outcomes description is complemented by more differentiated outcome descriptions at the beginning of each module section.

and interaction work. They are able to use appropriate intercultural methods to support their own critical reflexivity and successful communication with their clients.

- Participants know the basics of legal, political and administrative instruments for the access to and integration into the educational and labour market systems of their receiving country. They are able to keep their knowledge in that ever-changing sphere of regulations up to date and to identify instruments they themselves can use to support refugees on their way to integration.
- Participants are able to develop realistic but ambitious perspectives both for their clients´ social and labour market integration and advancement and for their own counselling practice. They are able to support their clients´ in identifying relating goals and to design paths of pursuing them.

4.4 Module 1: Introduction to the Course

(Germany)

4.4.1 Content

The introduction module consist of two parts. In the first half we want the group to form a learning team that has a common interest in the course´s subjects and that shares their experience with CGC for refugees and the challenges they perceived in this task. The contributions are then complemented and transferred into the Delphi-based structure of demands, challenges and topics and the course´s programme is presented as a choice of central subjects matching the requested and demanded training.

The second half gives an introduction to the macroeconomic and political framework of CGC for refugees, thus underlining role, use and relevance of this task and its professional completion. As a result of both parts of this introduction module ideally motivation for active involvement in the following course modules derives from individually felt demand as well as from insight in human, social, economic and political necessities.

4.4.2 Learning Outcomes

- Participants know the structure of challenges in career guidance and counselling (CGC) for migrants and refugees (CGCMR).
- Participants understand the dimensions of challenges in CGCMR shown by two different Delphi surveys and the circulatory system of their effects on the process of CGCMR.

- Participants accept the course structure and contents as an adequate answer to their and the empirically based demands in training (future) CGC counsellors of refugees.
- Participants know the basic trends in demography and the labour market and understand their interdependency.
- Participants know concepts of benefits and costs of integration of refugees.

4.4.3 Methods and Material

Mix of input presentations, reflexive group work, and plenary discussion.
PowerPoint presentations T01, T02, T03, T04, T05; pinboard and moderation cards: worksheet “Introduction” T08; publications A02, A03.

4.4.4 Structure Plan

Different type colours are used to mark the parts of different lecturers.

Seminar plan for the module *Introduction to the Course* (O3-1) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	10 min	Students know lecturers, overall objective and the story of the course as an EU funded project.	Welcome and Introduction Presentation of - CMinaR as a project especially cause and objective of the project. - Lecturers who will partake in the course of the week.	Lecturer´s presentation	Short Ppt presentation (T01) of CMinaR project design (this part alternatively by project poster) with pictures of course lecturers
2	80 min	Students know - each other - the motives of all participants to take the course - the structure of challenges	Participants´ motives to take the course Challenges in CGC for migrants and refugees	Students are asked to write two challenges they expect or have already perceived during internship phases in CGC for migrants and refugees, each on one pin board card	Pinboard with cards

Seminar plan for the module *Introduction to the Course* (O3-1) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		in career guidance and counselling (CGC) for migrants and refugees (CGCMR)		Each student is then asked to - introduce her- or himself personally to the group, give her or his motive for partaking and - read out her or his two challenges with a short explanation and - handing the cards over to the lecturer Lecturer pins the cards on the pin board trying to cluster them in a structure of challenging topics – if possible using dimensions as - knowledge gap - language - access to the labour market - discrimination and traumatisation - supporting measures - potential analysis and empowering - cultural matters and self-reflection short group discussion of used dimensions and developing group talk of missing aspects	
3	25 min	Students know dimensions of	Dimensions of challenges in	Lecturer´s presentation,	Ppt presentation

Seminar plan for the module *Introduction to the Course* (O3-1) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		challenges in CGCMR shown by two different Delphi surveys and the circulatory system of their effects on the process of CGCMR	CGCMR shown by German Delphi 2011 and CMinaR Delphi 2017 and circulatory effects	distribution of 2 articles (T03, T04)	with Delphi results (T02)
4	12 min	Students know which and why topics are included in the course´s programme	Topics and time table in the course of the week	Lecturer´s presentation	Ppt presentation (T05)
5	53 min	Students have basic knowledge of connections between demography and employment in general/ for regions, professions and target groups	Introduction into development and structure of demography and employment	Lecture Deepening and differentiating the understanding of the comprehensive subjects named by dialogue, cards, pin board… Parallel working groups with the following central questions: How are population and employment linked, what is the impact of migration on labour markets? What is the development in your country: population, employment/ unemployment?	Ppt presentation (T06 und T07) Article T08 Link collection “International Labour Market Data” (T09) Worksheet “Introduction” (T10)
6	45 min	Students have basic knowledge of refugee migration and labour migration: definition, legal framework, practical experience, nationalities / ethnics of migrants /	Concepts of migration with special focus on refugee migration	Working groups on following topics: migration / refugees differentiated by region, gender, age, migration status – in case of employment also by economic sector, size of company, profession, qualification differences between	Worksheet “Introduction” (T10)

Seminar plan for the module *Introduction to the Course* (O3-1) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		refugees, gender, age, family status, language and cultural background, education, qualification, work experience		refugee and labour migration – objectives, legal basis, effects on labour markets competition in the labour markets between migrants / refugees and hard to place domestic groups of employees.	
7	30 min	Students know concepts of benefits and costs for integration of refugees	Evaluation costs and benefits of integration and inclusion into labour markets – short and long term considerations / involving private and public institutions.	Working groups: basic factors for evaluating costs and benefits of integration in general and for specific measures differences for time perspective, regions, sectors, occupations, tasks, special target groups	Worksheet "Introduction" (T10)
8	15 min		Evaluation	Students fill in	Evaluation form

4.5 Module 2: Critical Reflection

United Kingdom

4.5.1 Content

The aim of the module is to engage in critical reflexion of participants' future practice with refugees. The module will employ a range of reflexive techniques for participants to engage in their own reflections on their thoughts, concerns, assumptions and perspectives of working with asylum seekers and refugees. A mixture of lecture, paired and small group work and whole group discussion will be used. In addition some creative techniques may be employed.

4.5.2 Learning Outcomes

- Participants are able to explore a range of approaches to enable reflexive practice.
- Participants are able to evaluate their own multicultural competences.
- Participants are able to engage in a critical reflexive exercise to clarify and agree to further developments.

4.5.3 Methods and Material

Flip chart and pens, paper and pencils, Post-it notes, materials for creative exercise such as coloured paper, magazines, scissors, glue and A3 white paper, Ppt presentation T01, T07, T11, fact sheets T02, T03, T05, T08, T10, activity sheets T09, audio and video recordings T04 and T06, resource T12 – proforma for individual development plan, and the Evaluation form.

4.5.4 Structure Plan

Seminar plan for the module *Critical Reflection* (O3-2) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	15 min	Participants will agree the best way of working together for this module Participants will share experiences or thoughts on working with this client group.	Introduction to the reflexive practice module Structure of the group and agree ways of working together eg. • Non-judgemental • Listen respectfully to all • Engage with all • Maintain confidentiality Share experiences or thoughts about working with asylum seekers and refugees	Lecturer and participants introduce themselves as appropriate. Lecturer leads a discussion about the best ways of working together for this module and these are agreed and recorded In small groups participants share their ideas, concerns and feelings about working with this client group. Ideas are collected on post-it notes and put onto a group sheet in topics. These are discussed.	Flip chart paper and pens Post-it notes

Seminar plan for the module *Critical Reflection* (O3-2) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.2	45 min	The students will understand a range of models and theories relating to reflexive practice.	Models and Theories of Reflexive Practice	Lecture	Ppt presentation T01 Fact sheets: - T02 Models of RP - T03 Working with Diversity Resource T04. Interview with practitioner about models in practice
1.3	30 min	…continued	Explore case studies In small groups read 3 case studies of experiences of refugees - Consider the place of the practitioner in these experiences and in particular their own world views/ cultural norms/ background - Individuals consider best practice in such situations and how they think they would have addressed the situation in practice Summary of learning and thoughts	Group work and discussion and feedback to group	Case studies (hand out T05) Resource T06 - Chant/ Ntung interview to be watched/ listened to before module or between sessions
2.1	30 min	Participants will understand the terms Multiculturalism, Interculturalism and Integration. Participants will	Examining Multicultural Competences Multiculturalism, interculturalism and integration Include misunderstanding,	Lecture with reference to resource T02/ T03	Ppt presentation T07 Resource T02

Seminar plan for the module *Critical Reflection* (O3-2) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		understand the challenges each of these concepts bring.	misatribution		
2.2	15 min	Participants will reflect upon their own multicultural learning and that of others.	Multicultural Competences Share examples of when experiences/ meetings/ learning have changed our mind/ perspective about ourselves in relation to other cultures and communities. Use examples if needed	Work in pairs	Flip chart paper and pens Post it notes Examples of transformative experiences
	15 min	Participants agree the key 10 multicultural competences needed to work with refugees and asylum seekers.	Clarify Multicultural Competences needed Agree key messages and approaches to overcoming barriers when working multiculturally	2 or 3 pairs move together to form larger group and negotiate Compare list with those in resources T08 and T09 on multicultural competence and how to assess them	Flip chart and pens Post-it stickers Resources T08 and T09
2.3	30 min	Participants understand the boundaries of ethical practice and culturally bound practices.	Ethical Practice Examine the boundaries of ethical practice and the values that are not negotiable - Refer to example/s of ethical guide-lines from professional bodies - Discussion about the difference be-tween an ethical issue and an ethical dilema (the latter not easily resolved by codes and guidelines) In small groups list non-negotiable values and consider the	Lecture Small group discussion	Resource T10/ T11 - Codes of practice from the relevant professional bodies eg IAEVG Post-it stickers Flip chart paper and pens

Seminar plan for the module *Critical Reflection* (O3-2) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			contextualised nature of these - Discussion about fundamental values and examples of when they are tested (eg FGM, forced marriage, child labour?)		
3.1	15 min	Participants will challenge their own perception of their multi-cultural competences.	Reflexivity in Action A personal engagement with reflexivity Referring back to agreed multicultural competences tutor invites participants to consider their own competences against each of those agreed by the group and on the fact sheets. Assessment of own competence will utilise the Resource T08/ T09 Each competence should be evidenced – tutor provides examples of each	Individual reflection and exercise	Ppt presentation T11 Examples of possible evi-dence of competence Paper and pens for each participant if needed Use resources T08 and T09
	15 min	Participants write their own personal development plan.	Discussion about previous exercise – how difficult/ honest/ self-aware? Complete individual plans for development	Large group discussion Individual planning	Format/ proforma for development plans (T12)
3.2	15 min	Participants identify their preferred approach to reflexivity and engage with this in rela-tion to career counselling with asylum seekers and refugees.	Referring back to session one when different models and approaches to reflexivity were discussed the tutor asks the participants to choose one approach. Participants move into groups of the same chosen approach and discuss their reasons why this works best for them.	Tutor led discussion Small or medium sized groups are formed	Room must be condusive to moving around and forming larger groups

Seminar plan for the module *Critical Reflection* (O3-2) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
	30 min		Participants engage with their preferred reflexive exercise to think about career counselling with asylum seekers and refugees.	- Art/ collage - Writing - Stream of consciousness writing - Talking to a partner/ swap after 15 mins	Art materials Paper and pens The Room must be conducive to each of the methods and allow for confidential spaces for pair to talk.
3.3	15 min		Evaluation	Students fill in	Evaluation form

4.6 Module 3: Language

Sweden

4.6.1 Content

The aim of the module is to develop the course participants understanding of language as a meaning making resource for career mobility and in career guidance and counselling (CGC) with migrants/refugees, and the participants' ability to manage the challenges of language asymmetries and intercultural communication in CGC.

A starting point for the module is Kolbs theory about experimental learning which suggests that learning activities should give the participants an embodied learning experience where thoughts, emotions and actions are involved. The module will employ a mixture of different learning activities: lectures, group work, reflections (individually and group), discussions and workshop. The participants will during the module explore several CGC methods that aims to give the participants a personal experience. The participants will recurrently re-late the content to CGC work settings and the professional role of a career counsellor.

4.6.2 Learning Outcomes

- Participants are able to manage questions in CGC about the impact of learning the language of the receiving country on migrants'/ refugees' career mobility - In an enabling manner.

- Participants are able to use counselling methods that manage language barriers and support migrant clients' participation in CGC
- Participants are able to design CGC situations with interpreters.
- Participants are able to design CGC activities that support migrant clients learning about career issues (language asymmetries).

4.6.3 Methods and Material

Mix of input presentation, film and group and single work, plenary discussion and practical exercise.

Flip chart and pens, paper and pencils, Post-it notes, handouts, articles, video/Youtube, moderation cards.

4.6.4 Structure Plan

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	20 min	Introduction of the module Students know the aim, content and design of the module. Students have formulated a personal learning goal for the module	Presentation of aim, content and design of the module Overview about language conditions and challenges in CGC with refugees. Students develop a personal learning goal for the module	Lecturer introduces the module. Lecturer gives an introduction to language conditions and challenges in CGC with refugees. Individual writing assignment - Personal learning goal After this module I'd like to know more about/ manage… etc Presentation in pairs and summary of key words on flip chart.	PPT 1 (T01) PPT 1.1 (T02) Article 1 (course material) (T03) Flip chart
1.1	30 min	Develop the participants capacity to support refugee clients learning of language of the receiving country and understand the challenges for learning that might exist.	Introduction of the unit: Learning goals and content	Lecture 1.Group discussion on question:	PPT 2 based on article 1 (course material) (T04) Moderation cards

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		The participants become aware of and recognize the experience, knowledge and opinions in the group about how language affect refugees career mobility	Theme: The impact of language on refugees career mobility	"The importance of language for the future of refugees – opinions, experiences, knowledge". Discussion is summarised on flip chart: Why is it important for refugees to learn the language of the receiving country? In general, and in relation to questions of career mobility.	Flipchart
1.2	10 min	The students know the opportunities for language education/ training in the receiving country.	Orientation about opportunities for refugee clients language education in the receiving country.	Lecture and group discussion	Handout 1 (T05): opportunities for refugee clients language education in the country. Swedish example to be nationally adapted
1.3	25 min	Participants understand the processes in second language learning and challenges for second language speakers in communication and interaction.	Orientation about individuals learning processes and development of a second language (common language – the language of the world of career) Challenges for second language speakers in interaction Management of linguistic shortcomings in interaction processes (Face work, Goffman)	Introduction Group exercise to create an embodied understanding of emotional and cognitive challenges in communicating on a second language. (Humoristic alternative: film illustrating the complexity of understanding a new language) Lecture: Summary of individuals' second language learning processes and management of linguistic shortcomings.	See Appendix I (T06) on suggested exercises Material: cards, post-it notes, pencils etc Video 1 (T07): https://www.youtube.com/watch?v=RAGcDi0DRtU&t=8s PPT 3 (T08), based on article 1 (course material) (T03)

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.4	5 min		Summary of the course unit	Writing assignment in pairs: Conclusion about the counsellors' role and strategies in supporting refugees/migrant clients learning of the new language.	Paper and pens
2		Develop participants' ability to manage language asymmetries and intercultural communication in CGC with refugee clients			
2.1	20 min	The participants will be able to recognize challenges in intercultural communication and supportive strategies for managing language asymmetries in CGC	Orientation about challenges in CGC with refugee clients: Language asymmetries Intercultural communication Expectations of CGC The language of career issues Strategies for managing intercultural communication and language asymmetries in CGC.	Lecture	PPT 4 (T09), based on O2 report, article 1 (T03) and 2 (T10) Hand out 2 (T11): Example of "career language and concepts"
2.2	30 min	The participants will be able to recognize personal strategies and skills for supporting clients participation and understanding in CGC	Participants will reflect on their own career counselling style in relation to the content of the lecture, inspired by a SWOT-analysis	Counselling activity in pairs Interview using mind mapping as a counselling method. The task is to use mind mapping as a tool to interview each other about their personal counselling style in relation to the lecture of 2.1. Shift between the role of counsellor and client and map out each other's	Paper, pens and crayons

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				Strengths and Weaknesses to manage language asymmetries and intercultural communication Group reflection on the activity and conclusion about Opportunities: What skills, knowledge, attitude etc do counsellors need to develop to manage CGC with refugee clients? How to develop this?	
2.3	25 min	"The art of speaking through interpreters": The participants become aware of the success factors for cooperation with interpreters in CGC	Orientation about communication, opportunities and obstacles in CGC with interpreters	Lecture Film about professional conversations with interpreters Individual reading – case descriptions in article Sundelin (2017)	Video 2 (T12): https://csp.screen9.com/video?auth=6Tn8dOGfssyIBBcBlGbeONlbQg6gJyFJpWJmmQmlDmlUCebx2EL8J35ePoDQCjP19UezjqfxoOsSpT3cd-z0JRfojxTjc1TxC7-VlvVJPLXhMxkVbfaud9sWp7mihPZnqmbnsA-bu4ZzoeeOyVDbFqn67T38T8vNfvBxsAGCpNaqBxQ8EZP_AIw Hand out 3 (T13): Case descriptions from article Sundelin (2017), working with interpreters in CGC
	15 min	Each participant knows what to develop to succeed in conversation through an interpreter	The participants identify and reflect on opportunities and obstacles from the film and own experience.	Group discussion Individual conclusion: My challenge in the next conversation with an interpreter is to… Or The challenges for counsellors working with interpreters seems to be …	Flip charts

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
3		Develop participants' ability to design CGC activities that support learning about career issues considering the language and learning challenges of refugees/ migrant clients.			
3.1	30 min	The participants understand the meaning and benefits of using methods and tools that support clients learning and understanding of career issues	How to support migrant clients learning about career issues. Motivation for the urgency to develop strategies that support refugees/migrant clients learning about career issues. Migrant clients learning challenges Illustration of the different images of "the world of work" depending on ethnical background (Example Sweden). Introduction of CGC strategies that support learning on career issues: Activating and visualising methods	Introducing lecture about the course unit Suggested introduction Exercise to create understanding of refugees' experiences and learning challenges: Participants are asked to tear a piece of paper in three parts. On the first piece the participants write down something they like to do. On the second piece, they are asked to write the name of a place that means something to them. On the third piece they are asked to write a name of a person that is important to them. In the next step the participants are asked to tear each piece apart, one at a time: you'll never get the chance to do this, to visit this place or to meet this person anymore. The exercise is rather emotional. Sharing of the experience of the exercise	PPT 5 (T14), based on article Sundelin (2017) Flip chart

Seminar plan for the module *Language and Intercultural Communication* (O3-3) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				Group reflection: What visualizing and activating methods do you use in your work today? Why?	
3.2	45 min	The participants know some visualising and activating methods/tools that support refugees/migrant clients learning about career issues.	Tools and methods for activating clients and visualising career information. Participants' reflections about learning and career issues.	Workshop. Group activity. The methods in Appendix 2 are suggested. Individual summary: I will try this next week…	Appendix 2 (T15) Moderation cards: vocational and educational pictures. Flip chart
3.3	15 min	Learning outcomes: by the end of this module, participants will be able to: In an enabling manner, manage questions in CGC about the impact of learning the language of the receiving country on migrants'/ refugees' career mobility. Use counselling methods that manage language barriers and support migrant clients' participation in CGC design CGC situations with interpreters design CGC activities that support migrant clients learning about career issues (language asymmetries)	Evaluation of module with regard to the learning outcome		Evaluation form

4.7 Module 4: Migration Complexity

Turkey

4.7.1 Content

The purpose of this module is to make career counsellors ready for the cultural differences, which can prevent effective counselling and to provide a tool that can be used as a source to when the cultural differences have a role in labour market orientation. The focus is on cultural differences and adaptation. Gaining insight about these subjects will help career counsellors understand some challenges refugees and immigrants may encounter in employment. Thus, they can be aware of and ready for the role of cultural differences on labour market integration.

Cultural Awareness (Part 1): Counsellors' awareness about their own cultures, understanding cultural differences and cross-cultural communication abilities demonstrate if he/she is competent to provide consultancy service to foreigners. In this context, "Cultural Awareness" content discussed in four subtitles; "Definition, Characteristics, Components of Culture", "Cultural Differences", "Cross Cultural Communication" and "Demonstrating Respect and Understanding, Avoiding Stereotyping".

Cultural Adaptation (Part 2): The level of immigrant's/refugees socio-economic adaptation is primarily dependent on the acculturation attitudes. Thus, in this chapter, career counsellors' awareness of acculturation and cultural adjustment process will be increased in order to make them ready to offer the support counselees require to facilitate their integration into their new community.

Special Issues (Part 3): Main aim of the both titles (religion and gender) is to inform career counsellors about the key issues/rules of main religious groups (perform prayer, halal food etc.) and give a point of view about the place of women in society of different cultures which can cause difficulties to workplace environment and employers.

4.7.2 Learning Outcomes

- Participants have both a common view about the "culture concept" and the function of the culture.
- Participants understand the differences between national cultures and the effects on behaviours.
- Participants learn about and are able of cross-cultural communication which is essential for counselling effectively to migrants and refugees.

- Participants are aware of acculturation and cultural adjustment processes. Thus, they are able to offer the support counselees require to facilitate their integration into their new community (employment environment, co-workers etc.).
- Participants have an insight and are aware of key issues/rules of main religious groups and place of women in society for different cultures.

4.7.3 Methods and Material

Mix of input presentations, practical exercises, case studies, group discussion, and tutor led discussion.

4.7.4 Structure Plan

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.	10 min	Participants will have an idea about general framework of "Cultural Awareness" part. And learn the steps of developing cultural awareness.	Introduction to part 1 "Cultural Awareness" The aim of the subject "cultural awareness" will be explained and subtitles will be presented. Steps of cultural awareness (understanding what culture is and cultural differences are - being aware of own culture - learning about and understanding new cultures) and importance for their career will be clarified.	Lecture	Presentation T01
2.	15 min	Participants will have an insight about each other's thoughts of cultural differences. Notes of the discussion will be useful to follow the development of participants.	Group Discussion: Participants will share existing thoughts/ believes about what culture is/ cultural differences are and how it functions.	Participants will share their point of view about definition of culture and functions of it. Keywords are noted in post-its and each group sticks its comments, know-how and experiences on to	Flip chart paper and pens Post-it notes

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				the flip chart.	
3	20 min	Participants will gain both a common view about the “culture concept” and the function of the culture.	Culture Concept • Definition • Characteristics • Components Main aim is to bring forth awareness about what culture is and how culture functions in daily life and perspectives of people, not to give detailed information about the culture literature.	Lecture	Presentation T01
4.	10 min	Participants will deepen their knowledge about culture concept and by shared ideas of participants; they will find the chance to see that also a small group of people have different cultural values.	The results of group discussion in no:2 will be analysed in the scope lessons learned in no:3	Tutor-led group discussion	Post-it notes from no:2
5	30 min	Participants will understand the differences between national cultures and the effect of culture on behaviours.	Cultural Differences; Hofstede's Cultural Dimensions Theory • Power Distance • Individualism - Collectivism • Masculinity - Femininity • Uncertainty Avoidance • Long-Term/ Short Term Orientation • Indulgence – Restraint As the knowledge and understanding of cultural differences is	Lecture	Presentation T01

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			essential for career counsellors, "Hofstede's Theory" which is the most influential and widely used framework in cross-cultural business studies, will be told.		
6	15 min	Participants will experience being face with unfamiliar cultural expectations, besides they will deepen their understanding of cultural differences.	Three case studies (about counselling sessions for counselees from different cultures) will be discussed within the scope of Hofstede's Theory	Case Study, Group Discussion 3 different groups will be formed and different case studies for each group will be analysed and discussed in the framework of Hofstede's theory.	Case study for each group T02, T03 Flipchart, post-it and pen
7	15 min	Participants will learn about and gain the ability of cross-cultural communication that is essential to provide more effective consultancy service to migrants and refugees.	Cross-Cultural Communication: Hall's Theory • Context: High vs. lox context • Time: Monochronic vs. Polychronic Cross-cultural communication is needed for career counsellors when dealing with people from different cultures, thus, participants will be informed through Hall's theory.	Lecture	Presentation T01
8	20 min	Participants will understand that although culture is a determinant, they are working with individuals and differences exist among people belonging to the same cultural group according to their experiences etc.	Demonstrating Respect and Understanding, Avoiding Stereotyping As the cultural lens through which a counsellor views the world impact the counselling process, they will be trained to have an understanding about stereotyping and avoiding it.	Practice: Before the lecture, participants will be asked to specify some cultures (such as: Arabs, Muslims, Syrians etc.) Lecture After the lecture, some extraordinary examples of the cultures	Practice about typical behaviours and values of different cultures including individual differences. Pre-prepared questions for the practice referring cultural

Seminar plan for the module *Migration Complexity*
(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				mentioned above will be presented.	characteristic and individual differences.
9	15 min	The aim is to make participants have a better understanding about how her or his own culture influences her/ his behaviours and attitudes. In addition, it will allow them to think about ideas of other cultures as well.	To increase cultural awareness of participants, some dimensions of culture and worldviews will be presented on a spectrum. Participants will reflect on their own beliefs and values, and decide where their views and those of other members the group might fall on the continuum. (some example are given below)	Practice and discussion	Culture and worldviews spectrum paper T04 and pens
		Worldviews: Q1: Do you believe in fate, or are people rulers of their own destiny? Q2: When faced with a challenging situation, is it more important to be positive or realistic ◄——————————————————► A1: Fate Individuals are in charge of their own A2: Being positive Being realistic Communication: Q1: When talking to others about an issue, is it more important to talk about it directly, or to avoid the direct issue? Q2: In order to understand something, do you need to know all the details at once or not? ◄——————————————————► A1: Direct Communication Indirect Communication A2: Must show all details Comfortable not knowing everything immediately			
10	5 min	Participants will have an idea	Introduction to part 2 “Cultural Adaptation”	Lecture Title and subtitles	Presentation T01

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		about general framework of "Cultural Adaptation". and They will be aware of they need the knowledge of acculturation and the stages of cultural adaptation to be more effective during counselling sessions.	The Immigrants in a new culture will experience some discomfort because their original cultural values and norms are usually not appropriate for the cultural context of the host society (conditions in the workplace etc.) Moreover, they try to deal with this problem by selecting the appropriate acculturation attitudes. Participants will be informed about this situation.	will be presented and main aims will be mentioned.	
11	10 min	Participants will be aware of cultural adjustment process and learn how to explain the process to their counselees simply by using U-Curve.	Cultural Adaptation: U-curve stages of cultural adjustment • Honeymoon phase • Culture shock phase • Adjustment phase • Mastery phase As one of the most common ways to present the process of cultural adjustment is using U-curve, it is included to the module. Career counsellors will be taught how to use U-curve to make their counselees aware of the cultural adjustment process and discuss what they can do to get through difficult times.	Lecture U-curve of cultural adjustment Practice	Presentation T01 Examples about simple ways of explaining U-curve
12	20 min	Counsellors will be informed of acculturation. Thus, they will be able to offer counselees the employment support and	Acculturation • Assimilation • Integration • Separation • Marginalisation	Lecture	Presentation T01

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		opportunities they require to facilitate their integration into their new community.	As the level of immigrant's/ refugees socio-economic adaptation is primarily dependent on the acculturation attitudes, basic information about acculturation is offered for career counsellors.		
13	20 min	Participants will practise of and develop their abilities of supporting a counselee on employment difficulties stemming from cultural adaptation issues.	Case studies: Counselling for "New-comer, Integrated and Separated counselees" "Counselling session case studies" illustrating three different adaptation attitudes (New-comer, Integrated and Separated) will be used.	Case Study: Three groups will be formed and each case study will be analysed in-groups. Then the suggestions offered by the group will be presented to other groups and will be discussed and criticized. Tutor led discussion	Case study T02, T03 Flipchart
14	5 min	Participants will be informed about why religion and women issues are considered separately.	Introduction to part 3 "Special Issues" It will be explained that, religion and interrelatedly the place of the women in society are delicate subjects and they can cause some misunderstandings and create difficulties for employment process, career counsellors and employers.	Lecture Title and subtitles will be presented and main aims will be explained.	Presentation T01
15	10 min	Participants will learn about different experiences and have an idea about the why these topics are delicate.	Share of existing thoughts and experiences about the place of the women and religion difficulties in different cultures that immigrant/ refugees are mostly coming from	Group discussion	
16	20 min	Participants will get brief information about key issues/ rules	Special Issues: Religious practices at workplace Brief information about	Lecture	Presentation T01

Seminar plan for the module *Migration Complexity* (O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		Career counsellors will be informed about the key issues/ rules of main religious groups to provide their counselees a tool to overcome the obstacles.	key issues/ rules (perform prayer, halal food etc.) of main religious groups which are matters of interest to workplace and employers will be given to the career counselors. As the great majority of the refugges/ immigrants are from Islamic countries, Islamic issues are taken with priority.		
17	20 min	Participants will gain an insight about the place of women in society for different cultures.	Special Issues: Women issues in career Basic information about the place of the women in different cultures especially “the women in Islam” (on the assumption of the important amount of refegees are from muslim countries) will be given.	Lecture	Presentation T01
18	3 min	Participants will be briefly informed about the whole module and they will give feedback about the module contents	Summary of module and Receiving Feedbacks Summary of the whole module Receiving feedbacks about basic titles and subtitles of the module	Lecturer summary of the whole module Feedback receiving through open questions	
19	15 min		Evaluation	Students fill in	Evaluation form

4.8 Module 5: Access and Inclusion into System

Germany

4.8.1 Content

The aim of the module is to provide information and to develop knowledge about education systems, ways of professional training and the structure and special features of labour markets in the countries of origin of refugees in contrast to

European countries. Another focus lies on the recognition and/ or valorisation of qualification and of competence on national and European level.
The module will provide a range of knowledge concerning the subjects in CGCMR, the main focus will lie on the task how the knowledge could be used for the counselling process, and thus the module will be a mixture of lectures and group work.

4.8.2 Learning Outcomes

- Participants understand the most important characteristics of the labour markets in target countries and the consequences for the integration of refugees.
- Participants know main differences in VET system and educational aspirations between countries of refugees´ origin and receiving country and are aware of systematically arising misunderstanding in CGC settings.
- Participants know the difference of the basic concepts of recognition of qualification and recognition of competence.
- Participants know how to support individuals in the process of recognition of prior qualification.
- Participants know how to support individuals by initial identification of (vocational) competences and in the process of reflection and recognition of competences.
- Participants reflect consequences of differences and see the importance of critical self-reflection in the role as counsellor, especially regarding the risks of underestimating and steering refugee clients.
- Participants are able to use methods dealing with specific tasks in CGC settings.

4.8.3 Methods and Material

Mix of input presentations, intensive group work, and plenary discussion.
Presentation/Slides; handout: Compilation of information from scientific texts, press articles and reports of refugees about education systems and access to ways of professional training, handout for 2 different competence recognition instruments, handout with links for further reading and practice about recognition of qualifications; booklet with possible questions young migrants and their parents may ask and answers that may be given; list of reference professions compared with skills refugees claim to have, list of the most popular and the most unpopular professions in the receiving country that require vocational training; published material that helps refugees to understand the systems of vocational training and labour in the receiving country and of regulations to access; factsheets about some countries of origin (Afghanistan, Eritrea, Iran, Iraq and Syria); board, cards, markers.

4.8.4 Structure Plan

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	42 min	Students know the most important conditions, activities and supporting measures preliminary to the integration into the labour market	Preparatives for the access to the labour market 1. Transitions from asylum to integration process (infrastructure, procedures, results) 1.1 Binding and systematic language support (training and work-related supply situation, modular offers) 1.2 Combination of language support with internships / training and further education 2. Networking initiatives between employment services, municipalities, institutions for refugees and asylum seekers, social partners and their associations; educational institutions; social and welfare organisations; churches	Lecture, plenary discussion	Ppt presentation (T01), Handout/ worksheet “Access” (T02)
2	10 min	Stimulating and developing knowledge about the basic concepts of the module	Introduction into basic concepts (competence, qualification, formal and non-formal learning)	Lecture	Ppt presentation (T03)
3	20 min	Activating practical experience with the recognition of competence and qualification, getting overview	What are the experiences of the participants in practice (with recognition in general, working with the target	Collection of Cards Moderation	Stimulating question(s) Cards, Board, Pins

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		about the strengths and the pitfalls in practice.	groups, limitations and specialities)		
4	23 min	Understanding the process of recognition of prior qualification and know how to support individuals in this process	Different target groups looking for recognition of qualification Process of recognition of qualification Actors in the recognition process Link to European instruments and resources (ANABIN database; European Qualifications Framework)	Lecture, dialogue, working with the handouts	Ppt presentation (T03) Working materials (T04) Online information portals (T06)
5	22 min	Understanding Instruments for the initial identification, reflection and recognition of (vocational) competences and know how to support individuals in the guidance session and by linking to recognition services	Different target groups who can benefit from competence reflection and recognition Specific factors influencing the work with recognition instruments An instrument for the initial identification of competences (e.g. “Questionnaire for asylum-seekers” or “Visual competency cards”) An instrument for the in depth analyses of competences (e.g. “My Skills” Role of self-reflection and feedback in the competence oriented guidance process	Lecture, dialogue, working with the handouts	Handouts for 2-3 instruments (T05, T06, T07, T08)
6	8 min	Reflecting the content based on prior experience	Linking the seminar to the collected cards (what can I take to my practice	Reflection	Cards on the board

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			…)		
7	2 min	Knowing how to find more materials	Handout with relevant Links (national, international)	Giving a handout	Handout with links to further resources (T09)
8	5 min	Students know content and objective of new sub-topic „Access to VET system“ and know their role within the upcoming 85 minutes of course procedure.	Introduction: topic access to the VET system Forming work groups	Lecture, group activity Lecturer presents topic and objective of sub-topic „Access to VET system“, explains that in the course of this topic VET is to be understood as any training resulting in a professional certificate be it in-plant, dual, schooling or academic asks to form seven groups working together with 4 groups of 4 to 6 students each working with material on VET in refugees´ countries of origin (groups 1-4) 3 groups each working as a reporting team of 2 students focussing on the consequences of content dealt with for A: counselling interviews B: counselling in groups events C: supporting measures (groups A-C)	
9	30	Students know	Differences in	Group work:	Worksheet

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
	min	main differences in VET system and educational aspirations between countries of refugees´ origin and receiving country and are aware of systematically arising misunderstanding in CGC settings.	education especially VET systems of countries of refugees´ origin and receiving country and typical misunderstanding in CGC settings (group work)	groups 1-4 working simultaneously with material mentioned in adjacent column on the following central questions: 1. Present structures and conditions of VET and labour in the countries of origin. 2. Work out the differences to structures and conditions in your receiving country. 3. Reflect on typical misunderstanding that is likely to emerge. with groups 1 and 2 focussing on options and preferences in the countries of origin 3 and 4 focussing on reasons for taking or rejecting typical VET options in the receiving country reporting groups A-C attend the working process of groups 1-4 taking notes regarding their particular focusses	"VET" (T10) Working materials T11-T19 Flipchart poster material (for all groups 1-3 and A-C)
10	15 min		presenting results of group works	groups 1&2 and 3&4 present their results with each double team supporting and complementing each other	Flipchart presentation of groups 1-4 to the plenum
11	10	Students reflect	Perspective on	Group discussion	White-/

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
	min	consequences of differences in VET systems and aspirations between origin and receiving countries and see the importance of critical self-reflection in their role as counsellors, especially regarding the risks of underestimating and steering refugee clients.	Refugee Researchers risk of underestimating clients´ resources and potentials; risk of controlling rather than counselling		blackboard or flipchart
12	10 min	Students know and reflect on specific tasks arising from systematic differences in systems and risks in CGC settings.	Specific tasks in counselling refugees dealing with clients´ disappointment recognising clients´ potential to study academically open up for all professional options of the receiving country counteract gender segregation in the VET system and labour market	Group discussion	White-/ blackboard or flipchart
13	15 min	Students have first impression of methods dealing with specific tasks mentioned above.	Methods of dealing with specific tasks in counselling regarding counselling interviews counselling in group events supporting measures	presentation of results of reporting groups A-C	Flipchart presentation of groups A-C to the plenum
14	43 min	Students know actors responsible for the integration into the labour market, their respective functions and	Actors responsible for the integration into the labour market Control and organisation	Lecture, plenary discussion	Ppt presentation (T01), handout/ worksheet “Access” (T02)

Seminar plan for the module *Access to and Inclusion into System* (O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		tasks and about the need and methods for harmonising the work of different actors.	1. Networking of the participating public levels (federation, federal states, municipalities) 2. Clarification of the respective responsibilities for the different areas of integration 2.1 Integration in work in progress 2.1.1. Responsibility of the employment services 2.1.2 Responsibility of the collective bargaining parties and their associations/ institutions 2.1.3 Responsibility of public authorities at all levels (federal, state and local authorities)		
15	15 min		Evaluation	Students fill in	Evaluation form

4.9 Module 6: Moving Beyond Supportive Measures

Italy

4.9.1 Content

The diversity and challenges that individuals are confronted with in the European countries, as well as the recognition of the complexity of human life, suggest that in particular for more vulnerable individuals, it is not sufficient to provide comfort, facilitations and assistance on a daily basis to difficulties they encounter in personal as well as in their work life. It is crucial supporting them in becoming effective in their life design processes, in anticipating and dealing with career transitions and unexpected challenges, in keeping active the hope for a foreseeable future and developing essential resources to manage uncertain times and life transitions. These issues are significant also for migrants who are

at higher risk of unemployment than natives. They frequently find jobs in informal economy that expose them to poverty, many forms of exploitation, stress, depression, and frustration just to mention some challenges.Counsellors are then required to open themselves to recent approaches and related dimensions, to tailor to higher and more complex goals the purposes of their actions, moving beyond supportive measures.

Theoretical foundations of the module

Among recent approaches, Life design is meant as a lifelong self-construction process that aims to promote skills and competences in overall life planning (Vanhalakka-Ruoho, 2010). This approach provides the opportunity to design a work life which is satisfying for the individual, and which can be redesigned as needs, interests and life experiences change (Peavy in Campbell & Ungar, 2004); to design a work life in terms of future opportunities, which are determined by the accumulation of knowledge, skills, experience that can be invested in new opportunities as they arise (Schreuder & Coetzee, 2006); to draw meaning from the role of work in their lives instead of merely looking at how they fit into the occupational structure.

Life Design incorporates the challenges and needs that an individual experiences in his or her unique environment and therefore takes into account the individual's context (Campbell & Ungar, 2004).

Recent developments in life-design paradigm underlines the potential benefits for individuals with vulnerabilities and/or complex personal stories who more frequently may lack personal resources and skills needed in order to access relevant community resources that would facilitate social and work inclusion and an easier access to skills training or further qualifications.

The counsellor and the client work together to construct a future narrative in order to develop action plans effective in overcoming barriers (Savickas et al., 2009; Brott, 2005).

Core resources within Life Design are then hope and optimism, self-determination, adaptability, but also courage and concern for the future, connecting past with present and positively projecting towards the future.

In the process of CGC counsellors focus on recognizing assets and resources, developing awareness of personal values and life goals thus supporting improvement in self-knowledge, orienting with more confidence to the future (Setlhare-Meltor, & Wood, 2016). By taking into account both internal and external factors, it goes to the core of what community participation is supposed to enable, that is, living a meaningful life, respecting personal values and thus meeting the social justice goal to enfranchise migrants equality in their civic rights, empowering them to overcome social and work exclusion (Strauser et al., 2008).

The aim of the module is then to develop knowledge about strengths of refugees, develop counsellors' knowledge on threats to labour market inclusion, and provide strategies to support their labour market inclusion.

4.9.2 Learning Outcomes

- Participants are able to: highlight and strengthen potential of personal resources by working on courage and future time perspective; highlight threats to work inclusion; develop strategies to carry out actions improving inclusion to work contexts.
- Participants know the meaning of the Life Design construct and its relevance; definitions and models of the concept of courage; a qualitative instrument to interview on courage, how to categorize the answers; develop a positive mind-set from real situations, and how to reinforce courage in a career counselling session.
- Participants are aware of the relevance of future time perspective; know definitions and key findings related to the concept of future time perspective, future goals, barriers and supports to future goals; know qualitative tools; are able to practise qualitative measures and coding systems as well as key elements to support a client in a career counselling session.
- Participants reflect on their perception of work and inclusion, the potential levels of action; they know key concepts of inclusion and work inclusion, threats to work inclusion and strategies to develop language, attitudes and goals in counselling with refugees and migrants.

4.9.3 Methods and Material

Mix of lectures, videos, group work, practical examples, text analysis, and reflexive exercises.

4.9.4 Structure Plan

Seminar plan for the module *Moving beyond Supportive Measures* (O3-6) (3 x 90 = 270 minutes per module)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	5 min	Stimulating and developing knowledge about the construct	Description of the goal of the session	Lecture	Ppt presentation (T01)
1.2	10 min	Knowing definitions and models of courage	Models and Theories of courage	Lecture	Ppt presentation (T01)

Seminar plan for the module *Moving beyond Supportive Measures* (O3-6) (3 x 90 = 270 minutes per module)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.3	15 min	Knowing a qualitative instrument to interview and know how to categorize the answers	Measuring courage Modeling on how to code the interview	Lecture; instruction Modeling	Ppt presentation (T01) Coding system sheet example N. 1 Analysis of the answers (T04) Coding system sheet example N.1 Storyline (T05)
1.4	30 min	Developing a positive mindset from real situations	Explore case studies. In small groups read a case study describing courage experiences of refugees	Group exercise and discussion; feedback to the group	Case Example N.2 (T06) Coding system sheet. Grid for answers analysis (T07)
1.5	10 min	Knowing how to reinforce courage in a career counseling session	A list of suggestions on how to reinforce strengths	Instructions and examples Group discussion Lecturer summary	Ppt presentation (T01) Coding system sheet. Grid for storyline (T08)
1.6	15 min	Verifying learning	Questions on contents and counseling issues	Written answers and discussion	Evaluation form (T09)
2.1	5 min	Stimulating and activating the relevance of the construct	Description of the goal of the session	Lecture	Ppt presentation (T10)
2.2	10 min	Knowing definitions and key findings related to the construct	Components of future time perspective	Lecture	Ppt presentation (T10)
2.3	15 min	Knowing a qualitative instrument to interview and know how to categorize the answers	Setting future goals Analysing supports and barriers to future goals implementation	Lecture; instruction Modelling	Ppt presentation (T10) “My future” interview (T11) Grid 1 Analysis of Goals (T13)
2.4	30 min	Practicing qualitative measures and coding system	Case studies: exploring future goals, supports and barriers to inclusive work goals	Exercises in small groups, discussion and feedback to the group	Case example 1 (T12) Examples of future goals analysis (T14)
2.5	30	Knowing strategies	Suggestions to deal with	Instructions and	Grid 2 – Future

Seminar plan for the module *Moving beyond Supportive Measures* (O3-6) (3 x 90 = 270 minutes per module)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
	min	to support a client in a career counselling session	supports and barriers in future goal construction	examples Group discussion Lecturer summary	Map 2.6 (T15)
2.6	15 min	Verifying learning	Questions on contents and counselling issues	Written answers and discussion	Evaluation form (T16)
3.1	5 min	Participants will challenge their perception of work and inclusion, the potential levels of action	Description of the goal of the session	Lecture	Ppt presentation (T17)
3.2	15 min	Knowing basic definitions and key concepts	Current definitions of work – Definition of inclusion at work	Lecture Video and UN/ ILO document	Ppt presentation (T17) Link to Un/ ILO document and video in the unit description
3.3	25 min	Knowing threats to work inclusion and strategies to develop language, attitudes and goals in cc with refugees and migrants	Labels and stereotypes towards immigrants and refugees Levels of actions	Analysis of examples Practicing with inclusive visions	Ppt presentation (T17) Grid for the analysis (T18) Texts for the analysis of stereotypes (T19)
3.4	15 min	Providing positive and successful evidence	A counsellor committed to work inclusion	Interviewing a counsellor	An example of successful counselling (T20)
3.5	30 min	Unit and course learning outcomes			Evaluation form

4.10 Appendix and References

4.10.1 List of Teaching Materials

Module 1: Introduction to the Course		
No.	Type	Title
T01	Ppt presentation	O3-1 T01 Lecture Kohn 1
T01	Ppt presentation	O3-1 T01 Vorlesung Kohn 1
T02	Ppt presentation	O3-1 T02 Lecture Kohn 2
T02	Ppt presentation	O3-1 T02 Vorlesung Kohn 2
T03	Article	O3-1 T03 Kohn, Specific Career Counselling for Refugees
T03	Article	O3-1 T03 Kohn, Spezifische Berufsberatung für geflüchtete Menschen
T04	Article	O3-1 T04 CMinaR O2 Transnational Report
T05	Ppt presentation	O3-1 T05 Lecture Kohn 3
T05	Ppt presentation	O3-1 T05 Vorlesung Kohn 3
T06	Ppt presentation	O3-1 T06 Lecture Engelen-Kefer 1
T06	Ppt presentation	O3-1 T06 Vorlesung Engelen-Kefer 1
T07	Ppt presentation	O3-1 T07 Lecture Engelen-Kefer 2
T07	Ppt presentation	O3-1 T07 Vorlesung Engelen-Kefer 2
T08	Article	O3-1 T08 Engelen-Kefer, Blätter für nationale und internationale Politik
T09	Fact sheet	O3-1 T09 International Labour Market Data
T10	Activity sheet	O3-1 T10 Worksheet Introduction

T10	Activity sheet	O3-1 T10 Arbeitsblatt Einführung
Module 2: Critical Reflexion		
No.	Type	Title
T01	Ppt presentation	O3-2-1 T01 Module 2 session 1
T01	Ppt presentation	O3-2-1 T01 Modul 2 Sitzung 1
T02	fact sheet	O3-2-1 T02 Models of Reflexive Practice
T03	fact sheet	O3-2-1 T03 Working with Diversity
T04		O3-2-1 T04 Reflections on models in practice
T05	case study	O3-2-1 T05 Case studies
T06		O3-2-1 T06 Alex Ntung
T07	Ppt presentation	O3-2-2 T07 Module 2 session 2
T07	Ppt presentation	O3-2-1 T07 Modul 2 Sitzung 2
T08	fact sheet	O3-2-2 T08 List of multicultural competences
T09	case study	O3-2-2 T09 Assessing multicultural competences
T10	handbook	O3-2-2 T10 NICE Handbook on Ethical Standards
T11	Ppt presentation	O3-2-3 T12 Module 2 session 3
T11	Ppt presentation	O3-2-1 T11 Modul 2 Sitzung 3
T12	worksheet	O3-2 -3 T13 Personal Development Plan for Multicultural Competences
	fact sheet	Table for description of materials
Module 3: Language		
No.	Type	Title
T01	Ppt presentation	O3-3-1 T01 PPT 1 EN

T01	Ppt presentation	O3-3-1 T01 PPT 1 DE
T02	Ppt presentation	O3-3-1 T02 PPT 1.1 EN
T02	Ppt presentation	O3-3-1 T02 PPT 1.1 DE
T03	scientific paper	O3-3-1 T03 Article 1 On language asymmetries in CGC
T04	Ppt presentation	O3-3-1 T04 PPT 2, unit 1.1 EN
T04	Ppt presentation	O3-3-1 T04 PPT 2, unit 1.1 DE
T05	Fact Sheet	O3-3-1 T05 Handout 1 Swedish for immigrants
T06	worksheet	O3-3-1 T06 Appendix 1
T07	video	https://www.youtube.com/watch?v=RAGcDi0DRtU&t=8s
T08	Ppt presentation	O3-3-1 T08 PPT 3, unit 1.3 EN
T08	Ppt presentation	O3-3-1 T08 PPT 3, unit 1.3 DE
T09	Ppt presentation	O3-3-2 T09 PPT 4, unit 2.1 EN
T09	Ppt presentation	O3-3-2 T09 PPT 4, unit 2.1 DE
T10	scientific paper	O3-3-2 T10 Article 2 On learning career issues
T11	fact sheet	O3-3-2 T11 Handout 2 Career concepts
T12	video	https://csp.screen9.com/video?auth=6Tn8dOGfssyIBBcBlGbeONIbQg6gJyFJpWJmmQmlDmlUCebx2EL8J35ePoDQCjP19UezjqfxoOsSpT3cd-z0JT2pIOpg7M3rvQReJes-ZXwTjNU1lt1joJm0OwFc0nzsJywsrSJ3wSpfJHXJ25m8GVWsqHNerq5p
T13	fact sheet	O3-3-2 T13 Handout-Article 3 Interpreters
T14	Ppt presentation	O3-3-3 T14 PPT 5, unit 3.1 EN
T14	Ppt presentation	O3-3-3 T14 PPT 5, unit 3.1 DE

T15	worksheet	O3-3-3 T15 Appendix 2
Module 4: Migration Complexity		
No.	Type	Title
T01	Ppt presentation	O3-4 T01 The aim of the module
T01	Ppt presentation	O3-4 T01 Das Ziel des Moduls
T02	Ppt presentation	O3-4 T02 Culture Concept, Cultural Differences and CC Communication
T02	Ppt presentation	O3-4 T02 Kulturkonzept, kulturelle Unterschiede und interkulturelle Kommunikation
T03	Ppt presentation	O3-4 T03 Stereotyping
T03	Ppt presentation	O3-4 T03 Stereotype
T04	Ppt presentation	O3-4 T04 Cultural Adaptation
T04	Ppt presentation	O3-4 T04 Kulturelle Anpassung
T05	Ppt presentation	O3-4 T05 Special Issues
T05	Ppt presentation	O3-4 T05 Spezielle Probleme
Module 5: Access and Inclusion into System		
No.	Type	Title
T01	Ppt presentation	O3-5-1 T01 Lecture Engelen-Kefer 2
T01	Ppt presentation	O3-5-1 T01 Vorlesung Engelen-Kefer 2
T02	Activity sheet	O3-5-1 T02 Arbeitsblatt Zugang und Integration
T02	Activity sheet	O3-5-1 T02 Worksheet Access and Inclusion
T03	Ppt presentation	O3-5-2 T03 Lecture Weber and Conrads

T03	Ppt presentation	O3-5-2 T03 Vorlesung Weber und Conrads
T04	Fact sheet	O3-5-2 T04 Flyer Recognition in Germany
T05	Activity sheet	O3-5-2 T05 Questionnaire Asylumseekers
T06	Fact sheet	O3-5-2 T06 MySkills Information Sheet
T07	Fact sheet	O3-5-2 T07 MySkills Flyer
T08	Activity, practical method	O3-5-2 T08 Competence Cards
T09	Fact sheet	O3-5-2 T09 Resources for Recognition
T10	Activity sheet	O3-5-3 T10 Arbeitsblatt Ausbildung
T10	Activity sheet	O3-5-3 T10 Worksheet Vocational Training
T11	Activity sheet	O3-5-3 T11 IQ Eleven Questions – Eleven Answers
T11	Activity sheet	O3-5-3 T11 IQ Elf Fragen – elf Antworten
T12	Fact sheet	O3-5-3 T12 MySkills Basics - Berufe
T12	Fact sheet	O3-5-3 T12 MySkills Basics - Professions
T13	Fact sheet	O3-5-3 T13 Data Report for Vocational Training Report 2018
T13	Fact sheet	O3-5-3 T13 Datenreport zum Berufsbildungsbericht 2018
T14	Fact sheet	O3-5-3 T14 Behnke 2017, So einfach funktioniert Deutschland
T15	Fact sheet	O3-5-3 T15 Basic Data – Afghanistan
T15	Fact sheet	O3-5-3 T15 Ländersteckbrief – Afghanistan
T16	Fact sheet	O3-5-3 T16 Basic Data – Eritrea
T16	Fact sheet	O3-5-3 T16 Ländersteckbrief – Eritrea
T17	Fact sheet	O3-5-3 T17 Basic Data – Iraq
T17	Fact sheet	O3-5-3 T17 Ländersteckbrief – Irak
T18	Fact sheet	O3-5-3 T18 Basic Data – Iran

T18	Fact sheet	O3-5-3 T18 Ländersteckbrief – Iran
T19	Fact sheet	O3-5-3 T19 Basic Data – Syria
T19	Fact sheet	O3-5-3 T19 Ländersteckbrief – Syrien
Module 6: Moving beyond Supportive Measures		
No.	Type	Title
T01	Ppt presentation	O3-6-1 T01 The role of courage for resilient clients
T01	Ppt presentation	O3-6-1 T01 Die Rolle des Mutes für belastbare Klienten
T02	worksheet	O3-6-1 T02 A Courage Interview
T03	case example	O3-6-1 T03 Interview on Courage to Ms. Aza
T04	case example	O3-6-1 T04 Analysis of the Answers of Ms. Aza
T05	case example	O3-6-1 T05 Storyline of Ms. Aza
T06	case example	O3-6-1 T06 Interview on Courage to Mr. Eba
T07	worksheet	O3-6-1 T07 Grid for Answers Analysis of Courage Interview
T08	worksheet	O3-6-1 T08 Grid for Storyline
T09	Ppt presentation	O3-6-2 T09 Future Orientation for setting and pursuing goals
T09	Ppt presentation	O3-6-2 T09 Zukunftsorientierung bei der Zielsetzung und -verfolgung
T10	worksheet	O3-6-2 T10 “My Future Interview”
T11	Case example	O3-6-2 T11 Case example 1
T12	worksheet	O3-6-2 T12 Grid No. 1
T13	worksheet	O3-6-2 T13 Analysis of goals
T14	worksheet	O3-6-2 T14 Grid N.2
T15	Ppt presentation	O3-6-3 T15 Approaching work inclusion

T15	Ppt presentation	O3-6-3 T15 Annäherung an Inklusion in Arbeit
T16	fact sheet	O3-6-3 T16 Sketching approaches for a work inclusion
T17	example	O3-6-3 T17 Texts for the analysis of stereotypes and labels
T18	example	O3-6-3 T18 An example of a successful counselling

4.10.2 List of Additional Materials

Module 1: Introduction to the Course		
No.	Type	Title
Module 2: Critical Reflexion		
No.	Type	Title
A01		O3-2 A01 Shakespeare's thoughts on the plight of refugees
A02		O3-2 A02 Linden West
A03	worksheet	O3-2 A03 Whispering exercise
A04		O3-2 A04 Gideon Arulmani
A05	scientific paper	O3-2 A05 Reid and Oliver Paper on ethics
Module 5: Access and Inclusion into System		
No.	Type	Title
A01	Article	O3-5-1 A01 International Economy Employment Policy
A02	Fact sheet	O3-5-1 A02 Press Release of the European Commission
A02	Fact sheet	O3-5-1 A02 Pressemitteilung der Europäischen Kommission
A03	Fact sheet	O3-5-1 A03 A European Partnership for the integration of refugees into the European labour market

A04	Official report	O3-5-1 A04 OECD Arbeitsmarktintegration von Flüchtlingen in Deutschland
A04	Official report	O3-5-1 A04 OECD Labour Market Integration of refugees in Germany
A05	Article	O3-5-1 A05 Struggle for Refugee Integration: Evidence from Europe
A06	Official report	O3-5-1 A06 Effects of Immigration
A07	Official report	O3-5-1 A07 Integration of Refugees in Austria, Germany and Sweden
A08	Official report	O3-5-1 A08 Integration of Refugees in Greece, Hungary and Italy
A09	Official report	O3-5-2 A09 Praxishandbuch Multikulti
A10	Article	O3-5-2 A10 Recognising Foreign Qualifications and Competences
A11	Official report	O3-5-2 A11 Potenziale erkennen – Kompetenzen sichtbar machen. Chancen für Menschen mit Migrationshintergrund
A12	Case study	O3-5-2 A12 MySkills Results for Placement Officers
A13	Official report	O3-5-2 A13 2017 Report on the Recognition Act
A14	Fact sheet	O3-5-2 A14 Recognition without documentation
A15	Official report	O3-5-2 A15 Brain Waste – Die Anerkennung von ausländischen Qualifikationen
A16	Fact sheet	O3-5-2 A16 MOZAIK Dictionary
A17	Article	O3-5-3 A17 Schreyer, Bauer, Kohn 2018
A18	Official report	O3-5-3 A18 Sicilia, McDaniel, Kazziha 2002
A19	Article	O3-5-3 A19 Stoewe 2017
Module 6: Moving beyond Supportive Measures		
No.	Type	Title
A01	fact sheet	O3-6-1 A01 Experiences of Courage
A02	guidelines	O3-6-1 A02 Conducting the Interview

A03	case example	O3-6-2 A03 Case Examples 2
A04	worksheet	O3-6-2 A04 ‘My Future Interview’ Extended Version
A05	UN document	O3-6-3 A05 Agenda for Sustainable Development

4.10.3 References

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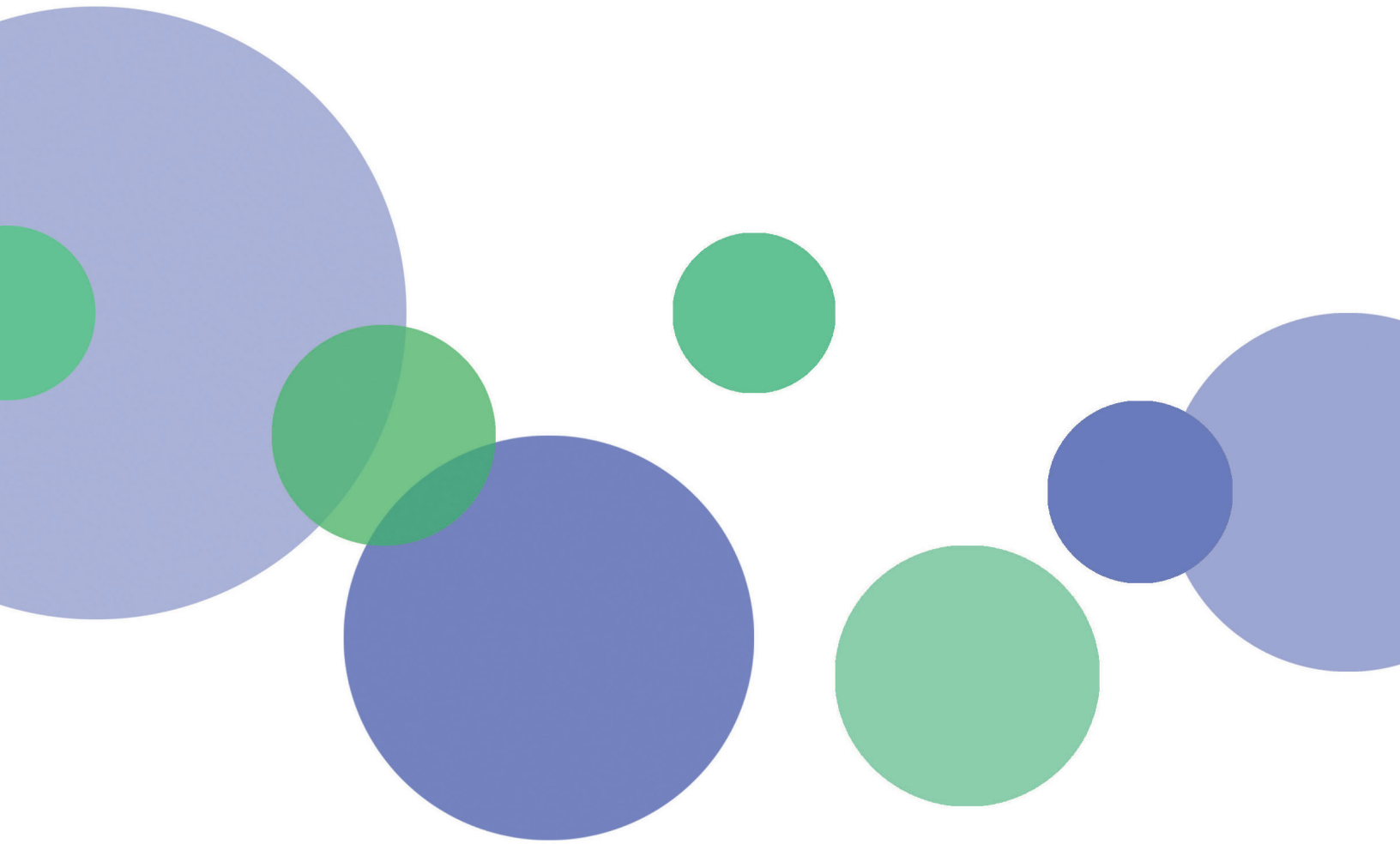
Course for Counsellors

Intellectual Output 4

01 — 02 — 03 — 04 — 05 — 06 — 07



5 Course for Counsellors (O4)

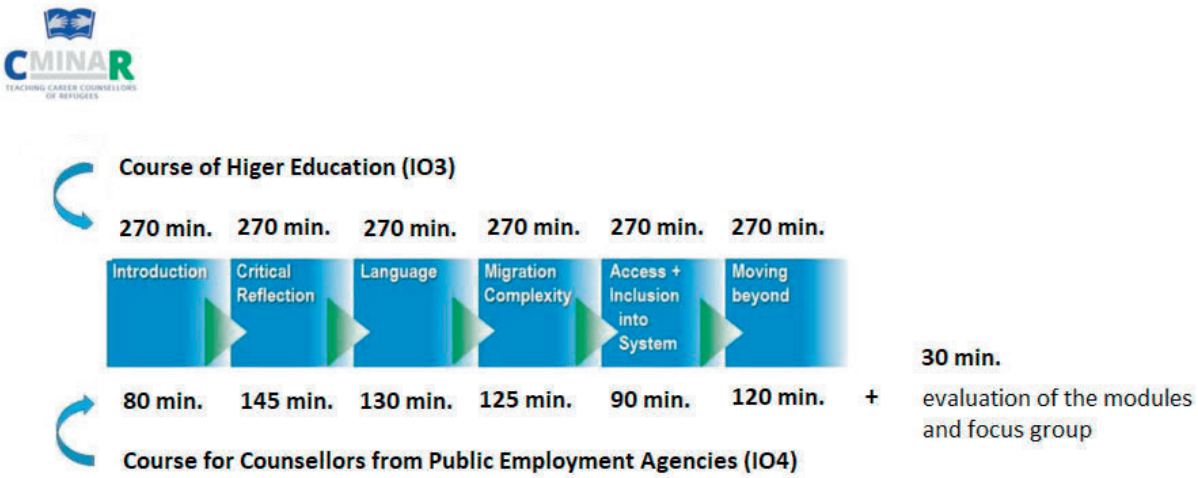
5.1 Introduction

The course for Counsellors from Public Employment Agencies which is the 4th Intellectual output of CMinaR project, aims to provide a didactical framework for the courses for career counsellors working in employment agencies, job centres etc. in order to equip them with the knowledge that they will need to consult to migrants and refugees effectively.

To develop Intellectual Output (IO) 4, IO3 “Course of Higher Education” is adapted to the specifics of Public Employment Agency Counsellors’ and to the requirements of in-service trainings.

5.2 Didactical Framework

As mentioned above IO4 aims to equip career counsellors, who are currently providing consultancy services, with the knowledge that they will need to consult effectively to migrants and refugees. Therefore, the content and durations of the six modules of IO3 should be customized according to this purpose. At the meeting in Padova the issues were discussed and the following teaching periods were agreed.



5.2.1 Contents[5]

1. *Introduction to the course* (developed by the German team)

The course starts with an introduction module, which combines determination of participants´ experience in conducting, sitting in on or just hearing or reading about career guidance and counselling sessions with refugees with evidence on specific challenges and demands in such settings. Having thus built the base we focus on participants´ interests and on the course´s programme highlighting matches and desiderata.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 80 minutes.
- There were 8 sessions in module O3, however in Module O4, 4 sessions are excluded. The excluded contents are the following:
  - Topics and time table in the course of the week
  - Introduction into development and structure of demography and employment,
  - Concepts of migration with special focus on refugee migration
  - Evaluation costs and benefits of integration and inclusion into labour markets – short and long term considerations/involving private and public institutions.

2. *Critical Reflection* (developed by the British team)

As we are all predetermined by a specific culture we have been raised in, by a specific socialisation in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows in the course of teaching and learning.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 145 minutes.
- The excluded contents are the following:
  Session 1.3 is excluded. It was about reading 3 case studies of experiences of refugees.

3. *Language* (developed by the Swedish team)

Skills in the language of the receiving country is a base for the effectivity of all further steps on refugees´ ways to their integration into society and into the labour market. As language is the main instrument in counselling settings; our

5 As the primary objective of IO3 and IO4 remain the same, but the target group changed to experienced participants, the “module content” part is taken form IO3 as it is and revised according to IO4.

course is not only addressing ways to foster language acquisition of refugee clients. It is also dealing with counsellors´ skills in using language as a counselling instrument when counsellors and consultants have idfferent mother tongues. This makes language to a meta topic, and this is why the module on language is best positioned as a bridge between critical reflection and the following content subjects.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 130 minutes.
- Session 1 is excluded in O4. In session 1.1 “Theme: The impact of language on refugees career mobility” is excluded.
- Session 1.4 which is 5 minutes long named “Summary of the Course” is excluded.
- Session 3 is excluded.
- In session 3.1 “Introduction of CGC strategies that support learning on career issues: Activating and visualising methods” is excluded.
- Session 3.3 is excluded.

4. *Migration Complexity* (developed by the Turkish team)

Module 4 is all about culture in all perspectives that help interact interculturally and understand processes of cultural adaptation of new immigrants in their receiving societies and of cultural change in those societies being stimulated by the resulting growing diversity. Different concepts of cultural awareness, cultural differences and acculturation are not only presented in theoretical lectures but also made practically perceived by exercises and case studies to deepen the perspectives on the process career guidance and counselling has to play its role in.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 125 minutes.
- Session 13, which is 20 minutes long, is excluded. It was about “Case studies: Counselling for “New-comer, Integrated and Separated counselees “Counselling session case studies” illustrating three different adaptation attitudes (New-comer, Integrated and Separated) will be used.”
- Session 15, 18 and 19 which are 10, 3, 15 minutes long respectively are excluded. Session 15 was about “Share of existing thoughts and experiences about the place of the gender and religion issues in different cultures that immigrants/ refugees are mostly coming from”. Session 18, on the other hand, comprised of the following topics: “Summary of module and Receiving Feedbacks, Summary of the whole module, receiving feedbacks about basic titles and subtitles of the module”. Lastly, session 19 was about the “Evaluation” part.

5. *Access and Inclusion into System* (developed by the German team)

The fifth module addresses a variety of subjects closest to the topics of VAT and the labour market analysing specific borders for the target group, dealing with already developed ways and instruments to lower and transcend these borders and building up competences to find new ways of counselling and fostering which are very likely to be needed within future developments of migration into the labour market. We change here from the academic disciplines of psychology, linguistics and sociology that built the path in the preceding modules to legal, political and administrative matters.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 90 minutes.
- First session's duration is diminished from 42 minutes to 15 minutes.
- Sessions 2, 3, 8, 9, 10, 11 and 13 are excluded. On the other hand, in O4 new sessions named 3 and 4 are added. In session 3, participants reflect on examples for careers in origin and receiving countries. Session 4, on the other hand, is about "Introduction into topic 'Recognition of qualification & competence reflection and recognition'".

6. *Moving Beyond* (developed by the Italian team)

Having undertaken the journey from a critically reflected self-positioning and finding an own role in the migration processes we are facing, perceiving the meta perspective of language and intercultural communication, addressing the concrete challenges of language acquisition, cultural adaptation and transcending the borders before Vocational Education and Training (VET) and the labour market, and thus having prepared the base for creative thinking and acting, in the last module we explicitly deal with future perspectives. Theories of courage, practices of reinforcing strength and concentrated work on setting and pursuing future goals are put at the end of our course. We want participants leave with images of and trust in coping with and transcending challenges that in the beginning they may have perceived as nearly unmanageable – for themselves and their clients.

Differences from the Module O3:

- Total seminar duration is curtailed from 270 minutes to 120 minutes.
- Sessions 1.4, 1.6, 2.1, 2.5, 2.6, 3.1 and 3.5 are excluded. In O4, in 2.3 session "describing future map grid" is included.

5.2.2 Course Group Structure

The 2 days pilot in-service trainings' participants will vary a bit between partner countries but the following characteristics should be common though:

Group size: 15+15 (Min.)
Age of participants: Students aged 25-50 years

Educational background of participants:
University degree holders in related fields.

Participants´ experience in counselling (theoretical and practical):
As all participants will be currently working as counsellors in employment agencies, job centres etc. they will be experienced and have knowledge about CGC.

5.2.3 General Learning Outcomes[6]

Career counsellors are expected to become aware of the following issues:

- Participants know and are aware of the wide range of specific challenges, topics and needs in CGC settings with refugees – for both counsellors and researchers – and are motivated and prepared for specific training addressing these demands.
- Participants know about the origin of the CMinaR project and understand the programme of the course as an empirically based choice of topics specifically addressing requirements and preferences lecturers, students and career counsellors have stressed when dealing with competences needed in settings of counselling for refugee Integration into the labour market.
- Participants understand the particular importance of critical reflection when working in CGC for refugees, know central concepts of critical reflection and are able to work with appropriate reflexive instruments. Participants understand the role of language skills in counselling settings them-selves and as an opener for labour market and social integration and are them-selves able to use methods of advanced language in counselling as well as foster clients´ language advancement.
- Participants know a variety of cultural concepts and understand how processes of acculturation and successful intercultural communication and interaction work. They are able to use appropriate intercultural methods to foster their own critical reflexivity and successful communication with their clients.

[6] The overall goals of the pilot in-service trainings are taken from IO3 as it is. The general learning outcomes description is complemented by more differentiated outcome descriptions at the beginning of each module section.

- Participants know the basics of legal, political and administrative instruments for the access to and integration into the educational and labour market systems of their receiving country. They are able to keep their knowledge in that ever-changing sphere of regulations up to date and to identify instruments they them-selves can use to foster refugees on their way to integration.
- Participants are able to develop realistic but ambitious perspectives both for their clients´ social and labour market integration and advancement and for their own counselling practice. They are able to support their clients´ in identifying relating goals and to design paths of pursuing them.

Media Portal

Intellectual Output 5+6

6 Media Portal (O5 + O6)

Based on the review of media and resources available in the literature (cf. intellectual output O1) and on the course developed as intellectual outputs O3 and O4, the media centre focuses on providing content, material and resources for implementing the didactic activities. They are all made available in the learning environment provided in the website. All its main components are described in the following sections.

6.1 Structure and main content of the website

As shown in Figure 1, the website is organized in three main sections: public, course participants and lecturers which will be briefly described.

Figure 1. Structure of the website

6.1.1 Public

The Public area includes the following sections:

- About: it includes a summary of the project and its goals.
- Intellectual outputs: it includes a summary of the 7 intellectual outputs of the project, the national and transnational reports produced during the program and the timeline. In the description of the intellectual outputs O3 and O4 a link is also provided to access the Higher Education Course and the Course for Counsellors respectively that describe the didactical framework and the list of materials. Links are also provided to have access to the reports of each participating country and to the transnational reports.
- Project: it includes detailed formal information about the project and the brochure describing key elements and intellectual outputs.
- Partners: it introduces the countries and the partners involved in the project.

- Events: it lists the meetings realized during the project.
- International conference: it presents the final event organized in Berlin.

6.1.2 Lecturers

This section introduces the Higher Education Course that was developed during the project and provides all the training materials that were developed in order to be used with both students and practitioners who are at the beginning of their career development as concerns the topics of the project. This section is divided into two subsections: ‘Course for the HE participants’ and ‘Course for practitioners’. Opening any of these subsections the reader will find:

- The structure plan of O3 (in ‘Course for the HE participants’ subsection) and O4 (in ‘Course for practitioners’ subsection).
- A short description of each module.
- A link to Moodle platform - access to all the materials. Here the trainers will find all the materials produced during the development of O3.

The original and extended version of all the materials on Moodle is provided in the English version, the one which we are going to describe here. Each partner country also provided translated materials according to specific choices made and taking into account the specific asset of their country. Several different materials are then available in German, Italian, Swedish and Turkish in the dedicated national version of the Moodle. The readers can at this stage choose the version that better fits with their goals.
In the English version materials are organized as follows:

Section ‘About’ includes:

- Course for higher education: it consists in the full learning manual for trainers.
- Transnational reports produced in the first phases of the project based on reports from participating countries.

Section ‘Materials for use’ includes:

- Tables for description of materials: here for each module, all the materials are briefly described according to agreed criteria (name, module and unit to which it refers, type of material, content goal and suggestions for use), together with their location.

Sections ‘Module’, for each module (1 to 6) it includes:

- Seminar plan for the module: a table is provided that summarizes the plan of the units in a single module; describes the steps proposed for each unit with a direct link to the specific material.
- Table for description of materials: it includes the tables for description of materials for the specific module.
- Materials of the module: from here the actual materials included in the module, and organized in three units, can be accessed for use. Here is also additional material which is not provided in list of materials for ‘Course participants’.
- Unit evaluation forms: short forms are available at the end of the module for evaluating the activity provided during the units.
- Learning review: a short self-evaluation form is provided to reflect and monitor the learning process.

A short version of this course (O3 – Higher education course) was developed and tested with expert practitioners and counsellors, and named O4-Course for Counsellors. Information on structure and contents is available from the web page ‘Intellectual output’, also ‘Lecturers’ section.

6.1.3 Course participants

This section includes all the material that course participants, both students and practitioners, could use for their self-learning activities. Participants have at their disposal:

- Materials of the six modules: from here the actual materials can be reached for use. The same documents of material is provided for ‘Lecturers” on Moodle.
- Evaluation forms: short forms are available at the end of each module for evaluating the activity provided as well as participants self-learning review.

Here again, the original and extended versions of all materials are provided in English. Each country also provided selected translated materials which are then available in German, Italian, Swedish and Turkish.

6.2 An example of media centre (Moodle) use

As an example for readers we will focus on Module 6. After entering the bubble dedicated to Lecturers and accessing Moodle, we can enter the English version, the version we are interested to for our purpose. Scrolling down to Module 6 (or choosing on left side ‘Module 6’) we will be presented with a brief description of

the module showing the main purposes and issues addressed. Then we can have a closer look to materials provided by accessing Tables for description of materials and also links the particular document. The module, as each module is organized in three units. The first one is labelled as O3-6-1 (here O3 refers to the Course version, 6 refers to the module we entered and 1 to the first unit of the module). In Figure 2, we can find the organization of the units and specific materials.

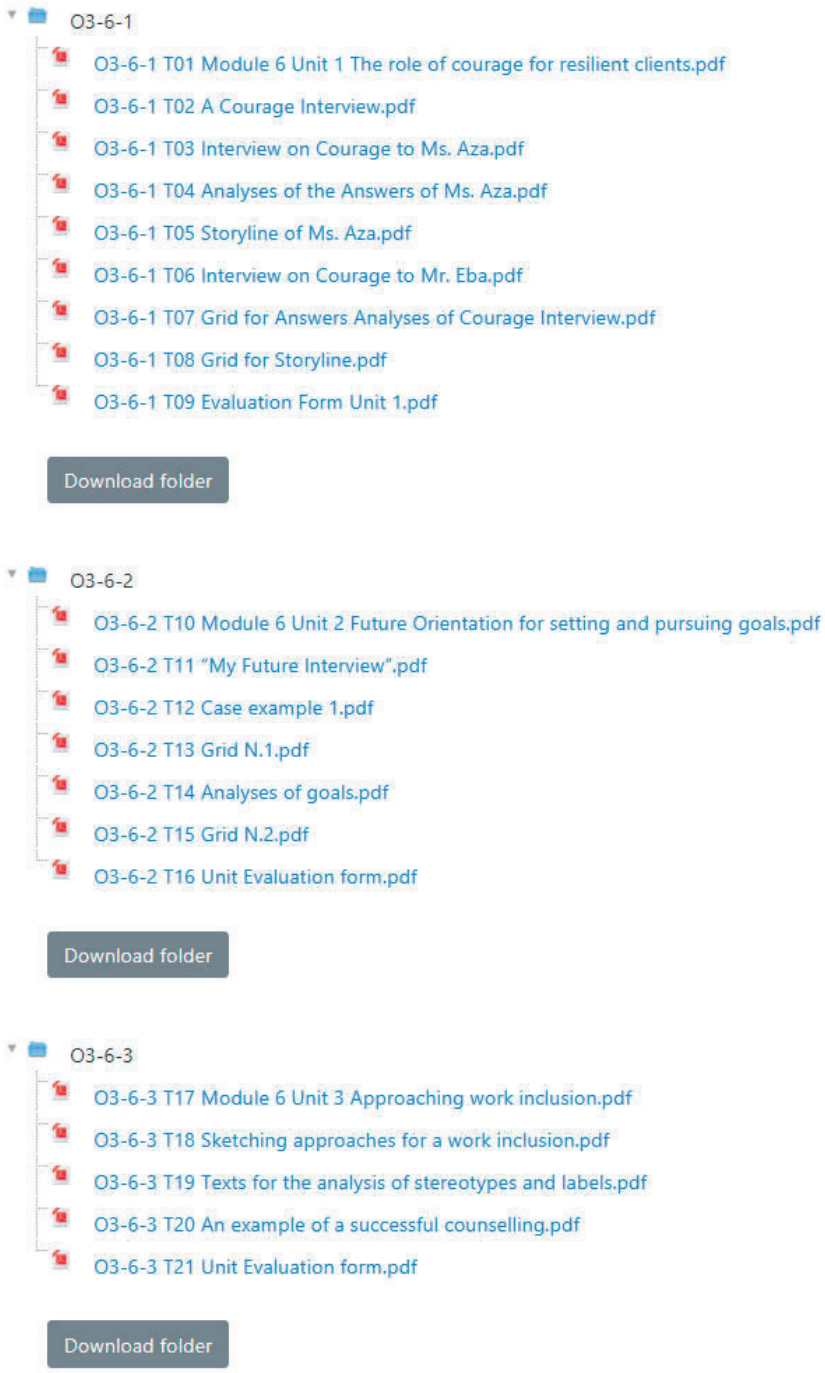


Figure 2. Structure and content of a module: additional materials, final learning activities in Module 6, English version.

As we can see, the first unit (O3-6-1) includes eight files which correspond to 8 different materials (labelled T01 to T08) and an evaluation form (in this unit labelled T09). Unit 2 (O3-6-2) includes six different materials (T10 to T15) and a unit evaluation form (T16). Finally, Unit 3 (O3-6-3) includes four different materials (T17 to T20) and again a unit evaluation Form (T21).

Materials and resources consist of work sheets, case examples, an interview of practical use, grid for the analysis of materials as well media resources like apps and websites, fact sheets for lecturers, students and counsellors. Fact sheets provide basic information and focal points related to the six thematic focuses of the course units created in O3, aimed to support lectures, future career counsellors and counselling practitioners in their concrete everyday work are made available in all partners' languages.

As you can see in Figure 3, additional materials are also provided which can be selected and used it the lecturer finds some of them more appropriate for the group he/she is working with. They can be easily identified for their label. For Module 6 they are labelled as A01 to A05.

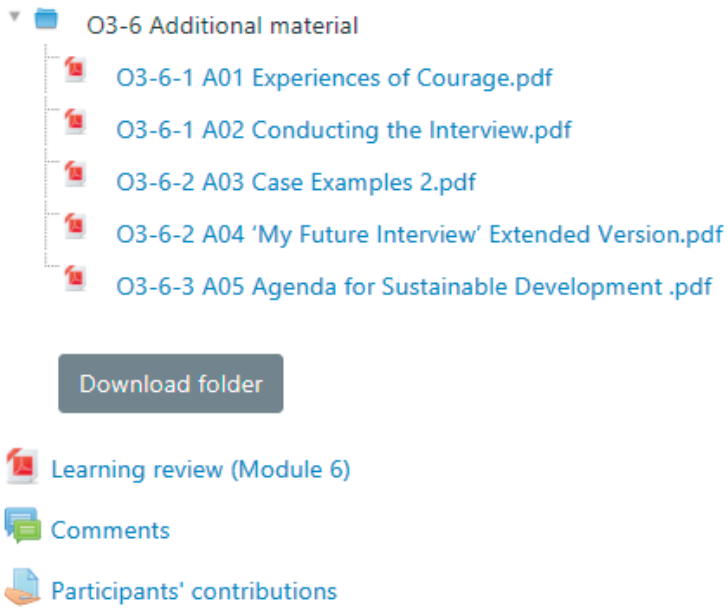


Figure 3. Structure and content of a module: additional materials, final learning activities in Module 6, English version

A specific short self-evaluation form is provided at the bottom of the module to reflect and monitor the learning process. A space is also provided for comments and participants contribution and discussion.

6.3 In conclusion

The on-line learning environment aims at combining the didactical frameworks of O3 and O4 with working material to be used. Throughout the project, the media centre's database has been extended and currently it provides a variety of resources and material.

The content addressed, material and all resources aim to help lecturers and students as well as practitioners to organize and shape the practical working process; to equip them with practical tools for their work in the field of labour market inclusion. The media centre provides further information and media supporting the practical work of lecturers, practitioners and future career counsellors in the field of work inclusion.

The online learning environment follows the structure of the course and the related course units. For each course unit it includes instructions, practical oriented tools and resources, fact sheets, videos and other resources. Access to these complementary materials will amongst others be realized via the media centre. Moodle, is one component of the project’s blended learning concept that complements the face-to-face HE courses for students and the in-service training for career counsellors. In the online learning environment, which can be used interactively, students and career counsellors can find more detailed information related

to each course unit as well as resources, practical oriented tools and resources, fact sheets, videos, case examples, worksheets or links to external online resources like apps or websites.The content addressed, material and all resources aim to help lecturers and students as well as practitioners to organize and shape the practical working process; to equip them with practical tools for their work in the field of labour market inclusion. The media centre provides further information and media supporting the practical work of lecturers, practitioners and future career counsellors in the field of work inclusion.

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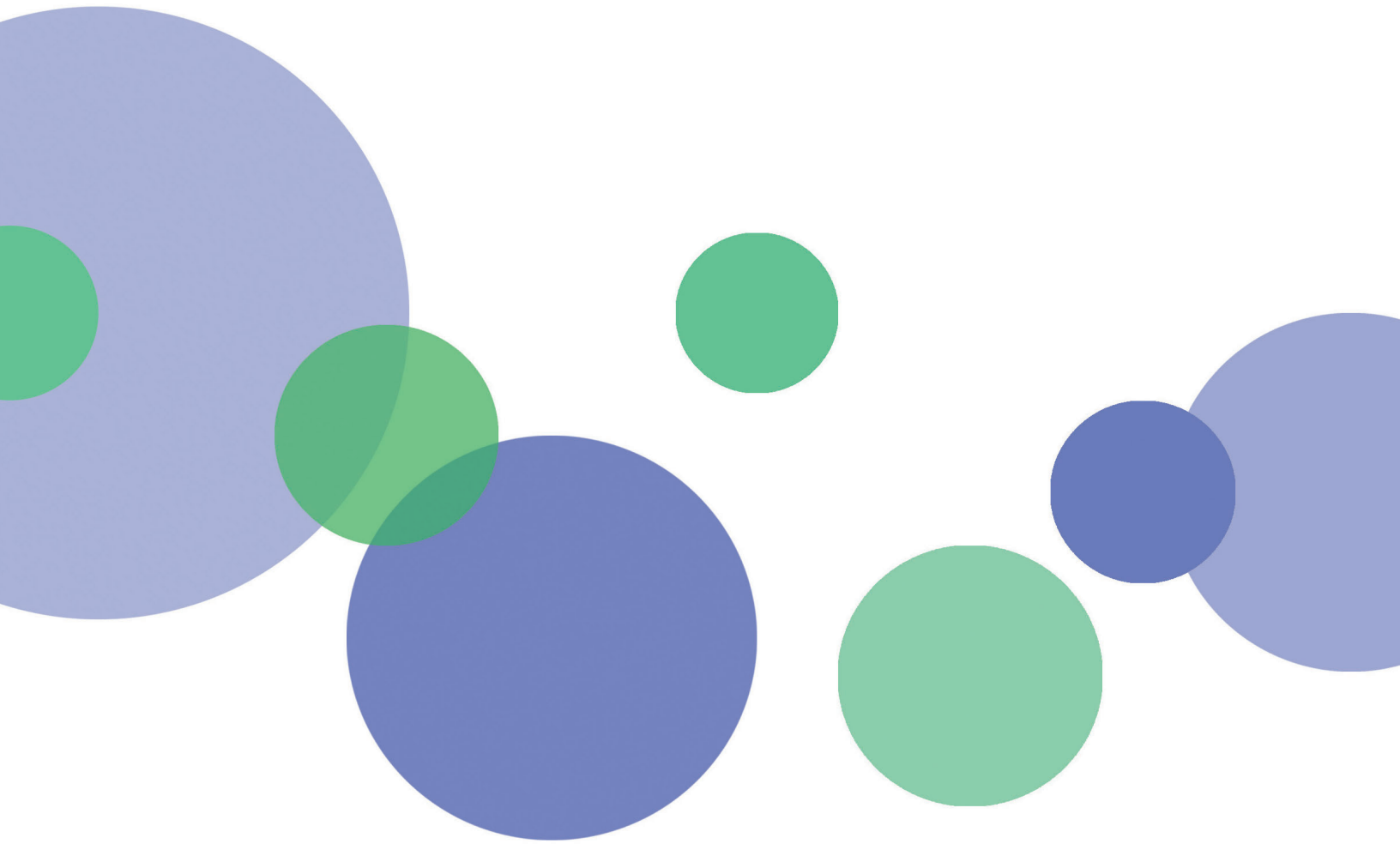
Evaluation and Recommendations

Intellectual Output 7

01 — 02 — 03 — 04 — 05 — 06 — 07



7 Evaluation and Recommendations (O7)

7.1 Introduction

Output 7 (O7) required the project to evaluate each course; the O3 HE course and the O4 shorter course for practitioners. The purpose of the evaluation was:

- To assess how closely the course met the original objectives
- To engage with the learners on their views and feedback
- To identify recommendations for future delivery for the training and materials development
- To demonstrate the required outcomes for the project.

The focus in this chapter is on the Higher Education course (03) with a short summary of the outcomes from the public service course for practitioners (04).

7.1.1 Objectives

The key objectives for O3 were:

1. To design and construct a 6-module course for Higher Education students of career counselling, based on the needs identified in the literature review (O1) and transnational needs analysis (O2)
2. To peer review each module
3. To conduct reviews with 2 experts from each nation
4. To achieve the above within a timeframe of 17 months.

Each of these objectives was achieved.

7.1.2 Evaluation

The objectives of the evaluation (O7) were to ensure that each nation piloted both the HE course and the shorter course for practitioners, within the project. What follows in this chapter is a summary of the outcomes and evaluations of these pilot courses and the recommendations that have emerged from them.

The evaluation was conducted at a number of levels, including a variety of structured questionnaires to gain feedback on students' learning, experience and progress.

7.2 Methodology

The approach to the evaluation of the courses and materials planned to gather learning from the piloting of each course in each participating country. The course materials had been reviewed by experts in each country and some small

adjustments had been made prior to the piloting. In order for the pilots to be comparative it was important that the students had as close to the same experience as possible in the different countries. However, the students, lecturers, institutions, country contexts and delivery models varied so this evaluation provides an indicative conclusion rather than a definitive comparative study. Moreover some lecturers adapted content and delivery to meet the needs of their particular students prior to delivering the pilots. For example in Sweden the order of the modules was changes so that Critical Reflection came later.

7.2.1 Implementation of the Curriculum

The course was piloted by the Higher Education institutions of Hochschule der Bundesagentur für Arbeit (HdBA) (Germany); Canterbury Christ Church University, using the premises and students of the University of Western Scotland (UK); Stockholm University (Sweden); University of Padova (Lithuania) and Istanbul Technical University (Turkey).

The HE course was designed to be delivered for a total period of 5 full days (30 hours). The pattern of delivery varied between 5 consecutive days in Germany and Turkey, a 2 day + 3 day model in the UK, 2.5 + 2.5 days in Sweden, and two days per week in Italy. A media centre was created by all partners which provided a range of additional resources: readings, recordings, videos and case studies. These were signposted in each module and completed between modules or after the training.

The target number of students was 20 students in each country. The number of students included in each of the pilot courses was as follows:

	Germany	Italy	Sweden	Turkey	UK
03 HE course	16	19	26	40	17
04 Practitioner course	30	20	30	40	25

The figures illustrate the relative difficulty of recruiting students in HE to complete the course compared with those already in practice. Furthermore some attending O3 were also par- time students who, it could be argued could recognise the need for the course and the gaps in their own knowledge and competences. There were regional differences reflecting the different levels of perceived need. For Canterbury Christ Church University in the UK, it proved very difficult to recruit locally and so lecturers delivered the pilot courses in Glasgow and in Coventry, where there are many more refugees and more career practitioners working with them.

Evaluation of the Course/s

The following methods were used:

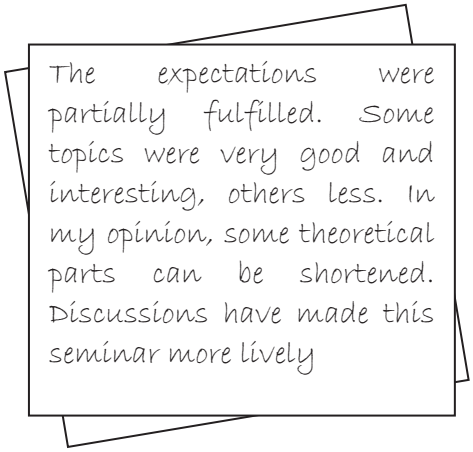
1. A tutor evaluation and reflection following each pilot course
2. Pre- and Post-course student statements of confidence and competence to measure 'distance travelled'
3. A student evaluation of each module in the pilot course
4. Ongoing reviews at country project meetings

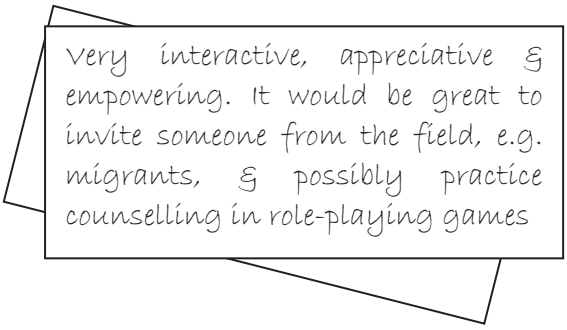
As an additional resource a Learning Review was developed, following a model from the Italian partners, to facilitate stronger reflection on learning gains from the individual modules by learners.

Country Overviews with examples of student feedback

Germany

The German pilot was conducted in two phases for the HE course. A pre-pilot was completed, followed by a full pilot some months later. This allowed lecturers to become more familiar with the materials before the full pilot course and to ensure that timing was accurate. The team noted that nine lecturers were needed to prepare for and deliver the course and significant time was needed for the preparation.





Italy

The Italian team of two lecturers noted that a week of preparation was needed and time was needed to translate much of the material into Italian and to add Italian examples and videos.

Many of the students had significant experience working with refugees but others were less experienced and were eager to learn more.

> I still have some questions open on how to help persons. I will start from here to take this course in my work

England, UK

The pilot for O3 was conducted at University of West of Scotland due to to strong focus on refugee integration in Scotland and the high level of interest by students studying for a Master's degree in Career Counselling there. Two lecturers delivered the course over 2 + 3 days with a gap between during which learners were asked to access additional resources from the media centre and to prepare some case studies of their own to share. Again, significant time was required to prepare for each module and to photocopy resources. The lecturers ensured that there was time for discussion and reflection and for local examples to be shared, although student feedback suggested that more time would have been appreciated. The students saw a strong link in the structure of the modules to the Ager and Strang Indicators of Integration (Ager and Strang, 2008)[7] that demonstrate the holistic nature of support needed by refugees and the high degree of skill and knowledge needed by career counsellors to work effectively with them.

> The material of the course was interesting and both leaders were engaging and approachable. Using more slideshows with smaller chunks of information and breaking up the explanations with more activities would help maintain learner engagement

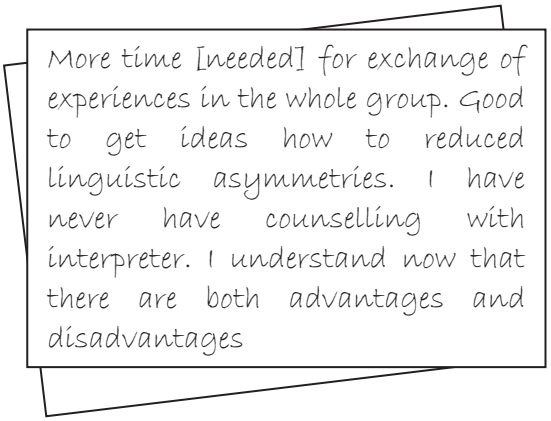
> I have commented that my confidence and competence still remain in the lower scales but this is purely due to lack of practice with the client group

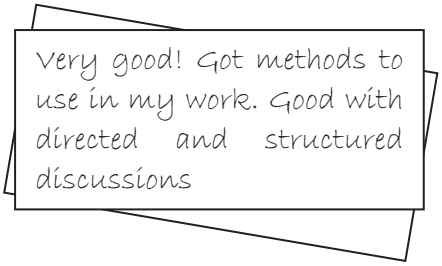
Sweden

The Swedish lectures spoke at a partner meeting about high stakes counselling with refugees. They pointed out that Careers counsellors working with refugees are directly involved in an individual's rights to stay in a country as well as their vocational identity, chance to develop skills and employment future. They also help to sign-post links to the wider community and help refugees to make steps

[7] Ager, A. and Strang, A. (2008), Journal of Refugee Studies Vol. 21, No. 2. doi: 10.1093/jrs/fen016

into wider inclusion. Four lecturers delivered the course with support from administrators. The decision to re-order some of the modules was a pragmatic one to respond to the learning needs of the participants. The team felt that moving 'migration complexity' forward ahead of the reflexivity module meant that learners had more to reflect upon.





Turkey

The pilot of O3 was conducted with undergraduates of counselling and guidance programmes in Istanbul Technical University. The pilot of O4 was conducted with career consultants of the Turkish Employment Agency working in Urfa, İstanbul, Kilis and. These cities were selected as they house the largest migrant populations. There were some challenges relating to travel and timing for these pilot courses. They recruited the highest number of students in the project (2 cohorts of 20 students each) in July 2019. For these reasons at the time of writing not all data and student feedback were available to include in this chapter.

Delivery of the O4 shorter course to practitioners in public service

Under the leadership of the Turkish partners a shorter, 2-day course was constructed from the elements of the O3 HE course. The focus of the course was on understanding the training needs, reflexivity and the use of language, as other elements such as processes and access to the labour market were better known by these participants. However, there was some variance depending on the levels of experience in the group.

The course was evaluated using a course evaluation and reflections from tutors. The lessons learned include:

- The need for local and 'in country' case studies and information
- More time needed for discussion and reflection
- The importance of sensitivity around participants' views, experiences and perceptions
- Time needed for participants to share experiences, challenges and information about local provision and systems

- The importance of a sustainable and ongoing network of support, including supervision.

7.3 Outcomes

Summary of the achievement of learning objectives by students on the programme

Students reported their views on the extent to which they had achieved the learning objectives of each module This is a subjective measure as no demonstration of learning was required. There is a reasonable consistency shown in Fig. 1, between countries' data on students' sense of progress. The individual country data in Fig.2 shows some variation between modules with modules 2 and 5 which appear to have a slightly lower score, particularly in the UK. Students varied in their initial knowledge about reflexivity and about access to the labour market systems, which may have had an impact. Lecturers in Sweden and Italy also reported that they had found it necessary to adapt these modules to reflect the knowledge of students as well as country contexts.

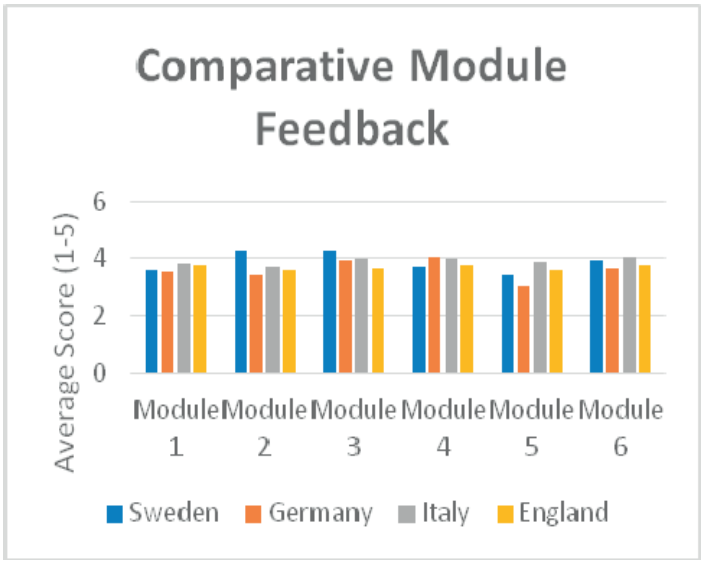


Figure 1. Comparative Module Data

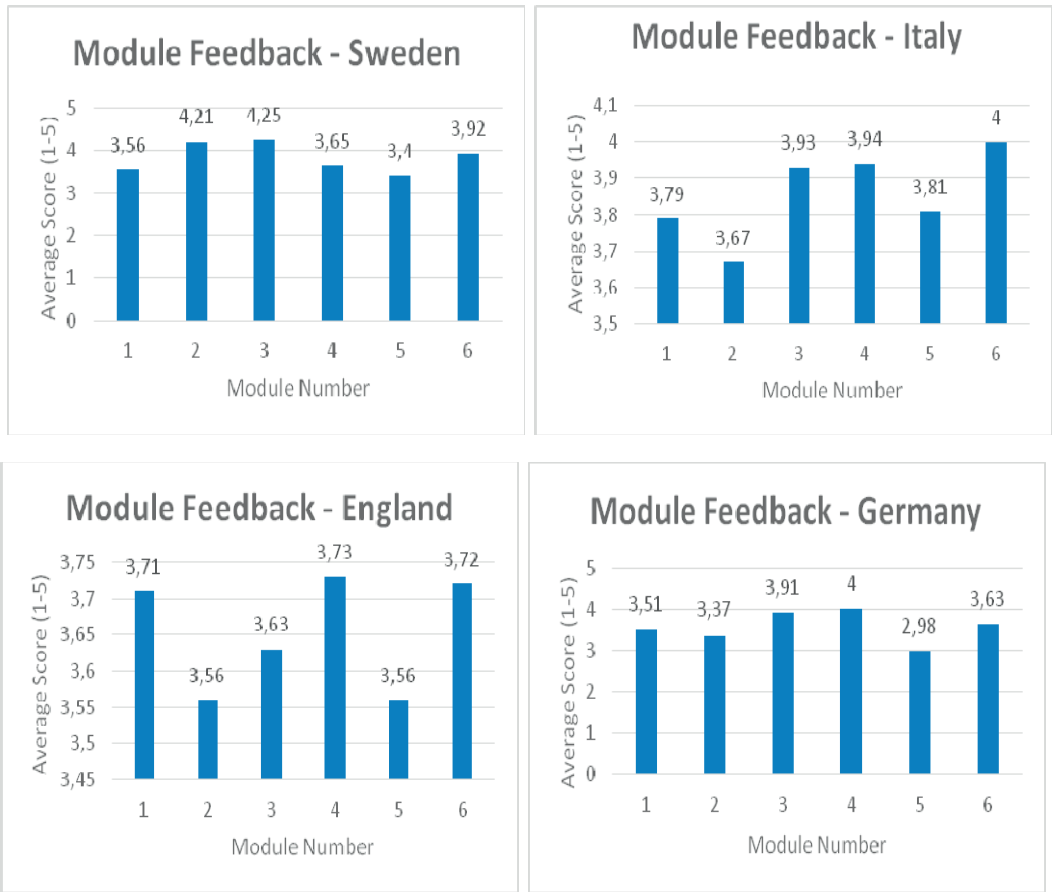


Figure 2. Individual Country Module Data

Summary of Student Progress

The measure of student progress was a subjective reflection on perceptions of knowledge and confidence to work with this client group, before and after the course. At the time of writing we have progress data from three of the five countries. This was perceived as improved confidence and competence to work with this client group. Because of the subjective nature of the measure, it is possible that students were not aware of some of the complexities and therefore rated their confidence and competence higher at the beginning but learned through the course that the work was more challenging than they had understood. This is a possible explanation for student 6 in the Italian group (Fig. 3).

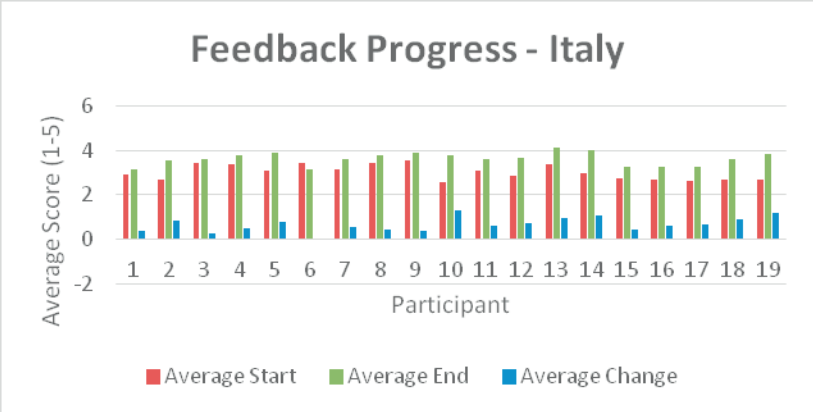


Figure 3

Not all students (particularly for the UK, Fig.4)) completed both pre and post course evaluations, and some did not hand in forms at all. So, the numbers do not always correspond to those attending and are indicative only.

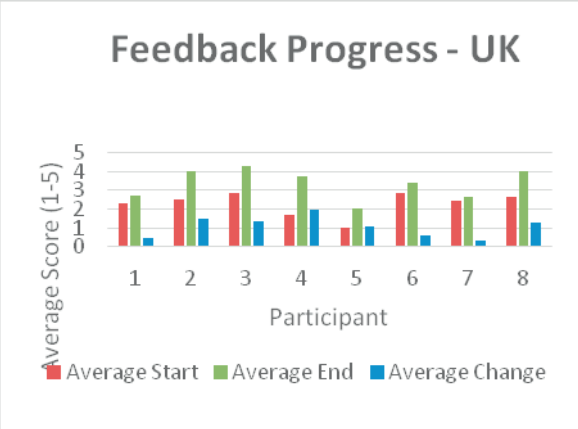


Figure 4

The overall scores at the end of the course in Italy, UK and Germany (Fig.3,4 5) are higher than at the beginning, demonstrating that the course achieved its objective of increasing students' confidence and competence.

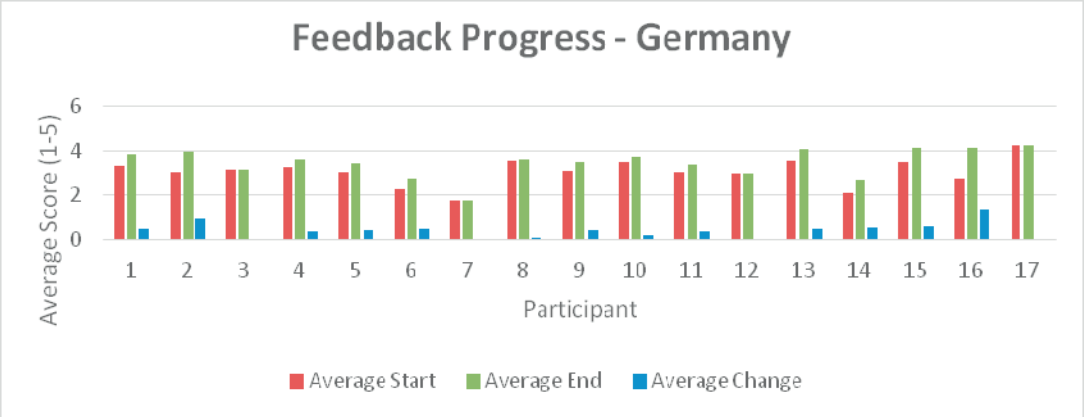


Figure 5

7.4 Summary of recommendations

7.4.1 Module Contents

The materials and resources should be considered and used as a starting point. From our evaluations we believe that they are successful in delivering the learning objectives but also that adaptation to country specific issues, systems and contexts are important to engage with the students well and to equip them to put their learning into practice in the context of local support systems and socio-economic environments. More discussion and sharing of information, knowledge, and challenges was recommended.

- Module 1: Few revisions or changes were required but some local case studies and examples will be helpful. Some lecturers felt that some parts could be shortened in response to the students' needs.
- Module 2: Some adaptions may be required depending on the knowledge of participants of reflective practice theory and local case studies may be helpful to reflect upon.
- Module 3: A little more time may be needed for this module. It stimulated a lot of discussion and this was important not to rush. Some country specific information about access to learning host nation languages will be helpful. The video is very good but would benefit from being viewed in sections with time for discussion between sections.
- Module 4: Some teams felt that this was a little too theoretical in parts and although of interest there was some dispute about the Hofstede framework. Time is needed to discuss this and examine the arguments as this discussion is important and revealing.
- Module 5: Adaptations were mostly about making it more country specific and reducing some of the detail of the material. In the UK they developed a card exercise to encourage students to research local agencies and resources to support refugees. They also introduced them to App from the RefuNEET project8.8
- Module 6: Not all teams used the coding exercise but those who did reported that it went well. Again local case studies may be helpful here. If possible it would be helpful to provide videos of similar interviews or role play in the session.

[8] RefuNEET is an Erasmus+ project. For further information go to www.navet.government.bg/en/the-refuneet-project

7.4.2 Course structure and tone

All teams agreed that time was needed for discussion and that if this meant losing some of the theoretical content this was acceptable. However, it was considered to be important for learners to understand theoretical concepts so that they knew why particular competences were needed. The transnational nature of the course was felt to be a strength overall but that those delivering this course should also prepare local case studies and country specific information. In general, the course should provide enough time for discussion and reflection, particularly about learners' own world views, beliefs and approaches. The tone therefore must be relaxed and provide a safe space for honest concerns to be expressed and the initial agreement about the confidentiality of the group was considered vital.

7.4.3 Preparation

All teams reported that significant time is needed to prepare to deliver this course. Handouts from the media resources and other material needs to be copied and provided at the right times. Some may require some adaptation with country specific examples and others may need translation or simplification. The suggestion is that each module needs at least 4 hours of preparation.

Students should also prepare for the course by ensuring that they have access to the media centre and portal, have an overview of the course and have an indication of the resources that would be helpful to access before the course, between modules and at the end. This is for the discretion of the lecturers to decide but should be made clear and time should be allowed for discussion about these additional resources.

7.4.4 Media Centre

The media centre and online learning environment provide complementary content, material and resources. The media centre provides a variety of resources and material such as videos, activities or exercises for lecturers, students and career counsellors. It aims to combine the didactical frameworks of O3 and O4 with additional working material to be used in implementation of the course in a blended learning fashion. All resources and materials are available through national as well as target-group oriented sections of the project's web portal. It is recommended that lecturers review all the resources, using the descriptors provided, to decide which will supplement the learning of their students, and to provide guidance and time for this to be possible. It is important not to leave such valuable resources as optional additions but as integral to the learning from the courses.

7.4.5 Co-ordination with other CPD and sustainability

In the UK there is interest from the Career Development Institute[9] in a programme run as part of the annual training for careers professional. Italian partners have said they will integrate course materials into existing programmes. Representation will be made at the NICE[10] Academy to encourage other centres of training and education of career counsellors across Europe, to utilise the materials and we will build awareness of access to the materials on the portal as a resource for other projects.

7.4.6 Insights and Conclusions

From the discussions in the classrooms and in our team meetings it has become evident that although these courses have been designed and developed for the needs of counsellors working with refugees and migrants, many of the issues, challenges and competences are shared by those working with other groups who have experienced trauma or marginalisation. We commend these materials to those colleagues working in related fields such as young people in care, abused or neglected young people and other migrant groups, with the appropriate adaptations.

Working collaboratively across different countries had its challenges but many more benefits. Much good practice was shared and new insights gained. However, some elements of the modules reflected the country leading its design and other countries' examples and context will strengthen the quality of learning experience in those countries. This enthusiasm for a transnational approach was echoed by the following student feedback.

"Very very good project. I think it is a great gain that many countries are involved."

Cross-country collaboration also highlighted the significance of the societal and political context for the course delivery; the backdrop of withdrawal of national support for refugees and migrants during the project was evident This illustrates the cycle of influence that affects vocational counselling and guidance; in particular the transience of some supporting measures has a challenging impact on this work.

Finally, returning to the sentiments expressed in the introduction to this book, we hope that the work done by the six nations involved in this project will bear fruit and result in better support for this vulnerable client group and others using the

[9] https://www.thecdi.net/
[10] http://www.nice-network.eu/

evidence from the evaluation. We trust that the materials will be incorporated into the continuing professional development of career counsellors, expanded upon and adapted to reflect local conditions and needs, and that they enrich the professionalism of us all.