



**CMINAR**

TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## **International Conference**

# **on Training Career Counsellors for their Work with Refugees**

**27 August 2019**  
**Berlin**



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Welcome to the Conference

Karl-Heinz P. Kohn

Project Coordinator CMinaR, University of Applied Labour Studies Mannheim

# You are coming from

United Kingdom

Norway

Sweden

Belgium

**Berlin**

Czech Republic

Luxembourg

Germany

Serbia

France

Austria

Spain

Italy

Greece

Turkey

Pakistan

Syria

Israel

Senegal

Cameroon



International Conference

on Training Career Counsellors for their Work with Refugees

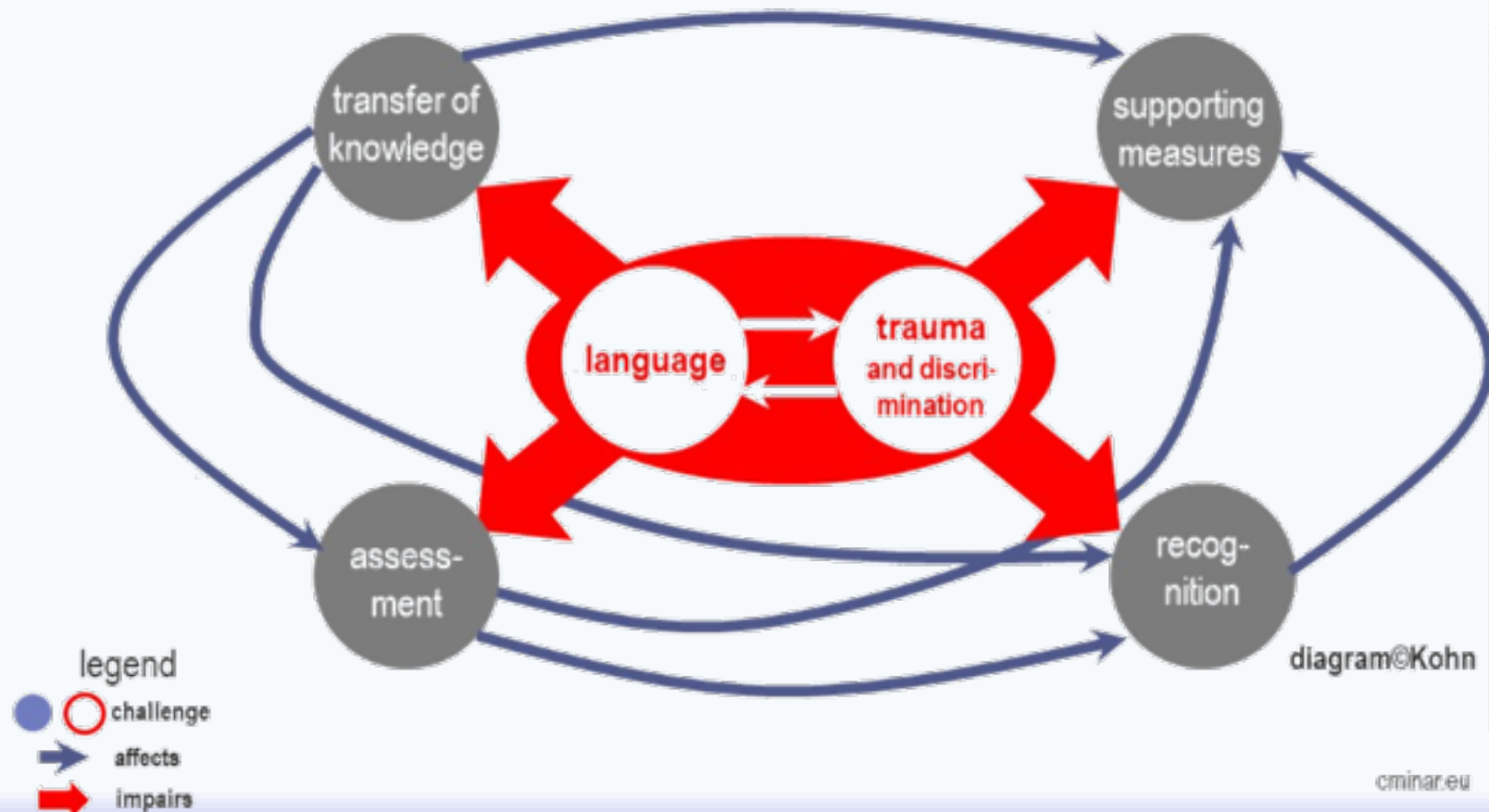


**Counselling for Refugee and Migrant Integration into the Labour Market -  
Development of Courses for Higher Education  
and Public Employment Services**

**SEMINAR**

# Cycle of Influences

of specific challenges in settings of  
vocational counselling and guidance for refugees



## Higher Education Course

didactical framework and course units







# Erasmus+



itü



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA



Stockholm  
University



Erasmus+ International Conference

on Training Career Counsellors for their Work with Refugees





TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

**on Training Career Counsellors for their Work with Refugees**

# Professional career guidance: A key to successful integration

**Prof. Dr. Rita Süßmuth**

Former President of the German Parliament

President of the German University Consortium to the German-Turkish University Istanbul



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

on Training Career Counsellors for their Work with Refugees

# Presentation of the Higher Education Course Modules



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Module Introduction to the Course

Prof. Dr. Ursula Engelen-Kefer

University of Applied Labour Studies Schwerin

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## Content

The introduction module consists 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.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## 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.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------





TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Module Critical Reflection

Dr. Anne Chant & Claire Nix

Canterbury Christ Church University

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

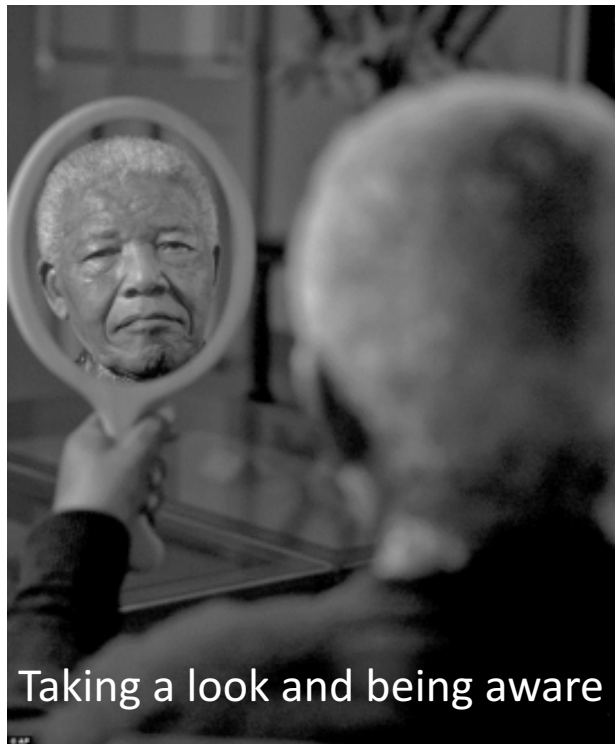
## Issues that emerged from our transnational research and literature review

- Counsellors and their clients may have very different world views
  - This requires reflexivity and self awareness and the willingness to challenge our assumptions
- Communication is not only about language, it is about meaning.
  - Multicultural competences include the ability to consider non-verbal communications and cultural norms
- Notions of individuality versus collectivity need to be explored
  - We must question our own assumptions about how decisions are made
- Working with refugees and migrant clients shares much with working in a broader multicultural context



Introduction	<b>Critical Reflection</b>	Language	Migration Complexity	Access to the System	Moving beyond
--------------	--------------------------------	----------	-------------------------	-------------------------	------------------

## The Need for Reflection



Taking a look and being aware

### A deeper kind of reflection

- Why do I feel the way I feel?
- Why do I behave the way I do?
- How have my values and beliefs been formed?
- What impact does this have on my practice as a professional?
- What can I do to improve?



Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------

**Aim of the module: to engage in a critical reflexion of participants' future practice with refugees**

## Learning Objectives:

- Explore a range of approaches to enable reflexive practice
- Evaluate their own multicultural competences
- Engage in a critical reflexive exercise to clarify and agree to further developments

Introduction	<b>Critical Reflection</b>	Language	Migration Complexity	Access to the System	Moving beyond
--------------	----------------------------	----------	----------------------	----------------------	---------------

## Feedback: students reported that.....

- “Useful to revisit the various models on reflection and learn about some new ones. Will hopefully be able to apply these. Distinction between reflection and reflexivity.”
- “Enjoyed the writing exercise. Time to think about myself, a real treat.”
- “Models of reflective practice, though useful, we are already aware of. Need more information on how to handle difficult situations and other than how to reflect on them.”
- “More time for critical reflections. The whole course could be about that.. I would like to have much more.”



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Module Language

Dr. Åsa Sundelin

Stockholm University

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

When I compare, it's not so easy coming here and knowing nothing and haven't been to school in home country. And then start to learn Swedish, it's not so easy to learn very fast. But it takes time, I know. If I compare here in Sweden, it's very difficult to get a job. When you try they will ask "do you have any education" and things like that. Life here is so strange. (cries)

Fatima, student with refugee background (Sundelin, 2015, p 152)

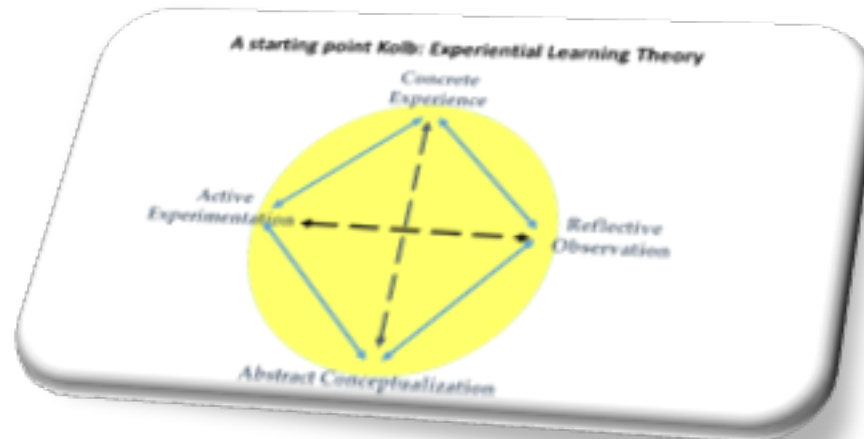
Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------

## The aim of the module

is to develop 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.



Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## 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
- 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).

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------

**Second language speakers' in CGC**



Research shows that newly-arrived immigrants/refugees notice their inferior language situation in counselling and do their best to maintain their self-respect despite their shortcomings.


*I can pretend to listen and smile and understand but in my body, in my brain, I'm thinking of something else.*

(Urvash in Sundelin, 2015)

**Counsellor's challenges in intercultural meetings (article 1)**

Difficulties to estimate people's reactions and feelings in intercultural meetings:

- When we communicate with people who are very different from us, and who also have limited access to the language, we can run into difficulties concerning our conclusions about what other people mean and feel.



**Basic communication tools to manage language asymmetries (Summary from article 1, 2, O2 report)**

**Conversational support**

- Communication skills: paraphrasing and summarizing
- Linguistic breaks
- Meta communication about language and the counselling process
- Language openness, for example switching between languages

**Clarity**

- Clear language and adapted pace
- Clarify and simplify choice situations
- A clear framework regarding the CGC function
- Recurrent reconciliation of the client's understanding

**To support clients learning on career issues**

**Creativity**

**Educative function:**

- Ability to explain and describe complex systems
- Ability to use visualizing and activating methods

**Time**

- Iterate decision process and learning process: in and outside conversations
- Offer recurrent learning opportunities





TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Module Migration Complexity

Neşe Gülmez, M.A.

Presidency of Turkey, Office of Human Resources

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## Content

**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".**

Introduction	Critical Reflection	Language	<b>Migration Complexity</b>	Access to the System	Moving beyond
--------------	------------------------	----------	---------------------------------	-------------------------	------------------

## Content

**Cultural Adaptation (Part 2):** The level of immigrants'/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.

Introduction	Critical Reflection	Language	<b>Migration Complexity</b>	Access to the System	Moving beyond
--------------	------------------------	----------	---------------------------------	-------------------------	------------------

## 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.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------

**Reality 1**

The motivation for getting education or being employed is an important sign of a refugee's belief for a better life, improving his life circumstances and wellbeing.



"Being able to realize their personal potential in the labor force is a significant factor in successful integration of immigrants/refugees" (UNHCR, 2002)



**Muslims are terrorists**



Shirin Ebadat  
Nobel Peace Prize - 2003

Muhammad Yunus  
Nobel Peace Prize - 2006

Tenzin Gyatso  
Nobel Peace Prize - 2011



**Socio-Economic Adaptation of Immigrants**

"Socio-economic adaptation (SEA) can be defined as the result of advances in acculturation toward such socio-economic positions that allow immigrants to completely participate in the social and economic life of the host society".






TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

**on Training Career Counsellors for their Work with Refugees**

# Module Access and Inclusion into System

**Karl-Heinz P. Kohn**

Project Coordinator CMinaR, University of Applied Labour Studies Mannheim

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## 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.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## 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.



Introduction	Critical Reflection	Language	Migration Complexity	<b>Access to the System</b>	Moving beyond
--------------	------------------------	----------	-------------------------	---------------------------------	------------------

## Learning Outcomes

- 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.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	---------------------	----------	----------------------	----------------------	---------------





TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Module Moving Beyond

Prof. Lea Ferrari, Ph.D.

University of Padova

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## Theoretical framework

Recent developments in life-designing paradigms underline the potential benefits for individuals with vulnerabilities and/or complex personal stories to be engaged in a process of deconstructing and reconstructing their narratives.

Stimulating future narratives helps developing action plans effective in overcoming barriers and living meaningful lives (Savickas et al., 2009; Brott, 2005).

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## Content

The first session focuses on ***the concept of courage***, its definitions and models. An interview on courage and a coding system that could be used to recognise this resource and suggestions on how to help people find a new meaning are provided.

The second session focuses on ***the construct of future time perspective***, its definitions and components. Suggestions on how to stimulate future goal setting, reduce barriers and actively support inclusive work goals are provided.

The third session focuses on ***the idea of decent work and work inclusion***, on strategies to develop inclusive language and social justice attitudes.

Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
--------------	------------------------	----------	-------------------------	-------------------------	------------------

## Learning Outcomes

- highlight and strengthen potential of personal resources by working on courage;
- highlight and strengthen potential of personal resources by working on future goals;
- highlight threats to work inclusion and develop strategies and actions to improve inclusivity of work contexts.



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

**on Training Career Counsellors for their Work with Refugees**

# Evaluation of the Higher Education Course

**Dr. Anne Chant & Claire Nix**

Canterbury Christ Church University



## Purpose of the Evaluation

- 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.



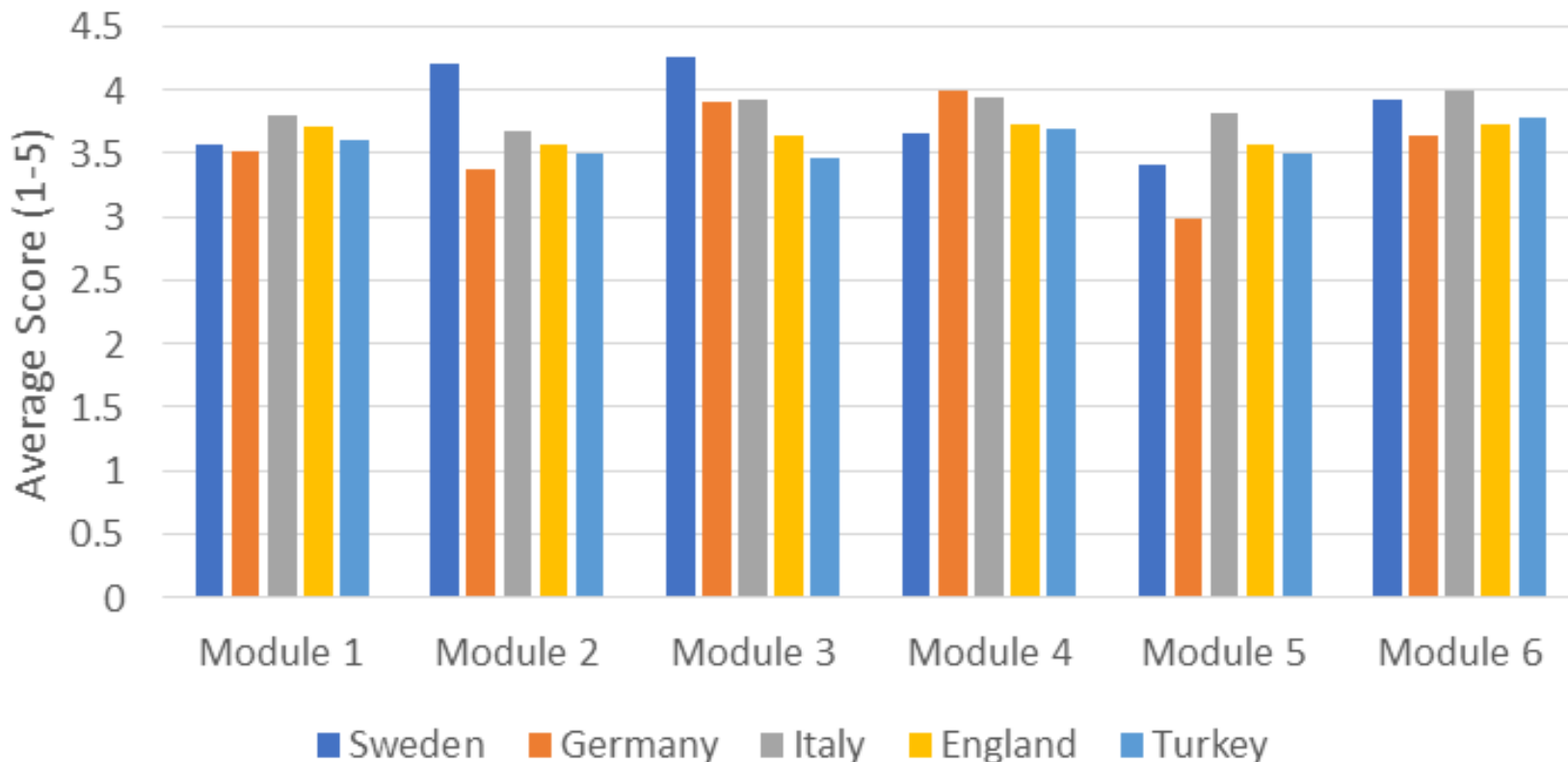
## Methodology

- **End of Module evaluation from learners.**
- **Pre and post-test to assess distance travelled.**
- **Ongoing discussion at country project meetings.**
- **Lecturer feedback.**

Introduction   Critical Reflection   Language   Migration Complexity   Access to the System   Moving beyond

## EVALUATION

### Comparative Module Feedback



Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
<b>E</b>	<b>V</b>	<b>A</b>	<b>L</b>	<b>U</b>	<b>A T I O N</b>

"Students appreciated the course a lot and wanted to continue."

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



Introduction	Critical Reflection	Language	Migration Complexity	Access to the System	Moving beyond
E	V	A	L	U	A
T	I	O	N		

## Recommendations

- Module Content – more local case studies and time for discussion.
- Course structure and tone – informal and confidential tone and flexible structure.
- Preparation – 4 hours min preparation for each module by tutors.
- Media Centre - It is important not to leave such valuable resources as optional additions but as integral to the learning from the courses.
- Coordination with future CPD.

- **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.**



**CMINAR**

TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## **International Conference**

# **on Training Career Counsellors for their Work with Refugees**

**27 August 2019**  
**Berlin**



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

12:45 – 13:30

*Get together at Lunch in the Foyer*

13:30 – 14:25

*Walk through the  
Poster Gallery of Projects*

**Please be back to the auditorium at 14:30!**



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

**on Training Career Counsellors for their Work with Refugees**

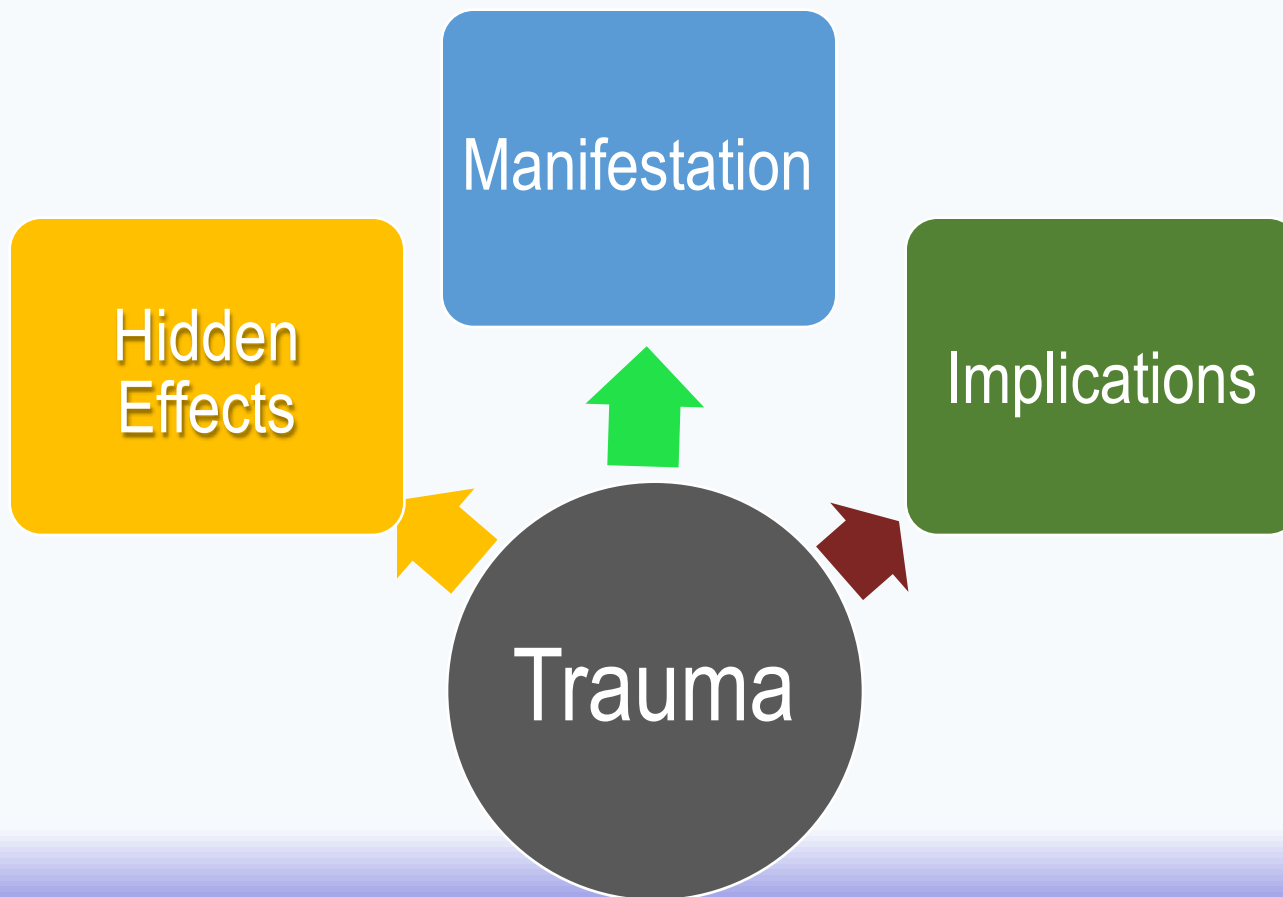
# The Hidden Effects of Flight Trauma

**Olga Kostoula**

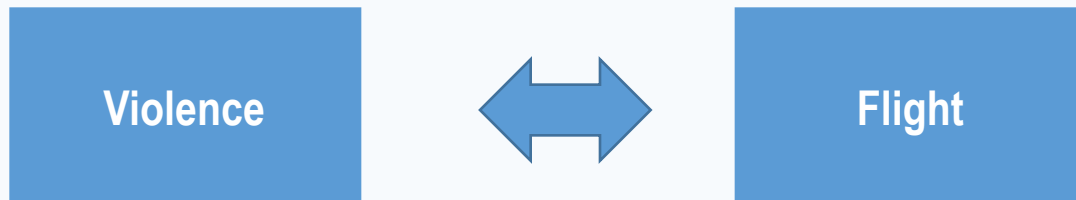
Clinical and Distress Psychologist, Linz (Austria)



# Overview



# Trauma and Refugees



# Trauma as PTSD (DSM-5)



# PTSD in refugees



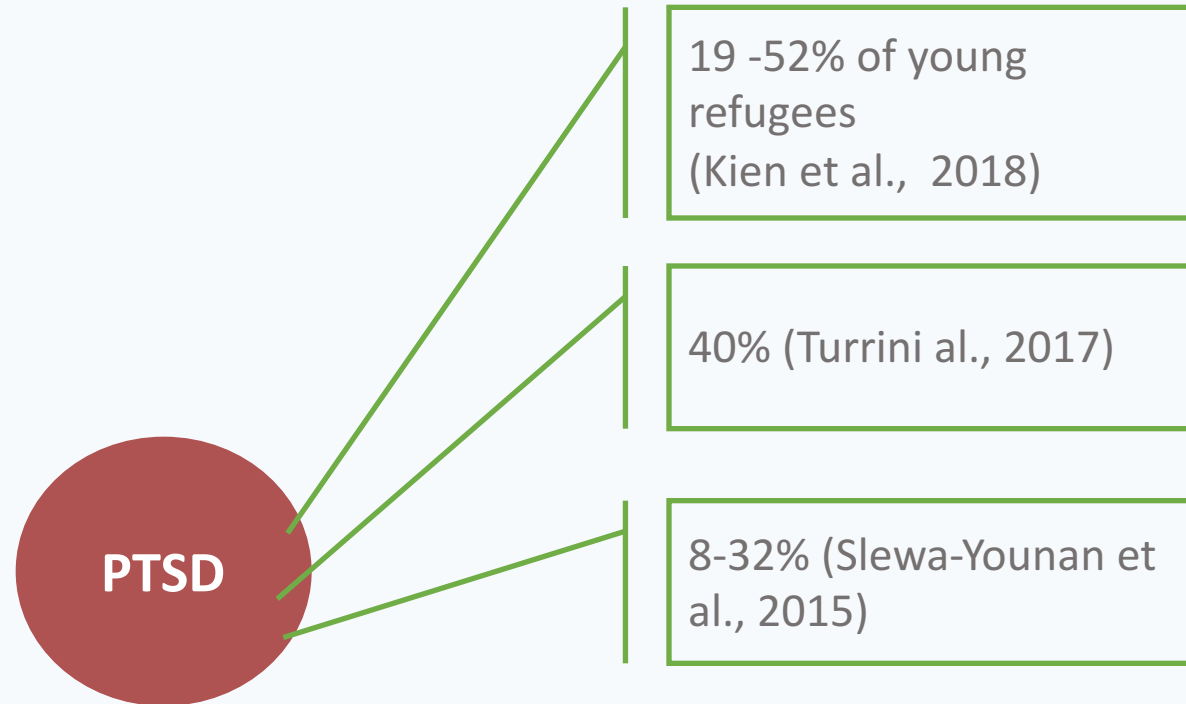
## Obvious Manifestations

- Re-experiencing
- Nightmares
- Startle responses
- Trauma related fear

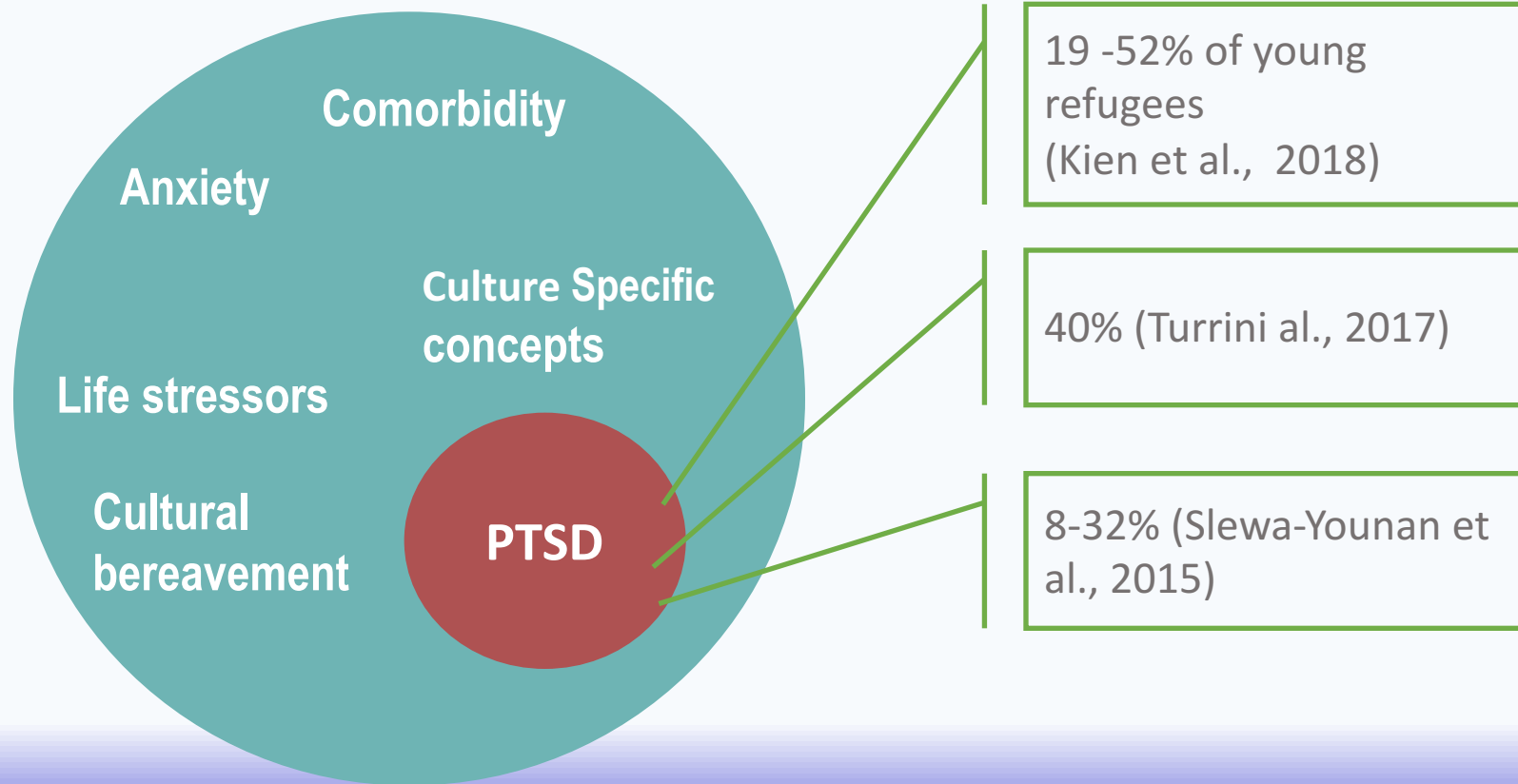
## Hidden Effects

- Avoidance
- Culture specific expressions
  - Somatic complaints (e.g. Headaches)
  - „Thinking too much“
  - „Bloody liver“
- Displaced anger
- Time variations

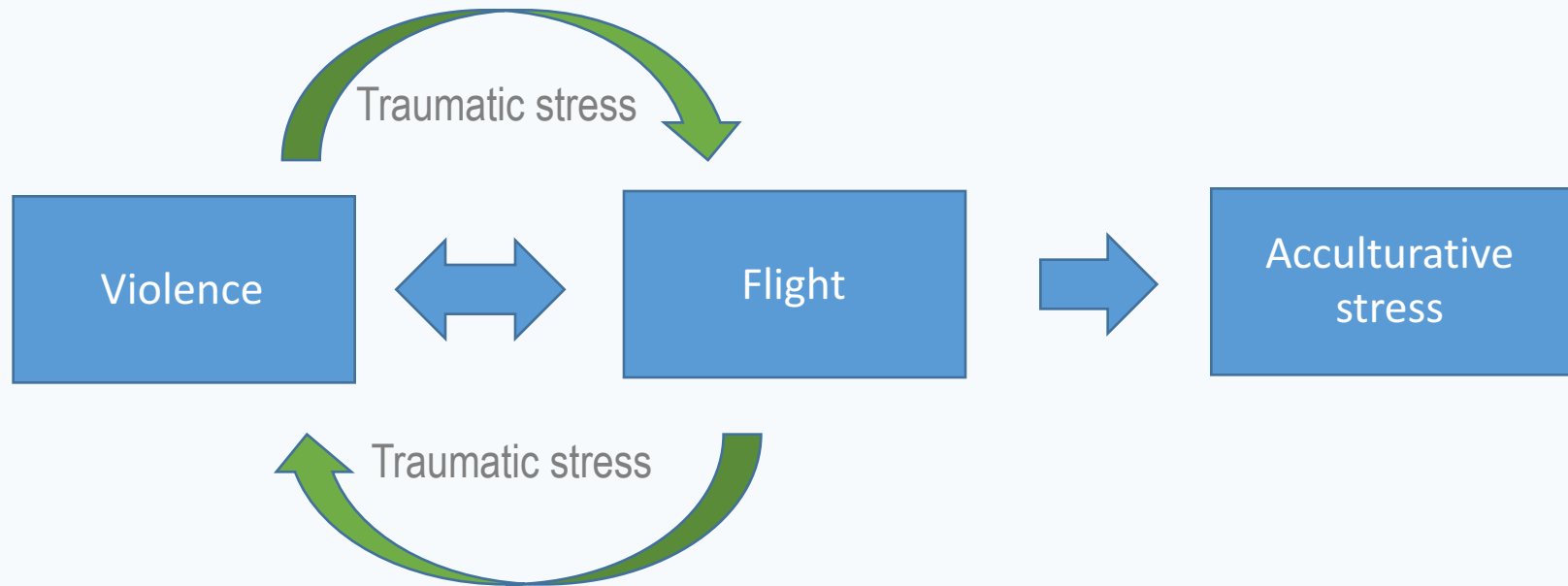
# PTSD prevalence in refugees



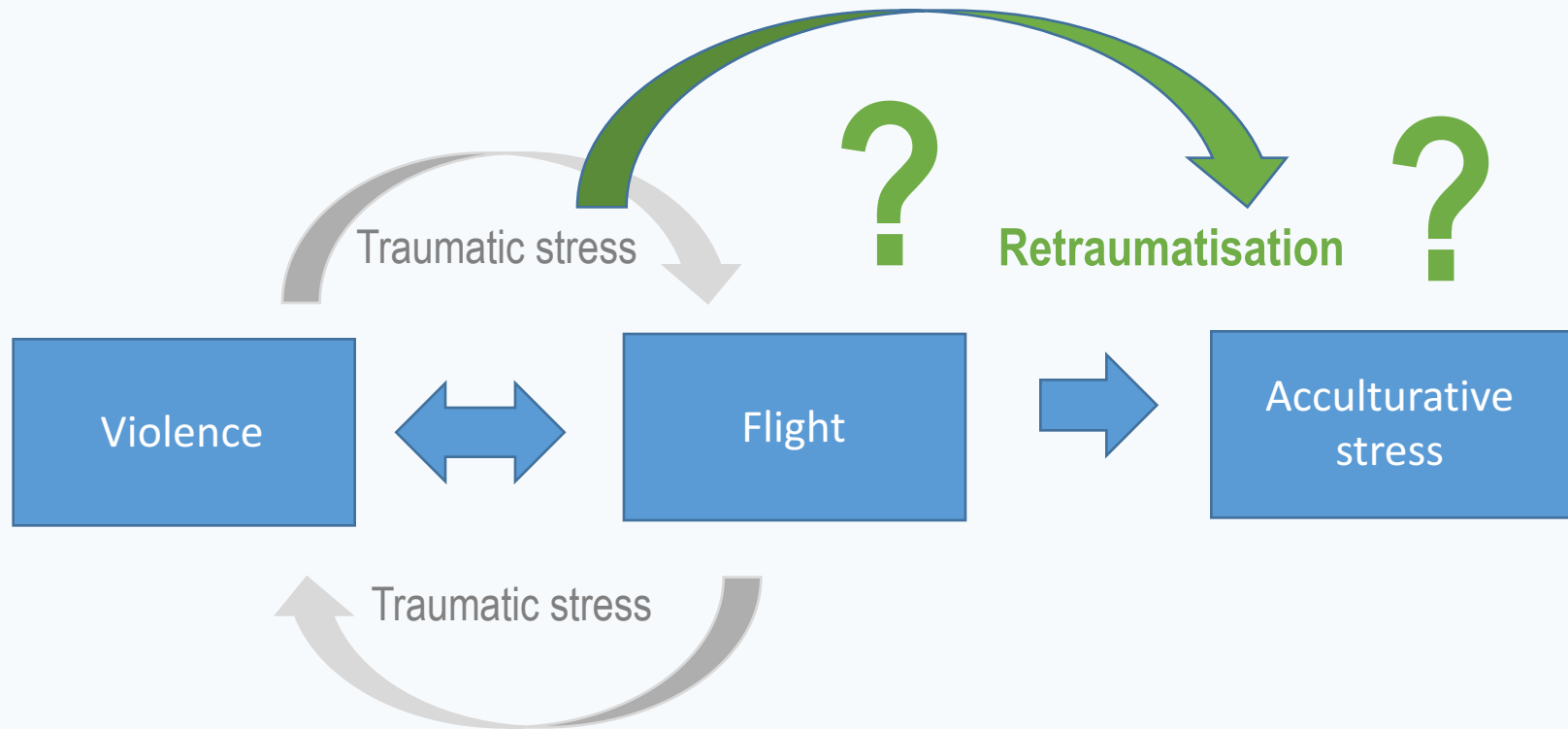
# PTSD, Trauma and refugee experience



# Trauma and Refugees



# Trauma and Refugees





# Retraumatisation

Reactivation  
(Schock et. al, 2010)

Life-long vulnerability  
New traumatic event  
(Duckworth & Folette,  
2013)

**Daily Stressors**  
(Miller et. al., 2008;  
Miller & Rasmussen, 2010))

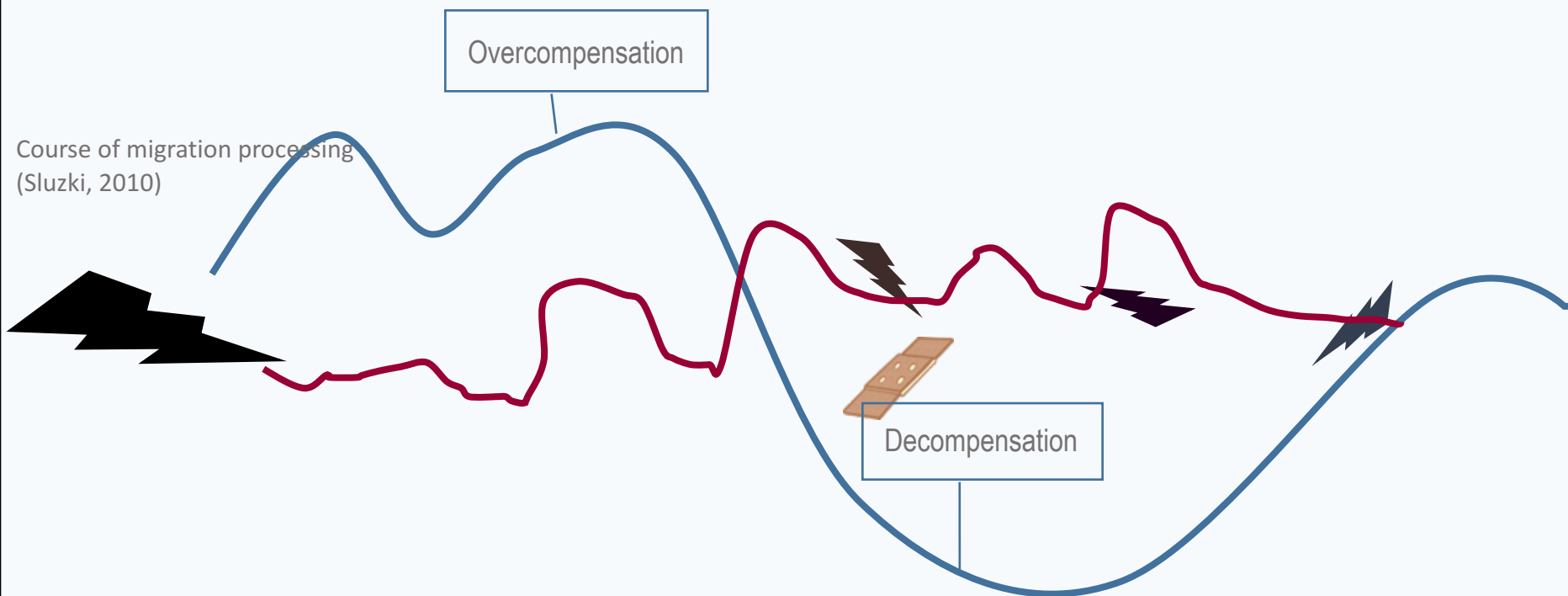
**New stressful events**  
(Schock et al. 2016)

**Worries**  
(Hinton et al. 2011)

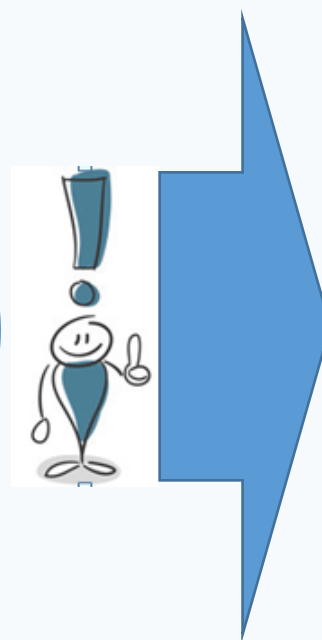
# Flight-related stressors and career counselling



# Interactions with migration experience



# Dealing with Retraumatization

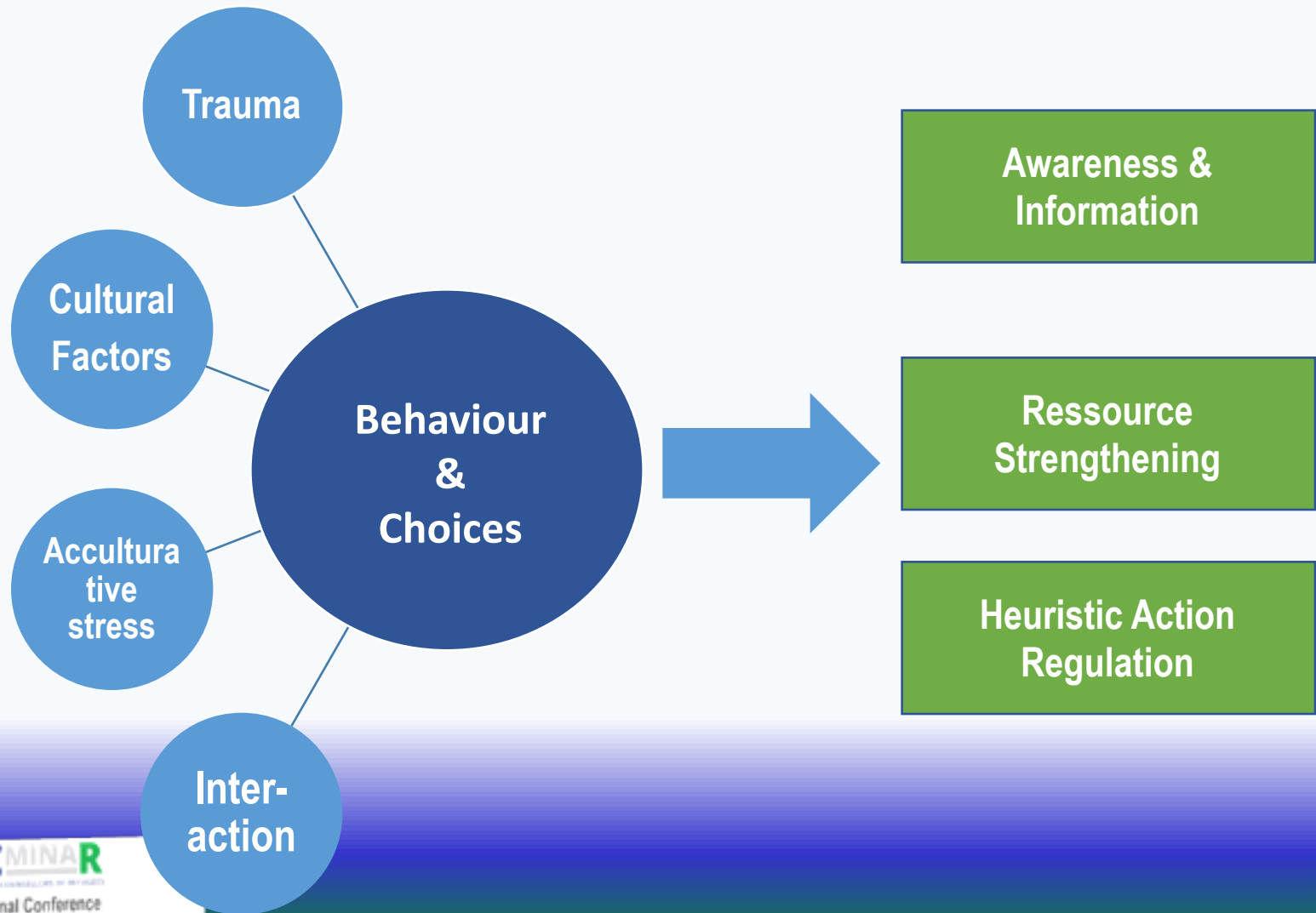


- Re-experiencing
- Somatic symptoms

- Avoidance
- Withdrawal

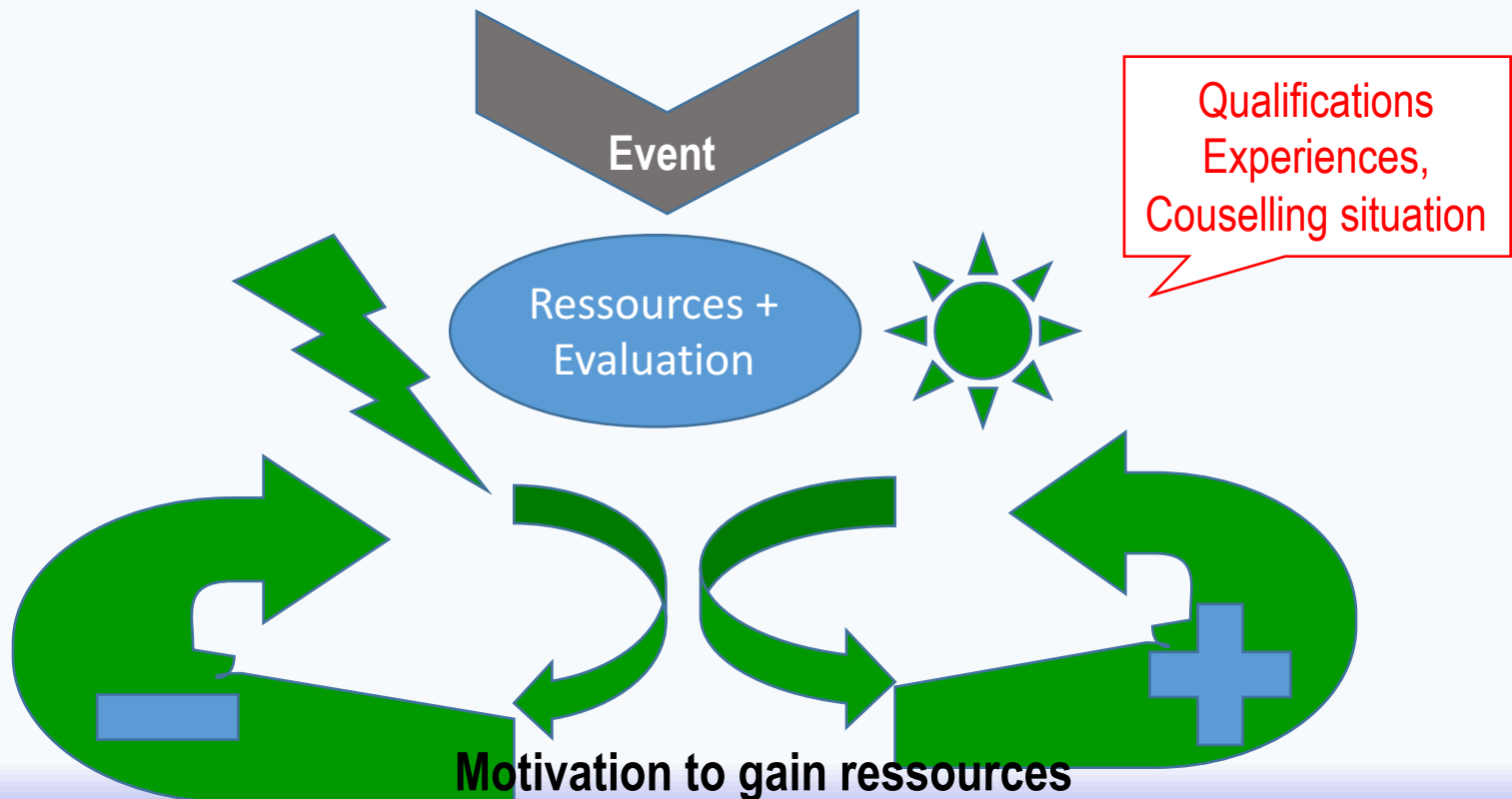
- Worries
- Daily stressors

# Implications for career counselling



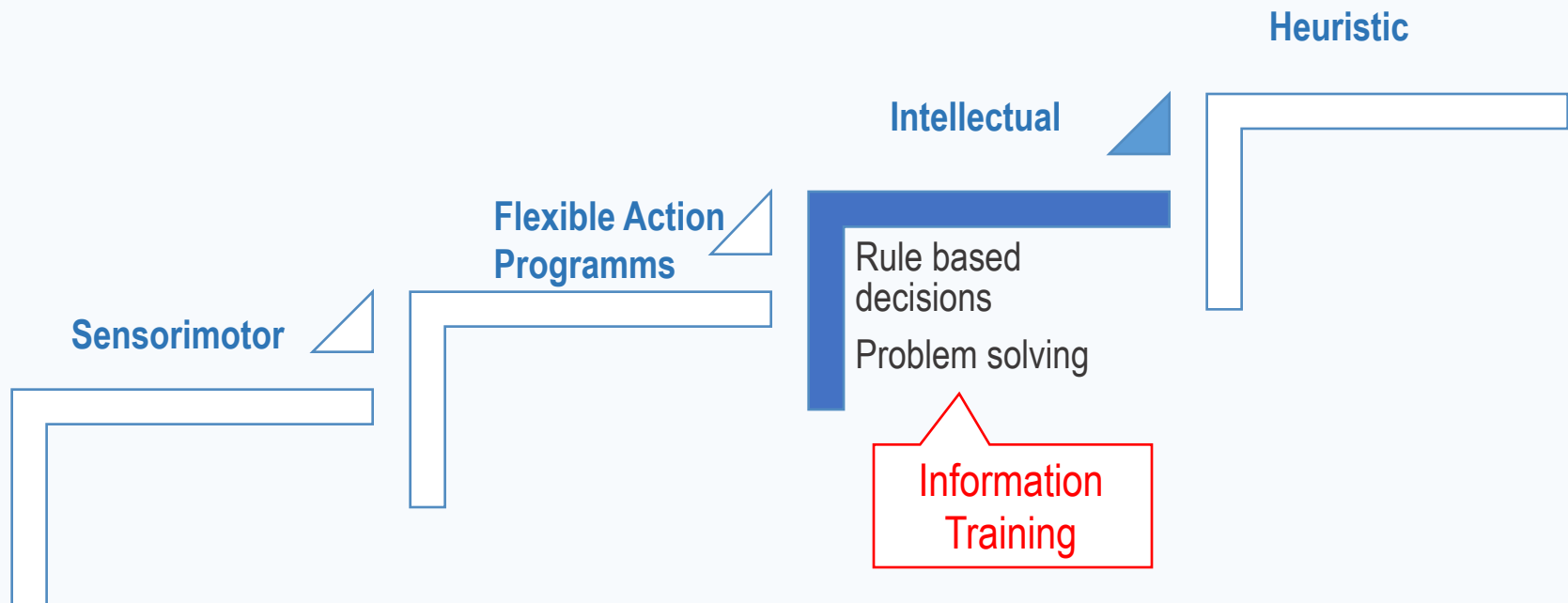
# Conservation of ressources theory

(Buchwald & Hobfoll, 2004)



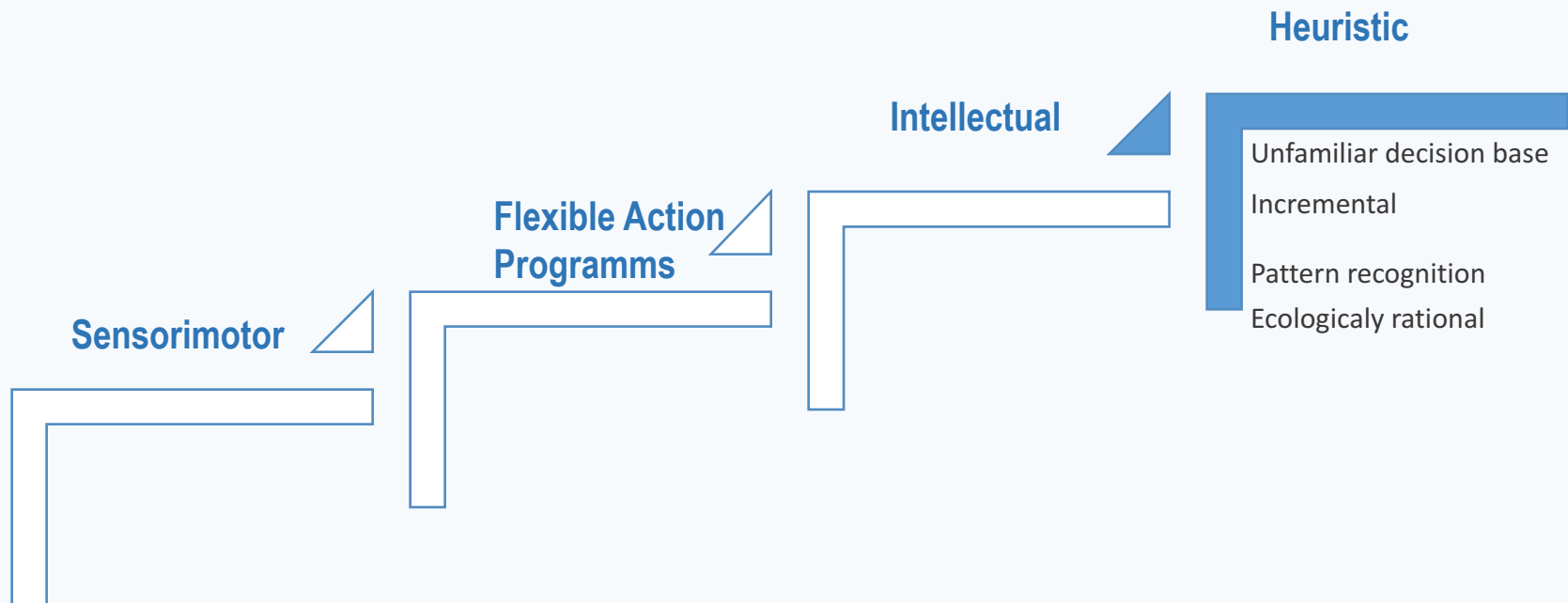
# Professional action regulation

(Hacker, 2008; Zacher & Frese, 2015)



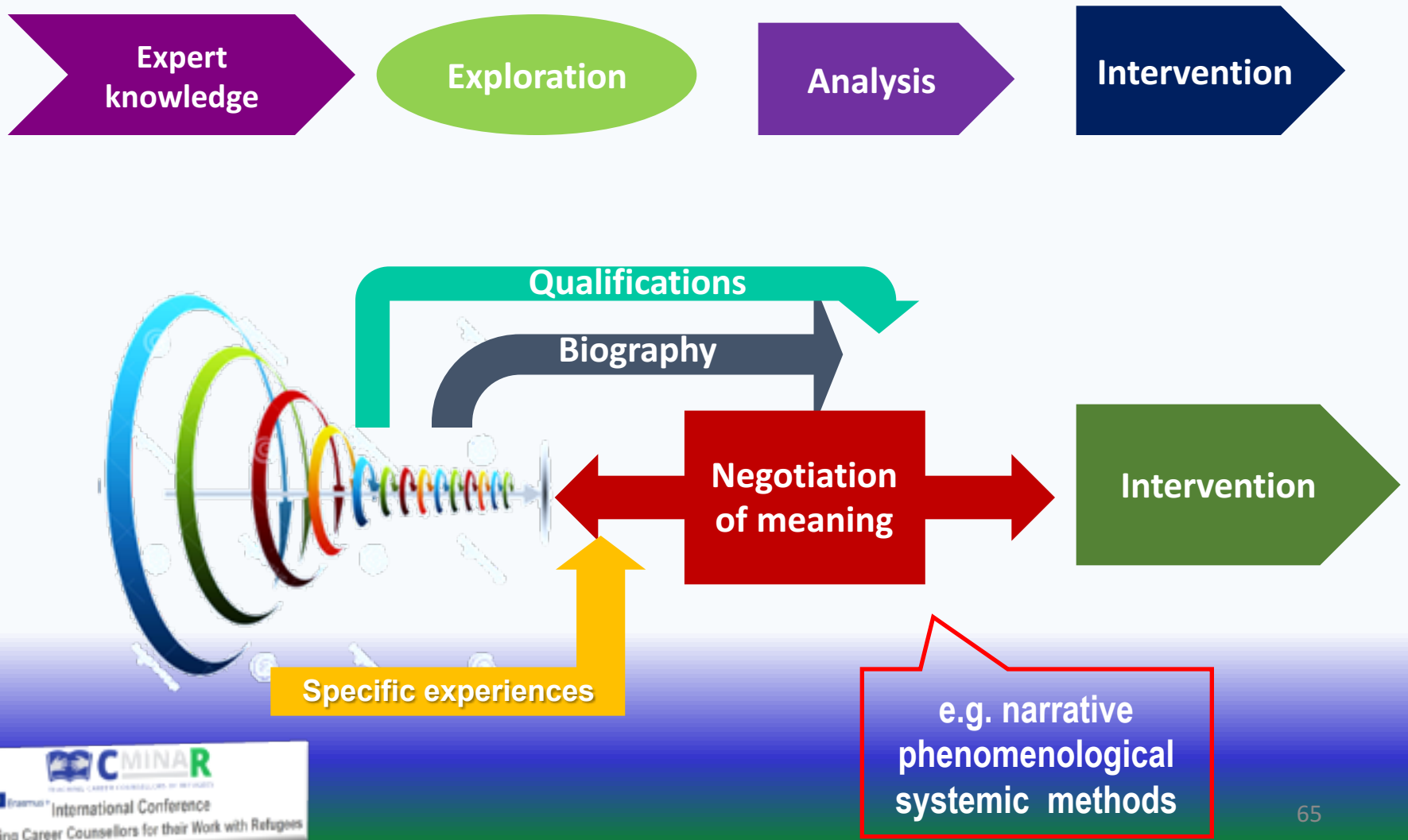
# Professional action regulation

(Hacker, 2008; Zacher & Frese, 2015)

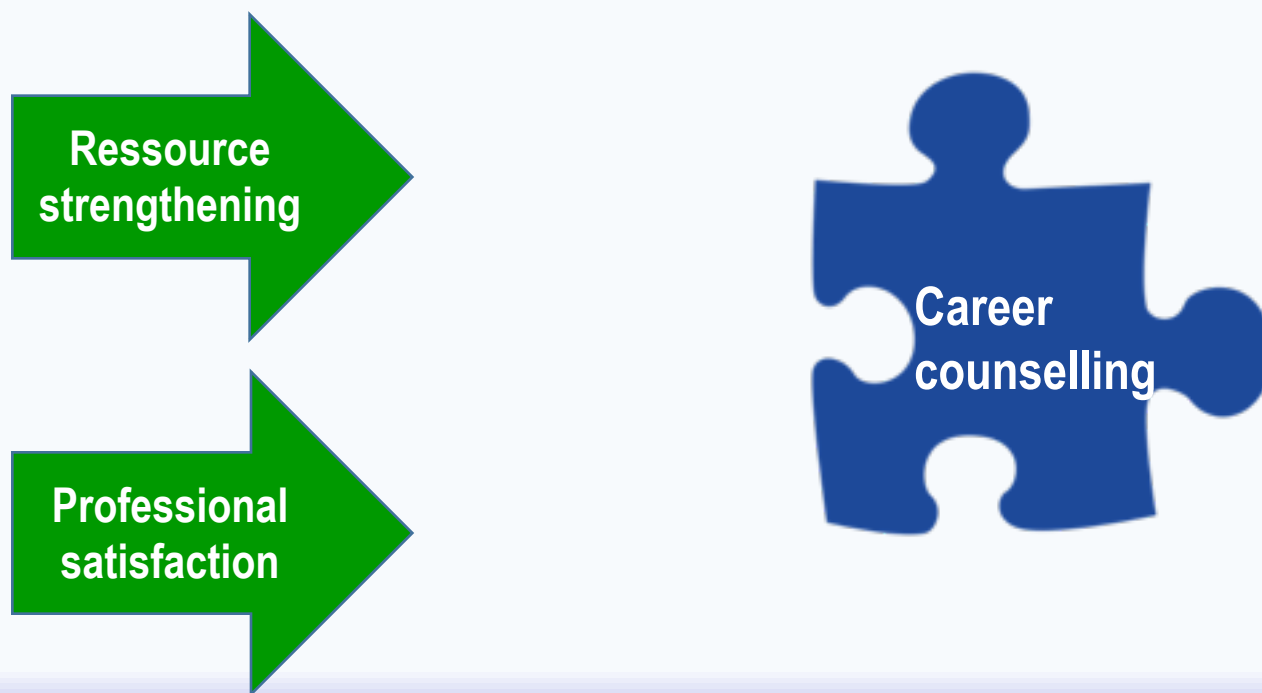




# Contrast of approaches



# Conclusion





# Literature

Buchwald, P. & Hobfoll, S. (2004). Die Theorie der Ressourcenerhaltung und das multiaxiale Copingmodell – eine innovative Stresstheorie. In: Buchwald P., Schwarzer C., Hobfoll S.E., (2004), Stress gemeinsam bewältigen, Ressourcenmanagement und multiaxiales Coping, Hogrefe: Göttingen

Duckworth, M. P., & Follette, V. (2013). Retraumatization: Assessment, Treatment, and Prevention, 15, 79–80.

Eggenhofer-Rehart, P. M., Latzke, M., Pernkopf, K., Zellhofer, D., Mayrhofer, W., & Steyrer, J. (2018). Refugees' career capital welcome? Afghan and Syrian refugee job seekers in Austria. *Journal of Vocational Behavior*, 105(March 2017), 31–45. <https://doi.org/10.1016/j.jvb.2018.01.004>

Falkai, P. [HerausgeberIn], & American Psychiatric Association. (2015). *Diagnostisches und Statistisches Manual Psychischer Störungen DSM-5. DSM-5*. Göttingen : Wien [u.a.] : Hogrefe, 2015. Retrieved from <https://permalink.obvsg.at/AC11861778>

Hacker, W. (2005). Allgemeine Arbeitspsychologie. Psychische Regulation von Wissens-, Denk- und körperlicher Arbeit. Bern: Huber.

Hinton, D. E., Nickerson, A., & Bryant, R. A. (2011). Worry, worry attacks, and PTSD among Cambodian refugees: A path analysis investigation. *Social Science and Medicine*, 72(11), 1817–1825. <https://doi.org/10.1016/j.socscimed.2011.03.045>

Kien, C., Sommer, I., Faustmann, A., Gibson, L., Schneider, M., Krczal, E., ... Gartlehner, G. (2018). Prevalence of mental disorders in young refugees and asylum seekers in European Countries: a systematic review. *European Child and Adolescent Psychiatry*, (0123456789). <https://doi.org/10.1007/s00787-018-1215-z>

Schock, K., Böttche, M., Rosner, R., Wenk-Ansohn, M., & Knaevelsrud, C. (2016). Impact of new traumatic or stressful life events on pre-existing PTSD in traumatized refugees: Results of a longitudinal study. *European Journal of Psychotraumatology*, 7(1). <https://doi.org/10.3402/ejpt.v7.32106>

# Literature

Schock, K., Rosner, R., Wenk-Ansohn, M., & Knaevelsrud, C. (2010). Retraumatisierung – Annäherung an eine Begriffsbestimmung TT - Retraumatization – A Conceptual Approach. *Psychother Psych Med*, 60(07), 243–249. <https://doi.org/10.1055/s-0030-1248268>

Slewa-Younan, S., Uribe Guajardo, M. G., Heriseanu, A., & Hasan, T. (2015). A Systematic Review of Post-traumatic Stress Disorder and Depression Amongst Iraqi Refugees Located in Western Countries. *Journal of Immigrant and Minority Health*, 17(4), 1231–1239. <https://doi.org/10.1007/s10903-014-0046-3>

Sluzki, C. (2010). Die psychologischen Phasen der Migration und ihre Auswirkungen. In: Hegemann, T. & Salman, R. Transkulturelle Kommunikation und Beratung. Bonn: Psychiatrie Verlag GmbH.

Steel, Z., Chey, T., Silove, D., Marnane, C., Bryant, R. A., & van Ommeren, M. (2009). Association of Torture and Other Potentially Traumatic Events With Mental Health Outcomes Among Populations Exposed to Mass Conflict and Displacement: A Systematic Review and Meta-analysis. *JAMA*, 302(5), 537–549. <https://doi.org/10.1001/jama.2009.1132>

Turrini, G., Purgato, M., Ballette, F., Nosè, M., Ostuzzi, G., & Barbui, C. (2017). Common mental disorders in asylum seekers and refugees: Umbrella review of prevalence and intervention studies. *International Journal of Mental Health Systems*, 11(1), 1–14. <https://doi.org/10.1186/s13033-017-0156-0>

Wehrle, K., Klehe, U. C., Kira, M., & Zikic, J. (2018). Can I come as I am? Refugees' vocational identity threats, coping, and growth. *Journal of Vocational Behavior*, 105(March 2017), 83–101. <https://doi.org/10.1016/j.jvb.2017.10.010>



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

**International Conference**

on Training Career Counsellors for their Work with Refugees

# The Outcome of the Project for the Evolution of Career Counsellors' Training

**Prof. Dr. Andreas Frey**

President of the University of Applied Labour Studies Mannheim and Schwerin



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Panel Discussion

**Julie Fionda**

European  
Commission

**Elisabetta Melandri**

Centro Informazione  
Educazione allo Sviluppo (CIES)

**Matthias Rumpf**

Organisation for Economic Cooperation  
and Development (OECD)

**Jean-Jacques Ruppert**

International Association for Educational and  
Vocational Guidance (IAEVG)



TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Panel Discussion

**Julie Fionda**

European  
Commission

**Elisabetta Melandri**

Centro Informazione  
Educazione allo Sviluppo (CIES)

**Matthias Rumpf**

Organisation for Economic Cooperation  
and Development (OECD)

**Jean-Jacques Ruppert**

International Association for Educational and  
Vocational Guidance (IAEVG)

**Alexander Shahatit**

German Federal Ministry of  
Labour and Social Affairs





TEACHING CAREER COUNSELLORS OF REFUGEES



Erasmus+

## International Conference

on Training Career Counsellors for their Work with Refugees

# Short Final Note

Karl-Heinz P. Kohn

Project Coordinator CMinaR, University of Applied Labour Studies Mannheim

# Counselling Refugees means Modernising Counselling



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)

developed under Erasmus+ Strategic  
Partnership Programme for Higher  
Education



Co-funded by the  
Erasmus+ Programme  
of the European Union

[cminar.eu](http://cminar.eu)

➤ Public

➤ Project