Intellectual Output 1
Counselling migrants and refugees

Counsellors Study and Training Exchange Programme (C-Step)

Unit 4: Specific supportive measures

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Unit 4: Specific supportive measures

University of Applied Labour Studies, HdBA (Germany)

1. Content of the Unit 4: "Specific supportive measures "

The unit description for all online training days in the Academia+ project should be understood as a helpful basis if you would like to hold a similar training for the covered topics within the online training days of the project. Therefore this unit description is written in present tense and anonymous (although you find names of all speakers and lecturers of the online training in the original material on Moodle) and gives you detailed information about how to use the presentations, group excersises, conference meeting tools and group work tools.

The fourth online training day from the first Counsellors Study and Training Exchange Programm (C-STEP) in the Academia+ project focused on the topic „Specific supportive measures". It stands that in all countries, a specific socio-political and governmental situation defines the possibilities and challenges of entering into to the labour market. Sophisticated social security systems with specific measures for the integration of unemployed people do not exist everywhere. Even though most western and northern European countries have more sophisticated systems than the global south, they are still not used everywhere. There is a need for counsellors to be aware of, use and promote more efficient and inclusive integration procedures to prevent the chances of challenges interfering, preventing labour market participation of migrants and refugees.

Supportive measures must be known to all counsellors, for example training facilities or state supported jobs, as well as where obstacles and possible solutions lie. Counsellors should therefore know about the rapidly changing portfolio of measures and the sustainable outcome for the successful integration of the job-seeking refugee or migrant into the labour market.

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Therefore the fourth unit should cover the contents language acquisition in supportive measures and labour market schemes and training measures for the adaptation of vocational skills for refugees and migrants. Furthermore the unit should focus on legal aspects of support measures. This will be the basis for specific supportive measures.

The complete unit will always combine determination of participants´ experience in conducting, sitting on or just hearing or reading about career guidance and counselling sessions with refugees and migrants with evidence on specific challenges and demands in such settings on the hand side and deliver basic knowledge on the other hand side.

2. Learning Outcomes

By focusing on the above mentioned contents unit 4 aims to meet the following learning outcomes:

- Analyse challenges arising for access to and designing and handling of supportive measures and labour market schemes.

- Promote the language acquisition in supportive measures and labour market schemes.

- To know training measures for the adaptation of vocational skills for refugees and migrants.

- Find out about legal aspects of support measures.

3. Structure Plan

Unit 4 is a whole day online training which combines input sessions with group work and self-learning sessions as well as plenary discussions. In the morning it focuses on language acquisition in supportive measures and training measures for the adaptation of vocational skills for refugees and migrants. The afternoon emphasizes the legal aspects of support measures on Portugal and other European countries together with specific supportive measures in Germany, Luxembourg and UK.

An overview of the structure plan can be seen below and is explained in detail afterwards.

Table 1: Overview of the structure plan Unit 4. Specific Supportive Measures

Time	Topic	Method, media and material	Outcome	Comments
10.00	Introduction, agenda, questions and technical (Moderator: warm welcome, rules, brief indications on how to make the course a success, introduction): Lecturer enters Zoom session and shows welcome slide from ppt presentation. Lecturer introduces him/herself and explains the agenda for the day			
10:15	1. Specific measures in Portugal I: Language acquisition in supportive measures	Powerpoint Presentation	Awareness of the relevance of supportive measures Knowledge about different supportive measures	Lecturer share the screen and provides an introduction on „Basic knowledge concerning specific supportive measures" Lecturer introduces different supportive measures in a national context
10:30	2. Specific measures in Portugal I: Labour market schemes	Think Over Group work (8 participants per group)	To sensitize for the difficulty on the access to labour market	Lecturer presents several national support centres A group work is next carried out. The Group work is divided in 6 breakout rooms, with 8 participants per group, for 60 minutes. Questions are settle on padlet as well as the results from discussion: padlet.com https://bit.ly/3eMDOEs. Exercise „material or social support?" See (https://www.youtube.com/watch?v=CkSQ 7Gtizjg.) this video, share with your group members/peers and imagine: 1. How does the migrant feel? 2. Would it be necessary to suppress the migrants experience and background? 3. What is in your mind more important? Material or social support? Find pro- and contra arguments for both sides. Collect your main notes in one small sticky note and present them with padlet
11:30	Short break			
11:45	3. Specific measures in Portugal II: Training measures for the adaptation of vocational skills for refugees and migrants	Powerpoint Presentation	Information on the possible training pathways for (re)education of migrants and refugees	Lecturer (sharing the screen) introduces several national training measures A video is then shown to the group: https://www.youtube.com/watch?v=Ll0-gyJdi6U.

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12:15	Presentation of the results of the group work	Presentation	Increased knowledge on the European labour market schemes	The participants present the results of the group work
13:00	Lunch break			
14:00	4. High Commission for Migration Portugal. ACM- Integration of refugees in Portugal: role and practises of host institutions	Powerpoint Presentation	Information on the entity and it's activities	Lecturer (sharing the screen) provides information on the entity and it's activities, High Commission for Migration Portugal
14:15	5. Legal aspects of support measures on Portugal	Powerpoint Presentation	Knowledge on the legal aspects of support measures	Lecturer introduces legal aspects of support measures on Portugal together with a wider frame on the situation of the refugees´ integration in Portugal: role and practises of host institutions
15:00	6. Specific supportive measures in Germany, Luxembourg and UK	Powerpoint Presentation	Knowledge about specific supportive measures in different european countries	Speakers from Luxembourg, Germany and UK introduce their national realities providing an in-depth knowledge about specific supportive measures
16:00	Short break			
16:15	7. Legal aspects of support measures on other European countries	Q&A and Plenary session	Sharing of other examples of support measures throughout Europe Explanation of any existing doubts	Participants (orally)
16:50	Wrap up			Moderator
17:00	End	Open questions and final discussion closes today's session		Participants, speakers, moderators and partners of the Academia+ project appreciate the commitment and involvement shown during these four days of enriching and fruitful online training

Several people and professionals support in the design and development of the training sessions, among others: guest speakers/lectures (those who do the whole presentations, in charge to provide the training input/contents); moderator/s (usually support with the introduction by the speaker, the interventions, the closure of the sessions and sometimes, with certain technical aspects…); a person who is takig care to make notes and support participants by the email (academia.info@gmail.com) and help with phone numbers; a personal technician who is in charge of recording the sessions and to split/distribute the groups in breakout rooms for the group work, etc.; a person responsable to provide links on the chat and/or other additional material, taking care of checking and answering the chat.

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4. Detailled description of the structure plan

All the material are provided via the Moodle learning platform of Academia + project. More information on: https://www.academiaplus.eu/moodle/course/view.php?id=6&section=1.

- **The Moodle Structure**

Moodle was chosen as the platform on which all the material is provided. One of the advantages of Moodle is a clearly arranged overview with which the material can be presented.

The chosen structure on Moodle follows generally the respective structure of each day of the online training. Every speaker with his or her session have their own section on the course page. You can find the presentations, videos, exercises, sample solution etc. always in the respective section of the speaker. The files you can find there are always numbered in ascending order. So the session can be worked through like a learning module. There are longer input presentations, exercises on various aspects and also smaller contributions from our speakers.

For Unit four you will find the documents numbered 1b, 4b. These are the complete presentations of our speaker from unit 4.

- **How to use the documents on Moodle:**

The provided documents are always available as PDF files to ensure a usage on most devices. Videos are inserted as a stream directly from the Moodle page so you don't need a separate flash or media player. Sometimes we added a YouTube link on the page or on the additional material. In most cases, when our speakers have shown a video on their session, you can find this on the video (recording of the session) we prepared on Moodle. So the external YouTube link is additional; maybe if you want to watch it again or with different subtitles. You also find the links for the YouTube videos in every presentation as you work trough them.

In general there are 7 different types of documents on Moodle.

1. The videos

Each session has at least one video that consists of the recording of the online training day. As these are made available directly on Moodle, every participant/ interested party can access the videos directly on the platform. No extra software or similar is necessary, so that easy access can be guaranteed.

2. The presentations

On every session you can find the presentation used by our speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, you will find one document with the whole presentation or a splitted presentation. These include a smaller input session from our speaker or preparations for a group work or an exercise. These documents are always named with 'presentation' and the specific name of this short session.

3. The exercises

In different sessions our Speakers prepared some exercises and group work. These documents are named with 'exercise' and the specific name of this exercise and they contain two different didactic levels. On the one hand they are prepared for participants and interested people who want to work through the material for themselves. For those there is a small introduction into the exercise and the numbered tasks you have to do. Furthermore there is also a note how you need to save/ share or send the outcome of this exercise. Depending on the situation you can share your screen or present your outcome or result on Padlet, Sticky notes etc.

On the other hand you can find a didactic level prepared for potential trainers, speakers or lecturer who want to host further education/ training, maybe in their own institution or company. For those people and for such use of the material you can find italic additional information in the exercises which are marked with 'Editorial note'. These notes includes hints, tips and instructions only for lecturer or teacher. For the most part these are didactic hints or assistance, which software can be used for the presentation of the work results etc. These notes also contain information on what needs to be prepared in advance of the session/ training. As an example if you as a trainer want your participants to share their work results on a Whiteboard or with sticky notes, you can find a recommendation about the software we and our speakers used in the online training.

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4. The sample solutions

Safeguarding of work results is extremely important for the success of a further education session/ training. When your participants come from different countries, backgrounds or at least cities/ companies etc. you will receive a huge mass of productive work results and outcome. In addition to the exercises we provide a specific sample solution. On one side the sample solution we provided on the Moodle platform are the main work results of our participants from the online training. According to privacy policy it's needed to blurry all personal data etc. On the other side, these sample solutions are only intended as additional information. They are not all-encompassing or to be seen as the only solution of the exercise.

5. Additional material (links, texts, handouts etc.)

According to the respective session of our speakers we provided additional material like links, additional texts or handouts. If additional material be available for the specific session, it will be referred to at the respective place in the video or presentation.

- **Preparation before the unit:**

It is important for a good start to the training, whether it takes place in presence or online, that there is enough time for getting to know each other. So as you can see in the Moodle structure the first part of the session will be an introduction part where the participants introduce themselves and get a first overview about the schedule for the session. After a short introduction made by the speaker it is also necessary to establish some rules for the session. Especially for an online training with many participants some specific rules of conduct can structure the session and thus contributes to the success. It is necessary to mute/ turn off all the microphones while the speaker is talking. Otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding. Depending on the number of participants it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it's useful to switch on the video signal.

While using the common platforms (zoom, MSTeams, etc.) you have two different options for asking questions while an input session. On the one hand you can use the chat. It is very helpful to collect and channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand zoom and MSTeams provide different actions for participants who want to say or ask something. There is a raise your hand symbol with which you can indicate that you have a question or want to say something. The little hand will then pop up at the speakers desktop so he knows that someone wants to say something.

The following is a detailed description of the structure plan, which provides an overview of the Unit 4: Specific supportive measures.

Introduction

Today´s online training begins with a short introduction by the moderator who gives a warm welcome to the whole group and presents several rules and technical features on the Zoom online seminar.

Then, he/she introduces the first lecturer of this training day. Lecturer enters Zoom session and introduces him/herself in order to get closer to the group. Subsequent, he/she shows a welcome slide from ppt presentation and explains the agenda for the day.

Last but not least, the moderator provides some brief indications and tipps on how to make the course a success. To this end, as mentioned before, it is proposed to turn off the participants' microphones, except when they want to contribute and say something. Moreover, is suggested, if possible, switch on participants'camera, at least during group work.

Participants are welcome to use the chat, but they should be aware that the speaker will not be able to read their comments on the chat while he/she is speaking. So the participants in the chat can raise their hand symbol with which they can indicate that they have a question or want to say something. The questions asked in the chat can then be answered in special Q&A sessions. In addition, to keep discussions alive participants will be invited to share with the team afterwards.

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1. Specific measures in Portugal I: Language acquisition in supportive measures

The first speaker in today's morning training session provides an „Introduction and basic knowledge concerning specific supportive measures". The objective is focused on increasing awareness of the relevance of supportive measures.

This first insight is followed by a powerpoint presentation on „Language acquisition in supportive measures" in order to get knowledge about different supportive measures in a national context. In particular, the following measures are discussed:

- Program PPT – Portuguese for All
- Online Platform for Portuguese language
- Talk with Portuguese people
- Private courses
- Telephone Translation Service (STT)

2. Specific measures in Portugal I: Labour market schemes

The speaker concludes this first part of the session by encouraging participants to reflect: „Think about this: "Whether a person's speech is grammatically correct or not is not that important as long as their basic ideas are communicated".

Next, the speaker provides an overview over „Labour market schemes" in order to sensitize for the difficulty on the access to labour market. The following national support centres are presented:

- Centro Nacional de Apoio à Integração de Migrantes (CNAIM)
- Gabinete de Apoio à Inserção Profissional, Ensino Superior e Qualificação (GAIPESQ)
- Gabinete de Apoio ao Empreendedor Migrante – GAEM

For more information see on the Moodle platform the whole training materials (https://www.academiaplus.eu/moodle/course/view.php?id=6&sectionid=26).

The following group work is next carried out where participants have the opportunity to reflect, exchange perceptions and gain new insights.

The group work is divided in 6 breakout rooms, with 8 participants per group, for 60 minutes. Questions are settle on padlet as well as the results from discussion: padlet.com https://bit.ly/3eMDOEs.

Next is described what the group working task is about.

- **Exercise „material or social support?"**

<u>General information</u>

As already seen in the video this exercise is about the question of 'material or social support?' You already saw the video with this special situation. If you want to watch it again

please follow the link https://www.youtube.com/watch?v=CkSQ7Gtizjg.

Editorial note: This exercise can be implemented as a group work or individual work, depending on the group size.

<u>The task</u>:

See (again if you want) this video, share with your group members/peers and imagine:

1. How does the migrant feel?

2. Would it be necessary to suppress the migrants experience and background?

3. What is in your mind more important? Material or social support? Find pro- and contra arguments for both sides.

Collect your main notes in one small sticky note and present them with padlet. You can see a sample solution on the document on Moodle („3 sample solution 'material or social support?").

3. **Specific measures in Portugal II: Training measures for the adaptation of vocational skills for refugees and migrants**

The second part of this learning session deals with „Training measures for the adaptation of vocational skills for refugees and migrants". The aim is to provided information on the possible training pathways for (re)education of migrants and refugees.

Several national training measures are presented in powerpoint by the speaker:

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- Cidade das Profissões. Specifically for Migrants, it has two activities: 1. Career management for migrants and 2. "I landed in Portugal and now what?" Club

- Institute of Employment and Professional Training (IEFP)

- Private courses

The following video is then shown to the group: https://www.youtube.com/watch?v=Ll0-gyJdi6U.

Afterwards, the participants present the results of the group work allowing to increase their knowledge on the European labour market schemes.

4. **High Commission for Migration Portugal. ACM- Integration of refugees in Portugal: role and practises of host institutions**

The afternoon training session starts out by providing information by the lecturer on the entity and it's activities, High Commission for Migration Portugal (ACM).

The High Commission for Migration (ACM, I.P.) is a public institute that actively participates in the implementation of public policies on migration, with the central aim of meeting the integration needs of the different migrant backgrounds.

The mission is to developed a number of specialized services designed to meet the needs of migrants which, in an increasingly dynamic migration scenario, require permanent adaptation.

5. **Legal aspects of support measures on Portugal**

Subsequently, legal aspects of support measures on Portugal are introduced by the speaker together with a wider frame on the situation of the refugees´ integration in Portugal in order to know the role and practises of host institutions:

- Main policies and measures for the integration of immigrants and refugees

- Promoting the integration of immigrants - justification for policies in this field

- Asylum and refugee statutes granted in Portugal (2015-2019)

- National Support Centres for the Integration of Migrants

- Responsibility of the High Commission for Migration (ACM, I.P.) – The Social Affairs and Inclusion Offices Support for the integration of refugees

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- Main support institutions in Portugal: The Migrant Entrepreneur Support Office

- Training activities at the scope of „Refu/Jobs".

- Balance of activities - 2009 -2020:

  - PEI – Project for the Promotion of the Immigrant Entrepreneurship (PEI) [2009-2020]

  - PEPEI - Entrepreneurship Project for International Students [2015-2016]

  - REFUJOBS - Training of refugees for the development of self-employment initiatives [2017-2020]

  - Specialized attention and technical support for entrepreneurs [2015-2020]

  - Workshops [2015-2020]

  - POP – UP Stores [2015-2020] CNAIM of the North, Lisbon and Algarve

For more detail information see the full presentation on Moodle platform („1b presentation ACM- integration of refugees in Portugal: role and practises of host institutions").

Participants and speakers have the opportunity to exchange experiences and findings from their national contexts and gain valuable feedback.

6. **Specific supportive measures in Luxembourg, Germany and UK**

The following input learning session in the afternoon aims to provide an in-depth knowledge about specific supportive measures in different european countries, in particular, in Luxembourg, Germany and the United Kingdom. Speakers from these contexts introduce their national realities providing information about specific supportive measures.

▪ **Supportive measures in Luxembourg: migrants and refugees**

Firstly, a brief powerpoint presentation is provided by the speaker in terms of the development of incoming asylum applications in Luxembourg 2000 to 2018.

This is followed by a wide powerpoint presentation on various measures to support migrants and refugees in Luxembourg, managed/processed by different ministries:

➢ Ministére des Affaires étrangéres et europé. Ministry of Foreign and European Affairs

- Categories of international protection

- Office national d'accueil (ONA). National Reception Centre.

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- ONA. Supervision of asylum seekers

➢ Men.lu. Site du mistére de l´Education nationale, de l´Enfance et de la Jeunesse. Website of the Ministry of National Education, Child and Youth Affairs

- Department for the Schooling of Foreign Children
- Cellule d'accueil scolaire pour élèves nouveaux arrivants (CASNA). School Service for Newly Arrived Children.
- Priority to language skills: "welcome classes" (ACU); "integration classes for young adults" (CLIJA)
- Reception and orientation by CASNA of newly arrived pupils/students
- Intercultural mediators: Mediation: 39 languages (in addition to the common languages)

➢ Ministére de la Familie, de l´Intégration et á la Grande Région. Ministry of the Family, Integration and the Greater Region

- Plan d'action national d'intégration (PAN). National Action Plan for Integration
- Parcours d'intégration accompagné (PIA). Supported Integration Programme
- Contrat d'accueil et d'intégration (CAI). Reception and Integration Programme

➢ Ministére du Travail, de l´Emploi et de l´Economie sociale et solidaire. Ministry of Labour, Employment and Social and Solidarity Economy

- Employment
  - "demandeurs de protection internationale" (DPI): i.e. asylum seekers
  - "bénéficiaires de protection internationale" (BPI): i.e. beneficiaries of international protection
  - asylum seekers not allowed to work, exceptions possible
  - beneficiaries of international protection: allowed to work, assimilated to other Luxembourg residents

The speaker concludes his/her presentation by inviting participants to ask any questions and providing some literature and referencies.

The full presentation is accesible on Moodle platform ("1b presentation supportive measures in Luxembourg").

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- **Supportive measures of Carrier Guidance in Germany**

The following speaker in this learning session makes a powerpoint presentation on supportive measures of Carrier Guidance in the German context. To this end, it focused on the following issues:

- Refugees and Migrants in Germany- a brief overview
  - General numbers of incoming refugees in Germany
  - Age structure of the refugees
  - Number of trainees by country of origin
- Career Guidance for Refugees and Migrants- four supportive measures
  - Perspective for young refugees in the crafts sector (PerjuFH) and vocational orientation for refugees (BOF): Step 1: Integration course; Step 2: General career guidance; Step 3: 13 weeks-measure part one: Workshop days; Step 4: 13 weeks-measure part two: operating phase
  - Perspective for young refugees (PerjuF): 2 weeks entry phase with assessment of skills, language etc.; They will test job-spefici tools, machines and technology and learn the necessary terms; The practical phase (3 to 5 months) is completed in a company; At best the person gets a vocational training contract
  - Assisted education (AsA): The training preparation phase; The phase accompanying the training
  - Entry-level qualification (EQ)

The lecturer ends his/her presentation by asking participants if they have any questions as well as providing some references concerning the topics described.

For a more detail information see full presentation on Moodle („1b presentation supportive measures of Carrier Guidance in Germany").

- **Supportive measures in United Kingdom: Digital integrated system for the social support of migrants and refugees.** Facilitating the integration of migrants and refugees through ICT-enabled solutions

The last of the lecturers in this training session aims to explain how the use of ICTs can support and facilitate the social integration of migrants and refugees. This is done by a practical experiencie of a Horizon 2020 innovation project: „NADINE. Digital integrated system for the social support of migrants

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and refugees" exposed by the speaker. Specifically, in his/her speech lecturer firstly introduces the context and the problem (challenges and barriers) that led to the interest in this research.

Subsequent, he/she presents NADINE's approach which focuses on: „Develop a novel way of integrating migrants and refugees through ICTenabled solutions that will automatically adapt to the specificities of each Individual". Three pillar target group are connected by the NADINE system: Migrants, Host authorities and Administration.

Concerning NADINE Services, this includes tools and services for migrants, host authorities and the administration. Finally, the speaker concentrates on the implementation process: Working methods, NADINE architecture, partners and timeline.

The speaker finishes his/her intervention asking participants if they have any doubts or questions and providing some links concerning this practical experiencie:

- Project Website: www.nadine-project.eu
- Project Video: https://nadine-project.eu/2019/10/22/nadine-project-video/
- Project Platform: http://platform.nadine-project.eu

For a more detail information see full presentation on Moodle („1b NADINE: digital integrated system for the social support of migrants and refugees").

After this learning session described on specific supportive measures in Germany, Luxembourg and UK, participants have the opportunity to gain in-depth knowledge about the situation in these contexts, leading to reflection and further discussion.

7. **Legal aspects of support measures on other European countries**

Today's lecture ends with a Q&A and plenary session regarding the „Legal aspects of support measures on other European countries". The participants (orally), in a large group, have the opportunity of sharing other examples of support measures throughout Europe. This session finishs with a sum up made by the moderator of the main issues addressed. To conclude, the explanation of existing concerns and final discussion closes today's learning seminar.

Academia+ project partners appreciate to the whole team the commitment and involvement shown during these four days of enriching and fruitful online training.

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