



# Intellectual output 1

## Counselling migrants and refugees

Counsellors Study and Training Exchange Programme (C-STEP)

## Unit 2: Recognition and access to the labour market

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**Erasmus+**

This project has been co-funded by the European Commission through the Erasmus+ Programme.  
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## Unit 2: Recognition and access to the labour market

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### 1. Content of the Unit 2: "Recognition and access to the labour market"

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 second online training day from the first Counsellors Study and Training Exchange Programm (C-STEP) in the Academia+ project focused on the topic „Recognition and access to the labour market“. The unit points to the core field of what educational, vocational and career guidance is all about, naming the overall topic and the primary goal of (the mostly publicly funded) service. The unit should reflect on general laws and regulations of access to the educational and vocational system and to the labour market.

Therefore the second unit cover the contents process of recognition of qualification and actors in the recognition process. The recognition of foreign qualifications and supportive measures as labour market schemes are deeply analysed and discussed.

Furthermore the unit focuses on European instruments and resources. The certifying systems of educational systems in also cover in today's session. The lecturers emphasise that the knowledge of formal or informal recognition of qualifications at the national level have to combined with knowledge about the countries and educational systems of the country of origin of the clients. In addition, laws and regulations in many of the EU countries have changed in the recent years. Besides regulations also labour market policies change constantly,

therefore a transnational awareness about boundaries and effects of transnational policies are important to discuss. This will be the basis for the recognition and access to the labour market.

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 2 aims to meet the following learning outcomes:

- Analyse challenges arising from both the residence status and the recognition of foreign vocational and academic qualifications.
- Discuss on the access to the labour market

## 3. Structure Plan

Unit 2 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 the topic of migration as a sustainable theme in Career Guidance and an approach on cross-country comparison of educational structures in migrants' main countries of origin. The afternoon is dedicated to a competence analysis, procedures of formal recognition and the challenges in counselling migrants.

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

**Table 1: Overview of the structure plan Unit 2. Recognition and access to labour market**

Time	Topic	Method, media and material	Outcome	Comments
10.00	1.Introduction	Plenary video session  plenary ppt-presentation	Introduction speakers and agenda  Online teaching – “we need your cooperation”  Basis references for this seminar	Lecturer enters Teams session and shows welcome slide from ppt presentation  Lecturer introduces him/herself and explains the agenda for the day  Lecturer presents a few brief indications on how to make the course a success  (time depends on the number of participants – flexibility needed)  Lecture provides some literature as a basis for this seminar
10.30	2. How we use some key terms	Ppt presentation	Definition, usage and interplay of key terms	Lecturer makes a presentation on “Human capital and educational aspiration: How we use some key terms”: Human capital, cultural human capital, educational aspiration; leading to the discussion about „Interplay of concepts”: Focussing educational processes of longtime residents (Educational Potential+Educational aspiration= Human Capital), Focussing educational processes of new immigrants (Human capital +Educational aspiration=Educational potential. Those are some of the key issues discuss in this frame
11.15	break			
11.30	3. Migration is here to stay – and thus will stay a sustainable topic in career counselling	plenary ppt-presentation	Basic figures and trends of migration to Europe  Economic need for further immigration and three different case groups of migrants	Lecture presents the current situation regarding the flow of immigrants, emigrants, refugees, asylum seekers, at the worldwide and international/European level (the case of Germany); what are the challenges and opportunities for society, the economy, the labour market, etc. posed by the arrival of immigrants, integrated or not, in a new context/culture/country;  Lecturer introduce different groups of migrants, with different life histories, different social/economic situations, training, (apprentices), etc. This target



				<p>group of people who, regardless of their history, need quality advice and guidance when "settling" in the resident or host country.</p> <p>The assumptions on future migration, etc. is another of the issues addressed by the lecturer</p>
12.15	Short break			
12.20	4. Cross-country comparison of educational structures in migrants' main countries of origin	<p>Ppt presentation plenary information</p> <p>Presenting and discussing the results of the group work</p> <p>Plenary discussion along five different group presentations</p> <p>slides of 5 different group presentations</p>	<p>Introduction and information about a group work session concerning educational structures in countries of origin</p> <p>Group work session</p> <p>preparing results in a group presentation that must not be longer than 5 minutes in the following plenary session</p>	<p>Five groups work about five typical countries of origin (one country each group) along given key questions and preparing results in an ppt-overview</p> <p>Technically: groups must be able to discuss in five different channels, to prepare a ppt and to present their results in the following plenary session of results</p>
13:00	lunch break			
14:00	5.Competence analysis, procedures of formal recognition	<p>plenary input and discussion</p> <p>group interaction (for example by using mentimeter- or Kahoot-Tools)</p>	<p>Different dimensions of the term "recognition"</p> <p>Processes of competence analysis and formal recognition</p> <p>Comparison of differences in recognition processes of participants' countries</p>	<p>Open discussion (the case of Germany; Research Study 2007: Brain Waste – Discussion); Basics and Legal Frame; Recognition Monitoring Project; Recognition of informal competence; How confident do you feel in assessing the following types of competencies?.</p> <p>Lecturer introduces some resources from the German national context for the competencies analysis and procedure of formal recognition: „Working with Competence Cards“ (professional skills) and the „Expert System – MySkills“ (some examples)</p> <p>Group interaction on „Comparison of differences in recognition processes of participants' countries“.</p>
14:30	6. Challenges in counselling	<p>Group work</p> <p>plenary input</p>	Challenges in vocational counselling of different	The group working task is about to identify a set of challenges in Counselling: the lecturers ask the group „Which specific





	migrants	presentation	migrants groups  Concept of migration-specific challenges in vocational guidance and approaches to the acquisition of appropriate guidance skills	challenges do you perceive for these 3 groups of migrants?": subsequent generations from immigrant families- refugees- newly recruited specialists from abroad.  Collection of contributions of all participants on a common board with three different categories / columns
14:50	break			
15:00	7. Access of migrants in the labour market I	plenary input ppt presentation	Situation of migrants in the contemporary labour market  European Qualifications Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET)	Lecturer introduces an overview over the labour market situation in the 21st century and the situation of migrants in the contemporary labour market.  Lecturer presents recognition tools and processes: European Qualifications Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET).  Lecturer shares a practical experience: Transversal Model for Migrants: an Erasmus+ project ( <a href="http://www.transversalmodel.eu/">http://www.transversalmodel.eu/</a> ) and exchange the potentialities which the Erasmus+ programme entails for: Adult learning and Vocational and Educational Training across Europe; work-based learning opportunities for individuals or groups; offers EQF and ECVET accreditation; fields of education, etc.
15:40	8. Exercise the „Tree of time management“	Self-reflection task Group work discussion: Follow-up questions	Categorise own everyday tasks and responsibilities, categorisation criteria  How to use this model to strengthen your stress management ability and your resilience	Lecturer introduces the tree of time management exercise (see below).  Participants have to briefly think about their own day (stressful day or just an average day) and then fill in the four fields (of the tree) according to their activities on that day („Fire“, „Earth“, „Water“, „Wind“) in order to categorise their everyday tasks and responsibilities as: Urgent and Important; Urgent, but not (so) important; Important, but not (so) urgent; Not (so) important and not (so) urgent  Lecturer proposes a further discussion by a „Follow-up questions“.



16:00	Wrap up and final discussion	Plenary session  Lecture with the opportunity for questions  (See on Moodle the ppt speakers full presentations)  Literature	Summary & Sharing	Lecturer concludes doing a summary of this seminar and suggests arising questions within the group in a final discussion.  The speaker also provides a set of current bibliographical references on these issues.
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**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 taking care to make notes and support participants by the email ([academia.info@gmail.com](mailto: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 responsible to provide links on the chat and/or other additional material, taking care of checking and answering the chat.



#### 4. Detailed 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 two you will find the first documents numbered 0. These are the complete presentations of our speakers from unit 2.

- **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 through 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.

#### 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, MTeams, 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 MTeams 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 2: Recognition and access to the labour market.

## **1. Introduction**

Today's learning module begins with a brief presentation/introduction by the speaker (professional profile, institution, lines of research, etc.) in order to get closer to the group. In this occasion, the lecturer enters Teams session and shows welcome slide from ppt presentation introducing him/herself and explains the agenda for the day.

The lecturer then provides a few brief indications on how to make the course a success („Online teaching – we need your cooperation“). To this end, as mentioned above in the „Preparation before the unit“ section, the lecturer proposes some tips:

1. We are happy to hear your voices. To acknowledge your contributions we can't manage them simultaneously - please, mute your microphones.
2. You may announce your questions in the chat conversation of MS Teams – the moderator will collect them.
3. To ensure a good schedule – use our regular consultation breaks for questions. We will ask you to unmute your micro to ask your question.

Before starting to develop in detail the content of the seminar, the speaker suggests some bibliographical references as a basis for this training.

## **2. Human capital and educational aspiration: How we use some key terms**

The following session of the online training day is entitled „Career guidance as humane action – opening the access to the European labour market for migrants“ which begins with a presentation about „human capital and educational aspiration (key terms)“.

The aim is to provide a definition, usage and interplay of key terms such as: Human capital, cultural human capital, educational aspiration; leading to the discussion about „Interplay of concepts“: Focussing educational processes of longtime residents (Educational Potential+Educational aspiration= Human Capital), Focussing educational processes of new immigrants (Human capital +Educational aspiration=Educational potential (see the whole presentation on Moodle platform „0b full presentation“ (including additional slides“).

After the keynote presentation by the speaker, the participants have the opportunity to acquire new knowledge and discuss relevant issues on this topic in the breakout rooms.

Then, the speaker returns to the joint session after a brief discussion in order to introduce a new topic.

## **3. Migration as a topic in career counselling**

The next of the learning sessions worked on in today's online training aims to discuss the issue of „Migration as a sustainable topic in career counselling“. To this end, it is presented the current situation regarding the flow of immigrants, emigrants, refugees, asylum seekers, at the worldwide and international/European level (the case of Germany); as well as what are the challenges and opportunities for society, the economy, the labour market, etc. posed by the arrival of immigrants, integrated or not, in a new context/culture/country; and the basic figures and trends of migration to Europe.

In this work session the topics regarding the different groups of migrants, with different life histories, different social/economic situations, training, (apprentices), etc. are also discussed. This target group of people who, regardless of their history, need quality advice and guidance when "settling" in the resident or host country.

Finally, the assumptions on future migration, etc. („Economic need for further immigration and three different case groups of migrants“) is another of the issues addressed (for more information see the presentation on Moodle: „2b presentation migration as a topic in career counselling“).

The speaker and the participants have the opportunity to discuss with each other in a round table, the situation in their country of origin, repercussions, experiences, approaches, etc.

#### **4. Cross-country comparison of educational structures in migrants' main countries of origin**

The last morning session starts with an introduction and information about a group work activity on educational structures in countries of origin:

1. Summarized and well researched indicators and information on vocational training and education from German Economic Institute (Stoewe 2017, 2018), data basis from 2017, especially UIS
2. Indicators show developments and may change, even backwards, due to new reports from some countries to UIS, but main trends/indicators are quite stable
3. Main countries of origin: Syria, Afghanistan, Irak, Iran, Eritrea
4. Work sheets and one overview per country are available in moodle

After this first input it is time to have a small exercise on that.

##### **▪ Exercise cross country comparison**

##### General information

As already mentioned at the end of the last video, the conditions of education are different in every country. However, these different schooling requirements, careers and educational opportunities in the country of origin must be taken into careful consideration in order to be able to provide advice tailored to the target group.

In the following exercises you will get to know different countries and their approaches, careers etc., to education.

*Editorial note: This group work requires 5 groups, in case of need (because their less than 6 participants) one country of origin would have to be left out. You can provide this exercise as a group work or as individual work. Please plan enough time for this exercise (>60 minutes). The participants need the first 15-20 minutes to read the two texts. You choose if you will separate the participants into their groups or if they can choose their own group.*

### The task:

1. (Each of you is assigned to a country of origin- if not already done by your moderator/speaker)
2. Read your country profile
3. Discuss following topics
  - What are the key characteristics of the educational and vocational system of your country?
  - What special or surprising features do you identify?
4. Prepare one Powerpoint slide:
  - key characteristics
  - special/surprising features
5. One speaker per country group may present the slide

For a sample solution you can open the file 10 („sample solution cross country comparison“).

- Group work session preparing results in a group presentation: „Presenting and discussing the results of the group work“:

Participants are assigned to a country of origin (Afghanistan, Eritrea, Iran, Syria, Iraq). To this end, different sources of information and additional bibliographical references are provided (i.e. „IW-Report 37/2017 Educational Levels of Refugees: Training and Education in the main countries of origin. Understanding Refugees' Educational Backgrounds. Kristina Stoewe. Köln, 29.01.2018). The participants' contributions are recorded in different settings (Material Folders-Moodle platform).

The aim of this task is to carry out a comparative analysis across countries in the field of educational and vocational system.

### **5. Competence analysis and procedure of formal recognition**

The afternoon online training begins with a presentation by the speaker concerning the „Different dimensions of the term “recognition” as well as the „Processes of competence analysis and formal recognition“., which are the main objectives in this phase.

In particular, the following aspects are discussed in this learning session: Open discussion (the case of Germany; Research Study 2007: Brain Waste – Discussion); Basics and Legal Frame; Recognition Monitoring Project; Recognition of informal competence; „How confident do you feel in assessing the following types of competencies?“



In addition, some resources are presented from the German national context for the competencies analysis and procedure of formal recognition: „Working with Competence Cards“ (professional skills) and the „Expert System – MySkills“ (some examples).

This seminar ends with a group interaction in the breakout rooms concerning a „Comparison of differences in recognition processes of participants' countries“ where participants have the opportunity to share several experiences from their countries of origin and obtain numerous inputs from other contexts.

For more information on this theme see the whole presentation on project's Moodle tool („11b presentation competence analysis and procedure of formal recognition“).

## **6. Challenges in counselling migrants**

The following learning session aims to define a „Concept of migration-specific challenges in vocational guidance and approaches to the acquisition of appropriate guidance skills“.

The session starts with a group working task which is about to identify a set of challenges in Counselling. To this end, the lecturer request the group the following question: „Which specific challenges do you perceive for these 3 groups of migrants?": subsequent generations from immigrant families, refugees and newly recruited specialists from abroad. A whirlwind of ideas on „Challenges in vocational counselling of different migrants groups“ is gathered from the different impressions that the participants have about this issue.

Then, several themes are approached providing participants with new inputs on this matter:

- Cycle of Influences of specific challenges in settings of vocational counselling and guidance for refugees: transfer of knowledge- supporting measures- recognition- assessment. In the middle of the cycle: language and trauma and discrimination.
- Balance to keep in counselling: Empowerment (Identify and name clients' potentials; Encourage to focus on one's own potential, to trust in it and to make use of it; Enable to approach goals (information, strategies, promotion), Reality in the market (Expectations from the outside; difficult reality check; Discrimination in the labour market).

### **▪ Additional material/Literature**

To conclude this lecture, various bibliographical references are recommended and provided by the speaker in order to go deeper into the issues addressed during the working session, as well as to broaden knowledge on the subject.



## 7. Access of migrants in the labour market I

The next thematic section aimed to get an insight over the topic „Access of migrants in the labour market“. To this end, the speaker introduces a contextual and conceptual framework over the labour market situation in the 21st century and the particular situation of migrants in this contemporary labour market.

In addition, he/she presents two resources as recognition tools and processes (recognition of professional competences and qualifications): European Qualifications Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET).

The lecturer ends his/her presentation discussing the broad opportunities which offers the Erasmus+ programme (among others, for Adult learning and Vocational and Educational Training across Europe; work-based learning opportunities for individuals or groups; offers EQF and ECVET accreditation; fields of education, etc.)

In particular, he/she exchange a practical experience by an Erasmus+ project which is about a Transversal Model for Migrants: (<http://www.transversalmodel.eu/>).

After this first input over these topics that allow us to know a deeper insight on what the reality is around the access of migrants into the labour market, it is time to do a small exercise on that.

## 8. Exercise the „Tree of time management“

Coming to the end of today's online training the speaker presents a self-reflection exercise in order to categorise own everyday tasks and responsibilities, allowing participants to know how to use this model to strengthen their stress management ability and their resilience, among others.

### General information

Each of us structures our day differently and has different obligations that affect it to different degrees. What is important to you? Work? Family? Prayer? Sports?

This exercise should be a self-reflection of your own day. What are important things you have to do during the day? What are urgent things that need to be done? What is important, but perhaps less urgent? Or what is urgent, but perhaps less important?

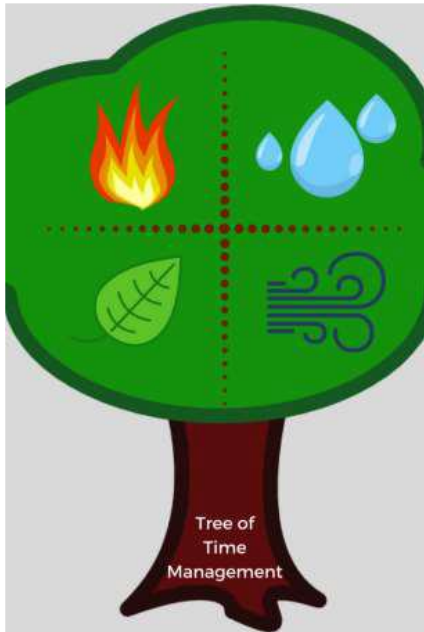
This exercise should help you to get a feeling for how subjectively we all divide our day and how it is filled.

### The task

On the following page the tree of time management is shown. Below it you will find a detailed description of the four fields. Your task is to briefly think about your own day (you can take a particularly stressful day or just an average day) and then fill in the four fields according to your activities on that day.

You can fill in your answers directly in the prepared fields on page 2 of this exercise. For a sample solution please check in Moodle the file 3 „sample solution the tree of time management“.



<p>Fire: High-Urgency/ High-Importance Tasks →</p>	<p>--Water: High-Importance/ Low-Urgency Tasks</p>
	
<p>Earth: High-Urgency/ Low-Importance Tasks →</p>	<p>--Wind: Low-Urgency/ Low-Importance Tasks</p>

### Instructions:

Use the 4 quadrats („Fire“, „Earth“, „Water“, „Wind“) to categorise your everyday tasks and responsibilities as:

1. Urgent and Important
  2. Urgent, but not (so) important
  3. Important, but not (so) urgent
  4. Not (so) important and not (so) urgent
- Examples from the workplace: greeting customers, stocking shelves
  - Examples from home: shopping for the week, spending time with family

The session continues with a discussion and „Follow-up questions“ about the activity previously described:

- Which were the criteria for your categorisation?
- How difficult was the prioritising process for you?
- Can you imagine what additional difficulties would a migrant face in this process?
- What did you learn from this activity?
- How can you apply this process to your own everyday work and life?
- How could you use this activity in your everyday work with migrant people?

Now:

- Go through your list and try to re-categorise your tasks and responsibilities
- Which categorisation criteria would you change?
- How can you use this model to strengthen your stress management ability and your resilience?

You can find the whole Toolbox on: [http://www.transversalmodel.eu/wp-content/uploads/2020/03/TMMIO3-TOOLBOX\\_ENG-fv.pdf](http://www.transversalmodel.eu/wp-content/uploads/2020/03/TMMIO3-TOOLBOX_ENG-fv.pdf)

Participants have the great opportunity to exchange their stories and empathize with their own and other people's experiences, after an excellent exercise that led to reflection.

The speaker concludes doing a summary of this lecture and suggests to arise questions within the group in a final discussion. A set of current bibliographical references on these issues are also provided by him/her.