



IO1 C-STEP 1 'Counselling migrants and refugees' Fact sheet for lecturers: Unit 2 "Recognition and access to the labour market"

Objectives and learning contents

The second online training from the C-STEP 1 is about the „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 learning unit covers 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 analyzed and discussed.

Furthermore, the unit focuses on European instruments and resources. The certifying systems of educational systems in also cover in this training session. The lecturers emphasize 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.


Overview of the learning contents in Unit 2:

1. Introduction
2. How we use some key terms
3. Migration is here to stay – and thus will stay a sustainable topic in career counselling
4. Cross-country comparison of educational structures in migrants' main countries of origin
5. Competence analysis, procedures of formal recognition
6. Challenges in counselling migrants
7. Access of migrants in the labour market I
8. Exercise the „Tree of time management“
9. Wrap up and final discussion

By focusing on the above-mentioned contents Unit 2 aims to meet the following **learning outcomes**:


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


Material for use

- Didactical framework, Unit descriptions and List of additional material and resources ([OUTPUTS – Academiaplus](#))
- List of learning material and resources (all materials can be found on Academia+ Moodle platform)
-  [AGENDA 2nd June, 2020](#)









-  [0b full presentation](#) “Career guidance as humane action – opening the access to the European labour market for migrants”

-  [0c full presentation](#) “Access of migrants in the labour market”





Speaker 1

-  [1a video](#) human capital and educational aspiration (key terms)
-  [1b presentation](#) human capital and educational aspiration (key terms)
-  [2a migration](#) as a topic in career counselling
-  [2b presentation](#) migration as a topic in career counselling







-  [3 exercise](#) cross country comparison (information)

- o [4 Afghanistan Group Material Folder](#)
- o [5 Eritrea Group Material Folder](#)
- o [6 Iran Group Material Folder](#)
- o [7 Syria Group Material Folder](#)

- o [8 Iraq Group Material Folder](#)

-  [9 additional](#) Total study
-  [10 sample solution](#) cross country comparison
-  [11a competence analysis](#) and procedure of formal recognition
-  [11b presentation](#) competence analysis and procedure of formal recognition
- [99 additional material Folder](#)

Speaker 2

-  [1a Access of migrants in the labour market](#)
-  [1b presentation](#) Access of migrants in the labour market I
-  [2 exercise](#) the tree of time management (information)
-  [3 exercise](#) cross country comparison (information)
-  [4a Access of migrants in the labour market II](#)
-  [4b presentation](#) Access of migrants in the labour market II

Preparation work

It is important for a good start to the training, whether it takes place in presence or online, to consider some preparation steps in order to make the Unit a success:

- To do a technical test with participants and lecturers in advance is highly recommend
- To have enough time for getting to know each other (participants and lecturer/-s)





- o To start the training with a brief introduction by the lecturer about him/her professional profile, institution, lines of research, etc., in order to get closer to the group
- o To ask for volunteers/participants to introduce themselves (name, institution and what they would like to learn) depending on the size of the group
- Lecturer explains the agenda for the day and get a first overview about the schedule for the session
- Lecturer presents a few brief indications and establishes 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):
 - o It is recommended 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)
 - o 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 is useful to switch on the video signal.
 - o While using the common platforms (Zoom, MS Teams, etc.) there are two different options for asking questions while an input session. On the one hand, it is possible to 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 MS Teams provide different actions for participants who want to say or ask something. Participants can raise their hand symbol when they have a question or want to say something. The little hand will then pop up at the speakers desktop so he/she knows that someone wants to say something.



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