



IO1 C-STEP 1 'Counselling migrants and refugees' Fact sheet for lecturers: Unit 3 "Analysis of client potential and empowerment"

Objectives and learning contents

The third online training from the C-STEP 1 concerns to the "Analysis of client potential and empowerment". The assessment of clients' potential to enter the labour market successfully is a main task of career guidance and counselling in general. The recognition of formal qualifications and competencies, the detection of hidden informal skills and the creative connections to the demands of the labour market is a daily task.

The well-established deficit-oriented perspective must be replaced by a resource-oriented approach, which also integrates cultural specifics and the aspect of the native language as the efforts, which are needed by the migrant client to learn the (perhaps) new language of the receptive country. Narrative methods of counselling and language methods of self-reflection should focus' both the individual as broader aspects of the life of the refugee/migrant. Especially biographical approaches combined with group-oriented methods of counselling (to integrate the social background of the client) can be part of the lesson and reflected towards the own situation of each participant of the unit.

The empowerment-oriented approach also incorporates a broader understanding of the clients' situation and the networks offered and supported. Encouraging and empowering the client in a professional way is also connected to transferring the client to a psychologist (or working hand in hand) if therapy is needed due to traumatic experiences encountered on the way to the new country or because of war/other traumatic experiences.

Therefore the third learning unit should cover the contents methods of testing/assessment of competencies (culturally and language neutral) and methods of empowering refugees and migrants. Furthermore, the unit should focuses on the benefits of using methods and tools that support clients learning and understanding of career issues. This will be the basis for the the analysis of client potential and empowerment.

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 3:

1. Refugees and migrants in Luxembourg I: Counselling
2. Refugees and migrants in Luxembourg II- Personal thoughts and recommendation
3. Skill analysis: Recognition procedure if documentation is missing or incomplete
4. Application and recruitment processes/ skills empowerment
5. Exploring Empowerment
6. Wrap up and questions by the lecturer

By focusing on the above-mentioned contents Unit 3 aims to meet the following **learning outcomes**:

- Get to know several methods of assessing clients' potential and empowerment
- Analyse challenges arising in the framework of assessing clients' potential and in empowerment (being driven by all challenges named before).
- Find out about methods of testing / assessment of competences (culturally and language neutral).
- Discuss several methods of empowerment of refugees and migrants.

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 4th June, 2020](#)

Speaker 1

- [1a refugees and migrants in Luxembourg I: Counselling](#)
- [1b presentation refugees and migrants in Luxembourg I: Counselling](#)
- [2a refugees and migrants in Luxembourg II: personal thoughts and recommendation](#)
- [2b presentation refugees and migrants in Luxembourg II- personal thoughts and recommendation](#)

Speaker 2

- [1a skill analysis and competences assessment of people with missing papers](#)
- [1b presentation skill analysis and competences assessment of people with missing papers](#)
- [2 exercise country specific measures of competence assessment](#)
- [3a sample solution country specific measures of competence assessment](#)
- [3 sample solution country specific measures competence assessment](#)
- [4 additional: European Qualifications Passport for Refugees](#)

Speaker 3

- [1a application and recruitment processes/ skills empowerment](#)
- [1b presentation application and recruitment processes/ skills empowerment](#)

Speaker 4

- [1a exploring empowerment](#)
- [1b presentation exploring empowerment](#)

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)
 - 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
 - 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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