

Introduction

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This is a document which is produced within the framework of CMinaR, an Erasmus+ project which aims develop career guidance and counselling for refugees, in order to facilitate integration into the labor market. To put it precisely, the purpose of the project is to develop courses for higher education and public employment services, i.e. education for career counsellors working with refugees. From the outset, the aim of this document was in tandem this purpose, namely to review research literature and other sources of information which is of importance for the development of vareer guidance and counselling for refugees, and, with the same qualification as above, of material relevant for the development of courses in the education for career counsellors working with refugees. The reviews found in this

The first, more general phrasing of the aim points out an area of interest: “knowledge relevant for the development of career guidance for refugees”. Obviously, this area is rather extensive and quite difficult to grasp in its entirety. Anything relevant for the understanding of interpersonal communication, conversations in institutional settings, existential and psychological dimensions of refeugeeship, development of life plans or career plans, integration, and inclusion/exclusion could possibly do – not the mention the all that is writteh within the field of career guidance counselling theory, practice and policy. Some kind of limitation is needed in order to keep the pursuit within reasonable bounds, and here we have chosen to focus on seven topics or areas of interest. These are: 1) knowledge gaps, 2) language and intercultural communication, 3) recognition and access to labour market, 4) discrimination and traumatization, 5) empowerment ant the analysis of potentials, 6) specific supports measures, and, as a header for everything else, 7) other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

Under the header *knowledge gaps*, we find reviews of research and other sources of information regarding a) counsellor’s gaps of knowledge of the educational and employment systems in the countries of origin, b) the refugees’ gaps of knowledge of the educational and employment systems in the receiving countries, and also counsellors’ gaps of about c) causes of migration and the situation of migrants in the receiving countries, and d) methods and resources for dealing with misunderstanding in counselling. *Language and intercultural communication* concerns research findings and other sources of information regarding a) learning and using a second language as medium for acting and responding in education, working environment and counselling communication, b) counselling in simple language, c) service of language mediators, d) methods of visualization, and e) intercultural awareness training.

The broad theme of *recognition and access to labour market* is here delimited to a review of research and other sources of information on a) challenges arising from the residential status of refugees, b) the recognition of foreign educational, vocational and academic qualifications, and c) access to the labour market. Under the header *discrimination and traumatization*, we’ll find a review of tearch findings and other sources of information regarding a) direct, indirect and structural discrimination, and b) the traumatization of refugees, its impact on self-identity and their level of activity, and its impact on the CGC process.

Under the header *empowerment and the analysis of potentials*, we summarize different kinds of material regarding a) the framework for assessing clients' potential and empowerment, b) the testing and assessment of competences, and c) methods for the empowerment of refugees and other migrants. The next to last theme, *specific supports measures*, includes research findings and other sources of information regarding (the significance of?) a) the access to and design and management of supportive measures and labour market schemes, b) the conditions for language acquisition in supportive measures and labour market schemes, and c) legal aspect of supportive measures. Last in line in our review, we have an unspecified post-- *other phenomena of relevance for the provision and development of career guidance and counselling for refugees*.

The observant reader notices that the aim of this review is written in past tense above, "from the outset, the aim of this document was ...". As might reasonably be suspected, this change of tense implicates a partial lack of fulfilment. The original aims of this review are not fully reached in their entirety. However, this is not due to the fact that the report does not meet the goal of reviewing literature of importance for the development of career guidance and counselling for refugees; on the contrary, this is all true. The lack of fulfillment is related to the *quality* of the literature which reviewed, and the fact that this report consists of national reports from five different countries – Germany, Italy, Sweden, Turkey and United Kingdom.

According to the application form for the project, it is stated the aim is to "summarise the state of research and development in terms of publications, existing approaches, research initiatives, studies, projects, media, etc." (Erasmus+ 2016: 41). However, the different national teams whose reports are included here have chosen to put emphasis on different kind of materials. The Swedish review relies mostly on research material, while the Turkish report mainly pay attention to reports from governmental and nongovernmental bodies. The British, German and Italian reports are the most inclusive in this matter, regarding the diversity of material reviewed, although they differ slightly between them. The British and Italian review focus mainly on research material, while the German report put equal emphasis research and reports and information material from governmental and non-governmental bodies.

Moreover the national reports also differs when it fulness and level of synthesis. Apart from the opening country profile, some of the reports (Germany) functions primarily as a guide for suggested reading, and consists mainly of literature references, while other are more complete in detail, and offers a short summary of research (Sweden) or research *and* other sources of information (Italy, Turkey, United Kingdom). Furthermore, some of the reports (Italy, Sweden, United Kingdom) makes an effort to synthesize the information gathered from different sources, in order to explicate general tendencies which are of relevance for the development of career guidance counselling for refugees, while other reports are less developed in this matter (Germany, Turkey). In addition, some of the reports (Italy, United Kingdom) place a number of clearly explicated suggestions for practice at disposal, while others (Germany, Sweden, Turkey) do not. However, the disposition of the texts are the same, which facilitates international comparisons and tentative summaries, as well as the search for relevant literature. The summaries of the reports provides the readers with an overview of the most relevant findings.

The review ends with a concluding discussion, which primarily aims at explicating some general tendencies which are of relevance for the development of career guidance counselling

for refugees, as well as the education of counsellors working with this particular category. The aim of this concluding discussion is not to conclude what has been reviewed in the national reports, but to discuss its most important findings in relation to a number of analytical themes or keywords, such as *recognition* and *inclusion*. These analytical themes function as "hermeneutical devices" which highlights certain important findings and suggests certain ways to interpret and discuss them, in relation to the overall aim of the CMinaR project.

Germany

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Introduction

A search for sources about the subject of refugees appearing in Germany shows roughly 12.500 publications. From 1989 to 2014 there used to appear round about 300 publications per year. In 2015 this number rose to more than 500 and in 2016 to more than 800.¹ In the first three months of 2017 about 200 new publications were edited. Most of them are about the situation of asylum seekers in general, the asylum process and integration into the labour market. The Federal Government in Berlin as well as the governments of the federal states and public institutions like the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge, BAMF) and the Federal Employment Agency (Bundesagentur für Arbeit, BA) as the biggest actor on the field of labour market integration give plenty of information. There are also a lot of scientific works, guidelines for those who are occupied with refugees as well as several thousand newspaper articles.

Country profile Germany

2.1 Recent migration to the country

The main institution to care for refugees in Germany is the Federal Office for Migration and Refugees. It is a competence center for migration and integration. The first occasion refugees have contact to BAMF is when getting registered. In the end BAMF decides about the applications for asylum. Their statistics are updated every month:

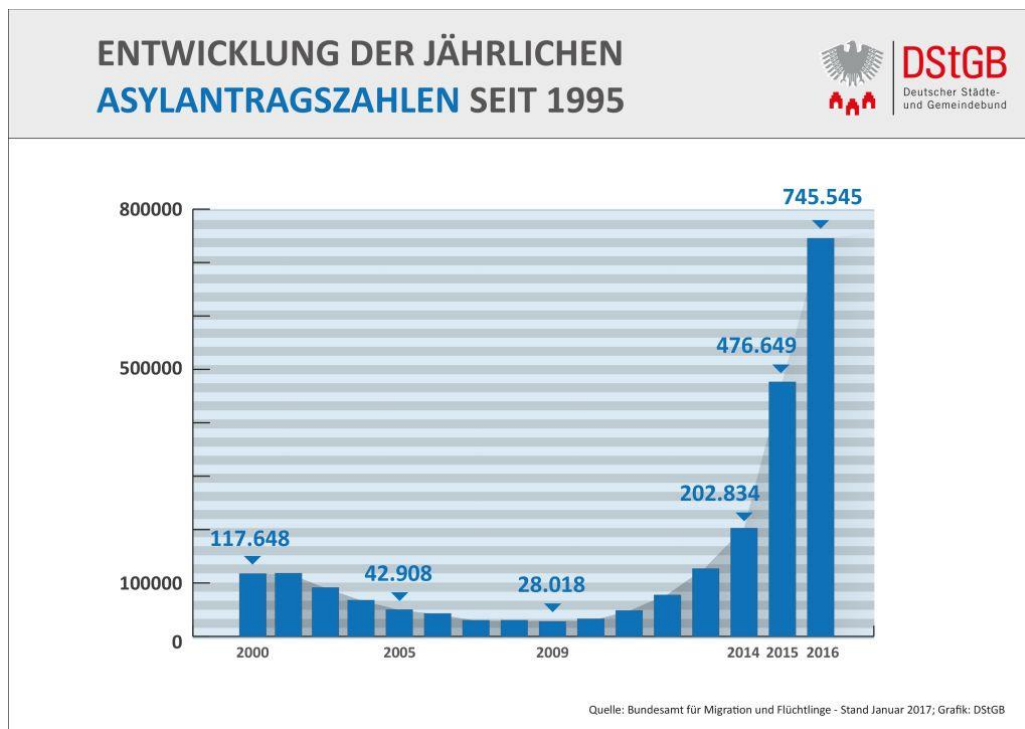
<http://www.bamf.de/DE/Infothek/Statistiken/Asylzahlen/Asylgesch%C3%A4ftsstatistik/asylgeschaeftsstatistik-node.html> and

<http://www.bamf.de/DE/Infothek/Statistiken/Asylzahlen/AktuelleZahlen/aktuelle-zahlen-asyl-node.html>. There are also annual reports

(<http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Broschueren/bundesamt-in-zahlen-2015.html>).

¹ Cp. <http://gso.gbv.de/DB=2.1/> and <http://swb.bsz-bw.de/?COOKIE=U998,Pbszgast,I17,B0728+,SY,NRecherche-DB,D2.1,E5454f43e-d0b.A.H,R193.197.31.15.FY>.

Here the yearly asylum application numbers from 1995 to 2016:



From January to March 2017 there were 54,624 applications for asylum in Germany, most of them filed by Syrian (22.0%), Afghan (10.3%) and Iraqi citizens (9.3%). In the first three months of 2016 there had been 176,465 applications. In 2017 BAMF decided on 222,395 applications. 46.5% of the decisions were positive (94.2% of Syrians, 59.6% of Iraqis and 44.0% of Afghans). At the end of March 2017 278,006 persons were waiting for their cases to be decided. Broad information on many subjects connected with migration and asylum can be found on the website of BAMF (www.bamf.de) and there are also printed works:

- Bundesamt für Migration und Flüchtlinge, *Integrationsreport*, 1.2008-, <http://www.bamf.de/SharedDocs/Projekte/DE/DasBAMF/Forschung/Integration/integrationsreport.html>
- Bundesamt für Migration und Flüchtlinge (ed.), *Wanderungsmonitoring. Erwerbsmigration nach Deutschland 2015*, Nürnberg: Bundesamt für Migration und Flüchtlinge 2016
- Bundesamt für Migration und Flüchtlinge, *Migrations- und Integrationsforschung: Jahresbericht des Forschungszentrums Migration, Integration und Asyl im Bundesamt für Migration und Flüchtlinge*, Nürnberg: Bundesamt für Migration und Flüchtlinge, 2007/08(2009); 2009(2010)-
- Worbs, Susanne/ Bund, Eva/ Böhm, Axel, *Asyl – und dann? Die Lebenssituation von Asylberechtigten und anerkannten Flüchtlingen in Deutschland. BAMF-Flüchtlingsstudie 2014* (Forschungsbericht 28), Nürnberg: Bundesamt für Migration und Flüchtlinge 2016

BAMF is still an administration authority but also tries to support immigrants by information and education. It is also their task to organize the obligatory German courses (“Integrationskurse”). Information about its history can be found here:

- Kerpel, Marlene, *50 Jahre Behörde im Wandel: Bundesamt für die Anerkennung ausländischer Flüchtlinge; 1953 – 2003*, Nürnberg: Bundesamt für die Anerkennung ausländischer Flüchtlinge, 2003

The Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung, IAB), belonging to the Federal Employment Agency, has done a lot of research about migration subjects, e. g. about migration and the phenomenon of asylum seeking itself (http://doku.iab.de/aktuell/2015/aktueller_bericht_1508.pdf, http://doku.iab.de/aktuell/2016/aktueller_bericht_1619.pdf, http://doku.iab.de/aktuell/2017/aktueller_bericht_1701.pdf, <http://www.iab.de/389/section.aspx/Publikation/k160826301>), the question of age and education levels of refugees (http://doku.iab.de/aktuell/2016/aktueller_bericht_1606.pdf) and about the financial and macroeconomic impact of refugee immigration (<http://www.iab.de/194/section.aspx/Publikation/k170110j01>). They have also done surveys among refugees: <http://www.iab.de/185/section.aspx/Publikation/k160715301> <http://www.iab.de/185/section.aspx/Publikation/k161111302> (both in 2016), <http://www.iab.de/de/befragungen/welcome.aspx> (still going on).

According to <http://doku.iab.de/arbeitsmarktdaten/Zuwanderungsmonitor.pdf> the number of arriving refugees in 2017 is lower than in the year before. In February 2017 there were 14.300 persons arriving in Germany compared to 61.400 persons in February 2016. There is also an information platform about subjects connected with migration:

<http://infosys.iab.de/infoplattform/thema.asp?sortLit=2> where IAB compiles research and political material on the subject and keeps it up to date.

Further publications of IAB are:

- Brücker, Herbert, *Zur Integration von Flüchtlingen. Öffentliche Anhörung des Ausschusses für Arbeit, Gesundheit und Soziales sowie des Integrationsausschusses im Landtag Nordrhein-Westfalen am 26.08.2015*, Nürnberg: Institut für Arbeitsmarkt- und Berufsforschung 2015, <http://www.iab.de/1969/section.aspx/Publikation/k150820303>
- Brücker, Herbert/ Möller, Joachim/ Wolff, Joachim, *Integration von Geflüchteten. Öffentliche Anhörung von Sachverständigen vor dem Ausschuss für Arbeit und Soziales des Deutschen Bundestags am 20. Juni 2016*, Nürnberg: Institut für Arbeitsmarkt- und Berufsforschung 2016, <http://www.iab.de/1969/section.aspx/Publikation/k160627v02>

Important sources are also the Federal Ministry of the Interior (Bundesministerium des Innern, http://www.bmi.bund.de/DE/Themen/Migration-Integration/Asyl-Fluechtlingsschutz/asyl-fluechtlingsschutz_node.html;jsessionid=2C5B664B7C5FE8909C44CDA3FCD14839.2_cid373) and the governmental Federal Agency for Civic Education (www.bpb.de) whose task it is to provide the public with material about historical and political subjects:

- Bundesministerium des Innern/ Bundesamt für Migration und Flüchtlinge, *Migrationsbericht des Bundesamt für Migration und Flüchtlinge im Auftrag der Bundesregierung*, 2001, 2.2003-, <http://www.bmi.bund.de/DE/Themen/Migration-Integration/Zuwanderung/Migrationsberichte/migrationsberichte.html>

- Beauftragte für Migration, Flüchtlinge und Integration:
<https://www.bundesregierung.de/Webs/Breg/DE/Bundesregierung/BeauftragteFuerIntegration/beauftragte-fuer-integration.html>
- Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration, *Bericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration über die Lage der Ausländerinnen und Ausländer in Deutschland*,
http://www.bundesregierung.de/SiteGlobals/Forms/Webs/Breg/Suche/DE/Infomaterial/SoIrr/Infomaterial_Formular.html?nn=670290&sortOrder=dateOfIssue_dt+desc&ressort=320_ba-ib&resultsPerPage=15
- Bundeszentrale für politische Bildung (ed.), *Aus Politik und Zeitgeschichte* 14-15 /2016. *Zufluchtsgesellschaft Deutschland*
- Bundeszentrale für politische Bildung (ed.), *Aus Politik und Zeitgeschichte* 26-27 /2016. *Flucht historisch*
- Bundeszentrale für politische Bildung (ed.), *Aus Politik und Zeitgeschichte* 25/2015. *Flucht und Asyl*
- Bundeszentrale für politische Bildung (ed.), *Themenblätter im Unterricht* no. 109. *Flüchtlinge*, Bonn: Bundeszentrale für politische Bildung 2017
- Bundeszentrale für politische Bildung (ed.), *Refugee Eleven. Lehr- und Aktionsheft der Bundeszentrale für politische Bildung*, Bonn: Bundeszentrale für politische Bildung 2017, <http://www.bpb.de/lernen/projekte/241079/refugee-eleven>
- Bundeszentrale für politische Bildung (ed.), *Fluter 55 Flucht*, Bonn: Bundeszentrale für politische Bildung 2015
- Bundeszentrale für politische Bildung (ed.), *“Was geht?” Das Heft zu Flucht und Asyl*, Bonn: Bundeszentrale für politische Bildung 2016
- Bundeszentrale für politische Bildung (ed.), *“Was geht?” Ein Begleitheft für Pädagogen zum Thema Flucht und Asyl*, Bonn: Bundeszentrale für politische Bildung 2016
- Bundeszentrale für politische Bildung (ed.) *Spicker aktuell* no. 2 *Flucht und Asyl* 2015, Bonn: Bundeszentrale für politische Bildung 2015
- Bundeszentrale für politische Bildung (ed.) *bpb:magazin* 2/2015, Bonn: Bundeszentrale für politische Bildung 2015
- Bundeszentrale für politische Bildung (ed.), *Fluter 58 Integration*, Bonn: Bundeszentrale für politische Bildung 2016

For a broader and also historical access to the topics there are scientific works by Klaus J. Bade, Ulrich Herbert and Karl-Heinz Meier-Braun who have been renowned authors in the field for more than 30 years. Bade 2017 states that it has been obvious for years that the migration pressure is rising and will reach Europe in the near future. It is a worldwide problem that demands international solutions. The problem will even increase with climate changes becoming the cause for more people to leave their countries.² All this has mostly been ignored in European politics until summer 2015 when great numbers of refugees arrived in Germany. By admitting them Germany wanted to avoid misery for a large group of refugees stranded at its borders but it thereby also encouraged many others to try the same way. In spite of this experience politicians again have yet not managed to develop a plan for

² Bade, Klaus, Migration – Flucht – Integration. Kritische Politikbegleitung von der "Gastarbeiterfrage" bis zur "Flüchtlingskrise". Erinnerungen und Beiträge, Karlsruhe: Von Loeper 2017, https://repositorium.uni-osnabrueck.de/bitstream/urn:nbn:de:gbv:700-2017042015828/2/Bade_Migration.pdf, p. 98.

future incidents like the one of the last two years. The author still misses a concept that has not emerged in the way the problem has been dealt with up to now, he also misses cooperation and coordination within Germany and among the states in Europe³. In Germany there is still no immigration law and on the European level not even a common idea if refugees should be admitted to the European Union or not. One omnibus that recently appeared and had a broad dissemination was Ghaderi/ Eppenstein 2017⁴. It is interdisciplinary and treats ethical questions like refugees' rights according to natural justice as well as practical topics like refugees in the media and also counselling interviews with refugees (cf. Ronald Kurt, *Vorsicht zerbrechlich!* in 3.1.1).

Other scientific works are:

- Bade, Klaus J./ Eijl, Corrie van, *Enzyklopädie Migration in Europa vom 17. Jahrhundert bis zur Gegenwart*, Paderborn et al.: Schöningh et al. ³2010
- N. a., *Engagement für Geflüchtete – Bürgerstiftungen setzen Zeichen. Analysen, Daten, Trends 2016/17*, Berlin: Bundesverband deutscher Stiftungen 2016
- Fuest, Clemens, “Die ökonomischen Folgen der Zuwanderung. Kosten und Chancen der Migration”, in: *Ifo-Schnelldienst* vol. 69.2016, 4 (25. Feb.), pp. 11-14
- Geis, Wido/ Orth, Anja Katrin, *Flüchtlinge. Herausforderung und Chance für Deutschland*, Köln: Institut der deutschen Wirtschaft 2015, <http://www.iwkoeln.de/studien/iw-policy-papers/beitrag/wido-geis-anja-katrin-orth-fluechtlinge-241481>
- Gloe, Markus/ Schmidt, Harald et al., *Themen und Materialien. Migration Flucht Asyl.8 Bausteine für die schulische und außerschulische politische Bildung*, Bonn: Bundeszentrale für politische Bildung 2016
- Hamburger Institut für Sozialforschung (ed.), *Mittelweg 36. Neues Deutschland*, 2/2017
- Pfeffer-Hoffmann, Christian (ed.), [*Profile der Neueinwanderung 2016. Analysen zum Wandel der Flucht- und Arbeitsmigration nach Deutschland*](#) (Colloquium "Profile der Neueinwanderung" am 18. April 2016 im BMAS), Berlin: Mensch und Buch-Verlag 2016
- Sinn, Hans Werner, “So kann es nicht weitergehen. Kosten und Chancen der Migration”, in: *Ifo-Schnelldienst* vol. 69.2016, 4 (25. Feb.), pp. 3-6
- Vorstand des Instituts für Migrationsforschung und Interkulturelle Studien (IMIS) der Universität Osnabrück (ed.), *25 Jahre IMIS, Jubiläumsveranstaltung am 29. Mai 2015*, Osnabrück: IMIS 2016

There are works written by journalists and historians and also field reports, often in the style of features. They reflect the different opinions in the German society about the necessity, the usefulness and the best ways to help refugees. Robin Alexander (2017) describes the political situation in Germany in summer 2015 and explains the extraordinary measure Chancellor Merkel undertook when she admitted several thousand refugees on one weekend (04 and 05 September 2015) to Germany without border control and did not consult the parliament, the ministers or even the coalition parties. The government institutions would not have been able to accommodate all the refugees and to fulfil their most important needs if civil society volunteers had not stepped into the breach. Navid Kermani (2016) met refugees on the route

³ Bade 2017, p. 99.

⁴ Ghaderi, Cinur/ Eppenstein, Thomas (ed.), *Flüchtlinge: Multiperspektivische Zugänge*, Wiesbaden: Springer VS 2017.

from Turkey to Germany and Amir Baitar and Henning Sußebach (2016) report how it was to live together as a refugee and a German.

- Alexander, Robin, *Die Getriebenen. Merkel und die Flüchtlingspolitik. Report aus dem Inneren der Macht*, München: Siedler 2017
- Baitar, Amir/ Sußebach, Henning, *Unter einem Dach. Ein Syrer und ein Deutscher erzählen*, Reinbek: Rowohlt 2016
- [Beise, Marc, *Wir brauchen die Flüchtlinge! Zuwanderung als Herausforderung und Chance. Der Weg zu einem neuen Deutschland*, München: Süddeutsche Zeitung 2015](#)
- Friese, Heidrun, *Flüchtlinge: Opfer – Bedrohung – Helden. Zur politischen Imagination des Fremden*, Bielefeld: Transcript 2017
- Hecht-El Minshawi, Béatrice, *Muslimen in Alltag und Beruf: Integration von Flüchtlingen*, Berlin/ Heidelberg: Springer 2017
- Heimbach-Steins, Marianne (ed.), *Zerreißprobe Flüchtlingsintegration*, Freiburg: Herder 2017
- Hinte, Holger/ Rinne, Ulf/ Zimmermann, Klaus F., *Flüchtlinge in Deutschland: Realismus statt Illusionen*, Bonn: IZA 2015
- Jakob, Christian, *Die Bleibenden. Wie Flüchtlinge Deutschland seit 20 Jahren verändern*, Bonn: Bundeszentrale für politische Bildung 2016
- Kermani, Navid, *Einbruch der Wirklichkeit. Auf dem Flüchtlingstreck durch Europa*, München: C. H. Beck 2016
- Kröger, Franz, “Zahlenspiele. Migranten und Flüchtlinge im Fokus der Statistik”, in: *Kulturpolitische Mitteilungen: Zeitschrift für Kulturpolitik der Kulturpolitischen Gesellschaft e. V.*, vol. 152.2016, 1, p. 15.
- Lahusen, Christian/ Schneider, Stephanie (ed.), *Asyl verwalten: Zur bürokratischen Bearbeitung eines gesellschaftlichen Problems*, Bielefeld: transcript 2017
- Schäfer, Gerhard K. et al., *Geflüchtete in Deutschland – Ansichten, Allianzen, Anstöße*, Göttingen: Vandenhoeck und Ruprecht 2017
- Herbert, Ulrich, *Geschichte der Ausländerpolitik in Deutschland. Saisonarbeiter, Zwangsarbeiter, Gastarbeiter, Flüchtlinge*, München: Beck 2001
- Luft, Stefan, *Die Flüchtlingskrise. Ursachen, Konflikte, Folgen*, München: C. H. Beck 2017
- Meier-Braun, Karl-Heinz, *Einwanderung und Asyl. Wichtige Fragen*, Bonn: Bundeszentrale für politische Bildung 2016
- Meyer, Dorothee et al., *Einfach Politik. Flucht und Asyl*, Bonn: Bundeszentrale für politische Bildung 2016
- Mulugeta, Addis/ Eichhorn, Caroline v., *Neu in Deutschland*, Bonn: Bundeszentrale für politische Bildung 2016
- Oltmer, Jochen, “Die Aushandlung des Schutzes von Flüchtlingen in der Bundesrepublik Deutschland – ein historischer Abriss”, in: *Berufsbildung in Wissenschaft und Praxis in Wissenschaft und Praxis* 45 (2016), H. 1, pp. 11-15
- Schäfer, Gerhard K. et al. (ed.), *Geflüchtete in Deutschland. Ansichten – Allianzen – Anstöße*, Göttingen: Vandenhoeck & Ruprecht 2017
- Scholz, Olaf, *Hoffungsland. Eine neue deutsche Wirklichkeit*, Hamburg: Hoffmann und Campe 2017
- Sperl, Gerfried (ed.), *Flüchtlinge*, Wien: Czernin 2016

- Stumberger, Rudolf, *Flüchtlinge verstehen. Wer sie sind, was sie von uns unterscheidet und was das für uns bedeutet*, München: Riva 2016
- Tenenbom, Tuvia, *Allein unter Flüchtlingen*, Berlin: Suhrkamp 2017
- Ternès, Anabel et al., *Flüchtlingsstandort Deutschland – eine Analyse. Chancen und Herausforderungen für Gesellschaft und Wirtschaft*, Wiesbaden: Springer Gabler 2017
- Unzicker, Kai, *Vielfalt statt Abgrenzung. Wohin steuert Deutschland in der Auseinandersetzung um Einwanderung und Flüchtlinge?*, Gütersloh: Bertelsmann-Stiftung 2016
- Zika, Gerd/ Maier, Tobias/ Mönnig, Anke, *Auswirkungen der Zuwanderung Geflüchteter auf Wirtschaft und Arbeitsmarkt. Berechnungen mit den BIBB-IAB-Qualifikations- und Berufsfeldprojektionen*, Bonn: Bundesinstitut für Berufsbildung 2017

2.2 The reception of migrants – the legal framework

Relevant laws are Grundgesetz (GG; the German constitution), Asylgesetz (AsylG), Asylbewerberleistungsgesetz (AsylbLG), Gesetz zur Neuregelung des Asylverfahrens (AsylVfGNG), Gesetz über den Aufenthalt, die Erwerbstätigkeit und die Integration von Ausländern im Bundesgebiet (AufenthG), Integrationsgesetz (IntG), Beschäftigungsverordnung (BeschV) and Gesetz über Ausländerzentralregister (AZRG). All laws can be found on <http://www.gesetze-im-internet.de/>.

According to IAB the Integrationsgesetz (Integration Act) should become part of a systematic and broad concept to integrate migrants into the German society (<http://www.iab.de/1969/section.aspx/Publikation/k160627v02>).

There are a lot of overviews and commentaries as well as summaries and guidelines for persons concerned by these laws: BAMF gives a general overview about the stages of the asylum procedure and information about financial aid

(<http://www.bamf.de/DE/Fluechtlingsschutz/AblaufAsylv/ablauf-des-asylverfahrens-node.html> and Bundesamt für Migration und Flüchtlinge (ed.), *Ablauf des deutschen Asylverfahrens: Ein Überblick über die einzelnen Verfahrensschritte und rechtlichen Grundlagen*, Nürnberg: Bundesamt für Migration und Flüchtlinge 2016):

After registration at the place where they apply first to German authorities asylum seekers are distributed to one of the 16 federal states according to a distribution key that takes account of the population and the economic strength of the states. The state governments decide in which cities they accommodate the refugees who will then have their interviews in the local offices of BAMF.

Four different kinds of decision are possible:

1. Acknowledgement of entitlement to asylum, i. e. the person has been individually persecuted on political grounds by the state in his/ her country of origin (GG, Art. 16a),
2. Award of refugee protection, i. e. the person has a well-founded fear of being persecuted by the state or non-state players for reasons of race, nationality, political opinion, fundamental religious conviction or membership of a particular social group, is outside his/ her country of origin and nationality and cannot avail himself/ herself of the protection of his/ her country of origin (Geneva Refugee Convention and AsylG, § 3),
3. Award of subsidiary protection, i. e. the person is at risk of serious harm in his/ her country of origin and cannot take up the protection of his/ her country of origin. Serious harm means:

the imposition or enforcement of the death penalty, torture, inhuman or degrading treatment or punishment or a serious individual threat to the life or integrity of a civilian as a result of arbitrary force within an international or domestic armed conflict (AsylG, § 4),

4. Rejection of the application for asylum.



After BAMF's decision the Aliens' Departments in the refugees' assigned places of residence are responsible for questions concerning their residence permit (<http://www.hamburg.de/auslaenderbehoerde/109102/auslaenderbehoerde.html>).

(Future) counsellors especially need knowledge about these laws and their impact on the cases of the clients concerning their options on the German labour market (cf. 3.3.3 Access to the labour market). Members of group 1 and 2 get a residence permit for three years and a work permit, members of group 3 a residence permit for one year and a work permit. Members of

group 4 are obliged to leave the country. If they do not do that voluntarily and file a lawsuit their deportation is being suspended until court has decided. The local Aliens' department decides if they give the person a work permit for this time.

Further important overviews and summaries are:

- Böttiger, Walter, *Sozialleistungen für Flüchtlinge und Asylbewerber*, Köln: Luchterhand 2017
- Bundeszentrale für politische Bildung (ed.), *Zuflucht Deutschland. Falter Aktuell 7*, Bonn: Bundeszentrale für politische Bildung 2016
- Hailbronner, Kay, *Asyl- und Ausländerrecht*, Stuttgart: Kohlhammer 2017
- Haubner, Petra/ Kalin, Maria, *Asylverfahren - Asylgerichtsverfahren - Materielles Recht*, Baden-Baden: Nomos 2017
- Kasperek, Bernd, *Flucht und Migration, das EU-Grenzregime und die deutsche Asylpolitik* (Politik aktuell 4), Berlin: Bertz und Fischer 2017
- Marx, Reinhard, *Handbuch Aufenthalts-, Asyl- und Flüchtlingsrecht*, Baden-Baden: Nomos 2017
- Schubert, Jens M./ Räder, Evelyn, *Flüchtlinge in Arbeit und Ausbildung. Rechtliche Ansprüche und betriebliche Regelungen*, Frankfurt a.M.: Bund 2017

Guidelines for practitioners:

- https://www.deutschland-kann-das.de/Webs/DEKD/DE/Home/home_node.html
- Hügel, Volker Maria/ Eichler, Kirsten, *Grundlagen des Asylverfahrens. Eine Arbeitshilfe für Beraterinnen und Berater*, Berlin: Der Paritätische Gesamtverband 42016
- Hundt, Marion, *Aufenthaltsrecht und Sozialleistungen für Geflüchtete. Praxisleitfaden für Verwaltungs- und Sozialeinrichtungen, Fachkräfte und Ehrenamtliche*, Regensburg: Walhalla 2017
- Kreisausschuss des Landkreises Hersfeld-Rotenburg (ed.), *Integration. Lohnende Integrationsarbeit mit Flüchtlingen. Arbeitshilfe für die Verwaltungspraxis*, Bad Hersfeld Oktober 2010.

Commentaries:

- Harbou, Frederik v., “Das Integrationsgesetz. Meilenstein oder Etikettenschwindel?”, in: *Neue Zeitschrift für Verwaltungsrecht* 35 (2016), H. 17, pp. 1.193-1.199
- Krug, Björn/ Güttner, Sven, “Beschäftigung von Ausländern und Flüchtlingen – die straf- und ordnungswidrigkeitenrechtlichen Risiken der Integration für Arbeitgeber”, in: *Arbeitsrecht aktuell* 8/2016, H. 7, pp. 155-158
- Rinne, Ulf/ Zimmermann, Klaus F., “[Zutritt zur Festung Europa?](#) Anforderungen an eine moderne Asyl- und Flüchtlingspolitik”, in: *Wirtschaftsdienst Heidelberg*, vol. 95.2015, 2, pp. 114-120
- Thym, Daniel, “Der aufenthaltsrechtliche Status von Flüchtlingen - von der Ankunft bis zur Entscheidung (und danach ...)”, in: *Recht der Jugend und des Bildungswesens* 3/ 2016, pp. 322-328
- Vodafone-Stiftung Deutschland (ed.), *Chancen und Voraussetzungen für ein Integrationsministerium auf Bundesebene. Eine Studie des Lorenz-von-Stein-Instituts für Verwaltungswissenschaften an der Christian-Albrechts-Universität zu Kiel*, Düsseldorf 2017

The situation is also illustrated by films like “Willkommen auf Deutsch”:

<http://www.bpb.de/shop/lernen/filmhefte/222759/dok-macht-schule-willkommen-auf-deutsch>

1.3 The reception of migrants – the institutional framework for education and career counselling

The institutional framework is highly predetermined by law, instructions and other guidelines. There is also a given structure in the setting: it is marked by the place (an office), the protagonists (client, social worker and often interpreter), the topic (the client’s questions or problems with his situation as a migrant), side actions like taking notes and telephoning with other experts [and from Monday to Friday during the usual working hours; supplement by the author]. The social workers in Kurt’s study understood their role as persons who answer to questions of refugees. From their perspective to establish a good relation to the client means to concentrate on the current interview (not allowing other clients to disturb), to show attention and care for his/ her problems (in words, facial expression and gestures) that will be solved by his/ her offers of support. There is much non-verbal communication whose impact is often unclear, but in most of the cases helpful.

With regard to contents the counsellor’s tasks are identifying needs and demands, information about language courses and other offers, support in the contact with civil services, help in conflicts, referring people to other relief organizations and facilitating integration processes. Most clients met their social worker several times and according to the principle of helping people to help themselves there were tasks they had to fulfill until the next appointment. Before the beginning of the study Kurt expected that the main topic in the counselling interviews would be how to manage cultural differences, that there would be a struggle to “share the same reality”. This did not happen because the described kind of setting gives no room to experience strangeness – at least not to the counsellor whose reality takes center stage. For the migrant the setting of counselling interviews has also an effect of socialization. He learns behavioural patterns like speaking German, coming on time, communicating in a result-oriented way, negotiating about agreements, fulfilling duties and handling important documents carefully. In all probability the better a client adapts to these expectations the more he/ she will be supported. Within these limits cooperation works in most of the cases. According to Kurt this shows that cross-cultural competence can also mean simply to avoid confrontation.⁵

There are many institutions counselling migrants and refugees, governmental institutions as well as non-profit associations (www.iq-netzwerk.de, <http://www.asyl.net/index.php?id=startseite>). The most important player is the Federal Employment Agency (Bundesagentur für Arbeit, BA, www.arbeitsagentur.de). It runs the unemployment insurance in Germany and offers vocational as well as career counselling in order to help people integrate into the labour market. Its headquarter being in Nürnberg it has ten regional headquarters (Regionaldirektion) and 156 agencies (Agentur für Arbeit) for the client service.

⁵ Ronald Kurt, “Vorsicht zerbrechlich! Das Flüchtlingsberatungsgespräch als fragiler Kooperationsprozess”, in: Ghaderi, Cinur/ Eppenstein, Thomas (ed.), *Flüchtlinge: Multiperspektivische Zugänge*, Wiesbaden: Springer VS 2017, pp. 323-346.

At the end of 2013 the headquarter of the BA decided to start a pilot project for counselling refugees, *Early Intervention – Jeder Mensch hat Potenzial* (“Everybody has got potential”). It was the first approach to get information about the qualifications of refugees on the one hand and to give them information about the chances they would have on the German labour market in the future on the other hand. At that time refugees whose cases had not yet been decided had to wait for a working permit at least nine months and during the first 15 months of their stay an employer was only allowed to hire a refugee if he was not able to find a German or European citizen to do the job. In this situation the only service the Federal Employment Office could offer was counselling. Seven placement officers in six cities began counselling refugees in February 2014. So the BA was able to generate the first statistics after some months and it became clear that the refugees’ qualifications were considerably lower than those of the population on average. That meant that most of them would have to get new qualifications. Those who had graduated from professional training or studies have the right to have their certificates assessed by German authorities.

But before or parallel to any other measures the main problem would have to be solved: the lack of language skills (<http://www.iab.de/389/section.aspx/Publikation/k160208p02>). All that would need much time: language courses in the majority of cases one year, recognition of certificates and labour market measures at least some months. One result of the pilot project (<http://www.iab.de/389/section.aspx/Publikation/k160119302>, <http://www.iab.de/185/section.aspx/Publikation/k150410j01> and <http://www.iab.de/185/section.aspx/Publikation/k151201302>) was the decision to allow and enable those refugees whose chance to stay in Germany was statistically over 50% to begin with these procedures already shortly after their arrival. These are citizens from Syria, Iraq, Iran, Eritrea and Somalia. From summer 2015 on in all 670 agencies of the Federal Employment Office counselling for refugees was being offered. Several hundred new counsellors specialized on the needs of refugees have been able to offer more and more supportive measures as laws were changed in favour of the labour market integration, e. g. by facilitating access to German courses free of charge. In 2017 the situation is slowly changing: refugees are more and more integrated into the common procedures of counselling and placement.

For the first steps into the topic brochures and websites can be used: <https://www.arbeitsagentur.de/fuer-menschen-aus-dem-ausland>, <https://ankommenapp.de/>, <http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Broschueren/willkommen-in-deutschland.html?nn=1366152>). The brochure Bundesagentur für Arbeit (ed.), *Asylbewerber und Flüchtlinge. Überblick über wesentliche Aktivitäten der BA zur Integration von Flüchtlingen in den Arbeits- und Ausbildungsmarkt*, Nürnberg: November 2016 is an overview of the measures that the BA offers refugees. On the internal website of the BA there is information about all legal aspects of migration (<https://www.baintranet.de/008/002/001/001/004/Seiten/default.aspx>, <https://www.baintranet.de/001/008/002/Seiten/default.aspx>) and also instructions for the employees to work with refugees (<https://www.baintranet.de/011/005/001/010/Seiten/Information-201610020.aspx>, <https://www.baintranet.de/011/004/004/001/Seiten/Weisung-201701026.aspx>). All employees of the BA have the chance to take part in trainings concerning these subjects (<http://schulungsunterlagen.web.dst.baintern.de/>).

There are also a lot of local offers from organizations who have been working with refugees for years and have collected experience long before the recent refugee crisis, e. g. in Hamburg: <http://www.why-not.org/home>, http://www.fluchtpunkt-hh.de/scroll/aktuelles_neuigkeiten.php, <http://www.fz-hh.de/>, <http://www.frsh.de/home/>, <http://www.hamburg.de/fluechtlinge/>, <http://www.vernetzung-migration-hamburg.de/index.php?id=147>, <http://www.verikom.de/>,⁶, <http://cafe-exil.antira.info/infos/broschuere-fuer-asylsuchende-in-hamburg/>.

Brandt, Risch and Lochner (2015) made a survey among migrants about impact and potential of specific counselling for their target group (MBE, Migrationsberatung für erwachsene Zuwanderer, i. e. Counselling for Adult Migrants). Counselling is being offered in more than 20 languages and to a broad variety of topics (p. 10). The reasons why clients come to MBE are mostly support in the contact with public authorities and questions concerning the labour market, German courses and financial aid (pp. 196-203). The relationships between consultant and consuler as well as the support provided were evaluated positively (pp. 227-234, 243-251), especially in the field of health, but less what concerns problems with the residence permit, the labour market and the recognition of certificates (p. 244). Deficits concern frame conditions caused by lack of resources like short opening hours and the low number of counsellors (pp. 221-223, 272-276). 90% of the interviewed persons considered offers of counselling for migrants to be very important (p. 14)⁷

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

What migrants and those who counsel them need first is a training concerning intercultural sensibility. One well established organisation that offers it is IQ-Netzwerk:

<http://www.netzwerk-iq.de/angebote/arbeitsagenturen-jobcenter.html>

3.1 Knowledge gaps

3.1.1. Review of research on and relevant for career guidance and counselling for refugees

Kohn (<http://www.kohnpage.de/Text2017a.pdf>⁸ and <http://www.kohnpage.de/Text2011a.pdf>⁹)

identified knowledge gaps in the following fields: Counsellors need more knowledge about the countries of origin, especially about the education systems and the labour markets, as well as the social structure of refugees and the reasons why they have left their countries.

Furthermore there is still a lack of information about the circumstances of their life in

Germany. Refugees generally do not have enough knowledge about the education system and the labour market in Germany and therefore often judge according to criteria of their home

⁶ Café Exil, unabhängige Beratungsstelle für Flüchtlinge und Migrant_innen, *Erstinfos für Asylsuchende in Hamburg/ Introductory information for asylum seekers in Hamburg/ Premières informations pour les demandeurs d'asile à Hambourg/ Ma'ālūmāt awwaliyya li-tālibī al-ludju' fi hamburg*, Hamburg 2015.

⁷ Brandt, Lisa/ Risch, Rebekka/ Lochner, Susanne, *Zehn Jahre Migrationsberatung für erwachsene Zuwanderer (MBE). Erfolge, Wirkungen und Potenziale aus Sicht der Klienten*, Nürnberg: Bundesamt für Migration und Flüchtlinge 2015.

⁸ Karl-Heinz P. Kohn, „Spezifische Berufsberatung für geflüchtete Menschen – Schlüssel zur Nutzung eines bedeutenden Fachkräftepotenzials“ [„Specific career counselling for refugees – the key to tapping a significant potential of skilled workers“], in: Kreklau, Carsten/ Siegers, Josef (Hg.): *Handbuch der Aus- und Weiterbildung. Politik, Praxis, Finanzielle Förderung*, Aktualisierungslieferung Nr. 285 (3313), März 2017, Köln: Loseblattwerke Deutscher Wirtschaftsdienst 2017.

⁹ Karl-Heinz P. Kohn, *Migrationsspezifische beschäftigungsorientierte Beratung – spezifische Themen, spezifische Bedarfe. Ergebnisse einer Delphi-Breitband-Erhebung*, Berlin: Kumulus-Plus 2011.

countries what concerns for example prestige and labour market chances of professions. They also need more information about public authorities and other organizations that can support them with arising questions or problems connected with law, access to the labour market and housing.

Gravelmann 2016 also sees the necessity for social workers to get knowledge about ethnic, religious, political and cultural circumstances in the countries of origin¹⁰ as well as knowledge about law, psychology and the labour market in Germany. What is needed are reflecting, dedicated, resilient, smart, cooperative, sensitive and flexible experts who allow closeness but keep the right degree of distance.¹¹ Kurt's article in Ghaderi/ Eppenstein 2017 asks how cooperation is possible in situations of cultural difference and sees cross-cultural competence as the core skill of counsellors for migrants. He comes to the conclusion that cross-cultural competence is an attitude that neither emphasizes nor denies differences and is on its highest level when it is not explicitly shown.¹²

3.1.2 Review of examples from practice and other texts on didactic

There is a lot of information for refugees covering all topics that might be important at the beginning of their life in Germany, ranging from the asylum procedure and recent changes of law (<http://www.bmi.bund.de/SharedDocs/Kurzmeldungen/DE/2014/09/neue-regelungen-zum-asyilverfahren-und-zur-optionspflicht.html?nn=3315850>) to everyday and working life:

- Arafat, Salah/ Bauch, Peter, *Ich zeige dir meine Stadt. Wie wir in Deutschland leben*, München: Hanns-Seidel-Stiftung 2016
- v. Wolff, Nikolaus (ed.), *Erfolg in Deutschland - Success in Germany*, n. p.: Chromaland Medienverlag 2016
- Redaktion Langenscheidt (ed.), *So einfach funktioniert Deutschland. Ausbildung und Beruf*, München: Langenscheidt 2017
- Schreiber, Constantin, *Marhaba Flüchtling! Wie tickt Deutschland und wie sehen die Flüchtlinge unser Land?*, Hamburg: Hoffmann und Campe 2016
- Thiede, Rocco/ van Volxem, Susanne, *Deutschland: Erste Informationen für Flüchtlinge. Almāniyā. Ma'lūmāt awwaliyya li-l-ağ'īn*, Freiburg/ Basel/ Wien: Herder 2016
- Wolff, Nikolaus von/ Alkutainy, Ameen, *Wir schaffen das! 99 Tipps und Fakten für Zuwanderer und Einheimische*, Chemnitz: Chromaland 2016

Information sources in different languages cover the local (<http://www.hamburg.de/integration>) as well as the national level, editors are public authorities (https://www.deutschland-kann-das.de/Webs/DEKD/DE/Home/home_node.html) as well as special interest groups (<http://www.asyl.net/index.php?id=startseite>).

The web portal www.planet-beruf.de gives students, their parents and teachers information and advice to all questions concerning the choice of a vocational training and a profession. It ranges from the choice of a profession to the application process and questions of working life. On this website there is also an up-to-date brochure about career guidance for young

¹⁰ Reinhold Gravelmann, *Unbegleitete minderjährige Flüchtlinge in der Kinder- und Jugendhilfe. Orientierung für die praktische Arbeit*, München/ Basel: Ernst Reinhardt 2016, p. 65.

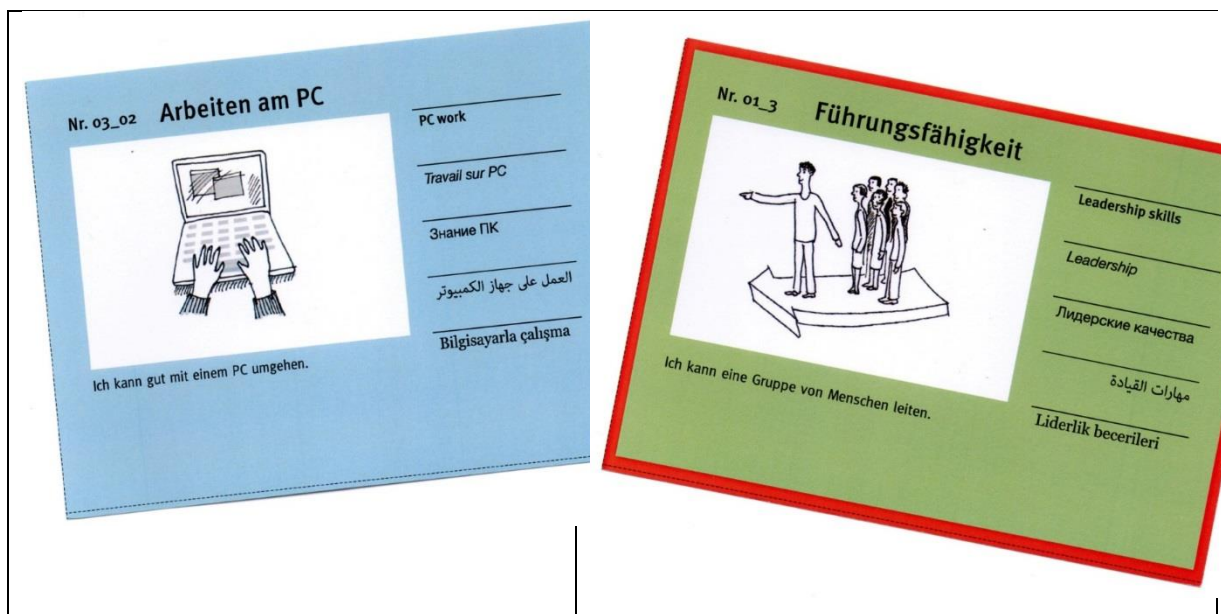
¹¹ Gravelmann 2016, p. 164.

¹² Kurt 2017, pp. 329-330.

refugees¹³ that helps them also with specific questions (<http://www.planet-beruf.de/lehrerinnen/heftuebersichten/lehrende-und-bo-coaches-2017-berufsorientierung-junger-gefluechteter-unterstuetzen/?print=1%3Fprint%3D1%3Fprint%3D1>).

Schirilla 2016 provides “knowledge of orientation” for social workers. It is about the history of social work with migrants, forms of intervention and the current development in the field. On the one hand there are special counselling services for migrants concerning their specific problems e. g. with immigration law and on the other hand there are also migrants as clients in general social counselling. Then there is the specialty that intercultural aspects have to be considered, e. g. the fact that there are countries where counselling is not provided so the concept might be unfamiliar to clients.¹⁴ The author goes a step further from the intercultural approach to diversity management.¹⁵ In this concept culture is only one of several aspects that label persons, others are age, sex and mobility. It is based on resources and tries not to compensate but to stimulate differences. Diversity is not treated as a problem but as a chance.

A practical instrument for career counselling has been developed by Bertelsmann Foundation (Bertelsmann-Stiftung), Research Institute for Vocational Education and Training (Forschungs-institut Betriebliche Bildung) and BA. The “Competence cards for potential analysis of people with migrant backgrounds” (Kompetenzkarten für die Potentialanalyse in der Migrationsberatung, Gütersloh 2016, see Figure 1) are a set of ca.60 cards that visualize competences and interests. They can be used during the counselling process to find out what profession refugees had in their home countries or what professions might fit to them in Germany. The skills are shown in pictures, and are also translated into six languages. There are explanations and examples. Further information in English is to be found on <http://www.bertelsmann-stiftung.de/en/our-projects/further-education-for-all/project-news/immigration-counseling-for-adult-immigrants/>



¹³ Bundesagentur für Arbeit (ed.), planet-beruf.de. Mein Start in die Ausbildung. Material für Lehrende und BO-Coaches. Berufsorientierung junger Geflüchteter unterstützen, Nürnberg: November 2016, ISSN 2511-0578.

¹⁴ Nausikaa Schirilla, *Migration und Flucht. Orientierungswissen für die Soziale Arbeit*, Stuttgart: Kohlhammer 2016, p. 170.

¹⁵ Schirilla 2016, p. 192.

Figure 1

Among counsellors it is being discussed if the pictures are interculturally comprehensive. There is also the problem if a skill is a skill everywhere. In a more collective culture a skill like “Showing initiative” might be regarded as an inadequate behaviour because it disregards the will of the group a person is belonging to or because it does not fit to a person’s role in the group (see Figure 2). In the case of time management the skill might not be a skill because it is impossible to practice it in the clients’ home country, e. g. if the traffic in a megacity is incalculable.

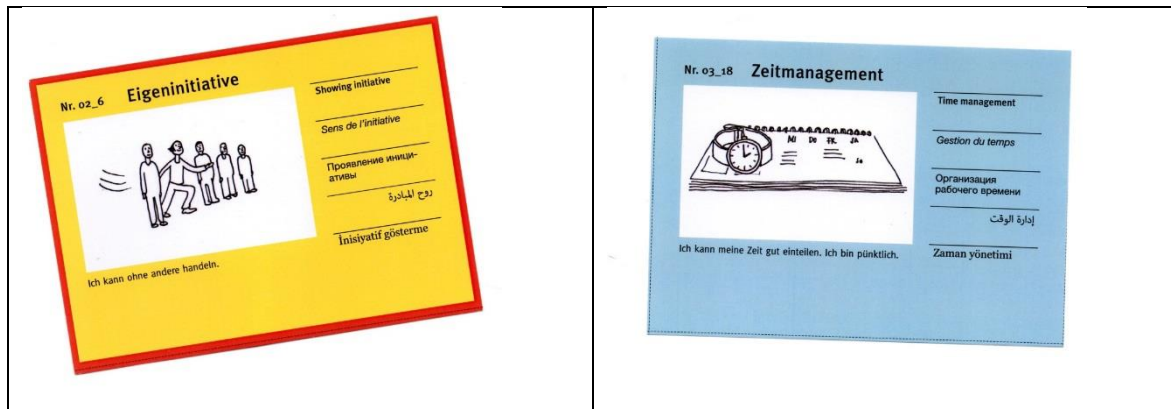


Figure 2

Further helpful works for counsellors are:

- Freie Wohlfahrtspflege für Flüchtlinge Zentrale Dokumentationsstelle (ed.), *Ratgeber soziale Beratung von Asylbewerbern*, Siegburg: ZDWF 1997
- Hibbeler, Stefan, *Möglichkeiten psychosozialer Beratung von Flüchtlingen*, Sinzheim: Pro Universitate 1995
- Littmann, Katja, *Leitfaden für die Flüchtlingsberatung. Grundlagen, Vorgehensweisen, Empfehlungen*, Hamburg: Passage gGmbH 2007
- Rank, Ingrid, *Türen in Grenz-Welten. Flüchtlinge und Beratende*, Hildesheim: Caritasverband für Stadt und Landkreis Hildesheim 2014
- Voigt, Daniela, *Unterricht, Beratung und Umgang mit Asylanten, Flüchtlingen. Für Berater und Ehrenamtliche*, Berlin: epubli 2015

The countries of origin. Zimmermann¹⁶ describes the general situation of refugees: “Alle Befragten stammen [...] aus Ländern, deren soziopolitische oder sozioökonomische (und damit auch soziopsychologische) Gesamtsituation als krisenhaft beschrieben werden muss [...]”. He says that the countries of all refugees he interviewed were affected by sociopolitical or socioeconomical (and therefore also sociopsychological) crisis. This can also mean that official data from the home countries are often not existing or not reliable. Organizations like UNHCR collect data from different sources and present them to the public:

<http://www.unhcr.org/dach/de/statistiken>.

In Germany the German Academic Exchange Service DAAD (Deutscher Akademischer Austauschdienst) provides facts about most of the countries of the world (besides information for students and graduates): <https://www.daad.de/laenderinformationen/de/>. Very similar is

¹⁶ David Zimmermann, *Migration und Trauma. Pädagogisches Verstehen und Handeln in der Arbeit mit jungen Flüchtlingen*, Gießen: Psychosozial-Verlag 2016, p. 107.

the site of Lexas Information Network (<http://www.laenderdaten.de/>). There are also databases specialized on questions of education throughout the world: <http://www.bildung-weltweit.de/> (a governmental database), <http://www.ecoi.net/> (run by NGOs and supported by the Federal Ministry of the Interior) and <https://www.bq-portal.de/> (related to the Federal Ministry for Economic Affairs and Energy).

The Federal Agency for Civic Education (Bundeszentrale für politische Bildung; BPB) is a governmental institution that has the task to offer reliable works about history, politics and economy that everybody can afford like Daniel Gerlach, *Herrschaft über Syrien. Macht und Manipulation unter Assad*, Bonn 2015; Daniel Gerlach/ Christian Meier, *Der Nahe Osten in hundert Köpfen*, Bonn 2012 and Janine di Giovanni, *Der Morgen als sie uns holten. Berichte aus Syrien*, Bonn 2017. These are special editions of books that have appeared in publishing companies before.

There is also the booklet series *Informationen zur politischen Bildung* that appears quarterly and provides much background information (e. g. *Informationen zur politischen Bildung 217 Naher Osten. Nachbarregion im Wandel*, Bonn 2013). *Aus Politik und Zeitgeschichte (APuZ)* is an enclosure of BPB's weekly paper *Das Parlament*. Every issue contains essays focussing on one topic, e. g. a country or a region of the world (*APuZ* 21-22/2010 *Pakistan und Afghanistan*; *APuZ* 9/2011 *Irak*; *APuZ* 8/2013 *Syrien*; *APuZ* 8/2016 *Syrien, Irak und Region*). Another non-profit organisation is the Institute for Tourism and Development (Studienkreis für Tourismus). They offer seminars about tourism and development and distribute booklets about countries, regions, religions and subjects like globalization for a low price. The interesting part for counsellors is the intersection of touristic destinations and countries where many refugees live like Lebanon or Egypt: <https://www.sympathiemagazin.de/startseite.html>

On the book market one finds numerous works about the countries of origin. There are general works that offer facts and overviews (Gerhard Schweizer, *Syrien verstehen*, Stuttgart: Klett-Cotta ⁸2017; Azadeh Zamirirad, *Das politische System Irans*, Potsdam: WeltTrends ²2011), works of contemporary history (Wilfried Buchta, *Terror vor Europas Toren. Der Islamische Staat, Iraks Zerfall und Amerikas Ohnmacht*, Bonn: Bundeszentrale für politische Bildung 2016), field reports (Sarah Glidden, *Im Schatten des Krieges. Reportagen aus Syrien, Irak und der Türkei*, Berlin: Reprodukt 2016; Samar Yazbek, *Die gestohlene Revolution. Reise in mein zerstörtes Syrien*, München: Nagel & Kimche 2015) and memories, e. g. of Najem Wali who escaped from Iraq in 1980 (*Bagdad. Erinnerungen an eine Weltstadt*, München: Hanser 2015).

A well-known specialist for Middle Eastern Studies, Volker Perthes, has written an essay that predicts "the end of the Middle East as we know it" (*Das Ende des Nahen Ostens wie wir ihn kennen. Ein Essay*, Berlin: Suhrkamp ⁴2015). There is also a journal about the Middle East, *Zenith*. It is published by a group of orientalist and appears quarterly (<https://zenith.me/de>). Besides contemporary issues ("Saudi and UAE Stumble Over Tiny Qatar") they also write about rarely mentioned subjects (e. g. mobile libraries in Egypt) and try to find new perspectives (e. g. imagining the Mediterranean Sea as a country). What might also be helpful is information about special questions like converting calendar dates: <http://iran-infos.de/index.php/content/view/16/104/>, <http://www.taghvim.com/converter/>

Young refugees. Young refugees are young people with diverse characters and have different needs, wishes, hopes, potential, sorrows and problems like other children and teenagers.

Besides there are special circumstances: They have left their home countries and have to manage life in a foreign country often without their families and with less options for education, participation and work than natives have. Some are also traumatized.¹⁷ They often did not decide to migrate themselves but have to follow the decision of their families, so Zimmermann speaks of “forced migration” (Zwangsmigration). They come to Europe with or without their families. Those who come alone have lost their parents or they have parents who sent them abroad to arrange everything for the family to follow later. So they have a special responsibility towards their families who try to influence their behaviour although they do not know under which circumstances their children live in Europe. This can be a source of conflicts within the family, e. g. if the young person is planning to take part in an apprenticeship while his family wants him to work without training in order to earn more money in the first years of his stay in Germany.

Gravelmann (2016) wants to give orientation to the members of the youth welfare system who work with unaccompanied minor refugees. The youth welfare system in Germany focusses on young people with social or psychological problems. Among young refugees there are also such persons and others whose problems did not derive from their life in their countries of origin but from their flight. Others do not seem to have problems at all, so they are no typical clients, the youth welfare system only cares for them because they are not yet mature.¹⁸ The book gives advice about the role and the measures of the youth welfare system in the work with young refugees. It refers to totally different education styles in the countries of origin where ideas like individuality, autonomy, participation, equality, free choice of religion, sexual self-determination and participation are unknown.¹⁹ In social work this might lead to wrong expectations e. g. what concerns help. If the concept of helping people help themselves is unfamiliar to a client he might be disappointed because people who care for him seem to be not active enough.

- <http://www.jugendmigrationsdienste.de/>
- N. a., *Angekommen in Deutschland. Und nun? Unbegleitete minderjährige Flüchtlinge in der Kinder- und Jugendhilfe. Dokumentation der Fachtagung am 23./ 24. April 2015 in Berlin*, Berlin: Deutsches Institut für Urbanistik 2015
- Arbeitsgruppe Fachtagungen Jugendhilfe im Deutschen Institut für Urbanistik (ed.), *Flüchtlingsfamilien im Schatten der Hilfe? Geflüchtete minderjährige Kinder und Jugendliche und ihre Familien in Deutschland*, Berlin: Deutsches Institut für Urbanistik 2016
- Baumann, Barbara et al., “Zur Diversität neu zugewanderter Jugendlicher und junger Erwachsener an Berufsschulen”, in: *Berufsbildung in Wissenschaft und Praxis* 70 (2016), pp. 4-7
- Brinks, Sabrina/ Dittmann, Eva/ Müller, Heinz (ed.), *Handbuch unbegleitete minderjährige Flüchtlinge*, Frankfurt am Main: Internationale Gesellschaft für erzieherische Hilfen 2017
- Dieckhoff, Petra, “Nicht ratlos bleiben. Begleitung für unbegleitete minderjährige Flüchtlinge”, in: *Kinderflüchtlinge. Theoretische Grundlagen und berufliches Handeln*, Wiesbaden: VS Verlag für Sozialwissenschaften 2010, pp. 195-198

¹⁷ Gravelmann 2016, p. 165.

¹⁸ Gravelmann 2016, p. 18.

¹⁹ Gravelmann 2016, p. 133.

- Hiller, Gotthilf Gerhard/ Mater, Dejan, *Nur Sprache und Berufsschulunterricht? Was brauchen unbegleitete minderjährige Flüchtlinge wirklich? Teil II: Solidarische Begleitung und emanzipierende Bildung*, in: *Lehren und Lernen* 42.2016, 11, pp. 6-13
- Riedl, Anna Maria, “Sorge für unbegleitete minderjährige Flüchtlinge”, in: Heimbach-Steins, Marianne (ed.), *Zerreiprobe Flchtlingsintegration*, Freiburg: Herder 2017, pp. 124-136

3.2 Language and intercultural communication

Learning German. The knowledge of the language is an essential part of integration into a society. That is why in 2005 the German government launched integration courses that incorporate learning of the language (600 hours) and knowledge of German culture, history, society, values, law and the political system (100 hours). Legal migrants to Germany have the opportunity and many are also obliged to take part in the courses. Acknowledged refugees are usually obliged to participate. Since 2016 refugees from Eritrea, Iran, Iraq, Somalia and Syria can take part even without being granted asylum if there are vacant places in a course. Integration courses lead to the language level B1, participants are free to book further courses and dependent on their residential status some can also get further financial support, e. g. by the Federal Employment Agency. 16% of the courses for beginners are courses for alphabetisation and 1% are for people with notably high potential.²⁰

BAMF is responsible for the realisation of the courses. All information can be found on <http://www.bamf.de/DE/Willkommen/DeutschLernen/deutschlernen-node.html>. Web-based courses are <https://www.onset.de/>, <http://www.dw.com/de/deutsch-lernen/s-2055>, <https://www.iwdl.de/cms/lernen/start.html>. In 2016 the McDonald’s company offered 20,000 licenses for a German course to refugees. They could get the licenses in the offices of the Federal Employment Agency: <https://www.baintranet.de/011/004/002/002/Seiten/Weisung-2015-12-Sprachkurse-LinguaTV.aspx>.

The BA gives an overview over integration courses as well as courses in the internet: <https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitenInDeutschland/Asylbewerber/Detail/index.htm?dfContentId=L6019022DSTBAI784922>. Besides that there are language schools offering chargeable courses and individually coached learning. They can be found here: <http://kursnet-finden.arbeitsagentur.de/kurs/index.jsp>

The system of integration courses has been evaluated by the Bosch Foundation²¹ and by Scheible 2017²². The Bosch Foundation recommended that more refugees should have access to the courses, that teachers should be paid better and that civil society initiatives who give unsalaried German courses should be better supported. It might also be advantageous to have a demand-driven, not a supply-oriented system. Then German courses could be planned

²⁰ Dengler, Eva/ Liebig, Thomas, *Arbeitsmarktintegration von Flchtlingen in Deutschland. Nach der Flucht: Der Weg in die Arbeit*, n. p.: OECD 2017, p. 9.

²¹ Ohliger, Rainer, *Themendossier Sprachvermittlung und Spracherwerb fr Flchtlinge: Praxis und Potentiale außerschulischer Angebote*, Stuttgart: Robert-Bosch-Stiftung 2015, http://www.bosch-stiftung.de/content/language1/downloads/Kommissionsbericht_Fluechtlingspolitik_Sprache.pdf.

²² Scheible, Jana A./ Rother, Nina, *Schnell und erfolgreich Deutsch lernen – wie geht das? Erkenntnisse zu den Determinanten des Zweitspracherwerbs unter besonderer Bercksichtigung von Geflchteten*, Nrnberg: Bundesamt fr Migration und Flchtlinge 2017, <http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/WorkingPapers/wp72-erfolgreich-deutsch-lernen-wie.html>.

according to the needs of the participants. In their survey Scheible and Rother found out that the participants' success in the courses depends on their education level, their experience with learning languages (especially languages with similar grammar), lower age, a high motivation for learning German, having fun in the course and practicing the language regularly. It is also helpful to have a teacher who is also a migrant but from another country than the student. Such people can serve as models. Women learn best when the teacher is also female. Learning in linguistical heterogenic groups is helpful, because there participants communicate in German and not in their mother tongue.

When it comes to textbooks for learners of German there is a choice between dozens of them. These are the books that are admitted for the integration courses:

http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Integrationskurse/Lehrkraefte/liste-zugelassener-lehrwerke.pdf?__blob=publicationFile

Interpreting in counselling settings. The arrival of many refugees has increased the market for interpreters and translators. A big demand for people who can interpret or translate languages like Arabic and Persian developed in a short time. There are several ways to become a professional language mediator. For some official purposes is necessary to be a sworn interpreter resp. translator. In the last three years when the demand for language mediators was very high many people were hired who did not have an official qualification, even refugees began to work as interpreters when they had learnt German on the level B1. There were qualification courses for them and some chose interpreter to be their new profession. As this profession in Germany is done mostly by freelancers it seems to become a hard way to earn one's living for a refugee who has no experience with the German economy, the tax system and social insurances. Besides the actual work permanently searching for new orders and managing all questions of accountance, taxation and insurances is very demanding and the opportunity to earn money are not above-average. More information can be found on the website of the interpreters' and translators' union (Bundesverband der Dolmetscher und Übersetzer) www.bdue.de

Clients of some public authorities, e. g. of the Federal Employment Office (<https://www.baintranet.de/006/008/009/Seiten/Personal-Uebersetzungsdienste.aspx>) get interpreting service for free in most of the cases. The German Medical Association (Bundesärztertag) now also claims to have financed interpreters for patients by the health insurances: http://www.bundesaerztekammer.de/fileadmin/user_upload/downloads/pdf-Ordner/120.DAET/Beschlussprotokoll_120_DAET.pdf

The Refugees' Languages. There is a long academic tradition of language learning for students of subjects like Oriental Studies in Germany (<https://www.orient.uni-freiburg.de/>, <https://www.aai.uni-hamburg.de/>, <http://vorderer-orient.uni-hd.de/>, <http://www.orientphil.uni-halle.de/>). In the last 20 years there have also been courses of Arabic and Persian in the governmental adult education centers (Volkshochschule, e.g. <https://www.abendakademie-mannheim.de/Programmbereich/p-cmx52a6dc9893d42/mp-Arabisch/cmx52a6dc9893d42.html>, https://www.vhs-hd.de/programm/junge-vhs-und-familie.html?action%5B131%5D=category&cat_ID=516-CAT-KAT3375795) and in private language schools.

Especially in the last two years the number of language courses and also the number of books concerning the refugees' indigenous languages have appeared. Before there had been several

books for learners of the Arabic language above all, but since 2016 there are also appearing dictionaries of Persian and Tigrinya as well as textbooks for Persian and Urdu. Most of these books are edited in specialized publishing companies like Langenscheidt, Pons and Buske. Some examples are

- Redaktion Langenscheidt (ed.), *Langenscheidt Arabisch mit System*, München/ Wien: Langenscheidt 2012
- Redaktion Langenscheidt (ed.), *Langenscheidt Praktisches Wörterbuch Persisch*, München/ Wien: Langenscheidt 2016
- Redaktion Langenscheidt (ed.), *Langenscheidt Taschenwörterbuch Arabisch*, München/ Wien: Langenscheidt 2016
- Redaktion Langenscheidt (ed.), *Langenscheidt Wörterbuch Persisch – Deutsch Bild für Bild*, München/ Wien: Langenscheidt 2017
- Redaktion Langenscheidt (ed.), *Langenscheidt Wörterbuch Tigrinia – Deutsch Bild für Bild*, München/ Wien: Langenscheidt 2017

3.3 Recognition and access to labour market

Recognition of qualifications. According to the Federal Recognition Act (Berufsqualifikationsfeststellungsgesetz) since 2012 migrants have the right to have their certificates checked to find out if they are equal to German certificates. Paulsen et al. (2016) describe the procedure shortly and completely.²³ First the client's former work is compared to German professions to find a so-called "reference profession". Difficulties arise when the labour markets in the two countries are different, e. g. in Syria there are hairdressers for women and barbers for men, but in Germany there is only one profession for both sexes. This is one reason why the authors want to shift the procedure from comparing curricula of vocational trainings in two countries to considering more competence models of professions.²⁴ The result of the current comparison of curricula is either a) complete b) partial or c) no recognition. Partial recognition is given when there are major differences between the professions in the two countries.

Persons with regulated professions (<http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=homepage#top>) have the right to take part in preparation measures to get the full recognition through internships, sample works, tests or exams. People with non-regulated professions can also try to get a recognition, but have no right to take part in measures, because recognition is theoretically not necessary. It is up to the employers then if they are ready to hire persons without approved certificates. On the other hand it helps much to find a job if someone can prove he has the desired qualification.

In each federal state there is one institution responsible for the recognition of job-related certificates. One problem is that the 16 states have differing rules. So it depends on where someone lives what he/ she can do if recognition is not fully provided. It is also not sure that the recognition a person has got in one federal state will be valid elsewhere.

²³ Paulsen, Hilko/ Kortsch, Timo/ Kauffeld, Simone/ Naegele, Laura/ Mobach, Ireen/ Neumann, Bernd, "Anerkennung der beruflichen Kompetenzen von Flüchtlingen – Ein Beitrag zur Integration", in: *Gruppe. Interaktion. Organisation. Zeitschrift für Angewandte Organisationspsychologie* Jahrgang 47, Heft 3, Oktober 2016, pp. 243-254, here: pp. 248-249.

²⁴ Paulsen et al 2016, pp. 248-249.

The Federal Employment Agency supports the recognition process financially if it rises the chance significantly for the refugee to find work afterwards. In the countries of origin the spread of professions seems to be narrower than in industrialized countries. Measures to make refugees fit for the labour market might focus on the ca.20 professions that are most widely spread, because they represent 80% of the refugees.²⁵ Paulsen et al make another suggestion to use financial means economically and to rise efficiency: They think about a procedure that connects recognition and enlargement of competences. People could begin to work in a company while their certificates are still being checked. Parallel to that the employers could also detect and document skills that could be checked officially and certified at the end.²⁶

The responsible organization for the recognition of school reports is the regional ministry of education, e. g. in the federal state of Hamburg it is

<https://www.hamburg.de/behoerdenfinder/hamburg/11328986/>

Information about recognition and the responsible offices in the federal states can be found here: 1) www.anererkennung-in-deutschland.de/html/de/index.php, 2) www.kmk.org/themen/anererkennung-auslaendischer-abschluesse.html, 3) www.bq-portal.de/, and 4) www.baintranet.de/011/005/001/009/Seiten/Information-201609008.aspx (internal information of the BA for career counsellors). There is also special information for certain sectors, e. g. the health sector and for engineers: 1) www.kompetenzen-gesundheitsberufe.de, and 2) www.ibhev.de/qualifizierungen.html.

Access to Vocational training. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz) is composed of the ministries that are responsible for schools in Germany. At the moment they are very much engaged in improving learning and working conditions in schools in order to manage the afflux of pupils from refugee families, but they also state clearly that the goal of schooling is to make people fit for vocational training. With younger children schools have quantitative problems, but much hope to integrate them completely. The 16 to 18 year old pupils should be shown the way to working life so they can help to cover the shortage of specialists that is expected in the German economy.²⁷

Further works on the question of education are

- Bederna, Katrin, “Zuflucht Bildung – Integration geflohener Kinder und Jugendlicher am Ort Schule”, in: Heimbach-Steins, Marianne (ed.), *Zerreiprobe Flchtlingsintegration*, Freiburg: Herder 2017, pp. 109-123
- Daschner, Peter (ed.), *Flchtlinge in der Schule*, Weinheim: Beltz 2016
- Gngelmaier, Stephan/ Bleher, Werner, *Kinder und Jugendliche nach der Flucht. Notwendige Bildungs- und Bewltigungsangebote*, Weinheim/ Basel: Beltz 2017
- Klatta, Rolf/ Evermann, Daniela, “Geflchtete Kinder und Jugendliche in schulischen und auerschulischen Bildungsprozessen”, in: *Berufsbildung in Wissenschaft und Praxis* 70 (2016), H. 162, pp. 39-41

²⁵ Dring, Ottmar/ Severing, Eckart, “Anmerkungen zur Erfassung der beruflichen Kompetenzen von Flchtlingen”, in: *Berufsbildung. Zeitschrift fr Praxis und Theorie in Betrieb und Schule* 70 (2016), H. 158, p. 35.

²⁶ Paulsen et al 2016, pp. 248-249.

²⁷ Michallik, Udo, “Schulische Bildung von Flchtlingen – aus Sicht der Kultusministerkonferenz”, in: *Recht der Jugend und des Bildungswesens* 64 (2016), no.3, pp. 303-307.

- Klaus, Tobias/ Schmidt, Franziska, “Vom Bildungsprovisorium zu einer Zukunftsperspektive. Herausforderungen im Umgang mit unbegleiteten minderjährigen Flüchtlingen”, in: *Berufsbildung in Wissenschaft und Praxis* 45 (2016), H. 1, pp. 32-33
- McElvany, Nele et al., *Ankommen in der Schule, Chancen und Herausforderungen bei der Integration von Kindern und Jugendlichen mit Fluchterfahrung*, Münster: Waxmann 2017
- Meinhardt, Rolf, *Zur schulischen und außerschulischen Versorgung von Flüchtlingskindern. Dokumentation einer Tagung vom 30.11. bis 3.12.1995 im Internationalen Haus Sonnenberg St. Andreasberg*, Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, 1997, <http://oops.uni-oldenburg.de/697/1/730.pdf>
- Ohliger, Rainer, *Themendossier Zugang zu Bildungseinrichtungen für Flüchtlinge: Kindertagesstätten, Schulen und Hochschulen*, Stuttgart: Robert-Bosch-Stiftung 2015, http://www.bosch-stiftung.de/content/language1/downloads/Kommissionsbericht_Fluechtlingspolitik_Bildung.pdf
- Siegert, Manuel, “Zuwanderung Schutzsuchender und ihre Integration in das Bildungssystem - Zahlen und Hintergründe”, in: *Recht der Jugend und des Bildungswesens* no. 3/ 2016, pp. 308-321
- vbw – Vereinigung der Bayerischen Wirtschaft e. V./ Aktionsrat Bildung (ed.), *Integration durch Bildung. Migranten und Flüchtlinge in Deutschland. Gutachten*, Münster: Waxmann 2016, <https://www.vbw-bayern.de/vbw/Aktionsfelder/Bildung/Bildung-neu-denken/Publication-ARB-Integration-durch-Bildung-2016.jsp>
- Wapler, Friederike, “Sozialrechtliche Leistungen der Bildungsförderung für junge Flüchtlinge”, in: *Recht der Jugend und des Bildungswesens* 64 (2016), no. 3, pp. 345-363

See also the respective Ministries of Education, e. g. 1) http://www.schleswig-holstein.de/EN/StateGovernment/III/iii_node.html, <http://www.km-bw.de/Lde/Startseite>, 2) <https://hibb.hamburg.de/bildungsangebote/berufsvorbereitung/berufsvorbereitungsschule/bildungsangebote-fuer-migrantinnen-und-migranten/>, 3) <http://bildungsatlas-hamburg.de/Fluechtlingsbeschulung/>, and 4) <http://hibb.hamburg.de/bildungsangebote/berufsvorbereitung/berufsvorbereitungsschule/bildungsangebote-fuer-migrantinnen-und-migranten/>

According to the Integration Act (Integrationsgesetz) of 2016, the entry into a state-approved 2 to 3.5 year vocational training gives the refugee the right to stay in Germany until he or she has completed the training. After completion the refugee is allowed to stay two more years if he/ she works in this profession, regardless of the asylum case, i. e. if asylum is granted or not.

Independent of this legal advantage counsellors are trying to explain refugees the importance of a full vocational training for their future on the German labour market. There is a lack of skilled workers who have finished apprenticeships in practical professions. For other people the labour market offers only a small number of jobs that do not recommend a special

education. Kruij 2017²⁸ gives a good summary of the problems and possible solutions. He says that already in the first time in Germany when people are still waiting for the decision about their asylum case there should be an investigation of their qualifications. So if asylum is granted their placement in jobs can begin at once. During these proceedings refugees need intensive counselling and coaching. It is essential that degrees acquired in the countries of origin are evaluated fast. If they cannot be recognized the person must be given the opportunity for further education that is based on the skills the person already has. Also in his opinion young people must be told that vocational training is very advantageous compared with simple jobs that might be paid better at first sight. One way to avoid wrong stimuli could be to offer more financial support for vocational training.

Further works on the topic are:

- <https://www.bibb.de/de/35066.php>
- <http://www.iab.de/389/section.aspx/Publikation/k141202301> (dependency of labour market integration of the place of residence)
- <http://www.iab.de/389/section.aspx/Publikation/k150119306> and <http://doku.iab.de/kurzber/2015/kb0115.pdf> (vocational training for people with the residence permit status of ‘Duldung’)
- <http://doku.iab.de/kurzber/2017/kb0217.pdf> (financial means for labour market integration)
- <https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitsinDeutschland/Asylbewerber/Detail/index.htm?dfContentId=L6019022DSTBAI78493>
- https://www.bibb.de/de/35066.php?pk_campaign=Newsletter&pk_kwd=BIBBaktuell_2016%2F01-PRAXIS
- <https://www.bibb.de/govet/de/2362.php>
- <http://www.planet-beruf.de/schuelerinnen/>
- <https://www.jobstarter.de/fluechtlinge-und-ausbildung>
- N. a., *Berufe und Berufswahl. Ausbildungsberufe in der IT, Logistik und Technik. Der deutsch-arabische Ratgeber für Zuwanderer und Integrationshelfer*, Siegen: Interkultura n. d.
- N. a., *Berufe und Berufswahl. Kaufmännische, medizinische und soziale Ausbildungsberufe. Der deutsch-arabische Ratgeber für Zuwanderer und Integrationshelfer*, Siegen: Interkultura n. d.
- N. a., *Vielfalt statt Einfalt: Flüchtlinge und Jugendliche mit Handicap in die Ausbildung integrieren (Personalmagazin: Management, Recht und Organisation)*, Freiburg: Haufe 2016
- N. a., “Bildungszugänge für junge Flüchtlinge in Deutschland”, in: *Recht der Jugend und des Bildungswesens. Zeitschrift für Schule, Berufsbildung und Jugenderziehung*, Berlin: Berliner Wissenschaftsverlag 2016

²⁸ Kruij, Gerhard, “Beteiligung an/ durch Erwerbsarbeit. Chancen und Schwierigkeiten für die Ankommenen und für die Aufnahmegesellschaft”, in: Heimbach-Steins, Marianne (ed.), *Zerreißprobe Flüchtlingsintegration*, Freiburg: Herder 2017, pp. 137-148, here 145-146.

- N. a., *Empfehlungen zur Qualitätssicherung bei der Arbeitsmarktintegration Geflüchteter. Vorgelegt von Trägern der Netzwerke IQ und IvAF*, Berlin: Fachstelle Einwanderung, Minor – Projektkontor für Bildung und Forschung e.V. 2016
- Anderson, Philip, *"Lass mich endlich machen!". Eine Strategie zur Förderung in der beruflichen Bildung für junge berufsschulpflichtige Asylbewerber und **Flüchtlinge** (BAF)*, München: Landeshauptstadt München, Referat für Bildung und Sport, März 2016
- Arbeitsgemeinschaft Selbstständiger Migranten (ASM), *Perspektive Ausbildung. Unterstützung für Flüchtlinge zur Vorbereitung auf eine Ausbildung*, Hamburg 2015
- Böhme, Lena, *Bildungs- und Ausbildungsmöglichkeiten junger Flüchtlinge am Beispiel des lokalen Kontextes der Stadt Karlsruhe*, Osnabrück, Univ., Masterarbeit im Master-Studiengang Internationale Migration und Interkulturelle Beziehungen (IMIB), 2015
- Braun, Frank/ Lex, Tilly, *Berufliche Qualifizierung von jungen Flüchtlingen in Deutschland. Eine Expertise*, n. p. 2016,
http://www.dji.de/fileadmin/user_upload/bibs2016/Braun_Lex_Expertise_Fluechtlinge.pdf
- Bundesinstitut für Berufsbildung (ed.), *Datenreport zum Berufsbildungsbericht 2017. Informationen und Analysen zur Entwicklung der beruflichen Bildung*, Bonn: BIBB 2017
- Bundesministerium für Bildung und Forschung (ed.), *Berufsbildungsbericht 2017*, Bonn: BMBF 2017
- Ebbinghaus, Margit, *Betriebliches Engagement in der Ausbildung Geflüchteter: Ergebnisse einer Befragung von Klein- und Mittelbetrieben*, Bonn: Bundesinstitut für Berufsbildung 2016,
<https://www.bibb.de/veroeffentlichungen/de/publication/download/id/8098>
- Erler, Wolfgang/ Früchtl, Martina/ Spohn, Margret, *Sprache lernen, beruflich qualifizieren, sozial orientieren. 2. Evaluationsbericht zur Arbeit von FLUEQUAL, Flüchtlinge qualifizieren*, Augsburg: FLUEQUAL c/o Tür an Tür e.V., 2005
- Gag, Maren, *Barrieren brechen, Modelle maßschneidern. Bausteine zur beruflichen Förderung und Qualifizierung von Asylsuchenden und Flüchtlingen. Ein Praxis-Reader*, Hamburg: passage gGmbH, 2005, http://www.fluchtort-hamburg.de/fileadmin/pdf/EQUAL/Praxis-Reader_Qualifizierungsoffensive.pdf
- Gehle, Karin, *"Das Handwerk bringt Hoffnung. Ein Pilotprojekt der Handwerkskammer Hamburg und der WHDI-Bildungs-GmbH bereitet **Flüchtlinge** auf eine Ausbildung vor. Der ganzheitliche Ansatz des Projektes hat Erfolg"*, in: *Nord-Handwerk* vol. 32.2016, 6 (Jun.), pp. 20-21
- Hanauer, Florian, *"120 jugendliche Flüchtlinge finden einen Ausbildungsplatz. EU-geförderte Initiative hilft bei Qualifizierung. "Integration läuft über Schule, Ausbildung und Arbeit". Hamburger Firmen beteiligen sich"*, in: *Die Welt* 2007, 32 (7. Feb.), p. 34
- Hofert, Antje, *"Bildungs- und Qualifizierungsberatung für jugendliche Flüchtlinge ohne gefestigten Aufenthaltsstatus"*, in: *Migration und soziale Arbeit*, vol. 26.2004, 1, pp. 34-38
- Junggeburth, Christoph, *"Flüchtlinge in Ausbildung bringen. Ein Überblick zur geltenden Rechtslage und zu Neuregelungen bei Förderinstrumenten"*, in: *Berufsbildung in Wissenschaft und Praxis* 45 (2016), H. 1, pp. 36-37
- Meyer, Frauke, *"Junge Flüchtlinge dual ausbilden. Perspektiven und Erfahrungen betrieblicher Ausbilder_innen"*, in: *Berufsbildung in Wissenschaft und Praxis* 70 (2016), H. 158, pp. 14-16
- Molitor, Carmen, *"Chancen für junge Flüchtlinge"*, in: *Mitbestimmung* (2016), H. 1, pp. 25-28

- Müller, Angelika, *Flucht - Arbeit - Lebensperspektive. Berufliche Qualifizierung für MigrantInnen und Flüchtlinge. Tagungsdokumentation*, Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, 1994
- Nazrabi, Noor, *Berufe und Berufswahl. Überblick der Ausbildungsberufe auf dem Bau und im Handwerk. Der deutsch-arabische Ratgeber für Zuwanderer und Integrationshelfer* vol. 1-3, Siegen: Interkultura 2017
- Neumann, Ursula/ Niedrig, Heike/ Schroeder, Joachim (ed.), *Wie offen ist der Bildungsmarkt? Rechtliche und symbolische Ausgrenzungen junger afrikanischer Flüchtlinge im Bildungs-, Ausbildungs- und Beschäftigungssystem*, Münster [u.a.]: Waxmann, 2002
- Plinke, Walter, "[Bessere Integrationschancen für jugendliche Flüchtlinge](#) mithilfe des neuen Ausbildungsmodells AvM-Dual", in: *Blickpunkt Bildung* 2016, 1 (Mrz), pp. 4-5
- Studnitz, Stefanie, "Ausgrenzung statt Ausbildung - die Situation junger Flüchtlinge im deutschen Bildungssystem", in: *Migration und soziale Arbeit*, vol. 0.2011, 0, pp. 130-135
- Vahidi, Talaye, *Zunehmender Fachkräftemangel durch unbesetzte Ausbildungsplätze. Die Flüchtlingswelle als Win-win-Situation*, Frankfurt a.M.: Fachhochschule Frankfurt am Main 2016
- Weiser, Barbara, *Recht auf Bildung für Flüchtlinge: Rahmenbedingungen des Zugangs zu Bildungsangeboten für Asylsuchende, Schutzberechtigte und Personen mit Duldung (schulische oder berufliche Aus- und Weiterbildung)*, Berlin : Informationsverbund Asyl und Migration e.V., 2016
- Wozny, Petra, "Flüchtlinge gemeinsam in Ausbildung bringen", in: *Mitteldeutsche Wirtschaft. Magazin der Industrie- und Handelskammer Halle-Dessau*, 2016 (Jan./Feb.), p. 31

Access to the labour market. Kruij says it is clear that immigration of persons who are young enough to be able to work will only have positive effects on the demographic chance if they have the necessary qualifications and really find work that is subject to social insurance contribution. Premises are basic language skills, some vocational education and cultural integration. That is why many people only want such immigrants who fulfill these preconditions or have the potential to do so soon. Of course also those who are accepted as refugees for ethical reasons should be integrated into the labour market as soon as possible. In this point public opinion has changed fundamentally during the last decades. When the numbers of asylum seekers had risen enormously in 1992 and 1993 rules for the grant of asylum and for labour market access were handled more and more restrictively because there was the danger that people would apply for asylum just to get access to the labour market. These regulations were changed with the Immigration Act of 2005, but mostly for highly qualified persons who were no refugees. With this law also integration courses were introduced.²⁹

In the last years the responsible authorities noticed that a refugee's late access to the labour market may harm not only the affected person but also the labour market itself. At the end of 2014 the Federal Parliament decided to stop the general prohibition of work for those refugees who have stayed in Germany for more than three months. They may be allowed to work by the local Aliens Department if the employer guarantees working conditions that are

²⁹ Kruij 2017, pp. 140-144.

compatible with the laws and not worse than the common standard at his/ her place of residency.

In fact the effects were not very big. Since 2015 it became clear that it is the lack of language and other skills that prevent refugees from working soon after they have entered Germany. This is why BA has begun to offer government-financed qualification courses for one group of refugees: for those who come from one of the five countries with a probability of more than 50% to be granted asylum. Participation in vocational training (what is mostly provided by private companies) is allowed for all refugees, but only those from the five mentioned countries have access to financial assistance by the government during the time of vocational training.

Dengler and Liebig (2017) give a summary of the situation of refugees on the labour market in Germany today on behalf of OECD. It goes from main characteristics of refugees and the situation of the labour market in general to ideas for an easier integration. They say that at the beginning of their stay in Germany (after the first three months (when they are not allowed to work) some refugees find work relatively fast. For the following years we can notice that there are permanently people entering the labour market, but only in low rates. After 10 to 15 years the integration process usually comes to an end. Now the German economy is in a good condition and the refugees should benefit from favourable occasions to find work. In this regard the Integration Act and the access to integration courses for refugees with high probability to get asylum are helpful steps.³⁰

According to the Federal Ministry of the Interior in 2015 890.000 refugees entered Germany and 280.000 persons in 2016. 70 per cent are in the employable age. 10% of the refugees who came in 2015 are active in the labour market, many of them in internships (http://doku.iab.de/aktuell/2017/aktueller_bericht_1704.pdf).

It is expected that after five years 50% of the refugees will have found work. Compared to other migrants the situation for refugees seems to be more difficult. They find their first job later, are more often overqualified and earn less. This can be proved by numbers of the 1990s and 2000s. The situation of the present refugees seems to be similar, but slightly more positive.³¹

OECD gives five recommendations to Germany: to improve the frame for integration management, to improve cooperation among the relevant actors, to develop goal-oriented supporting measures and strengthen the focus on employment, to facilitate the access to the labour market and to support the efforts of the civil society to help refugees.³²

Besides questions of law the labour market is the topic with most publications in Germany. Other works on this topic are:

³⁰ Dengler/ Liebig 2017, pp. 7-13.

³¹ Aiyar, Shekhar/ Barkbu, Bergljot/ Batini, Nicoletta et al, *The Refugee Surge in Europe: Economic Challenges*. IMF Staff Discussion Note 16/02, International Monetary Fund; Brücker, Herbert/ Schewe, Paul/ Sirries, Steffen, *Eine vorläufige Bilanz der Fluchtmigration nach Deutschland*, Institut für Arbeitsmarkt- und Berufsforschung. Aktuelle Berichte 19/2016; Europäische Kommission, OECD, *How are refugees faring on the labour market in Europe? A first evaluation based on the 2014 EU Labour Force Survey ad hoc module*. Working Paper 1/2016.

³² Dengler/ Liebig 2017, pp. 12-13.

- http://doku.iab.de/aktuell/2015/aktueller_bericht_1514.pdf (labour market integration of refugees in Germany in September 2015)
- http://doku.iab.de/aktuell/2015/aktueller_bericht_1515.pdf (prognosis of effects of refugee immigration on unemployment in Germany)
- http://doku.iab.de/aktuell/2015/aktueller_bericht_1517.pdf and http://doku.iab.de/aktuell/2016/aktueller_bericht_1622.pdf (effects of refugee immigration on the labour force potential)
- http://doku.iab.de/aktuell/2016/aktueller_bericht_1609.pdf (effects of refugee accomodation on the demand for manpower in particular professions)
- http://doku.iab.de/aktuell/2016/aktueller_bericht_1612.pdf (estimation of the number of jobs relevant for refugees)
- <https://statistik.arbeitsagentur.de/Navigation/Statistik/Statistische-Analysen/Statistische-Sonderberichte/Migration-Arbeitsmarkt/Migration-Arbeitsmarkt-Nav.html>
- https://statistik.arbeitsagentur.de/nn_11914/SiteGlobals/Forms/Rubrikensuche/Rubrikensuche_Form.html?view=processForm&pageLocale=de&topicId=927768
- <https://www.ueberaus.de/wws/dossier-fluechtlinge.php>
- http://www.migrationsportal.de/arbeiten-in-niedersachsen/infothek-fachkraefte#arbeiterlaubnis_beschaeftigung
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[integrationspanel.pdf?journal=EDC68DFBA89968305A7AD2B1AC6B5A58.1_cid294?blob=publicationFile](https://www.researchgate.net/publication/311111111/integrationspanel.pdf?journal=EDC68DFBA89968305A7AD2B1AC6B5A58.1_cid294?blob=publicationFile)

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Employers are sometimes reluctant to hire refugees. The main reason is a knowledge deficit what concerns their residence and work permits. On the one hand employers are afraid they

might accidentally do something wrong, e. g. employ someone although the person is not allowed to work. On the other hand they want to be sure that a person they have once hired will be able to stay in the company for a long time. They are not interested in workers who are going to leave again soon. When they have made the step to hire refugees most of them are happy with their decision. 75% have no problems at all with their new co-workers. If there are difficulties it is in most of the cases because the German skills are still weak (60% of those who state difficulties). Another significant number of employers (25%) say that the professional skills are not sufficient or the way refugees work is not appropriate.³³

Guidelines for employers are:

- <http://verwaltungsdurchklick.de/unternehmenslagen/arbeitsmarktintegration-von-fluechtlingen.html>
- <https://www3.arbeitsagentur.de/web/content/DE/Unternehmen/Arbeitskraeftebedarf/Beschaeftigung/GefluechteteMenschen/Detail/index.htm?dfContentId=L6019022DSTBAI806581>
- https://www.ihk-nuernberg.de/de/media/PDF/Publikationen/Standortpolitik-und-Unternehmensfoerderung/Standortpolitik/bihk_leitfaden_fluechtlinge2.pdf
- <https://workeer.de/>
- <http://studienwahl.de/de/praktikumsboerse/anzeigen.htm;jsessionid=46D70BC32FD7128CC8F3F0D58953AEB1?id=4531>
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³³ Dengler/ Liebig 2017, p. 8.

- Friedrichs, Anzhelika/ Willer, Astrid/ Aksu, Nurcan, [Erfolgreich mit Vielfalt!](#) *Handreichung für Unternehmen in Schleswig-Holstein zum Umgang mit Vielfalt im Betrieb*, Norderstedt: Diakonisches Werk Hamburg-West/ Südholstein, Flüchtlings- und Migrationsarbeit, 2012
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Setting up a business. Many refugees would like to found their own business. In some of the countries of origin this is – on the contrary to Germany – a common way to earn one’s living. A refugee who has been granted asylum can get the permission to open a business by his/ her local Aliens Department. These people need intensive counselling, because establishing a business is expensive and there are many conditions to fulfill and laws to be observed. Institutions that are engaged in this kind of counselling are the Chambers of Commerce and the Chambers of Crafts that have offices in every city, e. g.

- https://www.stuttgart.ihk24.de/Fuer-Unternehmen/recht_und_steuern/Arbeitsrecht/Auslaenderrecht/Selbstaendige_Taetigkeit_durch_Auslaender/684940
- <https://www.hk24.de/produktmarken/beratung-service/unternehmensgruendung/erste-schritte-selbstaendigkeit/gruenderservice-handelskammer-hamburg/3158342>
- <https://www.hwk-konstanz.de/artikel/existenzgruender-fragen-dimitri-64,755,605.html>
- <https://www.hwk-hamburg.de/beratung-service/existenzgruendung/selbstaendigkeit-fuer-fluechtlinge.html>

There is also information provided by the Federal Ministry for Economic Affairs and Energy and by the Federal Employment Agency:

- <http://www.existenzgruender.de/DE/Service/Beratung-Adressen/Linksammlung/Gruender-innen-Migrationshintergrund/inhalt.html>

- <https://www3.arbeitsagentur.de/web/content/DE/Veroeffentlichungen/Themenheftedurchstarten/Existenzgruendung/GruendungdurchMigranten/index.htm>
- <https://www3.arbeitsagentur.de/web/content/DE/Detail/index.htm?dfContentId=EGOV-CONTENT465721>

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Studying at universities. Studying at a university is a wish many refugees have. A foreigner can study in Germany if he/ she submits a school diploma that gives him/ her the eligibility to study at a university in the country of origin of the certificate. The second condition is to have German skills on the level C1. Dependent on the kind and marks of the certificate as well as on the subject and the university the person wants to apply to there might be additional conditions. This is also valid for people who have already begun to study in another country. If there are not certificates then access to university may also be possible under certain circumstances by taking part in Scholastic Assessment Tests.

Information about studying in Germany and application procedures:

- https://www.hrk.de/fileadmin/redaktion/Studie_Studium-nach-der-Flucht.pdf
- <http://www.fu-berlin.de/sites/studienberatung/info-service/refugees>
- Bundesamt für Migration und Flüchtlinge, *Hochschulzugang und Studium von Flüchtlingen: Eine Handreichung für Hochschulen und Studentenwerke*, Nürnberg: BAMF 2016, https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-02-PM/161024_Handreichung_Studium_von_Fluechtlingen.pdf
- <https://www3.arbeitsagentur.de/web/content/DE/Detail/index.htm?dfContentId=EGOV-CONTENT443764>
- <https://www.daad-akademie.de/service-und-downloads/downloads/de/48884-ida-materialien-zur-begleitung-gefluechteter-studierender/>
- <https://hochschulforumdigitalisierung.de/blog/digitale-bildung-information-apps-fluechtlinge>
- <https://www.daad.de/der-daad/fluechtlinge/de/>
- [https://www.daad.de/deutschland/studienangebote/international-programs/en/?p=1&q=&fos=0&fee\[\]=0&sortBy=1&page=1&display=list](https://www.daad.de/deutschland/studienangebote/international-programs/en/?p=1&q=&fos=0&fee[]=0&sortBy=1&page=1&display=list)
- <http://www.bildungsberatung-gfh.org/>
- <https://www.hochschulkompass.de/home.html>
- <http://www.studienwahl.de/de/chnews.htm>
- <https://www.study-in.de/de/>
- <http://www.uni-assist.de/>

Most of the study courses in Germany are in German. These are some courses in English:

- [https://www.daad.de/deutschland/studienangebote/international-programs/en/?p=1&q=&fos=0&fee\[\]=0&sortBy=1&page=1&display=list](https://www.daad.de/deutschland/studienangebote/international-programs/en/?p=1&q=&fos=0&fee[]=0&sortBy=1&page=1&display=list)
- <https://www.oncampus.de/integration-oncampus.html>

- <https://www.hrk.de/themen/internationales/internationale-studierende/fluechtlinge/>
- <https://www.daad-akademie.de/service-und-downloads/downloads/de/48884-ida-materialien-zur-begleitung-gefluechteter-studierender/>

The first field reports say that there are many more people who want to study than will be allowed and able to. Many refugees believe that university studies are the only way to learn a profession, because they do not have information about vocational training. Many others do not know that it is not easy to earn one's living besides studying even if they get a subsidy by the government. Several universities are organizing programmes to prepare them for the application and for studying itself. There are approximately some hundred participants in these programmes throughout Germany:

- Busse, Tanja/ Bazalik, Marco, "Geflüchtete in der Beratung – Einblicke und Ausblicke", in: *Zeitschrift für Beratung und Studium* 11/ 2016, no. 4, pp. 98-104
- Hostmann, Sarah, "Refugees Welcome: Das Informationsprogramm für Geflüchtete an der Freien Universität Berlin – Ein Erfahrungsbericht", in: *Zeitschrift für Beratung und Studium* 11/ 2016, no. 4, pp. 105-108
- Malhotra, Amrit, "'Same, same but different' Counselling International Students – Erfahrungen aus einer Konferenz an der Universität Bielefeld", in: *Zeitschrift für Beratung und Studium* 11/ 2016, no. 4, pp. 129-131
- Preuschhoff, Susanne, "Flüchtlinge auf dem Weg ins Studium - Erfahrungen des International Office der Universität zu Köln", in: *Zeitschrift für Beratung und Studium* 11/ 2016, no. 4, pp. 109-113

3.4 Discrimination and traumatization

As a foreigner it is not unusual to experience discrimination in another country, but this is normally not connected with violence. Traumatization is a problem caused by situations of violence that a person has experienced either within or outside his/ her country of origin. So traumatization is a typical problem of refugees while the literature about discrimination is more about migrants in general. There are some exceptions, works about refugees and discrimination that are non-scientific and express more the political opinion of their authors that 1. the conditions of the asylum procedure and/ or 2. any denial of asylum are discrimination. Such sources are:

- Dawod, Hiba, "Die Beratung syrischer (Kontingent-)Flüchtlinge", in: Melter, Claus (ed.), *Diskriminierungs- und rassismuskritische soziale Arbeit und Bildung. Praktische Herausforderungen, Rahmungen und Reflexionen*, Weinheim: Beltz Juventa 2015, pp. 92-123
- Flüchtlingsrat Thüringen e. V./ DGB-Bildungswerk Thüringen e. V. (ed.), *Flucht und Asyl in Thüringen. Flüchtlinge unterstützen, Diskriminierung entgegenreten*, Erfurt: Fehldruck 32015
- Lehnert, Matthias, "Flüchtlingsschutz in Deutschland. Effektiver Schutz vor Diskriminierung? Tagungsbericht", in: *Zeitschrift für Ausländerrecht und Ausländerpolitik*, vol. 34/ 2014, pp. 23-27

Böhmig 2017 gives a short and comprehensible introduction to traumatization among refugees. She explains what traumatization means, in which cases professional help is needed and what kind of help is accessible. Due to capacity shortages patients have to wait on average three months for the first interview with a psychotherapist. So only a small number of

refugees have the chance to get treatment and even when they get one there might be an interruption or a forced change of psychotherapist when asylum has been granted, because then their status in the health insurance also changes. Before and after the decision of BAMF about the application for asylum another problem often stays more or less the same: the language problem. The author is of the opinion that the health insurances should be obliged to pay for interpreters.³⁴

Schneck's book about traumatized refugees³⁵ describes the problems in a similar, but much more detailed way. It ranges from the reasons for leaving the home country and influences and expectations people experience to the concept of trauma and the characteristics of psychotherapeutic work. At the end the author comes to the conclusion that the patient is the person who defines what healing and health mean to him or her. It might be a lifelong process to integrate the experience of violence into their self-perception and their world view.³⁶

Other works about traumatization are:

- Baer, Udo/ Frick-Baer, Gabriele, *Flucht und Trauma. Wie wir traumatisierten Flüchtlingen wirksam helfen können*, Gütersloh: Gütersloher Verlagshaus 2016
- Birck, Angelika, *Traumatisierte Flüchtlinge – Wie glaubhaft sind ihre Aussagen?*, Heidelberg et al.: Asanger 2015
- Bundesweite Arbeitsgemeinschaft der Psychosozialen Zentren für Flüchtlinge und Folteropfer – BAfF e. V. (ed.), *Begutachtung traumatisierter Flüchtlinge. Eine kritische Reflexion der Praxis*, Karlsruhe: Von Loeper²2014
- Bundesweite Arbeitsgemeinschaft der Psychosozialen Zentren für Flüchtlinge und Folteropfer (BAFF), *Richtlinien für die psychologische und medizinische Untersuchung von traumatisierten Flüchtlingen und Folteropfern*, Bonn: Deutscher Psychologen-Verlag⁴2003
- Bundesweite Arbeitsgemeinschaft der Psychosozialen Zentren für Flüchtlinge und Folteropfer – BAfF e.V. (ed.), *Versorgungsbericht. Zur psychosozialen Versorgung von Flüchtlingen und Folteropfern in Deutschland*, Berlin: BAfF 2015-
- BAfF, Bundesweite Arbeitsgemeinschaft der Psychosozialen Zentren für Flüchtlinge und Folteropfer – BAfF e.V. (ed.), *Zwischen Anspruch und Realität. Evaluation der Arbeit mit traumatisierten Flüchtlingen*, Karlsruhe: Von Loeper 2013
- Feldmann, Robert E. Jr./ Seidler, Günter H. (ed.), *Traum(a) Migration. Aktuelle Konzepte zur Therapie traumatisierter Flüchtlinge und Folteropfer*, Gießen: Psychosozial-Verlag 2013
- Imm-Bazlen, Ulrike/ Schmiege, Anne-Kathrin, *Begleitung von Flüchtlingen mit traumatischen Erfahrungen*, Berlin/ Heidelberg: Springer 2017
- Liedl, Alexandra et al., *Psychotherapie mit Flüchtlingen – neue Herausforderungen, spezifische Bedürfnisse. Das Praxisbuch für Psychotherapeuten und Ärzte*, Stuttgart: Schattauer 2017

³⁴ Böhmig, Carolin, “Die psychotherapeutische Versorgung von Geflüchteten in Deutschland”, in: *Nachrichtendienst des Deutschen Vereins für Öffentliche und Private Fürsorge* 97 (2017), pp. 9-13.

³⁵ Schneck, Ulrike, *Psychosoziale Beratung und therapeutische Begleitung von traumatisierten Flüchtlingen*, Köln: Psychiatrie-Verlag 2017.

³⁶ Schneck 2017, pp. 253-254.

- Peltzer, Karl (ed.), *Gewalt und Trauma. Psychopathologie und Behandlung im Kontext von Flüchtlingen und Opfern organisierter Gewalt* (Fachtagung "Identität, Kultur und Trauma", Herzogenrath 1994.11), Frankfurt/M.: IKO - Verlag für Interkulturelle Kommunikation 1995
- Quindeau, Ilka/ Rauwald, Marianne (ed.), *Soziale Arbeit mit unbegleiteten minderjährigen Flüchtlingen: Traumapädagogische Konzepte für die Praxis*, Weinheim: Beltz Juventa 2017
- Refugio München (ed.), *Verfolgung, Flucht - und dann? Hilfe für gefolterte und traumatisierte Flüchtlinge*, Frankfurt am Main: IKO - Verlag für Interkulturelle Kommunikation 1999
- Refugio München, *Report*, München: Refugio 1995-
- Ubben, Caren, *Psychosoziale Arbeit mit traumatisierten Flüchtlingen. Fallstudie über einen Beratungs- und Therapieansatz*, Oldenburg: Bis, Bibliotheks- und Informationssystem der Universität Oldenburg, 2001, <http://oops.uni-oldenburg.de/557/1/590.pdf>
- Zito, Dima/ Martin, Ernest, *Umgang mit traumatisierten Flüchtlingen. Ein Leitfaden für Fachkräfte und Ehrenamtliche*, Weinheim/ Basel: Beltz Juventa 2016

3.5 Empowerment and the analysis of potentials

On the average migrants have a higher level of education than the population in their countries of origin. They normally not only have more financial resources but also more organising abilities and social competences as well as access to sources of information and networks than their countrymen. Nevertheless their level of qualification is on the average significantly lower than that of the host population.³⁷

If people have finished their studies or professional training in another country but do not have certificates there are tests to check their competences and also opportunities to complete them. Most of the measures are offered on a local basis, i. e. only people living in that place can participate.³⁸ Apart from the lack of comparability other problems are that often people have not enough language skills to show what they are able to do, that there is a lack of basic skills like literacy or methods and media competence that distort the result of the check. It is necessary to assert all competences relevant for work independently of the way they have been achieved. Such a procedure may also be helpful for German citizens without certificates and could insofar lead to a modernisation of the system of supporting measures.³⁹

Many efforts have been made in the last years to establish methods for the analysis of potentials and most progress has been made in handicrafts because it is comparatively easy to measure. In several cities there are programmes that last mostly some days where refugees can participate to show their skills, e. g. in working with electricity or wood. The Chambers of Crafts who operate these activities give the participants also advice how to equalize their abilities by the completion of a vocational training in Germany or what further steps they can undertake to reach this aim. The Chambers of Crafts can also help with their contacts to companies, e. g. if the refugee is lacking practice. In other fields it is more difficult to show and to judge about abilities, especially if the refugee does not speak German very well yet.

³⁷ Kruip 2017, pp. 145-146.

³⁸ Dengler/ Liebig 2017, p. 9.

³⁹ Döring/ Severing 2016, pp. 34-36 and Paulsen et al 2016, p. 252.

But in all branches there are movements to develop procedures to analyze potentials and build a basis for empowerment:

- <https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitsJobsuche/Asylbewerber/Detail/index.htm?dfContentId=L6019022DSTBAI784953>
- <http://www.bze-hamburg.de/weiterbildung/geofoerderte-seminare/externenpruefung-zum-elektroniker/>
- Buchinger, Sascha, “Flüchtlinge für die deutsche Pflege – eine Einschätzung”, in: *Pflegezeitschrift. Fachzeitschrift für stationäre und ambulante Pflege*, vol. 69.2016, 6, pp. 326-329
- Eitenbichler, Lucia, “Pflege: schnell drin – aber auf Dauer am richtigen Platz?”, in: *Caritas als Arbeitgeber für Flüchtlinge 2016*, pp. 28-30
- Orhan, Gülsüm, “Fluchtmigration – Chancen und Herausforderungen für den Einzelhandel”, in: *IFO-Schnelldienst*, vol. 70.2017, 4 (23. Feb.), pp. 39-44
- Schrage, Klaus, *Flüchtlinge in der Pflege: Problem oder Chance? Die Integration von syrischen Flüchtlingen als Lösung für den Fachkräftemangel*, München: StudyLab 2016
- Teigeler, Brigitte, “Perspektive Pflege? Berufliche Intergration von Flüchtlingen”, in: *Die Schwester, der Pfleger. Die führende Fachzeitschrift für Pflegeberufe*, vol. 55.2016, 1, pp. 12-17
- Wasner, Anouschka, *Flüchtlinge im Handwerk integrieren und beschäftigen: Potenziale erkennen, Chancen nutzen, Perspektiven schaffen*, Bad Wörishofen: Holzmann 2016

3.6 Specific supports measures

Because of the federal structure of the BA the regional headquarters and the agencies are given duties and also options how to fulfill them. This is why not all supports measures are the same in all agencies, e. g. “Perspektiven für Flüchtlinge” (Perspectives for Refugees) and “Perspektiven für junge Flüchtlinge” (Perspectives for Young Refugees⁴⁰). Another point is that the agencies have different experiences with certain measures, e. g. depending on the structure of the labour markets in their regions, so they furthermore also use to develop their own courses.

Most measures for adult refugees are a combination of labour market oriented language training, the analysis of potentials and internships while the courses for young people concentrate more on developing ideas for beginning a career.

3.7 Other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

Other relevant phenomena for refugees and their counsellors are problems like medical treatment, housing, family planning and how to get a driving license. Medical treatment is mentioned in many works, but there are not many books that focus on the subject. One of these is Stephanie Merse/ Bahriye Aktaş/ Thomas Bajanowski et al, *Medizinische*

⁴⁰ Bundesagentur für Arbeit, *Hilfe für deinen beruflichen Start! Perspektiven für junge Flüchtlinge (PerjuF)*, Nürnberg 2016,

www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitsJobsuche/Asylbewerber/Detail/index.htm?dfContentId=L6019022DSTBAI819893.

Flüchtlingsversorgung: Praxisleitfaden, Essen/ Berlin: Lehmanns Media GmbH/
Universitätsklinikum Essen.

Housing is one of the main problems not only in the first months when people still live in camps. It is difficult for everybody to find a good and not too expensive place to live. Insofar refugees share the problems of other people with low income. One book that explicitly deals with the topic refugees and housing is Fuhrhop 2017. He gives a general overview about the housing situation in Germany and reminds the reader of former times when the population lived under much more difficult circumstances. In his book he suggests new solutions for living together in a pluralistic society.⁴¹ Kruip confirms that there is a competition of underprivileged Germans and refugees in two fields, on the market for low priced rented flats and on the market for lower qualified manpower. To avoid social conflicts it is necessary to support all underprivileged persons in equal measure, e. g. pay the same minimum wages⁴²

The best known non-profit organization for questions of family planning is *Pro Familia* (<https://www.profamilia.de/>). They have special information for refugees: Pro Familia Deutsche Gesellschaft für Familienplanung, Sexualpädagogik und Sexualberatung e.V. (ed.), *Flüchtlinge integrieren. Beratung – Aufklärung – Unterstützung*, Frankfurt am Main: pro familia 2016. Another problem is how to get a driving licence. In Germany a driving licence is essential for some jobs and it is not possible to drive without a licence. So this is an important question for many refugees. Once again local authorities are responsible, eg. <http://www.hamburg.de/lbv-fuehrerschein/> or <https://www.mannheim.de/buergersein/umschreibung-fahrerlaubnissen-0>.

⁴¹ [Fuhrhop, Daniel, *Willkommensstadt. Wo Flüchtlinge wohnen und Städte lebendig werden*, Bonn: Bundeszentrale für politische Bildung 2017.](#)

⁴² Kruip 2017, p. 146f.

4. Summary: Conclusions and discussion

There is a lot of information in all fields of knowledge that may be important for counselling refugees in Germany. The first step for the counsellor is to get information on the recent migration to the country in general that is indispensable as background knowledge for counsellors. The legal framework is the space where counsellors act in practice. They have to know about the refugees' rights and duties in order to support them with the right measures. The next step is the institutional framework in which counsellors act as staff in their own institution as well as multipliers for other organizations. The chapter about practice shows that there is much knowledge provided, especially about the access to the labour market and to vocational training, but not much material about counselling the target group. When we talk to counsellors this is exactly what they are asking for: "How can I use all this material to help my clients in the best way?" It is the same with the opportunities to learn the German language that have arisen in the last two years: there are so many options that it might also be confusing. So, what the counsellors need most is information about the relevant subjects, strategies to operate as well as knowledge and practice of counselling.

Italy

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1. Introduction

This report aims to provide a glance of the main trends that characterize counseling for migrants and refugees in Italy. We referred to scientific literature and main documents published by national organizations/Institutions.

A first element to consider is the lack of research in this field. As an example of the current situation, when searching in PsychInfo, using the word ‘migrant*’ and ‘work*’ and ‘Italy or Italian’, only 45 research articles were found starting from 2010. Among them, ten focus on migrant domestic and care workers who work in Italian families, and issues discussed in these works concern with gender and masculinity identity in migrant male who are domestic workers; the lack of training and needs of migrant women who take care of older people or the irregular work and the risky conditions that characterize this sector. Additionally, seven papers focus on psychopathological issues showing that migrants have a higher incidence of psychosis compared to natives; two studies focus on professional social workers and on their role in addressing migrants’ needs, starting from a first level of street-level initiative; two analyze the role of migrant networks in the labour market and their impact in developing a systems of problem-solving and sense-making that often interrupt the interactions with host institutions and promote non regular and precarious works.

Single papers were found related to other issues on the impact race and religion play on labour outcomes or on the role of trade union procedures, on the development of a measure to test psychometric properties of the Functional Social Support Questionnaire of a specific ethnic group (see Peruvian migrants); on the management of risk and safety communication in intercultural work contexts; on cultural mediators who work in a public service. Other issues concern health (3), attitudes toward migrants school acculturation issues (3), family reunification and social protection (3), asylum seekers and disability (1). Finally 10 papers focus on issues which are not central in our analysis namely, the history of migration of Italians, the history of Italian school inclusion and attitudes toward foreign foods.

The second element to keep in mind is that in considering ‘authorities’ we referred mainly to the national System of Protection for Asylum Seekers and Refugees (SPRAR) that in its website published numerous documents ([www. http://www.sprar.it/](http://www.sprar.it/)).

2. Country profile

2.1. Recent migration to the country

In Italy, when analyzing the phenomenon of immigration, data from various sources (Caritas, NAGA, United Nations Refugee Agency) confirm three main categories of situations to be considered: foreign nationals regularly residing in the Italian territory; refugees and applicants for international protection; irregular/illegal immigrants.

Foreign nationals regularly residing in the Italian territory. Since 2007 a significant increase of the percentage of foreign residents in Italy has been observed, ranging from

2.592.950 people in 2007 (4.5% of the total Italian population) to 5.029.000 in 2017 (8.3% of total Italian population) (Institute for the Study of Multi-ethnicity-ISMU based on ISTAT data, 2017). However, over the last three years (2014-2017) a small increase has been shown, with a percentage of foreign residents in Italy that has grown only from 8.1% to 8.3% of the total Italian population. This slowdown in growth of the foreign population in Italy is due, in particular, to an increase in the acquisition of Italian citizenship, that is more foreign individuals have been granted Italian citizenship compared to the past.

According to the National Institute for Statistics (ISTAT, 2016) foreigners holding a *residence permit* in Italy on 1st January 2016 come mainly from Eastern European countries. More specifically, migrants resident in Italy come from Romania (22.9%), Albania (9.3%), Morocco (8.7%), People's Republic of China (5.4%), Ukraine (4.6%), the Philippines (3.3%), India (3.0%), Moldova (2.8%), Bangladesh (2.4%), Egypt (2.2%), Peru (2.1%), Sri Lanka (2.0%), Pakistan (2.0%), Senegal (2.0%), and Poland (1.9%).

As far as the reasons for migration are concerned, statistics provided by the Ministry of National Affairs (Ministero dell'Interno, 2014) show that in 2013 a residence permit for work reasons was the most released (48% of residence permits). Family ties was the second common reason (37%). Then, approximately 7% of all applicants, applied for a residence permit on independent/trade work and 1.7% for study purposes.

Refugees and applicants for international protection. In 2016, the number of asylum applications or first time asylum applicants was 123.482, with a large increase compared to 2010 (12.121 asylum applications or first time asylum applicants; Institute for the Study of Multiethnicity-ISMU based on Ministry of Interior data, 2016). In 2016, applicants came mainly from Nigeria (21.8%), Pakistan (11%), Gambia (7.2%), Senegal (6.2%), and Bangladesh (6.1%). Among them, 4.027 (5%) applicants obtained refugee status; 10.771 (14%), though not recognized as refugees, were granted for subsidiary protection status and 15.462 (20%) for humanitarian protection. Lastly, 44.608 (57%) applications were not accepted. As it clearly comes out, countries of origin of individuals potentially included in this group are quite different from those of representing foreigners holding a residence in Italy, thus suggesting an ongoing potential change in the type of issues to be addressed by services, hence by professionals we refer to in our analysis.

Irregular/illegal immigrants. Descriptive data about individuals fitting within this category are provided mainly by NAGA (2014) suggesting that nearly 300.000 individuals (6% of the regular foreign population) are irregular immigrants. Only 15% of these immigrants comes from the Mediterranean routes. More recent data provided in 2015 by *Caritas* (the national catholic organization devoted to support human development, social justice, with a particular attention vulnerable individuals) and *UNHCR* (The United Nations Refugee Agency) support a trend toward a large increase in the number of irregular immigrants.

2.2. The reception of migrants – the legal framework

Upon arrival in Italy, refugees have the legal status of asylum seeker. The asylum application is evaluated by the Territorial Commission for the Recognition of International Protection which can (a) recognize refugee status, if a person has a well-founded fear of persecution in his/her country of origin; (b) refuse to recognize refugee status and concede subsidiary protection, if it considers that there exists an effective risk of serious danger if the individual returns to his/her country of origin; (c) refuse to recognize refugee status, but consider that

there exist serious reasons of humanitarian nature and may request the Police Department to give a permit of stay for humanitarian reasons; (d) reject the request.

During the evaluation period of the asylum application, if the individual has no means of subsistence is housed in a government asylum center for international protection seekers, in which the right to medical assistance and medical first aid is guaranteed. Additionally, during this period work activities have not been permitted (unless the decision on the request for asylum is not adopted by the competent Commission within six months' presentation of the petition and the delay is not imputable to the individual). Instead, unaccompanied minor asylum seekers or asylum applicants' children have the right to attend Italian public schools, and adult asylum applicants have the right to access to vocational training.

When refugee status is recognized, the *permit of stay* in Italy has duration of 5 years and can be renewed upon expiration. It guarantees access to work, right to social assistance, public education, and application for Italian citizenship after 5 years of residence in Italy. If the applicant has been granted subsidiary protection status, the permit of stay in Italy has duration of 3 years and is renewable at every expiration date, after the territorial Commission reevaluation. It allows access to work (for a duration no longer than the duration of the permit of stay itself), rights to health, sanitary and social assistance. Lastly, the permit of stay in Italy for humanitarian reasons has duration of 1 year and guarantees rights to work and health assistance.

2.3. The reception of migrants – the institutional framework for education and career counselling

Educational and employment needs of refugee both children, youth and adults are guaranteed by the Protection System for Asylum Seekers and Refugees (SPRAR) established by 2002 by Law no. 189/2002. On February 2nd, 2017 this system housed 25.838 people with 640 projects and more than 1000 municipality involved across the country (http://www.sprar.it/progetti-territoriali?sort_order=id+asc). It involves public and private levels of government and local stakeholders. The network of local institutions implements reception projects for forced migrants by accessing, within the available resources, the National Fund for Asylum Policies and Services, managed by the Ministry of Home Affairs and provided under the Government Finance Law. More specifically, local institutions (i.e. municipality) in cooperation with voluntary organizations, undertake interventions to promote socioeconomic, educational and work inclusion. These include applications for permit renewal, family reunification and citizenship.

Among the advice centres *patronati* refer to intermediary institutions attached to trade unions in which workers can receive free advice, assistance, protection, and representation (Agnoletto 2012). Their role is to protect and advocate for welfare users and ensure that the welfare system is functioning correctly. Although they are not part of the state infrastructure, they are state-funded since the state pays the *patronato* for each assistance file opened. Staff members at the centre were generally individuals who had previously been employed elsewhere within the trade union and had subsequently been employed at the migrant advice centre. Volunteers tend to be either Italian students completing work experience or migrants.

Policies and practices are however designed and decided at governmental level. The entire system is in fact coordinated by the 'Central Service for Information, Promotion, Advice, Monitoring and Support to Local Bodies' office. It aims to monitor the presence of asylum

seekers and refugees, provide assistance to local services and supervise continuing education opportunities for service operators.

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

3.1. Knowledge gaps

Due to significant changes in the country of origin of migrants arriving in Italy, currently the pattern is scattered first of all with respect to the culture (African, Asiatic, Eastern Europe and Middle and Eastern Asia) but also in the distribution of individuals across first and second generation immigrants, thus highlighting the complex picture which can influence level of knowledge in professionals: area/ country of origin, family status in the country of origin, immigrant generation. Recent specific studies addressing these issues are not available in the country especially related to recent dynamic situation. However, some studies provide information and constrain the analysis.

3.1.1

Education in the country of origin and the type of work performed in Italy. This is a matter of fact, and large numbers of labor migrants are disproportionately concentrated in unskilled jobs with low salaries, although some—especially those from Eastern Europe—hold high educational qualifications (Bernardi, Garrido & Miyar, 2011; Fullin & Reyneri, 2011). A strong devaluation of foreign educational credentials is reported which is even stronger than parental education in explaining educational outcomes for students from immigrant families (Azzolini, Schnell & Palmer, 2012).

Generation of migration. Azzolini and Barone (2013), relying on data provided by Italian Labour Force Survey collected from 2005 through 2011, analysed data referring to migrants of different nationalities which they grouped as Eastern Europe (including former Yugoslavia, Albania and Romania, Poland, Moldova and Ukraine); East Asia (mostly China and India); Arab countries (a large majority is from Morocco); Sub-Saharan Africa (mostly Ghana, Senegal and Nigeria); Latin America (the largest groups are Argentina, Ecuador, Peru and Venezuela); and Western countries (mainly Germany, Switzerland and France) suggesting the relevance of return migration.

First-generation youths were by far the most severely disadvantaged group, both with regard to dropout risks and segregation into the vocational track, which is associated with much lower chances of accessing university education as well as with poorer labour market outcomes. The second generation seemed to close the gap with natives. However, authors pointed to differentiated paces of educational attainment and different underlying mechanisms across country-of origin groups. For instance, a specific mechanism seems at work for youths from Sub-Saharan Africa and Arab countries who are largely disadvantaged in the first generation and experience a less pronounced generational progress.

Social class of origin. It has been extensively documented that class of origin affects educational attainment and because different immigrant generations and nationalities are in a more or less advantaged labour market position a significant portion of the observed differences between generations and between country-of-origin groups may be attributable to compositional differences in social class (Kao & Rutherford, 2007; Heath & Brinbaum, 2007). According to Azzolini and Barone (2013) social class explains nearly half of the

observed gap for first-generation youths and, similarly, it seems to play a weaker role for the most disadvantaged groups. The role of cultural and linguistic barriers seems higher than the social class of origin. These results are interpreted as providing additional confirmation of the difficulties encountered by these immigrants in adapting to the Italian education system if they were born and raised abroad and that some groups (East Asians, Arabs and Sub-Saharan Africans) face more difficulties than others when approaching the Italian education system as newcomers should not be disregarded.

3.1.2

Activities aimed at increasing professionals' knowledge have been oriented more specifically toward these groups and with a particular attention to those professionals more directly involved in activities with first generation immigrants. As an example, consider master courses on migrants and refugees which are proposed to Italian and foreign students from different area of expertise (hence also counselors) after at least first level university degree, such as The Master on Migrants and refugees at the University La Sapienza in Roma; the Master on Intercultural Competence and Management provided by the University of Verona; or the Master on Intercultural Studies, at the University of Padova.

A specific space is given in these courses to cultures of different countries of migrants, especially for first generation migrants besides knowledge about the socio-economic and religious situation in Europe and, more particularly in Italy. Practical activities are organized to ensure the development of experience in real life context and with real people.

Additionally, a 120 hours post graduate annual course on 'Coaching for career development, school and work inclusion' has been recently offered by the Larios Laboratory at the University of Padova. Theoretical foundations and qualitative assessment strategies based on Life Design (Savickas et al., 2009; Nota & Rossier, 2015) and on coaching approaches, were provided with the aim of developing counselors' knowledge and competences to promote inclusive learning at school, career planning and strategies for inclusion in work contexts (for more details see http://larios.psy.unipd.it/en/?page_id=505).

As far as the second generation is concerned, the real communicative difficulties that occurs at school between parents and teachers supports the idea that it is a problem not only of language but it has its origin in the different life experiences and cultures of education to which foreign parents refer to it (Giusti, 2015). Following Azzolini, Schnell and Palmer (2012), there is the need to provide professionals with more direct measures and instruments useful in analyzing family background to better capture the actual differences in the socioeconomic and cultural resources available in immigrants.

3.2. Language and intercultural communication

As Italy adapts to its relatively new role as immigrant destination, it must come to terms with different languages and dialects and multiculturalism, as experienced through a number of demographic factors.

3.2.1

Immigrants bring a variety of native languages with them, adding to the various languages spoken already in Italy such as standard Italian and regional dialects as well as global languages such as English. As an example take the ethnographic study Smith (2015) conducted in Roma involving 25 immigrants arrived from Senegal, a multilingual environment with over 25 indigenous languages.

The analysis of linguistic histories gleaned from interviews are used to contextualize individual narratives in a larger historical, political, and social framework. The various types of code-switching, the use of linguistic and discursive features in specific instances revealed how immigrants perceive their identities and the sites in which these identities are constructed, the multifaceted perspective used when engaging in debates about immigration, inclusion, and identity.

Since 2001, for instance, many Italian universities propose degrees in linguistic and cultural mediation in their Humanities or Social Sciences faculties with the aim to form mediators, either Italian or foreign citizens, with relevant skills. The institution of these courses constituted a qualitative leap, either to reduce mistrust towards cultural mediators, or to promote not only the professional purposes of the mediation but also its scientific and theoretical features. In spite of all, cultural mediation continues to confirm itself as a temporary activity with voluntary characteristics that is often called just in case of emergencies.

These professionals have a specific role and their actions are tailored to specific objectives in some specific contexts, social and/or professional, namely in the process of acquiring a specific linguistic glossary pertinent to the needs, the interpreting modes (Salzano, 2011). They learn specific words and expressions and use them in the right place with the right interpretation thus becoming capable of coping with any circumstance in any place just learning about a particular problem in few time gathering information and understand the moods of the interlocutors and, with the help of different devices. In the working and legal sector, for example, their role of mediator consists in advising foreign nationals in facilitating bureaucratic practices, in fostering contacts with potential employers and obtaining job contracts, carrying out sworn translations.

This on one side supports the importance of learning language of the host country and on the other stimulates some consideration on the need to communicative and linguistic skills of operators. Across the country special agreements have been promoted by the Ministry of Labour and Social Policy on the issue of Italian language learning. Language and civic integration courses have been undertaken by all the regions on the basis of funding provided to this end, while since 2009 special calls have been launched by the Home Office in the context of the implementation of the European Integration Fund.

3.2.2

Many non-for-profit organizations and the Italian educational system offer language courses free of charge and are financed through the European Integration Fund (Caneva, 2014). Additionally, several example of multimedia courses on Italian as a second language are available (see, DIRE, FARE, NAVIGARE; transl.: *Saying, Doing and Sailing* by Graziella Favaro and Maria Frigo, as a product of a project co-financed by European Funds for Integration, EFI, in 2010) providing not only structured activities but also experiences and suggestions from professionals dealing with the task of teaching Italian to first generation migrant adults.

As far as co more specifically counselling is concerned, professionals may use pictorial materials constructed by Larios laboratory at the University of Padova (ASTRID portfolios; Soresi & Nota, 2007) to address career and vocational issues with individuals who are vulnerable on language, among other vulnerabilities.

Recently, Del Percio (2016) conducted an ethnographic study and documented the intercultural communication training provided to a group of young social workers and conducted in a social cooperative located in one of the main urban centers in Central Italy and provides services to both migrants (in form of language instruction, cultural mediation, access to housing, vocational training, and legal counseling) and to the city's social workers who work for migrants (in the form of professional trainings for the young social workers of the city). The training was conducted by an experienced coach working for the social cooperative with a degree in psychology and in intercultural mediation and a long experience with migrants in Italian humanitarian organizations and as a social worker in various reception centers. This training consisted of six modules taking place on six consecutive Saturdays. It was attended voluntarily by thirteen social workers, eleven women and two men, all aged between 25 and 35.

The themes of the training are focused on 'communication and on misunderstandings and the obstacle to effective communication due to the many stressor migrants are experiencing as the permanent mess at the centers, the different languages spoken and cultural backgrounds, the migrants' situation of uncertainty, the fatigue after a long shift, the low salaries and short contracts, and the anxieties, frustration, or anger caused by the unstable work conditions, or by an impatient migrant or a bothersome colleague'. Emphasis is given to active listening, speech events decoding while appropriate answers as well as to nonverbal communication are provided. Practical activities are also conducted, such as simulation of a conflict situation. Although the training fosters aspirations to professional change, the activities prevent the social workers from resisting and challenging the long shifts, the high demands on their flexibility, and the short work contracts that characterize the everyday work of these young professionals.

3.3. Recognition and access to labor market

3.3.1

Education and access to labour market. Immigrants trying to access the labour market have faced several challenges in recent years (Allasino et al, 2004). Although in Italy the level of educational attainment is positively related to the probability of avoiding unemployment such a relation does not seem to exist for immigrants, for whom higher education does not protect them against the risk of unemployment (Fullin & Reyneri, 2011). The poor performance of highly-educated immigrants in comparison to poorly educated ones is usually explained by the fact that, for first-generation immigrants, a higher education cannot involve a greater endowment of human capital (Heath & Cheung, 2007) because skills acquired in a different educational system may be useless because human capital is often country-specific or because foreign qualifications may not be recognised by the receiving country.

Educated immigrants may not have a good autonomy on using the receiving country's language, which is necessary to gain access to qualified occupations. These hypotheses seem to be well-suited to explain either the professional downgrading of highly educated immigrants in Italy or the behaviour of well settled highly educated immigrants, who can afford to wait for a long time for a good job (Allievi & Dalla Zuanna, 2016). For recent immigrants who do not have sufficient economic and social resources that would enable them to wait for a long time for work, Fullin and Reyneri (2011) in a study based on data from the Italian Labour Force Survey show that in Italy employment opportunities for immigrants are mainly for unskilled positions.

The segregation of immigrants in manual jobs, as well as their relatively low probability of being unemployed, do not depend on their personal characteristics but rather on the mismatch between labour demand and native labour supply, as well as on a sharp labour-market segmentation by age, gender, region and educational attainment. The trade-off between the risk of unemployment and a poor job is accentuated by a serious lack of qualified labor demand, a not very generous welfare state. The leading role of labour demand in shaping immigrants' integration into the Italian labour market is confirmed by the fact that they have fairly easy access to skilled blue-collar jobs, which have a low social status in Italy, whereas they are almost entirely excluded from the least qualified non manual jobs, which enjoy quite a good social standing.

Variables on the ground. According to Allievi and Dalla Zuanna (2016) the probability of avoiding unemployment grows with the length of stay for two reasons. On the one hand, the process of assimilation enables immigrants to acquire language skills, improve their qualifications, and gain better understanding of labour-market institutions; on the other, economic needs force immigrants to downgrade their professional expectations.

There is also a gender effect insofar, immigrant women seem generally more penalised than men in relation to the risk of unemployment, but it is even greater for occupational status, because the overwhelming majority of them work in housekeeping and elderly care. A breakdown by country of origin shows that especially for women and men from Asia there is a trade-off between a fairly good performance in the probability of avoiding unemployment and a very high risk of obtaining bad jobs. Albanian men seem close to that situation, whereas for the other immigrant groups the two ethnic penalisations go together, with immigrants from Northern and Central Africa being in the worst position.

For poorly qualified jobs there are large labour shortages because native job-seekers have higher social expectations and are able to wait before accepting a job. But in the medium term the situation is expected to change because immigrants, especially second generation immigrants, will be over-educated too for jobs they are currently forced to accept, and their expectations about occupations are likely to become higher (Allievi & Dalla Zuanna, 2016).

Inclusion and recognition. As regard actions aimed to support work inclusion, under the SPRAR projects activities linked to assessment of competencies, definition of a personalized action plan (PAI – Piano di Azione Individualizzato), together with coaching, and work search, practical trainings together with interviews on their attitudes are implemented.

Active actions are undertaken in order to facilitate recognition of qualifications obtained or continuation of study courses already started; actions for development of the image that both refugees and the people of the working environment have on immigrants in the labor market. SPRAR proposes also activities linked to analysis of works available in the area, through psychological testing, questionnaires and observation grids, and promotion of counseling and coaching for career guidance, entrepreneurship orientation to provide useful skills and tools when starting economic activities, support for future entrepreneurs with training-course guidance and consultancy aimed at providing employment and economic autonomy.

Additionally, various types of vocational training for immigrant workers have been organized in the recent years, from traditional full time course financed from European Social funds or, in some cases, pre-training of immigrants in their country of origin. Research studies

collecting all these data and trying to analyze them in order to obtain a description of procedures used and their effectiveness in reaching the goal set are not at the moment available. When available they are limited to small groups and frequently refer to 10 to 15 years ago, hence of limited use given the challenging current situation of migration in Italy.

3.4. Discrimination and traumatization

Immigrants feel more discriminated against than natives do. As shown in a study based on 19 months' fieldwork conducted in a Northern Italian city, most migrants who remain in Italy, report a lingering sense of failure and disappointment (Tukett, 2016). They try less than the latter to improve their educational job matches, with the consequence that the occupational segregation of immigrants will persist (Dell'Aringa & Pagani, 2010). Several different forms and sources of discrimination, which sometimes lead to traumatization, has been described by studies and recent reports.

3.4.1

Migrant identity. The country is characterized by the emergence of a new Italian, “the youth of foreign origins”, referring to anyone who is not considered to be Italian (or a tourist) is demarcated as “extracomunitario” – non-EU migrant. According to Flavia Stanely (2008) this is because in Italy ethnicity and nationality are conflated. This understanding of citizenship and nationality based on ethnicity means that being identified as an immigrant foreigner (rather than a tourist foreigner) is to be identified as an inferior other. The assignment of such a status is closely tied to exterior appearance and the assumption that *Italianness* can be detected through a certain kind of racialized body. Such discrimination against presumed “extracomunitari” also affected access to work and housing. These assumptions hold particular challenges for the second generation in Italy. But recently, the increasing presence of young ethnically diverse people speaking with strong regional Italian accents, who dress, move and gesticulate identically to their “native” peers, undermine these seemingly restricted categories of identity (Riccio & Russo, 2011). As asserted by Tuckett (2016) the racialized discrimination they suffer together with the low-status and low-paid work to which migrants are restricted accentuates their unequal incorporation into the global labor market from which they scarcely benefit.

Migrant health. The pathway to mental health care for migrants is complex and is influenced by many social and demographic, in addition to clinical factors. A sizeable number of migrants follows a non-medical route to care (Tarricone, Stivanello, Ferrari, Colombini, Bolla, Braca, & Tedesco, 2012). Social exclusion and reduced access to community health services lead to urgent health problems among immigrants, as shown for instance by the increasing rate of admittance to psychiatric inpatient units of immigrant patients. However, as shown by Baglio et al. (2010) the immigrants using hospital services are younger than the Italians, more than half are female and single. The rates for foreigners in acute care is higher among young people; the admission rates for both acute and day care settings with women's age, the pattern of hospital use being strongly influenced by reproductive events. Injuries for males, sometimes due to traumatic accidents dealing with the work setting, and induced abortions for females have been identified as critical areas for migrants' health. Significant information can be gathered from the Italian study on first-episode psychosis and migration (PEP-Ita), a prospective observational study over a two-year period (2012–2013) carried out in 11 Italian mental health centres (Taricone et al., 2015). Data were collected about all new cases of migrants with first-episode psychosis with the purpose to explore the socio-

demographic and clinical characteristics, and the pathways to care for a population of first-episode psychosis migrants in Italy. Risk and protective factors for the development of psychotic disorders in migrants emerged and the correlations between psychopathology of psychotic disorders in migrants and socio-demographic characteristics, migration history and life experiences were shown.

Decent work and immigrants. Three main aspects of decent work practices, as proposed by ILO (International Labour Organization, 1995) have been analyzed by Islam, Cojocaru, Rahman, Hajar and Arnakim (2016) in a cross-national study involving migrant domestic workers in Italy and Singapore. The study was based on a content analysis which documented a large difference between the written provisions and the real practice in both countries. As a result, in many cases highly demanding challenges are frequently faced by immigrants to get their expedient working conditions, proper working hours, annual leave, maternity protection and fair wage.

3.4.2

Mental health. In an international study recently conducted by the Bologna Transcultural Psychiatric Team (Bo-TPT) to address mental health issues in migrants, a battery of psychological measures was developed and organized which, besides recording personal functioning and clinical data, addresses several domains such as personal history, experience of migration, living context and personal functioning. In particular, in the context of our analysis, it is interesting to note the use of the ‘Schedules for the assessment of social contexts and experiences’ and the ‘Bologna Migration History and Social Integration Interview (Tarricone Atti, Braca, Pompei, & Berardi, 2011) together with other general clinical assessment tools on life events and actual functioning wellbeing of individuals with history of migration was analyzed. The tool includes three sections: 1) Pre-migration phase; 2) Migration phase; 3) Post-migration phase. Through the tool, information is gathered on socio-economic factors that precede and follow the migration, reasons and organization of the migration, relations and social support in the host country, detected changes and satisfaction achieved within different fields of experience, including social and work inclusion. The study shows its usefulness in highlighting an interaction between genetic factors and living environment on the emerging of disturbances, namely psychotic disturbances (Braca, Tarricone, Chierzi, Storbini, Marcacci, & Berardi, 2011) which result in barriers against both work and social inclusion.

Conditions of differential treatment of immigrants across territories emerge from recent studies which do not necessarily go in the direction of providing more opportunities for immigrants’ integration and social mobility (Campomoria & Caponio, 2014). Immigrants’ integration framing reflects their place in the regional economies, that is a crucial resource to serve very fragmented and localized needs in the primary (see for instance, Basilicata and Calabria), secondary and low-qualified tertiary sectors in other regions. A partial exception is represented by the Veneto Region, in the North-East of Italy, which explicitly prioritizes the training of domestic and care workers as well as re-insertion programs in the countries of origin, leaving, and through other vocational training initiatives to provincial authorities. In any case, migrants are seen primarily as poor people, with their prevailing employment in the *shadow* labour market.

To contrast this extremely fragmented context, the national government has undertaken specific actions aimed at achieving a minimum of harmonization of regional approaches in accordance with EU priorities.

3.5. Empowerment and the analysis of potentials

A significant difficulty emerges in finding articles as well as documents that detail theoretical approaches and theories of career counseling services refer to, assessment measures with adequate theoretical background and prerequisites, efficacy verification of interventions carried out.

3.5.1

The point of view of coordinators. The difficulties in defining a framework for assessing client's potential and empowerment was well documented by Catarci (2012) who interviewed 88 coordinators of SPRAR across Italy on numerous aspects. The picture he depicted, as shown in the data reported below, highlights the need of providing high level of training both for coordinators and operators in order to acquire both theoretical and practical skills. As regards knowledge operators should have, Catarci (2012) found that coordinators consider crucial: features of the territory in which operators work (31.3%), user needs (30.8%) and legislation related to refugee inclusion (15.9%). As regard the skills, operators should be able to promote networking (25.5%), pick out resources (19.4%), identify user needs (18.9%), and provide counseling (13.3).

About 75% of coordinators consider the short-term programme (up to 50 hours) offered by the 'Central Service' the most important continuum education programme. As coordinators, the most important topics for their daily work concern legal (93.9%) psychological (90.7%), socio-anthropological (87.8%) and administrative (86.2%) issues. Moreover they consider particularly relevant to learn more about conflict management and negotiation techniques (16.7%) as well as service planning and management (18.2%) and legislation (13.6%). As regard the most fruitful methodological-didactic aspects for themselves as coordinators, they include: reflection with colleagues (97%), communication techniques (91.4%), supervision (88.4%), theory (87.5%). As regard the most important methodological didactic aspects for operators, the interviewed coordinators include: how to plan a social intervention (96.6%), how to verify the efficacy of the intervention carried out (95.2%), team work (93.8%) and simulation (92.1%).

Services offered by SPRAR. In order to empower immigrants, SPRAR not only is active in facilitating access to labour market. It offers many activities that should be considered as an 'integrated' hospitality. This means that the basic material actions, such as provision of food and accommodation, shall commence simultaneously in services to foster the acquisition of tools for autonomy. Services provided in local SPRAR projects can be grouped into nine different areas, of equal dignity and importance: linguistic and intercultural mediation; material hosting; career counseling and access to local services; training and retraining; guidance and support at providing employment; guidance and support to the insertion housing; guidance and support social inclusion; guidance and legal support; psycho-social and health protection. Training activities are conducted at national level. Basic training lasts three days. The first day focuses on general presentation of the project; information and legal guidance, the local commission for the recognition of international protection; the second day: focuses on approaches, methodologies, measures for an integrated hospitality, the instruments

for the socio-economic inclusion; the third day focuses on the helping relationship and health issues together with how to manage the SPRAR database; the fourth day focuses on administrative issues of the SPRAR project. Examples of successful activities reported into the project website include ‘Urban requalification in Arnesano and Copertino asylum seekers and refugees are taking care of the city’, ‘in Caltanissetta the city police are studying English with Rahaman’, ‘Changing viewpoints about the city: in Bologna a laboratory for journalism was started by refugees’.

The SPRAR manual published in 2015 briefly introduces all these activities. As regards specifically career counseling, only some general guidelines are provided in the following areas: analysis of resources and weakness of the person; certification of competences; how to activate the procedure for recognizing the diplomas, training and vocational education; how to write a curriculum vitae; how to access vocational education and vocational training in Italy; how to conduct an interview; how to open a business. However, no specific theoretical or methodological guidelines are provided. The manual reports in fact that career counseling should be provided by expert psychologists or career counselors who can decide how to proceed.

3.5.2

Measures. As regard career counseling measures, the analyses of documents and websites highlights a high heterogeneity so that it is difficult to understand the theoretical principles and approaches as well as what has been done to verify the efficacy of what was implemented.

One example from research. Recently, Terranova Cecchini, Toffle, and Vitale (2015) described a project that involved some of the first immigrants arrived from Libya in 2011 in an official migrant center in Milano. The aim of the project was to reach out to these immigrants and establishes a relationship that would assist them in defining a path towards integration (career is just one aspect). The immigrants’ potential for integration was assessed with psychological procedures that helped the therapist to stimulate narratives and reflections of migrants on their career paths. Authors used: (a) The Cultural Identikit (Terranova-Cecchini, 2009), a transcultural tool based on the idea that the therapist cannot know everything about all cultures, and therefore it is necessary to become ‘transcultural’ (Terranova-Cecchini & Toffle, 2014), to understand how culture works, and how it actually forms the Ego. It assists the therapist in understanding the three axes of the Cultural Ego. (b) The “Test del Mondo” (“Test of the World”; Dalla Volta, 1951) that aids the therapist in grasping how the subject feels about life and his or her viewpoint in the moment of the interview. It is also a non-invasive way to encourage subjects to talk about their lives and experiences.

One example from the SPRAR. In the newsletter of the Italian Society of Vocational Guidance (SIO) it is reported an example of career counseling with immigrants that shows how it is possible follow theoretical and methodological suggestion derived from literature on career counseling (Bonesso & Zanibon, 2014). It was conducted in the Municipality of Venice by a psychotherapist, expert career counselor. She in fact attended a university post-graduate master course in career counseling at the University of Padova.

After an analysis of the literature on career counseling with migrants and refugees, a Job Analysis (JA) of the functions and tasks as well as useful knowledge, skills, competences and

other psychological aspects carried out by operators that work into the centers for migrants and refugees. The JA allowed to identify the needs of migrants: helping them in finding and implement their more advantageous options; supporting them in the process of implementation of their career project; career assessment; developing specific career counseling activities for those more vulnerable. The Life design approach and the socio-cognitive career model represented the theoretical framework of the inclusive actions that targeted both the clients and the context (service and job environment). The intervention aimed to: analyze expectation of the migrants as regard the career counseling, identify strengths, describe career goals, identify career options, define possible career paths to achieve previous identified goals, describe specific skills that need to be acquired to achieve the goals. The assessment activities was conducted using a semi-structured interview (Soresi & Nota, 2007) and a card sorter jobs that facilitated a highly personalized counseling. The counselors with an active listening, questioning, reformulations, positive feedback and reinforces focused on the emerging of the description of past experiences, education trainings, ideas about the future, career interests and preferences, career self-efficacy beliefs, knowledge about labour market with the aim of co-construct new career and life meanings and goals to be achieved. The success was so high that people started to ask for career counseling with this specific counselor. Results of the career counseling were shared with other operators in order to provide specific and personalized supports in order to help support migrants in achieving the goals discussed during career counseling.

3.6 Specific supports measures

3.6.1

Two forms of vocational training. Magnani (2015) conducted a case study research to explore the forms and the effects of vocational training for migrants in the Veneto Region. This region is considered the ‘motor of Italy’ and has one of the largest numbers of immigrant workers.

In particular, with regard the labour immigration, two forms of governance can be identified (Zincone & Caponio, 2006): a multi-level governance where the region interacts with the national framework, defining the admission policy and regulating the labour market; a horizontal governance where local public and private agencies for employment and education interact with professional interests associations and civil society organisations. Moreover, two main forms of vocational training are provided:

1) Training courses financed by the European Social Fund (ESF). In the North of Italy, for instance, immigrants represent the majority of participants on ESF courses in key sectors of the local economy (building sector, mechanical engineering, and electronics). According to the interviewees from training institutions in the Veneto Region the success rate of ESF training is particularly high: about 80 per cent of the participants find stable jobs in the local area within a year, and often with the same firm where they undertook their training experience.

Some of the weakness of this opportunity, as reported by Magnani (2015), include: a) the necessity to be resident in Italy and be formally unemployed (= enrolled on the unemployment register kept at the public labour office) vs. the fact that most has de facto a regular or an informal job; b) The high time commitment required by the ESF courses (about 600/800 hours, including 100/160 hours of work experience) that prevents the possibility to

work and study in the same time; c) The financial support provided by the ESF during the course is limited (€3 per hour) and usually paid at the end of the course in order to reduce drop out; and d) The limited supply for migrant women in terms of both the number of training courses and the occupational categories targeted (domestic or care-work). This reproduces a segmentation of the labour market based on the gender not only on ethnic origin and doesn't include migrant women in the regular labour market.

2) Short courses supported by public-private partnerships. Most of these training courses are intended for people who already work, thus, compared with ESF training, the commitment in terms of time is limited (80–100 hours in the evening). The purpose of many of these short courses is to improve language skills, to provide immigrants with an understanding of the social and institutional organisation of the host country, the workings of the labour market, and the main principles of labour law and immigration law. An increasing number of short courses target migrant women and often have the broader aim of facilitating socialization with the local society where the women live.

The integration agreement. From a more legislative point of view, a research report by Caneva (2014) on the INTERACT project, maps the main policy tools and social actors in migrant integration in Italy. The “*Patto per l'integrazione*” (transl.: “Integration Agreement”) is the instrument adopted by the Italian government for dealing with integration accompanying permission to stay.

Once arrived in Italy and at the moment of receiving a resident permit, immigrants have to sign the agreement and commit themselves to specific integration goals within two years. Specifically, they are required to: 1) learn Italian (level A2); 2) develop a sufficient knowledge of the Italian constitution and institutions; 3) know Italian civic culture, particularly develop knowledge about the functioning of the health system, the educational system and social services, the labour market and taxes; and 4) respect the rule according to which their children have to attend school up to 16 years old (ten-years schooling).

The agreement is structured on credits: at the moment of signing, 16 credits are given to immigrants, but they have then to score 30 credits within two years. Credits can be obtained through participation in certified Italian language courses, Italian history and civic courses, professional and vocational training, etc. These courses are not compulsory, except for a session on Italian civic culture, which immigrants have to attend within three months of signing. The session lasts 5-10 hours and gives information about the Italian Constitution and institutions, information about the educational system, health care, work, social services, and immigrant rights and duties. Language courses are not compulsory, but immigrants have to pass an exam to prove their knowledge of Italian (corresponding to level A2).

3.6.2

The problem of work related injuries. There is an interest in the research for higher level of work related injuries among immigrants compared to native (Salvatore, Baglio, Cacciani, Spagnolo & Rosano, 2013; Marcacci et al., 2013). According to the Italian Workers' Compensation Authority (INAIL), in 2004–2008 the number of work related injuries increased by 13 % among immigrants (from 127,281 to 143,561) [INAIL, 2016].

The majority of injuries occurs among immigrant men, and construction is the sector with the highest proportion of nonfatal and fatal injuries. However, it must be considered that these

data refer to immigrants legally residing in Italy, who possess compulsory insurance against work related injuries and occupational diseases. No information is available on the occurrence of work-related injuries among undocumented immigrants but it is licit to think the situation is not better.

The higher occurrence of injuries among immigrants compared to Italians especially in the first year of employment is probably due to insufficient training and to exposure to at-risk activities without adequate experience, as well as to language and communication barriers, which could reduce access to prevention measures for the most recent immigrants. Efforts should be devoted to promote better communication in multicultural workplaces among managers, persons in charge of security and employees. This suggests career counselors could play a relevant role in working with the context, creating a culture of prevention into and with work organizations and companies.

4. Summary: conclusions and discussion

4.1 Summary

Migration in Italy is currently characterized by some aspects which make it unique. First of all it is dynamic and continuously changing. This contributes to widening the lack of recent reliable studies. A second characteristic is the diverse countries of origin of migrants and refugees which is challenging for professionals because it asks for a development in cultural awareness together with the need of cultural and language appropriate materials for the assessment and intervention. A third aspect deals with the variety of level of education of first generation migrants that requires then diverse actions and more articulated projects.

An additional characteristic is the involvement of a large number of different “actors” besides the institutions supporting migrants’ inclusion. This implies a wide heterogeneity of professionals involved and interventions carried out in our countries that supports the growing effort of the university both in research and training also as regard career counseling.

4.2 Discussion

Our analyses allow us to point out that Italian career counselors who work with migrants and refugees have many challenges to face with in their practice that should be addressed in training and education. Among the challenges we consider particularly relevant in setting up a training course there are:

Offering training and educational activities to develop a solid knowledge and extended practice on career counseling, vocational psychology and inter/multi-cultural counseling that should focus on inclusion. Recent approaches and theories as Life Design, assessment measures and interventions techniques together with cultural competence training aimed at developing awareness, sensitivity, and effective behaviors should be proposed for enhancing culturally competent care and increase social and work inclusion of migrants.

Addressing increasingly diverse clients and overcoming profiling. The multicultural composition of service users in Italy can be seen as an opportunity to recognize clients’ subjectivity and measures tailored to their particular life course, with approaches and measures that emphasize narratability, qualitative procedures and high personalization versus profiling thus empowering migrants and giving them voice in a co-constructing process.

Fostering networking of professionals by stimulating international exchange, diversity- (and discrimination-) sensitive training thus support career counselors in the realization of an integrated and personalized project tailored to each migrant in realizing their working and life goals taking into account several perspectives.

Investing in inclusive contexts. Inclusion of migprofessionals who have knowledge, skills and competencies not only to work with individuals for empowering migrants and refugees but also to work with the contexts. More efforts should be devoted to prepare professionals in assuming an active role as charnants requires ging agents in promoting inclusive attitudes in schools, working and community contexts and make feasible the binomial diversity and inclusion with concrete actions involving people living in Italy, that is Italians and foreigners, either migrants and refugees or not.

Sweden

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1. Introduction

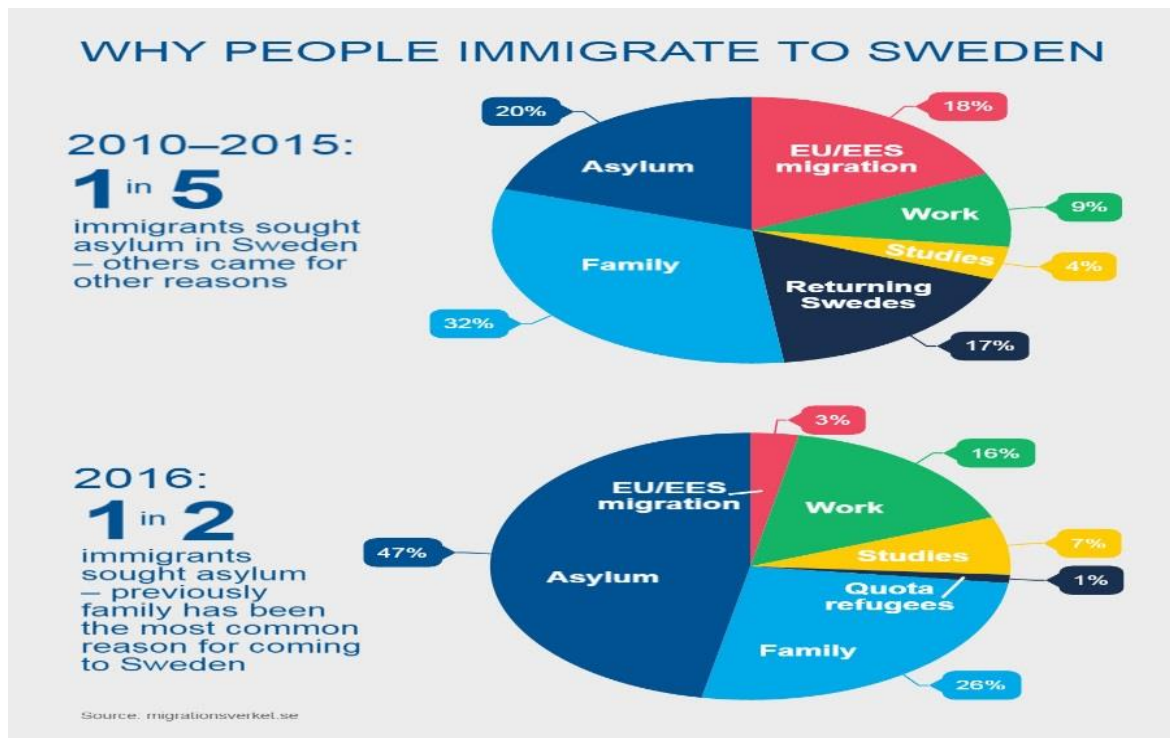
The aim of this report is to summarise knowledge from Swedish research publications and other kinds of publications which describes and/or analyses the development and delivery of career counselling for refugees. Most of all, it focus on research from the strands of social science. However, research focusing solely on career guidance for refugees, or the career development among newly arrived refugees are quite scarce, and therefore we had to rely on results and/or discussions from research on other topics, which also are relevant for the understanding and development of career guidance for this particular group.

A smaller number of searches was made on google scholar, using combinations such as “refugee” + “career” + “counselling” + “Sweden”, “refugee” + “education” + “Sweden”, “refugee” + “Sweden” + the notions found in the headings in part three of this report. The result of the searches was extensive, but only a limited number of posts was relevant for our purpose. Here, we focus on research from 2010 and forward, but a smaller number of older articles and reports are also included. Due to the time factor, the review of material from non-academic sources, such as evaluations, reports, descriptions of development projects within the field of career development for refugees, or pedagogical material of different kind. This is one of the short-comings of the Swedish report.

2. Country profile

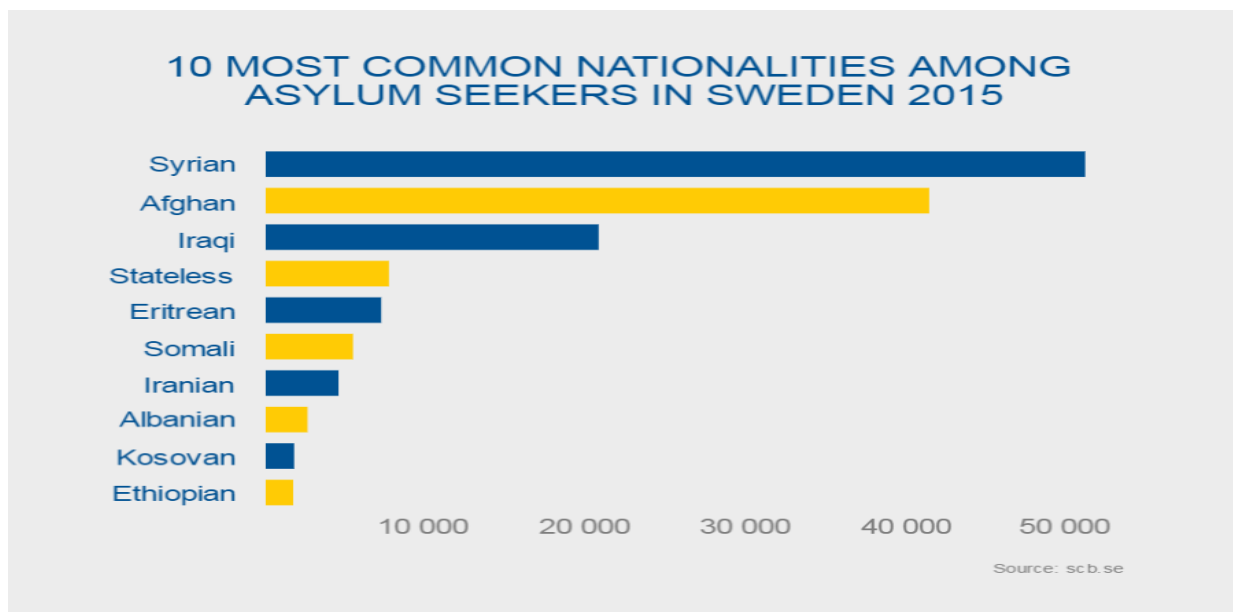
2.1. Recent migration to the country.

The rise of asylum seekers began in the 1980s when Sweden saw some of its highest immigration from countries like Iran and Iraq, Lebanon, Syria, Turkey, Eritrea and Somalia, as well as some South American countries. The 1990s brought massive immigration from former Yugoslavia during the ethnic cleansing wars with over 100,000 Bosnians being granted asylum in Sweden alongside 3,600 Kosovo Albanians. When Sweden joined the Schengen co-operation in 2001, this meant open borders between the country and other European Union (EU) member states and an influx of other EU citizens into the country. Migration in total – both to and from Sweden – grew after 2000 (Sweden.se 2017)



(Picture 1: *Why people immigrate to Sweden*. Source: Sverige.se 2017)

In 2014, the Swedish population grew by more than 100,000. Most of all, this was the result of high immigration (127,000). Refugees from active war zones continue to immigrate to Sweden. There were over 80,000 asylum seekers that year, with the three largest groups being Syrians, Eritreans and stateless individuals. In 2016, the Swedish population grew by more than 140,000 people, a record mainly due to immigration. But the number of asylum seekers dropped dramatically – from 163,000 in the peak year of 2015 to 29,000 – due to changes in Swedish migration laws. Many immigrants who came to Sweden in 2015 became officially part of the population in 2016. Of the more than 110,000 asylum decisions that the Swedish Migration Agency made in 2016, around 60 per cent led to the asylum seeker being granted asylum in Sweden. A particular challenge in the immigration peak of 2015 was the fact that 35,000 asylum seekers belonged to the category of “unaccompanied minors”, children who arrived in Sweden without parents or other legal guardian. In 2016, the Swedish Migration Agency granted 6,853 unaccompanied minors asylum (Sweden.se 2017).

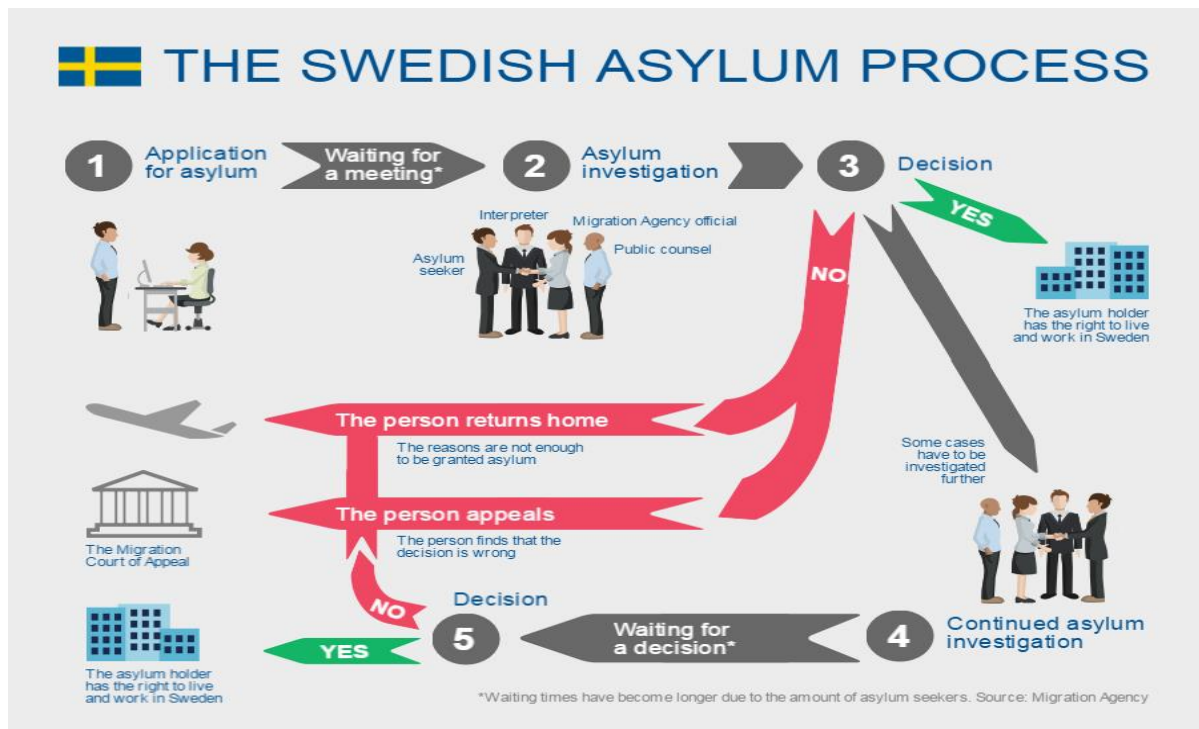


(Picture 2: 10 most common nationalities among asylum seekers in Sweden 2015. Source: Sverige.se/scb.se 2017)

The Swedish government took some measures to limit immigration after the peak of 2015, a decision which was motivated by a claim to be able to provide for those already in the country. At the end of that year, temporarily tightened border controls were implemented, making it harder to enter Sweden without a valid passport or other identification document. In 2016, Sweden went from the EU's most generous asylum legislation to the EU's minimum level. In June 2016, the Swedish parliament implemented legislative changes for asylum seekers, making it harder to get a residence permit. Obviously, Sweden's policy changes are partly due to the fact that most other EU countries have failed to receive their agreed share of refugees (Sweden.se 2017).

2.2. The reception of migrants – the legal framework.

If you are seeking protection in Sweden, you must submit your application for asylum either to the border police when you enter Sweden, or to one of the Migration Agency's application units. The Swedish Migration Agency cannot approve an asylum application which is submitted at a Swedish embassy (Swedish Migration Agency 2017). Sweden has signed the UN Convention Relating to the Status of Refugees. This means, among other things, that Sweden will examine each asylum application individually. The individual examination includes taking the applicant's gender identity and sexual orientation (that is, whether the applicant is homosexual, bisexual or transgender) into account (Swedish Migration Agency 2017).



(Picture 3: *The Swedish asylum process.* Source: Sverige.se)

Sweden will grant a residence permit to a person who is a refugee in accordance with the UN Convention, and also to a person in need of “subsidiary protection” in accordance with joint EU regulations. In accordance with the UN Convention Relating to the Status of Refugees, Swedish legislation and EU regulations, a person is considered a refugee when they have well-founded reasons to fear persecution due to 1) race, 2) nationality, 3) religious or political beliefs, 4) gender, 5) sexual orientation, or 6) affiliation to a particular social group. A person who is assessed as a refugee will be granted a refugee status declaration, which is an internationally recognized status, based on the UN Refugee Convention as well as EU regulations. Persons with a refugee status declaration are normally given a residence permit for three years (Swedish Migration Agency 2017).

A person deemed in need of subsidiary protection is one who is at risk of being sentenced to death, is at risk of being subjected to corporal punishment, torture or other inhumane or degrading treatment or punishment, or as a civilian, is at serious risk of injury due to armed conflict. A person who is assessed as in need of subsidiary protection will be granted a subsidiary protection status declaration, which is founded on EU regulations. Persons with a protection status declaration are normally given a residence permit for 13 months. (Certain people who applied for asylum by November 24, 2015 at the latest may be given a permanent residence permit.) In exceptional cases asylum seekers may be granted a residence permit, even if they do not need protection from persecution. This requires extraordinary circumstances directly linked to their personal situation (i.e. people with very serious health issues or people subjected to human trafficking), which implies that a decision to deny residence permit would conflict with Sweden’s international obligations (Swedish Migration Agency 2017).

2.3. The reception of migrants – the institutional framework for education and career counselling

In Sweden, all asylum applicants have access to the benefits of the reception system. If they have their own financial resources, they must use these first - the provision of reception conditions is conditional upon lack of sufficient resources. The lack of resources is established at the initial interview with a reception officer of the Migration Agency, when the asylum seeker lodges the asylum application (AIDA 2017).

When it comes to an entry to the labour market, asylum seekers may be exempted from a work permit on the condition that they can establish their identity through original documents or authorized copies. If they are not able to do this when they apply for asylum, they can do so later and in that case another decision will be made on their right to work. Thus, an asylum seeker is not granted a work permit but is exempted from the need to have one. Hence, he or she is allowed to work. In general, they cannot work in areas that require certified skills such as in the health care sector, so in practice their choice is limited to the unskilled sector. It must also be kept in mind that jobs are not easy to get because of language requirements and the general labour market situation. Those who obtain jobs are able to improve their economic situation, and have the possibility to switch from being an asylum seeker to a labour market migrant if they manage to work 6 months before receiving a final negative decision at the second instance or after their appeal to the Migration Court of Appeal is refused (AIDA 2017).

Asylum seeking children have full access to the Swedish school system. Hence, they are to a great extent integrated in regular schools. They are by the law obliged to attend school, but have the right to attend, if they so wish. The right to go to school has also been confirmed in law for those children still present in Sweden with an expulsion order and who have absconded with their parents. Children between 16 and 19 often have to attend a preparatory course (sw. språkintröktion) to improve their skills in Swedish and other core subjects before being able to access vocational education. Once they have gone through this preparatory phase they are not prohibited from taking a vocational course. A person who begins a 3-year course at the age of 16 or 17 and is still in Sweden without a permit 2 years later, will be allowed to continue her/his course. Persons who are over 18 upon arrival have no access to secondary education, however. Children also have the right to lessons in their own mother tongue on a regular basis, if there are more than 5 pupils with the same language in the area (AIDA 2017).

Newly arrived refugee students in Sweden receive career guidance on the same terms as other students. The quantity and the quality of the services are dependent upon local routines, regulations, and career guidance counsellors' recognition of newly arrived migrant students' knowledge and educational strategies allocation of resources. Career guidance in lower secondary education is primarily engaged with the task of choosing upper secondary education. For newly arrived students, a number of alternatives are at hand in the Swedish educational system. First of all, there is the option to choose so-called national programs, i.e. regular programs at upper secondary schools. These are either preparatory or vocationally-oriented. Young refugees who do not meet the standards of eligibility are generally recommended to apply for the language introduction program (Hertzberg 2017).

Sectors where guidance services are provided:	Kinds of services offered	Formal regulations/Administrative control	Educational background
Educational and Career in <i>compulsory, upper secondary and adult secondary education</i>	Individual counselling and information prior to the next step of education. Group activities	National curriculum + School Law /The Swedish National Agency for Education /Municipality	Professional Degree in Career Counselling (Three-year university programme)
Guidance at <i>universities and university colleges:</i> 1. Central level 2. Departmental level 3. Career centres	1. Individual counselling about educational choices 2. Advise in the special field of study, preparation work for credit transfer and eligibility regulations 3. Career choices, applications, job vacancies	Regulation from 1993 stating that university students must have access to study and vocational guidance /local policy documents /The Swedish National Agency for Higher Education /Individual university	General University Degree and in-service training on theories and methods in study- and career counselling, sometimes Degree in Career Counselling
<i>Higher Vocational Education</i>	Counselling on educational choices	No formal regulation /the Swedish National Agency for Higher Vocational Education	Varying, sometimes teachers, sometimes Degree in Career Counselling
<i>Swedish Folk High Schools</i>	Varying	No formal regulation /Many of the schools are run by NGO's and some by county councils or regions	Varying, sometimes teachers, sometimes Degree in Career Counselling
<i>Local municipality information centres</i>	Self-service and individual counselling, information	Municipality educational authorities	Varying, often Degree in Career Counselling
<i>Employment Offices/Rehabilitation</i>	Individual counselling mainly for those who need it most. Self-service for others	No regulations regarding guidance activities. /Swedish Public Employment Service	In-service training, sometimes Degree in Career Counselling, sometimes psychologists.

(Table 1: Overview of the Swedish Guidance System. Source: Euroguidance/Education, work and guidance in Sweden)

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

3.1 Knowledge gaps

There are some recent Swedish research that suggests that professionals in education and social services have some knowledges gaps concerning the refugee predicament. They do not know or fully understand what it means to be a refugee, and this lack of knowledge sets a mark on their professional behavior and ability to deliver their service. In a study of the hopes of West African refugees during resettlement in northern Sweden, conducted by Anjum, Nordqvist and Timpka (2012), it was found that hopes regarding education were in focus for the refugees shortly after arrival, but thought on family union were central later in the resettlement process. But the support organization did not know or acknowledge this matter, and the unresponsiveness of this organization to the family reunion problem became an in

issue for the refugees. The details of the refugees' situation was not sufficiently acknowledged by the aid agencies, and Anjum, Nordqvist and Timpka (2012) claim that the recognition of these details was a precondition for the assistance that complement the refugees own coping mechanisms.

In a recent dissertation on career guidance counselling conversations with newly arrived migrants, Sundelin (2015) makes a number of interesting and fruitful observations. She notes that it seems that counsellors have certain difficulties in judging the need of guidance for students, as well as their emotional experience of the counselling session. In so doing, they do not perceive the "lived experience" of the students, and the condition under which the students create a future. Certain aspects of the predicament as recently arrived migrant, such as loneliness, uncertainty and anxiety, are not sufficiently taken into consideration. In a similar vein, experiences of and fear of social exclusion, above all ethnic discrimination, do not seem to be recognized in a way that correspond to its significance for the students.

When it comes to knowledge gaps among newly arrived refugees, some relevant observations are found in a smaller study by Hertzberg (2017). Hertzberg notices that career guidance counselors consider the knowledge of newly arrived students about the labor market, above all the entry to and content of certain vocations, as inadequate. But although certain gaps of knowledge were identified by the counsellors, and also held to be extensive, it must also be noticed that their existence was considered fully explainable, as they concerned knowledge on the peculiarities of a national labor market of which a newly arrived students from another part of the world yet had no possibility to acquire. The same conclusion applied regarding the knowledge on educational alternatives.

3.2 Language and intercultural communication.

When it comes to research on language and intercultural communication of relevance for the provision and development career guidance and counselling for refugees, there are some recent Swedish studies which could be acknowledged. In general, it must be noticed that there is a complex relationship between learning a new language and culture, while at the same time learning though it (Obondo et al 2016). Moreover, it is also theoretically well established that it takes 5-8 years to master a second language to be able to learn through it, and the nature of the challenge faced by those students are well known among teachers. Still, Obondo and many refugee pupils are in the process of learning the third or fourth language, and they develop a working oral fluency in Swedish in a year or two along with progress in academic Swedish, and to characterize these developments a "failure" just because they haven't met specific benchmarks in standardized testing is to miss out their success as second language learners (Obondo et al 2016).

Axelsson (2015) claim, following theories of learning and language developed by Halliday and Vygotsky, that the understanding and development of Swedish as a second language in schools is dependent on the nature of the "scaffolding" they newly arrived students receive. There is a need for specially educated teachers in second language education and first language teachers, working in close cooperation with subject teachers. Supervision in the first language is necessary in order to promote learning in the subject teachings in second language, Axelsson also claims. In line with Axelsson, Norberg Brorsson (2016) claims that teachers and other professions involved in learning activities for recently arrived students

need to know what it involves when you have to learn in a new language, and which didactical tools that are functional and relevant in the pursuit of supporting these students.

On a general level, it is also said that the successful inclusion of newly arrived students in the social milieu of the school forms is significant for the development of a second language – the learning of the new language is depended on the nature of the communication and interaction between the indigenous and newly arrived students; the eventuality of social exclusion, physical segregation and bullying delays a desirable language development (Axelsson 2017). Students that have migrated to Sweden late during compulsory school or during upper secondary school have a problematic school situation in different aspects; according to Skronowski (2013). Students that arrive in Sweden from the sixth year of compulsory school or later, face greater difficulties than other students when it comes to reaching the qualifications needed for studies at upper secondary school. Since there are certain qualification requirements to study at upper secondary school, many of these students are placed in different levels of preparatory education for a long period of time.

In relation to the observations put forth by Skronowski, a recent study by Nilsson (2017) is relevant. In a study of how newly arrives students experience the transition to the language introduction program in upper secondary school, in relation to past, present and imagined school careers, she has noticed that this program is experienced as “the same thing all over again”. For the newly arrived students, it signifies an experience of repetition and constantly suspended entry to the mainstream school system. In contrast to what has been imagined, the transition entails an experience of being hindered from reaching the desired Swedish-coded contexts in school. The students’ school careers are evaluated by themselves in relation to the progression of peers in the new country and the country that has been left. The transition in question is experienced as “being out of line” (Nilsson 2017:93) and stuck in a parallel temporal trajectory that has lost contact with the progressive temporality of the surrounding school context. In the studies of Skronowski and Nilsson, a specific dilemma appears: there is a need for long-time preparation, while long-term placement outside mainstream programs is perceived as alienating.

When it comes to studies of career counselling and/or counsellors, some minor interviews studies notes that counselors perceive guidance of people of non-majority ethnic background as a task *different* from guidance of majority students (Dresch & Lovén, 2003; Lovén, 2010). Values, limited knowledge of Swedish society and language barriers constituted the objects of difference. Moreover, the guidance counsellors perceive their professional skills to handle these meetings as insufficient, and they reported a lack of useful methods and tools. They felt uncertain in meetings with migrant individuals, specifically regarding the possibility to implement these guidance talks. These studies suggest, in line with studies of Hertzberg (2003) and Sawyers (2006), that career counselling practices in Swedish schools partly is influenced by an ethos a Swedish normativity. What is perceived as different is also perceived as deviant.

However, an evaluation (Hirasawa & Sundelin, 2006) of a guidance project in the city of Stockholm aiming to reduce unemployment and support for costs of living suggests that guiding counselling talks widens the perceived opportunity structures of unemployed adults with migrant experience. In and through the guidance conversations, the counselees were given access to the Swedish education system and got acquaintance of the economic

conditions for studying. It was also perceived as significant that the guides worked independently in relation to the social support system – it became easier gain trust and focus future educational opportunities”.

Language and communication in career guidance for newly arrived migrants is studied by Sheikhi (2013). In her dissertation, she analyzed career guidance sessions where the guidance counselee was an adult second language speakers. The conversations was analyzed in three sub-studies with the main purpose of exploring how the participants achieve shared understanding. The first part study examined how the speech acts of the counselors promoted understanding. Sheikhi identified a number of supportive speech talks from the first language speakers, namely those who supported the ability of the second language speakers to take part and understand the content of the guidance session: revocation (rewording of own opinion), limiting questions, introduction and conclusion of utterances (introduction or conclusion of the utterances of the second language speaker), repetition and meta comments (Sheikhi 2013: 93). In the second study, Sheikhi investigated the role of rewording in guidance counselling interaction, and in the third stud she analyzed how shared understanding was promoted during conversation interaction.

Sheikhi concludes that the guidance conversations initiated learning processes (on the Swedish language, career related content, and the career guidance institution in itself), and that the counsellors and the counsees managed to achieve sufficient reciprocal understanding, despite the linguistic asymmetry. Sheikhi claims that the conversations has a potential for learning, partly because of the clients’ positive expectations. Knowledge asymmetry in relation to educational matters and the labor market constituted a bigger obstacle for communication than a lack of linguistic understanding. The counsellor had an important role to facilitate understanding by creating space for conversation, in which different supportive measures made possible the exchange of meaning and information on the linguistic level of the counselee. Sheikhi also raises some features that refer to the migrant background of counsees. The guidance counsellor often asked about clients' homelands, and exposed general interest in their background. This developed into a situation in which the counsellors was taught by the client, a situation which Sheikhi perceived as beneficial to the development of interaction and mutual understanding. At the same time, Sheikhi draws attention to the allegedly Western features of the counselling strategies, which views the counselee as an independent decision-maker, and nothing more than that, which she believes may complicate the situation: a relatively newly-moved person may need more active support than the counselor’s counselling strategies provide.

3.3 Recognition and access to labour market

Recognition of foreign educational, vocational and academic qualifications. In a study of the recognition of vocational qualifications of refugees, Andersson and Fejes (2010) makes some important observations. First of all, they point out that the recognition of knowledge developed within a vocation in another country is problematic – the context in which the person is being assessed is different, since it is a new community of practice (in terms of vocational practice and language skills), and the knowledge of the migrant is valued in relation to other kinds of knowledge demands and another practice those in which their own knowledge was developed.

In conclusion, Andersson and Fejes (2010) states that people involved in practices of RPL (Recognition of Prior Learning) must acknowledge that refugees and other migrants are newcomers in terms of language, and to the specific Swedish vocational practice, while they might be experts in relation to the vocational practice where they have developed their knowledge, and find ways to re-shape the assessment procedures and practices in ways that lead to inclusion rather than exclusion. One possible way forward could be, they claim, to see RPL as an integrated aspect of learning processes where the focus is on the knowledge and competencies the person has in the specific work contexts where s/he works. Also, by being in a work context - during a period of practical training or, if possible, employment – the migrant would have the opportunity to become a part of a new community of practice where prior learning could be recognized and integrated with the learning process which takes place by being a part of a new practice.

In another study, Andersson, together with Guo (2009), claims that prior learning assessment and recognition (PLAR) has become a serious barrier to adult learning rather than a facilitator. They state that PLAR work as dividing practices in discounting and devaluing immigrants' prior learning and work experience, and conclude that PLAR has become a technical exercise and a governing tool rather than a form of social transformation.

Sundelin's study (2015, see above) is also of relevance for questions of recognition. Her study shows that career guidance tends to take a future in Sweden is for granted, and that the counselors expect the students to choose from a "Swedish smorgasbord", so to speak, of career choices. The conversational focus on Swedish preconditions obscure the view of transnational preconditions and terms that are part and parcel of migration. Sundelin also claims that the absence of a transnational perspective in counselling conversations risks decontextualizing migrants' relationships and knowledge, thereby constraining their opportunities to meaning-making about their future with their own conditions. In all, Sundelin's study shows that these career guidance conversations both enables and constrains migrant students' opportunities to make meaning about their future. A number of smaller studies by Hertzberg (2015a, 2015b, 2017) reinforces Sundelin's argument. He finds a tendency in the pedagogy of career guidance to questions educational preferences and strategies influenced by a collectivistic ethos, which are regarded as pedagogically and ethically erroneous. These aspirations are regarded as flawed rather than an object of recognition. In a paper which claims to map research and experiences of unaccompanied minors, Celikaksoy and Wadensjö (2016) draw a similar conclusion; they state that it is important to map the level of education (schooling as well as vocational) the child has when they arrive and that the education they receive is adapted to their already existing knowledge.

In a Finnish study of the relations between refugee migrants and social workers, with a focus on the possibilities for trust and recognition, it is found (Turtiainen 2012) that care, respect and esteem, as forms of recognition, give practical bases of the relation where the identification of needs takes place. Turtiainen (2012) also notes that the theory of recognition, as explicated by Axel Honneth (eg. 1995), gives ground for self-relations. This is essential in this matter, since refugee backgrounds provide a special backdrop for recognitive attitudes – refugees' self-relations are often injured. Still, many of them are able to maintain hope of having a better future. Moreover, Turtiainen (2012) also claims that recognition has to be taken as a "moral yardstick" in order for trust between refugee and authority to be built and maintained. The way to fulfill the preconditions of a trust relationship is to understand the

trustworthiness of the other as recognizing her/him as a moral person, and therefore to identify the thought, behavior and speech of the person as reasonable, in the situation in question.

In a study of the integration of Bosnian refugees in Sweden, Marita Eastmond (2011) points to the prevalence of paradoxes in the integration process, which are of relevance for the pursuit of recognition in career guidance practices. Eastmond notes that these refugees had aspirations to restore “normal life”, in the sense of becoming active and self-reliant residents within a secure welfare state, which in many ways were similar to the Swedish policy goals. But the difficulties that these mostly young and well-educated individuals had in achieving these goals suggests a number of dilemmas in the integrative welfare project, Eastmond claims (2011:290). The image of Bosnians as “traumatized victims of war” got widespread, and found resonance in already established notions of refugees as vulnerable and “incomplete”, and they often conflicted with the self-images within the group, and their aspirations to quickly rebuild their family and welfare. Rehabilitations was in some sectors viewed as a prerequisite for integration, but Eastmond’s informants insisted on work and recognition of their skills as the important remedy.

Obondo, Lahdenperä and Sandeborn (2016) draws a similar conclusion. They claim that teachers tend to have a dualistic representation of Sweden and the home-countries of newly arrived children, and that their experience and culture exist in complete contrast to Swedish culture and everyday life (Obondo et al 2016). Individual differences tend to be overlooked in and through this dualistic outlook, which, again, might endanger the pursuit of recognition (cf. above).

Access to the labour market. In comparison with natives, refugees face some problems in their efforts to enter the labour market. After 10 years in Sweden, 60,2 % of refugee migrants with a university diploma was employed. For those with upper secondary education, the number was 59,8, and for those with lower secondary, the number was 42,5. Only 38,7 % of refugees with primary education was employed after 10 years (SCB 2016). In the following section, we focus mostly on research literature which analyses the internal variation in employment among refugee migrants. In a study of the influence of local factors on refugee job opportunities, Bevelander and Lundh (2007) that the local supply of jobs significantly affected the individual refugees’ chances to obtain employment. The structure of the local economy did also affect the probability of being employed – areas with lower education and skill levels were positively related to refugee’s employment chances, whereas university localities were negatively related. They had higher probabilities of being employed in industry in less-population dense areas and in the private service sector in larger cities.

Rooth (1999) analyzes educational investments and labour market integration among refugee immigrants, and finds that the longer it takes until the immigrant decides to invest in destination specific human capital, the longer the labour market integration process is delayed. He also finds that pre-immigration characteristics, such as the level of education, the probability of return migration (measured as the type of visa category), and the time of arrival to Sweden all are important determinants of the transition into education. Moreover, Rooth (1999) also claims that many of the parameter estimates are non-proportional, indicating different integration processes, for instance as a consequence of differences between individuals in their ability to find information on the returns to education in the new country.

Lundborg (2013) draws slightly different conclusions in a study of labour market integration of refugee immigrants. He finds that the rate of labour market integration proceeds from initially less than 70 % of natives' employment to around 90 % in 10 years. The predictions of unemployment days' reveal large differences across the country of origin, he continues. Refugees from Iran, Iraq and the Horn of Africa face the largest problems in entering the labour market. Refugees from Muslim countries fare the worst in terms of "adjusted" unemployment during the first 20 years in Sweden, a fact that suggests that these refugees have the worst initial conditions for entering the labour market, that they are exposed to more discrimination due to their ethnic identity, or both. There is convergence across origins in the long run, however, which suggests that differences in productivity or exposure to discrimination go away.

According to a joint report from The Swedish Trade Union Confederation, Swedish Association of Local Authorities and Regions, Swedish Agency for Government Employers, The Swedish Confederation of Professional Employees, The Confederation of Swedish Enterprise, and the Swedish Confederation of Professional Associations (2016), based on data from Statistics Sweden (SCB), age is also an important factor which determines the conditions for entrance to the labour market. Younger migrants and refugees are more often employed than elders, and they are more prone to change to other jobs – which also includes high skilled jobs. Apart from age, the proficiency in the Swedish language is also held to be important. In their mapping of research and experiences of unaccompanied minors, Celikaksoy and Wadensjö (2016) also states that their entry into the labour market often can be difficult, due to a lack of knowledge of the language of the host country, which underlines the importance of language education.

3.4 Discrimination and traumatization.

Several studies points to the prevalence of trauma and stress among refugees. In a study of the personal experiences of refugees Bosnia-Herzegovina, Povrazanovic Frykman (2012) concludes that psychological difficulties proved to jeopardize the potential for any kind of hope. A similar observation is made by Hessle (2009). In a ten-year follow-up study of the life conditions of 100 unaccompanied minors, she states that loneliness, estrangement, and longing for one's family characterized the situation of these children at the time of their arrival. Many of them had horrifying experiences in their country of origin and during the flight to Sweden. The conclusions of Celikaksoy and Wadensjö (2016, cf. above) points in the same direction: they claim that that many unaccompanied minors are affected by traumatic events – although there are many who also display significant strength and ability to manage their lives in a new context. Moreover, a study by Angel, Hjern and Hedeby (2001) of effects of war and organized violence on children shows that when children had experienced much stress, talking about their experiences seemed to exacerbate these negative effects. A study conducted by Söndergaard and Theorell (2004) shows that the symptom load of PTSD is significantly inversely related to the speed of language acquisition among refugees. This implies that treatment as well as preventive measures against worsening of PTSD symptoms are important in order to minimize harmful post-migration stress for the facilitation of integration.

3.5 Empowerment and the analysis of potentials.

Here, only studies of limited relevance to the headline topic has been found. These studies deal with the analysis of resources, i.e. factors that are enabling in the existence of recently

arrived migrants. Intertwined with the perceived power over planning for improving one's situation is the issue of hope. The perceived capacity to exercise some mastery over life is opposed to helplessness and is a crucial element of the complex process called integration of refugees (Povrazanovic Frykman 2012). Although refugees may experience a downward social and professional mobility, it is important to look at them in the context of their families – the occupations of their spouses may offer a balance in their self-perceived status. The employment-related downward mobility has only a relative significance, since relations between Bosnian refugees rely in the first place on their original education and status. Their perception of well-being of wellbeing coming out of the feeling of meaningfulness and purposefulness did not depend only or primarily on labour market integration (Povrazanovic Frykman 2012).

In Hesse's (2009) follow-up study of unaccompanied minors (cf. above), she concludes that over 75 % of the young adults are engaged in work, studies or running their own business; among the roads to become established in Sweden, she finds that the family network is of immense importance, wherever they might be in the world – they forged and sustained multi-stranded social relations that linked together their societies of origin and resettlement. Moreover, schooling and the possibility of obtaining an education in Sweden was important for these young adults, and especially important was the engaged involvement and support of individual secondary school teachers.

3.6 Specific supports measures.

When it comes to the design of introduction programs for migrants, Svantesson and Aranki (2006) concludes, from the study of a dataset containing information on introduction activities, that activities such as labour market practices have a positive effect on migrants' employment probability – in the short run. Other activities, such as language practice, do not seem to have any impact, and some of them even show a negative effect. Among the latter activities Svantesson and Aranki find those who include “cooperation with supervisors”, and they explain this result with reference to the fact that supervisors [i.e. guidance counsellors?] do not always encourage individuals to search for jobs, but direct them into the educational system.

In an interview study of life and health in exile of Somali refugees, Svenberg, Mattsson and Skott (2009) noticed an essential theme during the interviews, a life in exile, which permeated every subject that was discussed and talked about. This was expressed in the following aspects: longing for the homeland, pain (a companion in exile), prejudice and discrimination, family (comfort and trouble), and religion.

3.7 Other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

Learning for information literacy and information seeking may be of symbolic importance for refugee youth, Hultgren (2013) concludes; the mastery of information seeking seemed to create a secure feeling of their own position, but also of the possibility of becoming more Swedish, through “the appropriation of the information-seeking practices of the middle class” (Hultgren 2013:291). A parallel conclusion is made in a study of school careers and life plans among immigrant youth by Johansson and Olofsson (2011). Their key finding is that these young people try to adapt to certain normative expectations connected to the notions of

“Swedishness”. A strong confidence of being in sync with the perceived behavior of Swedish youth leads to self-confidence, whereas being “out of sync” leads to low self-esteem.

In many cases, the preparatory classes with newly arrived migrants are segregated physically and in practice socially isolated (Nilsson & Axelsson 2013, Svensson & Eastwood 2013, Obondo et al 2016). Teachers as well as students oppose this particular development, and for many teachers, this remains the strongest reason for the quick transfer of new arrivals to mainstream classes (Svensson & Eastwood 2013). In a study of the inclusion of refugee youth in the Swedish school system, Skronowski (2013) finds that the quickest ways of gaining social contacts in their new schools have been within preparatory education for newcomer immigrant students at compulsory or upper secondary school.

Although these students change classes in school quite often, many of the students have managed to establish close and long-term relationships at preparatory educational levels that last even after the original groups of students in these classes have been separated. However, when it comes to social contacts between newcomer immigrant students and other students at school in regular education, Skronowski’s study shows that there are many hindrances towards social inclusion between refugee students and other students at their schools. There are difficulties for the newcomer immigrant students in being socially included in their new classes at the regular educational level. Therefore, some of the newcomer immigrant students’ turn to each other as a way to handle hindrances to social inclusion with other students in their classes.

In a comparison of how Scandinavian welfare societies have sought to incorporate immigrants and refugees into their national communities, Fog Olwig (2011) claims that that family relations play a central role in immigrants’ and refugees’ establishment of a new life in the receiving societies, even though the welfare society takes on many of the social and economic functions of the family. The reason why the family attains such significance is that it constitutes a social environment where people can attain social recognition and assert their social identity in a foreign society. This is brought out in the significance attached to holding a job, Fog Olwig continues. An important reason why work was so important to, for instance, newly arrived refugees was thus not only that gainful employment would give them a more economically secure foundation and a possible entry-point into the wider society. For the refugees themselves, the importance of work is that it allows them to assert themselves as persons of respect in their family and thereby to regain their social identity as responsible family members.

4. Conclusion and discussion

In this section, the reviews are summarized, concluded and discussed. The review aims to summarize knowledge from research publications and other kinds of publications and mediated information that is relevant for the development of career counseling for refugees. The conclusion should start with a description of the ways in which this aim is fulfilled - what do we know from research and other sources of knowledge about the possibilities and obstacles for the provision and development of CGC for refugees?

When it comes to research on knowledge gaps among career guidance counsellors concerning the predicament of refugees, and the refugees’ knowledge gaps the educational and employment system in the receiving countries, there a limited number of research findings.

Professionals in education and social services have some knowledge gaps concerning the refugee predicament. They do not know or fully understand what it means to be a refugee, and this lack of knowledge sets a mark on their professional behavior and ability to deliver their service. It is also noted that career guidance counsellors have certain difficulties in judging the need of guidance for students, as well as their emotional experience of the counselling session. There are also some second hand information found in research which confirms that newly arrived migrants lacks knowledge on the educational system and the labour market of the receiving society.

There is also some research on matters of language and intercultural communication to be found in Sweden. In general, it is said that the understanding and development of Swedish as a second language in schools is dependent on the nature of the “scaffolding” they newly arrived students receive. Hence, there is a need for specially educated teachers in second language education and first language teachers, working in close cooperation with subject teachers. Supervision in the first language is necessary in order to promote learning in the subject teachings in second language. Moreover, it is also found that the development of a second language is dependent on the successful inclusion of newly arrived students in the social milieu of the school.

The recognition of refugees is a complex task. The pursuit of recognition has many dimensions, and different end goals, depending on which definition of the term that has been employed. Here, the recognition of knowledge as well as of values and norms are taken into consideration. The function of Swedish practices of recognition has been questioned (Andersson & Fejes 2010), claiming that it rather discounts and devalues than recognizes prior learning. As a solution, it is suggested that recognition practices are arranged in a specific community of learning (i.e. a workplace or a school), in tandem and integrated with the processes of learning which takes place there.

From the context of career guidance and counselling, research shows some lack of recognition towards attitudes related to education, vocation, work and future among newly arrived students. Above all, the strong focus on an individualistic ethos and outlook excludes other view-points. The absence of recognition may constraint the possibility of making meaning about work and future. However, it must be acknowledged that the principal “object of recognition” varies in different studies, depending on divergent theoretical perspectives as well as contradictory empirical results. Some researches claim that above all experiences from flight ought to be recognized, which in effect foregrounds trauma, vulnerability and stress. Other researchers claim that skills and competence are the principal objects of recognition, thus highlighting the self-reliance and agency of the refugee. The divergence found in this matter calls for a general openness of the side of the educator (i.e. the career guidance counsellor), and a capability to recognize strength as well as vulnerability, or productive agency as well as lack thereof, and to develop different pedagogical agendas, in accordance with those highly divergent needs.

The divergence found in research that the well-being and agency of refugees brings to the fore what was said by way of introduction in this discussion, namely that many professionals active in the fields of education or health care lack knowledge on the predicament of the refugee, and the different ways of coping with everyday life that emerges out of this situation.

Obviously, this lack of knowledge remains an obstacle, and must be circumvented, in order to develop the sensitivity and empathy outlined above.

Several researchers have warned against the inclination to use the notion of “culture” as a hermeneutical proxy to understand the thinking and acting of refugees, since it tends to install a dichotomous model of the relation between the educator and the refugee, as a matter of “us” and “them”, where the latter category above all embodies alterity and deviation. Again, a more nuanced understanding of refugees’ agency is called for, which takes actuality as well as potentiality into account, and where phenomena such as stress, trauma, competence, the production of meaning, fear (such as of exclusion and discrimination) and hope is included. However, research also points to the need and significance of social support – the active and engaged involvement of professional educators (such as career guidance counsellors). Interaction with native peers is also considered to be significant, and therefore a constant attention to the presence of formal and informal social segregation or exclusion.

Turkey

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1. Introduction

Throughout history, Turkey has been a final stop of migration and mass asylum movements due to its geographical and strategic position, which is being a bridge between Middle East and Asian countries and the European Countries. As is known, Middle East and Asian countries are usually in conflicts, political and economic instabilities and unsustainability, the other way round European Countries promise for high welfare and human rights standards. In addition, Turkey itself become an attraction place due to its recently increasing economic and regional power. Accordingly, our country hosted and still hosting millions of migrants.

The CminaR project, which has the main aim to “develop academic curricula for career counsellors’ degree courses to help the integration of refugees and migrants in the labor markets and societies of their receiving countries”, is a meaningful and productive way of supporting livelihood. In this report, Turkey’s refugee profile is presented. And some academic studies and reports are mentioned to provide perspective and insight about the Turkey’s refugee profile and vocational conditions of the refugees in Turkey.

2. County profile

Only in the Republic Period (since 1922), Turkey has welcomed more than 2 million people, excluding the foreigners coming for studying or working. Almost 3 million Syrian refugees welcomed since 2011 are not included to this number as well.

The fact is that, migration affects the economic, socio-cultural, demographic structure, public order and security of Turkey. Moreover, it does not appear to be imminent that refugees are about to return home which brings up difficult policy issues for the government. The government have to take care about livelihood needs of the refugees in addition to urgent education, employment, health, shelter and other needs of Syrian refugees. Temporary Protection and giving work permits, of course, major steps forward, but these well-intentioned movements should go further with the cooperation of both government agencies and non-governmental organizations.

2.1. Recent migration to the country

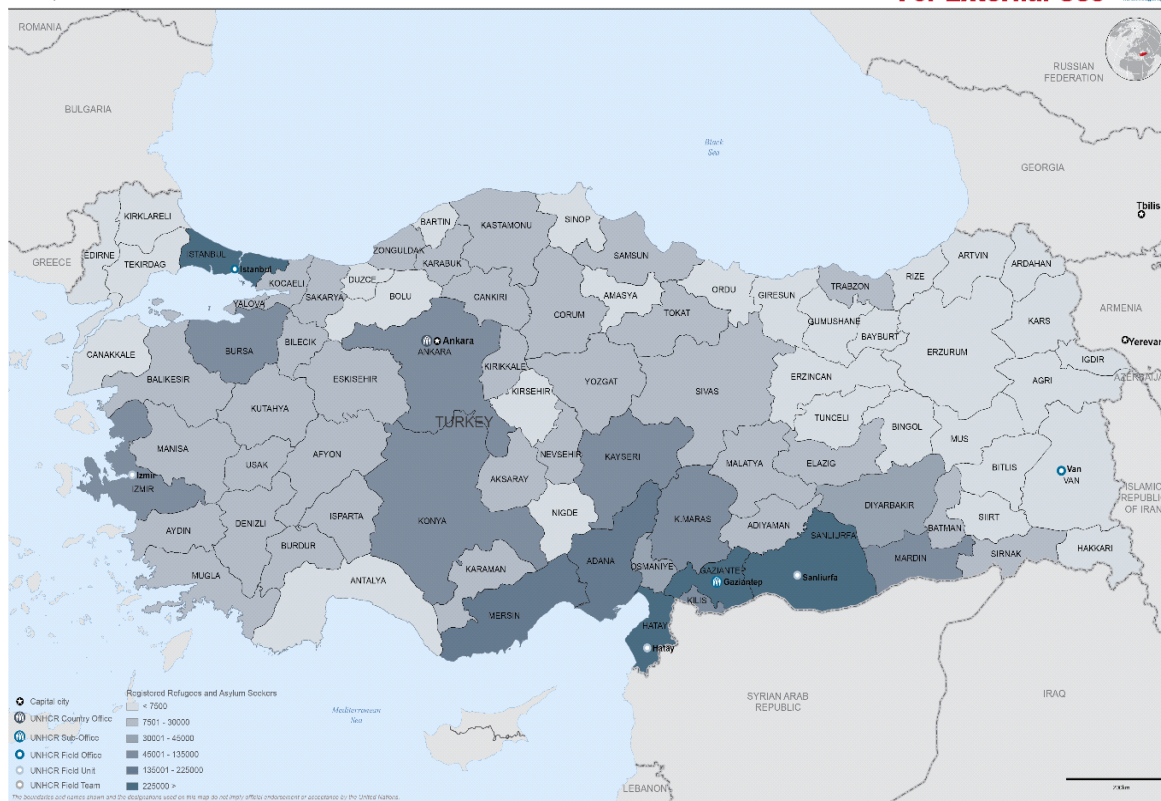
In the current situation, Turkey hosts the world’s largest number of refugees. As refugees and asylum seekers frequently live in Gaziantep, İstanbul, Şanlıurfa and Hatay cities, they spread out through Turkey actually to whole country. Below in the figure, provincial breakdown of refugees and asylum seekers in Turkey has shown. See the table below (UNHCR, 2017-1).

Turkey

Provincial Breakdown of Refugees and Asylum-Seekers in Turkey

as of 01 May 2017

For External Use



According to the statistical reports of The UN Refugee Agency (UNHCR); in 2012 there were 15.119 refugees in Turkey (UNHCR, 2012), in five years this population extend to 260.502 (UNHCR, 2017-3). See the tables below for the distribution of registered refugees by age, gender and home country.

Distribution of Registered Refugees by Age, Gender and Home Country, As Of The Date 31/03/2012											
COUNTRY	0-4		5-11		12-17		18 - 59		60 +		TOTAL
	F	M	F	M	F	M	F	M	F	M	
Afghanistan	103	123	203	248	287	359	719	847	17	32	2938
Iran	77	87	99	114	112	161	926	1284	37	30	2927
Iraq	327	356	409	483	374	485	1882	2673	190	210	7389
Somali	56	59	79	93	99	110	362	367	4	3	1232
Others	37	33	18	28	27	44	164	279	2	1	633
Total	600	658	808	966	899	1159	4053	5450	250	276	
GRAND TOTAL	1258		1774		2058		9503		526		15119

Distribution of Registered Refugees by Age, Gender and Home Country, As Of The Date 31/03/2017											
	0-4		5-11		12-17		18-59		60+		TOTAL
COUNTRY	F	M	F	M	F	M	F	M	F	M	
Afghanistan	4167	4511	7334	8437	4513	6608	21465	66756	711	912	125414
Iran	543	624	1023	1066	586	793	7299	13216	149	138	25437
Iraq	5043	5356	9093	9817	5540	6409	23112	34956	1475	1444	102245
Somali	26	37	61	54	55	47	559	553	16	15	1423
Others	140	155	207	234	115	157	2210	2677	34	54	5983
Total	9919	10683	17718	19608	10809	14014	54645	118158	2385	2563	
GRAND TOTAL	20602		37326		24823		172803		4948		260502

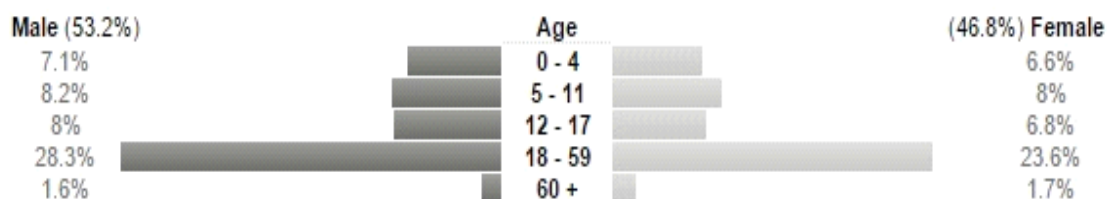
As is also understood from the tables above, Syrian refugees are not included to these numbers due to they are under temporary protection of Turkish Government.

Temporary Protection (TP) is a form of International Protection. People, who were forced to leave their countries, cannot return to the country they left, arrived at or crossed our borders en masse to seek urgent protection and whose international protection request cannot be taken under individual assessment, are provided temporary protection in Turkey, pursuant to the Temporary Protection Regulation. The Directorate General of Migration Management (DGMM), under the Ministry of Interior, will be the competent institution for receiving and processing applications (DGMM, 2016).

According to UNHCR data's, in January 2012 there were 9500 Syrian Refugees in Turkey (UNHCR, 2017-2). From the outset of the conflict in Syria in 2012, The Republic of Turkey followed an open door policy to Syrian refugees. And according to "Syrian Refugees in Turkey Report" of Republic of Turkey Prime Ministry Disaster and Emergency Management Presidency (AFAD) "there were a total of 200,386 Syrian refugees in the camps operated by AFAD and it is believed that there were a total of 350,000 Syrian refugees outside the camps in various cities et the end of August 2013" (UNHCR, 2017-2).

As of the date of April 2017, there are 2.992.567 Syrian Refugees in Tukey. See the table below for demographic information of the Syrian refugees in 2017 (UNHCR, 2017-2).

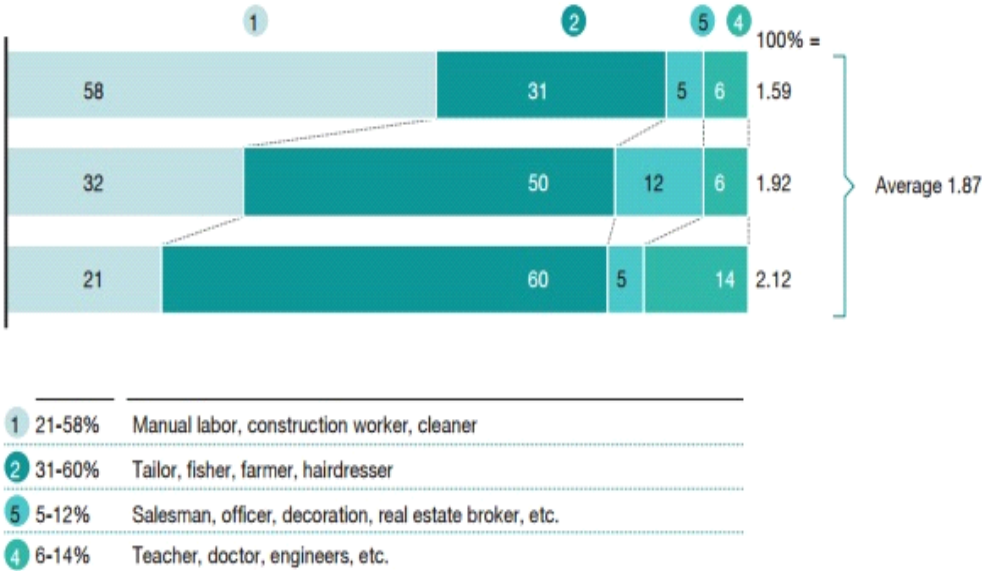
Demography



Totally, five biggest refugee populations in Turkey were Syrians, Iraqis, Afghans, Iranians and Somalis. According to the surveys conducted by AFAD, United Nations Development Programme (UNDP), and Turkish Labor Agency (ISKUR) Kilis Provincial Directorate presented low level of educational attainment among Syrian refugees. "ISKUR survey found that 18% of Syrian refugees were illiterate; another 43% held a primary-school education, and only 6% had any university education. An AFAD survey yielded similar results; a UNDP

survey pointed to the possibility of higher illiteracy rates. When the outcomes of the three surveys are mapped onto ILO’s International Standard Classification of Occupations (ISCO-08), all confirm, despite variations in the precise distribution of skill levels, that an overwhelming majority of Syrian refugees arrive with an occupation skill set level of 2 or below.” (UNDP, GAP RDA, AFAD, 2016),

Exhibit 2: Skill Levels of SuTP



SOURCE: UNDP, Kilis Provincial Directorate of ISKUR, AFAD, ILO
 NOTE: ISCO-08 categorizes occupations into 10 main groups and maps them into skill levels from 1 to 4 where skill level 1 represents elementary occupations which usually require physical strength and skill level 4 represents occupations that require higher education and complex working environments/job requirements. Occupations specified in the surveys were matched to the relevant skill level by the team. Occupations categorized as “other” in UNDP survey, distributed proportionately among the rest of the occupations.

Also, The Directorate General of Migration Management (DGMM) and UNHCR are conducting a verification exercise, which aims to update and obtain missing information, including biometric data, contact information, and detailed background information on refugees as well as introduce verification as a continuous part of registration.

2.2. The reception of migrants – the legal framework

In Turkey, if the application of the asylum seeker is accepted, then as refugees, they are subject to the “Law on Foreigners and International Protection”. The ARTICLE 89 of the mentioned law describes “Access to assistance and services” for both refugees and refugees under TP in general. According to the Article 89 (DGMM, 2013):

- An applicant or a beneficiary of international protection and his or her family members shall have access to primary and secondary education services.
- For those who are in need may be granted access to social assistance and services
- For those who are not covered under any health insurance and those who do not have

financial means to afford medical services, the provisions of the Law on Social Security and General Health Insurance shall apply.

Regarding access to the labor market:

- An applicant or a conditional refugee may apply for the work permit six months after his or her application for international protection.
- A refugee or beneficiary of subsidiary protection, upon being granted the status, may work independently or under an employer. The provisions of other legislation regarding jobs and professions prohibited to foreigners shall be reserved.
- Access of refugees and beneficiaries of subsidiary protection to labor market may be temporarily restricted for agriculture, industry or service sectors, a certain job, profession, or administrative and geographical area, when it is required by the conditions of the labor market, developments in the labor life, and sector and economic conditions regarding employment. However, such restrictions shall not be implemented for refugees and beneficiaries of subsidiary protection who have been residing in Turkey for 3 years, or who are married to Turkish citizens, or who have children with Turkish citizenship.
- Procedures and principles regulating the employment of applicants or beneficiaries of international protection shall be governed by the Ministry of Labor and Social Security in consultation with the Ministry.
- An applicant, who is identified as being in need, may be provided with a pocket money in accordance with procedures and principles to be determined by the Ministry upon approval of the Ministry of Finance.

As mentioned in 2.1 Syrian refugees have a different situation. Turkey's protection of Syrians was strengthened in January 2016 with the granting of all beneficiaries of TP access to formal employment. To date 10,000 work permits have been granted to Syrians (UNDP, 2016).

2.2.1 General Information

Under the Temporary Protection regime, beneficiaries of Temporary Protection are to be provided with protection and assistance in Turkey, which includes legal stay in Turkey until a more permanent solution is found, protection against forcible returns, access to reception arrangements where immediate needs are addressed.

All Syrian beneficiaries of Temporary Protection who seek protection shall be covered by the Temporary Protection regime, including those who are not able to present any identification documents from Syria; unless determined otherwise by the Turkish authorities as per relevant articles of the Temporary Protection Regulation.

The rights granted to Syrian beneficiaries of Temporary Protection whether they are residing in or out of the camps are enumerated under the Temporary Protection Regulation which enshrines a range of rights, services and assistance including access to health, education, social assistance and access to the labor market.

2.2.2 Vocational Training

Syrian beneficiaries of Temporary Protection may attend Turkish language courses and skills, hobby and vocational courses offered by Public Education Centers (Halk Egitim) free of charge. A Temporary Protection identity document is required in order to be registered for

courses offered by Halk Egitim. Each Halk Egitim may determine which courses it offers and may open new courses based on local demand.

The Ministry of Labor has indicated that persons under Temporary Protection may participate in vocational training programs offered by ISKUR. All courses are open for Syrian beneficiaries of TP.

2.2.3 Work Permit

The work permit application can be lodged by the employer to the Ministry of Labor and Social Security (MoLSS), who wishes to employ the TP beneficiary. Those TP beneficiaries who meet the criteria for an independent work permit i.e. who are or would like to become owner of a business, may directly lodge an application as well. The e-government of Turkey is used for work permit application and the whole process is carried out online. For Syrian employees there is an employment quota in a single workplace, the number of persons under Temporary Protection cannot exceed 10 per cent of the Turkish employee. But there is no quota limitation for beneficiaries of Temporary Protection who will work in seasonal agriculture and husbandry.

2.2.4 Education

According to Turkish national law, all children in Turkey, including foreigners, have the right to receive primary and secondary school education free of charge.

Syrian children who are beneficiaries of Temporary Protection may enroll in Turkish public schools and temporary education centers (TEC). Enrolment procedures are determined by the Provincial Education Commissions set up under the Provincial Directorates of National Education in each province and may vary slightly from place to place.

Student beneficiaries of Temporary Protection enrolled in Turkish schools can obtain a report card (Karne) at the end of each semester. The report cards issued by the Ministry of National Education are recognized internationally.

Student beneficiaries of Temporary Protection can get a graduation certificate (diploma) on completion of the 12th Grade at a Turkish school. These diplomas are recognized internationally.

Syrian youth may apply to attend Turkish universities, provided that they satisfy language and academic requirements. For the 2016/17 academic years, the Council of Ministers announced that tuition fees would be waived for Syria students studying at state universities. The decision of the Council of Ministers is renewed annually.

Students wishing to study in Turkey will need to demonstrate that they are able to pass the foreign students' examination (YOS) which is administered by each university.

2.2.5 Health and Medical Services

In relation to access to health and medical services, free access to medical treatment is facilitated for all Syrian beneficiaries of Temporary Protection (meaning one needs to be registered under Temporary Protection) residing inside and outside the camps under the responsibility of Ministry of Health (MoH). Additionally, emergency health care is accessible to everyone in Turkey.

The costs of health services including primary, secondary and tertiary public health services

shall be provided in line with the Health Implementation/Budget Law (Saglik Uygulama Tebligi) on equal footing to Turkish citizens.

If an official referral is received from the health services chain or an emergency occurs, receiving medical assistance at private hospitals would not be possible

There are also Migrant Health Centers (MHC) established for Syrian beneficiaries of Temporary Protection which employ Arabic-speaking staff and are available in some provinces.

UNHCR and its partners also provide counselling and assistance to persons with serious medical conditions.

2.2.6. Social Assistance

Social assistance is coordinated by MoFSP – Social Assistance and Solidarity Foundations (SASF) (Sosyal Yardimlasma ve Dayanisma Vakfi). Social assistance may involve regular or one-time financial assistance for health, education, shelter, disability, widows, etc.

Additional remarks: Syrians who do not wish to benefit from the Temporary Protection framework may apply for a residence permit. There are different types of residence permits as envisaged by Law on Foreigners and International Protection and residence permit applications will only be considered if the individuals meet the requirements envisaged for the specific type of residency under the Law on Foreigners and International Protection including the need to have a valid passport and demonstrating an amount of money in your bank account, etc.

2.3. The reception of migrants – the institutional framework for education and career counselling

Fundamentally, Emergency and Migration Unit within the Ministry of National Education (MoNE) is responsible for the education of refugees. In addition, MoNE is working in coordination with UN agencies and 3RP partners in order to ensure refugees' access to educational opportunities. Also, for the access to higher education of refugees The Presidency for Turks Abroad and Related Communities (YTB) plays an important role. The Government of Turkey aims to enroll as many Syrian children in formal education programs as possible, within the constraints of existing institutional capacity. MoNE is placing greater emphasis on the inclusion of Syrian learners into the Turkish education system and, with 3RP partners, will strengthen teaching of Turkish language in temporary education centers and through informal programs. Increased enrolments, larger classes and the use of Turkish public schools after-hours, places greater strain on educational infrastructure and increases operational and maintenance costs. Teachers in Turkish schools require assistance in adapting materials and methods to address the needs of students who are not proficient in Turkish or who need additional academic or psychosocial support. Poverty and poor Turkish language proficiency remain significant barriers to the educational participation of children, youth and adults (UNCH, 2016).

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

As “part 3” of the report should be focused on the development of career guidance and counselling for refugees, the first thing to say is that there very limited studies related to this

particular subject. When it is considered, in a very short time – only in five years – almost 3 million refugees hosted by Turkish government. So there were primary issues like planning the migration, providing health services, shelter, food etc. As a consequences secondary relevance studies like, labor market / communication issues, are reviewed below and sections are not divided with two headings.

3.1 Knowledge gaps

Causes of migration and the situation of migrants in Turkey is expounded above in the part 1 and 2. No significant academic researches or reports were found regarding to knowledge gaps about educational and employment systems of refugees or counsellor. On the other hand, informative documents, reports, and other additional documents regarding to education and employment system in Turkey were found which are issued both by government agencies and NGOs. Some examples were addressed below.

<https://drive.google.com/file/d/0B3YI2DziU3M4Z1ZvV0tZUXVMcm8/view?usp=sharing>

<http://www.calismaizni.gov.tr/media/1035/gkkuygulama.pdf>

http://sgdd.org.tr/wp-content/uploads/2016/11/Haklarimi_Biliyorum_Istanbul.pdf

http://www.unhcr.org/turkey/uploads/root/revised_poster_eng.pdf

http://www.unhcr.org/turkey/uploads/root/dafi_information_sheet_turkey_eng.pdf

3.2 Language and intercultural communication

Dogutas A., (2016) Tackling with Refugee Children’s Problems in Turkish Schools, Journal of Education and Training Studies Vol. 4, No. 8; August 2016 ISSN 2324-805X E-ISSN 2324-8068

The main aim of the study is to produce a solution to improve the refugee and asylum seeker students' adaptation to the Turkish schools and classrooms by using action research approach. As a part of the study, the action plan was developed and implemented for the three months to the refugee and asylum seeker students attending at a primary school in the center of Denizli during the spring semester. In addition, the study includes teacher and principal interviews, student interviews, and observation of the researcher and implementers.

Results showed that “special education” contributed to refugee and asylum seeker education. They were more successful at reading, writing and speaking the Turkish quicker. In addition, the students who are subject to the study improved their communication with their classmates and teachers. Moreover, they have adapted more easily to their classmates and education system as well.

3.3 Recognition and access to labor market

Tumen S. (2016) The Economic Impact of Syrian Refugees on Host Countries: Quasi-Experimental Evidence from Turkey, American Economic Review: Papers & Proceedings 2016, 106(5): 456–460 <http://dx.doi.org/10.1257/aer.p20161065>

The aim of the study is to estimate the impact of Syrian refugees flow to some economic outcomes. The author studied on 3 sets of economic outcomes

- Labor market outcomes (formal employment, informal employment, unemployment, labor force participation, and wages);

- Consumer prices;
- Housing rents

This is the results: Refugee inflows reduced the likelihood of having an informal job by 2.26% and increased in the formal employment by approximately 0.46% for natives. (More than 50 percent of the natives in the refugee-receiving region were informal employers before the inflows.)

The increase interpreted as a by-product of increased public services (due to the existence of accommodation camps). Around 43 percent of those who lost their jobs because of refugee inflows stayed unemployed, while the remaining 57 percent left the labor force. Men preferred to stay unemployed, while females chose to leave the labor force. The prevalence of informal employment in the Turkish labor markets joined with no work permit arrangements for refugees have amplified the negative impact of Syrian refugee inflows on natives' labor market outcomes.

Consumer prices have declined approximately 2.5 percent because of refugee inflows in the hosting region. Prices of goods and services have declined in similar magnitudes. Strikingly, there exist significant differences across the prices of the items produced in formal labor-intensive sectors versus those produced in informal labor-intensive sectors. In particular, the decline in prices in the informal labor-intensive sectors is around 4 percent, while the impact of refugee inflows on prices is almost zero in formal labor-intensive sectors. The increase in the supply of informal immigrant workers generates labor cost advantages in the informal labor-intensive sectors, and, thus, leads to a reduction in the prices of the goods produced by these sectors. The informal workers who are more likely to be replaced by low-paid immigrants are (i) the least productive ones (who potentially receive very low wages) and (ii) the low-skill ones who receive high wages. Replacing a combination of the workers from these two groups with observationally equivalent immigrants may not alter the average wages of informal native workers in a statistically significant way. Moreover, anecdotal evidence suggests that the new hires in the informal labor market include a large number of low-cost Syrian refugees.

Refugee inflows have generated an increase in housing rents and the magnitude of this increase is approximately 5.5 percent. Moreover, it is found that rents of the lower-quality units have only increased by 1.7 percent, while the high-quality rental units have faced a rent increase in the order of around 11 percent. This finding supports that the refugee wave has increased the demand for better and safer neighborhoods especially among natives.

Center for Middle Eastern Strategic Studies-ORSAM, (2015), The Economic Effects of Syrian Refugees On Turkey: A Synthetic Modelling, ORSAM Report No: 196, ISBN: 978-605-4615-98-8,

The aim of the study was to assess the effects of Syrian refugees on economic variables such as migration and its causes, international trade, unemployment rate, wage rate, food prices and rent inflation, house sales, education services and cost of education, and health services and its costs in Gaziantep, Hatay, Kilis, Şanlıurfa, Mersin, Adana, Kahramanmaraş, Osmaniye, and Mardin. The basic findings of the study summarized by authors are summarized and listed below:

General findings: The effects of refugees on international trade differs across provinces depending on the province's industrial development and the level of international trade before the refugee influx started.

Since the education services are mostly free in Turkey, especially because education materials at primary, middle, and high school levels are provided by the government free of charge, the existence of Syrian refugees does not seem to increase in the education expenditures for the locals. In the provinces with intense refugee influxes, and specifically in the informal sectors, there have been job losses for the locals.

Since the refugees have increased labor supply and they mostly work informally, a significant wage rate decline is likely especially in the informal sectors. The completion of legal framework may lessen the negative wage effect, even if it does not reduce job losses. On the other hand, because Syrians generally work in low skill and low wage sectors, locals can switch to high skill and high wage sectors.

Perhaps the most important economic effect of Syrian refugees is the observed increase in food prices and rent inflation. For example, while Gaziantep ranked 18th in Turkey in 2010 in terms of inflation, its rank was 1st in 2013 and rent increase in Gaziantep was 2.3 times more than the Turkey's average. Another effect of refugees on locals' daily lives occurs in the quality and availability of health services. Locals complain about deterioration of the health services and they argue that it has become harder for them to receive health services in a timely manner.

Findings of face to face interviews with the Syrian refugees outside the camps:

- Syrian refugees mostly have a low level of education.
- Employment status of refugees varies significantly across the provinces. The level of industrial development and the characteristics of labor market in the province determines the possibility for the refugees to find a job.
- A significant segment of those refugees who have a job earn a wage rate close to minimum wage.
- The shares of Syrians' food and rent expenditure in their incomes vary significantly across provinces.
- About half of refugees is children, and for them education is as crucial as nutrition and shelter. The education status of children varies across provinces.

3.4 Discrimination and traumatization

United Nations High Commissioner for Refugees (UNHCR), (2015), Culture, Context and the Mental Health and Psychosocial Wellbeing of Syrians, A Review for Mental Health and Psychosocial Support Staff Working with Syrians Affected by Armed Conflict.

This report aims to provide information on the sociocultural background of the Syrian population as well as cultural aspects of mental health and psychosocial wellbeing relevant to care and support. Detailed information regarding to mental health disorders and psychosocial distress among conflict-affected Syrians, culture-specific mental health symptoms, religious

and culture-specific healing practices can be found within the report. Here, conclusions of the report regarding to “challenges for contextually relevant mental health and psychosocial support (MHPSS) services” will be summarized as it is found more relevant to career counselling.

According to the report there are some specific factors that may influence access to MHPSS services, aside from lack of financial resources to pay, direct or indirect costs, such as transport or medication. Exact quotation regarding determinations and suggestions of the report which be an example for career counselling listed below:

Language: Refugees from Syria hosted in non-Arabic countries, such as Turkey, may face important language barriers. However, Syrians from the northern part of the country, close to the Turkish border, are usually bilingual (speaking Arabic and Turkish), which can help facilitate access to care. Also a general challenge in communication for MHPSS practitioners is to avoid using scientific language and jargon that can be alienating or intimidating for clients. When interacting with clients, use clear and plain language and check whether the client and family have understood. Language problems may also arise when clinicians, who are not familiar with local Arabic terms, supervise and train Arabic speaking MHPSS staff. When language barriers are present, collaboration with Arabic speaking colleagues or the use of a well-trained, professional interpreter who is familiar with mental health terminology may be essential for accurate assessment and treatment delivery.

Gender and help-seeking behavior: Many segments of Syrian society have sharply defined gender norms that may influence all aspects of mental health and psychosocial support, including the sources of stress, expressions of distress, coping mechanisms and help-seeking behavior. There are significant gender differences in how and when males and females access services, particularly for adolescent boys and girls, and men and women. In many Muslim societies, women have less interaction in public settings, which may limit their ability to access mental health and psychosocial services.

Issues of power and neutrality: different social, economic and cultural backgrounds may influence the interaction between MHPSS practitioners and refugees. Moreover, experiences of the conflict and social tensions between refugees and host communities may influence the interaction between practitioner and refugee. MHPSS interventions with refugees and displaced people also raise issues of power dynamics that must be carefully considered in order to avoid creating situations where people are made to feel subordinate and dependent on the resources and expertise of the practitioner. A person-centered approach to psychosocial support and clinical dialogue, seeking genuine partnership and collaboration, can contribute to empowerment and mental health promotion.

3.5 Empowerment and the analysis of potentials

United Nations Development Programme (UNDP), (2017), Turkey Livelihood External Update

In this specific document UNHCR refers to its 2017 Livelihoods strategic priorities and activities in Turkey which are:

Strategic priorities: 1) Increase refugee access to skills, language and vocational training according to market demand, and individual interest and capacity, 2) Increase refugee access to information and services leading to employment, 3) Facilitate and strengthen access to

enterprise start up and development opportunities as well as greater market access, and 4) Enhance capacity of national systems and increase cooperation with government, NGOs, private sector actors, and private sector umbrella organizations.

Activities regarding to vocational training for refugees: 1) Established a Livelihoods Centre in Istanbul for urban refugees offering career development services. An incubator established in the center offers training on foreign trade, interview techniques and CV preparation for employability. 2) Offer skills building activities, including training for refugees on computer repair, printing technologies, catering, graphic design, patient care, welding, accounting, finance and AutoCAD software. 3) Launched a gastronomy center for women with the Harran District Governorship Family Support Centre. 4) Through the Gaziantep Chamber of Commerce launched training for refugee-owned businesses on shoe design, food safety/hygiene, and business Turkish. 5) Provide technical and vocational training on the automotive and mechanical industry. 6) Established a women's business center in Ankara promoting self-reliance activities. 7) Offer business support, counselling and training programs for refugee entrepreneurs. 8) Provide tailored Turkish language learning classes for refugees in Bursa and Gaziantep. 9) Produced an online animated movie published in Arabic, Turkish and English explaining work permit application procedures

3.6 Specific supports measures

United Nations Development Programme (UNDP), Southeast Anatolia Project Regional Development Administration (GAP RDA), Disaster and Emergency Management Authority (AFAD), (2016) Absorptive Capacity and Potential of Local Labor Markets The case of Gaziantep, Hatay, Kahramanmaraş, Kilis and Şanlıurfa.

In the scope of the research, firstly dynamics of each city is examined. Then according to the GDMM data as of February 2016 on Syrian refugees, Turkish Statistical Institute (TUIK data and the Government's Medium Term Program's projections regarding economic growth and labor force parameters, labor demand and supply for 2018 estimated and split into Syrian refugees and host communities. Also average skill levels required by open or hard-to-fill jobs calculated to understand whether these jobs can be filled by Syrian refugees, given their skill levels.

According to analysis results four areas of absorptive capacity, which may leverage Syrian refugees' skills were targeted: 1) improvement in key value chains, 2) Syrian refugees' resources-related labor, 3) Syrian refugees -induced infrastructure and service demands, and 4) the multiplier effect of Syrian refugees' employment. These have the potential to create as many as 200,000 additional jobs in the next five to seven years.

Exhibit 12: Additional Labor Absorption Capacity

	Definition	Context and focus areas	Potential
1 Improvement in key value chains	<ul style="list-style-type: none"> Change in the product mix, capability building, upgrade in exporting sectors in the region Filling structural shortage areas for non-preferred jobs 	<ul style="list-style-type: none"> Agriculture, livestock, food Textiles Machine carpets 	-32K
2 SuTP entrepreneurship	<ul style="list-style-type: none"> Jobs created based on capabilities of SuTP which existed in pre-crisis Syria Jobs created by SuTP investors 	<ul style="list-style-type: none"> Syrian entrepreneurs setting up and expanding business in the region Craftsmanship in traditional Syrian sectors like shoe making, furniture and jewelry Export to Syria (leverage language & contacts) 	-12K
3 SuTP induced infra & services demand	<ul style="list-style-type: none"> Jobs created based on new demand related to SuTP in the region 	<ul style="list-style-type: none"> Infrastructure, social and municipal services and social housing for 1.3 million new inhabitants 	-95K
4 SuTP employment multiplier effect	<ul style="list-style-type: none"> Additional household demand for local goods and services based on increased income and jobs 	<ul style="list-style-type: none"> Participation of 1.3 million SuTP population to social and work life in the region, spending their earnings, salaries, aid etc. for food, clothing, housing etc 	-60K

XX Job creation potential between 2016 and 2023

NOTE: Estimates on job creation potential in key value chains are derived from employment multipliers in World Input Output Database, based on a target output increase of \$100mn in key value chains (Source: World Input Output Database). Estimates on SuTP labor demand that may occur in relation to SuTP entrepreneurial resources are based on the number of Syrian-owned businesses and the employment that they create. Estimates on SuTP-induced infrastructure and services demand are based on assumptions regarding number of employment opportunities per \$1mn infrastructure investment, and the SuTP service demand that they may create. Construction-related employment opportunities are FTE-adjusted.

In addition to creating additional, labor absorption capacity in the region, leveraging the existing will require a set of measures are offered in the report such as; investing in infrastructure, developing skills, supporting SMEs, attracting investment and implementing corporate social responsibility programs.

The Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM), (2016) Life Skills Development Center Project

The project, which will take place in Adan and İstanbul, aims to contribute to the sustainable life of the refugees in Turkey by strengthening their cohesion with the host community. Therefore, life skill trainings and school support programs are going to be given to the refugees to enhance the self-reliance of them. 50% of beneficiaries will be Syrian refugees but non-Syrian refugees or local community will be allowed to attend to the activities. Support programs will include Turkish and English language courses, Vocational Trainings and social inclusion activities.

In the following, we list the activities that will take place within the scope of this project (exact quotation): 1) Establishment of an accredited system in coordination with MoNE’s Public Education Centers for Turkish language courses and İŞKUR for the vocational trainings, 2) Assisting attendants of vocational trainings to be employed in sectors parallel to their vocational trainings, 3) Increasing school enrolment and decreasing drop-out rate for refugees via the language courses, etude classes, educational guidance and awareness raising sessions for parents, 4) Reaching the employed refugees through evening/weekend classes

(language classes and vocational trainings), and 5) Promoting social cohesion through activities.

Community Development Center and Social Solidarity Association - TOGEMDER, (2017), A Hope, A Horizon Project (Üsküdar University, 2017 – MoNE, 2016)

Main aim of the project is to contribute to the employment and fit into society of Syrian women refugees by providing vocational education. Project has started in 2017 and will continue till 2020. Republic of Turkey Ministry of Family and Social Policies, Turkish Labor Agency, İstanbul governorship Üsküdar, Sultanbeyli, Ümraniye, municipalities supporting the project.

In some pilot regions of İstanbul Syrian women will get training. The first part of the project is to give language training (Turkish) to the participants. Following the language courses, vocational training will start.

Children of Syrian women who are participants of the project will enter to the kindergartens as a part of project. Thereby, both Syrian women will be able to continue the courses more efficiently and the integration of the Syrian children will be provided.

Disaster and Emergency Management Authority (AFAD) and İstanbul Apparel Exporters' Association (IHKIB), (2015), Vocational Training in Ready-Made Clothing Sector for Young and Women Syrian Refugees in Turkey

Aim of the project is to increase the employment and social security of young and women Syrian refugees by giving them vocational training regarding to ready-made clothing sector. It will Attendees will be trained to make them competent enough to have a profession. The project will continue all the year round in Gaziantep, Şanlıurfa and Kahramanmaraş cities. Also Local Turkish citizens will be allowed to be attendees.

3.7 Other phenomena of relevance for the provision and development of career guidance and counselling for refugees

The Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM), (2011), Research Report of the Project on Suspended Lives and Perceived Lives.

The project was conducted in 2011 by SGDD-ASAM – an independent, impartial and non-profit association to assist refugees and asylum-seekers living in Turkey-, at the beginning of the influx of Syrian refugees.

The main aim of the project was perception and knowledge determination of Turkish citizens and public officials regarding asylum seekers and refugees. Another aim of the project is creating awareness and planning training activities for Turkish citizens and public officials about refugees. Studies are conducted in seven different cities; Ankara, İzmir, Van, Erzurum, Gaziantep, Kayseri and Kırklareli. The project is financed by European Union under the European Instrument for Democracy & Human Rights.

It is found that Turkish citizens and public officials are not familiar with the terms “asylum seekers” and “refugees” In the light of these findings it can be said that positive or negative attitudes of the individuals is a result of imaginary “stranger” concept in their minds. On the other hand, it is found that, Turkish citizens and public officials prefer an irresolute attitude instead of a negative one to the refugees that they have no idea about who they are, where

they come from, their culture, language and habits. Accordingly, research team interpreted the result positively.

4. Conclusion and discussion

Refugee population especially Syrian refugees densely populated and they are primary refugee subject, focusing to Syrian Refugees' vocational counselling considered more significant for Turkey. In January 2016 with the granting of all Syrian refugees of Temporary Protection access to formal employment, the importance of career counselling become much more important in Turkey as well.

Despite to the generous regulations of the government and benefactor projects of national and international NGOs, young refugees are having some educational and livelihood problems. Aside from financial facility deficiencies and mentality problems of parents', "language" is one of the main reasons of these problems. As it has been told, government agencies, national and international NGO's are trying to overcome this fact by giving Turkish language courses. To consider giving Arabic courses to whom are going to give vocational counselling could be an alternative as well. Also including Syrian refugees to the vocational counselling process, who have proper educational background, could be an alternative to overcome both cultural differences and language problems.

As it has been mentioned earlier, educational levels of adult Syrian refugees are strikingly low, and as some examples given in the report, projects which are focused on the employment of these poorly trained population already in the works and it could be said that more will be developed. So, for career counsellors, it is important to have knowledge about local labor market, to know the firms of the local labor market and to be in communication with these firms. Especially with the firms which are appropriate for the employment of poorly trained refugees, such as manufacturing firms etc. To do this, related government agencies and local administrations should be a part of vocational counselling training.

Finally, it should be considered that refugees have faced war-related violence, so vocational counsellors training should include some specific contents regarding to this special situation.

United Kingdom

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1. Introduction

As in other nations within the EU, the influx of migrant and refugee populations entering or seeking to enter the UK is viewed as a ‘crisis’, particularly within the current fragile economic context and alongside the vote to leave the EU in June 2016. There are numerous reports offering statistical information, but there is a dearth of information on how career guidance practitioners can support migrants seeking employment. The literature here is derived from academic papers, research reports, statistical information and on-line material.

2. County profile

2.1. Recent migration to the country

In the United Kingdom, figures provided by the Refugee Council in August 2016 showed that there were 32,661 in asylum applications in 2015, and 16,038 in the first half of 2016. The top ten UK asylum applicant producing countries in the second quarter of 2016 were, in order: Iran, Pakistan, Afghanistan, Iraq, Bangladesh, Syria, Albania, India, Nigeria, and Sudan. In 2015, 3,253 children designated as ‘separated’, claimed asylum in the UK. Estimated figures suggest that the UK had the ninth highest number (41,563) of asylum applications within the EU in the year ending March 2016, including dependants. In 2014, 25,033 asylum applications were received in the UK, excluding dependants Peterson et al (2016:6).

A report from the Migrant Observatory at Oxford University (2017), states that the number of ‘foreign-born’ people of working age in the UK increased from nearly 3 million in 1993 to 7 million in 2015. Foreign-born people in total employment in the UK increased from 7.2% in 1993 to 16.7% in 2015. The report also notes that compared to the early 2000s, the presence of foreign-born workers has grown fastest in relatively low-skilled sectors and occupations, and fastest among process operatives (e.g. transport drivers, food, drink and tobacco process operators), up from 8.5% in 2002 to 36.0% in 2015. In 2015, 36% of all foreign-born workers were working as employees, and 45% of self-employed foreign-born workers lived in London. An election briefing from the Migrant Observatory (2015) outlines the reasons for migration to the UK. Economic and labour market factors are viewed as the major driver of international migration and gaining work is currently the main reason for migration to the UK, although other push/pull factors are relevant, e.g. the civil war in Syria. The educational experience in the homeland varies. Those migrating from Syria will very often have experiences of education that resemble those of the UK, whereas many other migrants may not (for example Afghan or Eritrean refugees may have very limited or no prior experience of schooling).

2.2. The reception of migrants – the legal framework.

In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change. Refugees are not economic migrants. Refugee Action (2017) reports that new

rules introduced by the government in March 2017 mean refugee status will be reviewed after five years. They also indicate that refugees can wait up to two years to receive English language tuition, adversely affecting their employment and education prospects.

Before the current increase in migration into the UK, a report by NIACE in 2009 noted that ‘many refugees have to wait a long time to get a decision on their claims, the period could be from 2 months to more than 6 years’. The report notes also ‘that refugees and asylum seekers may fail to access healthcare provision due to their lack of knowledge of services and how to access them, a fear of being charged, and/or an inability to communicate in the English language. As they come from areas of conflict they may also have increased health needs due to their isolation, a prolonged uncertainty about their future, low income and other factors related to their past experiences and the asylum process’ (pages 2/3).

2.3. The reception of migrants – the institutional framework for education and career counselling.

The UK government is taking part in the UN policy to resettle Syrian refugees although this is subject to criticism in terms of the low number to be accepted in comparison to other EU member states. There are various Gateway Protection Programmes that can be found on the UK government website that organisations can access to ensure they are operating within the legal framework; in order to support the delivery of services or employment to/of refugee and migrant populations.

The UK Refugee Council offers a range of services around settlement in the UK and produces policy briefings for the UK government, concentrating on the benefits that refugees bring to the economic landscape. The policy agenda for advising refugees and migrants to integrate via employment does not appear strong at present. Criticism of the Public Employment Service (PES) suggests there needs to be a focus on the skills that migrants bring, often overlooked where migrant populations are viewed as a problem rather than a resource. It appears to be the case that migrants are not currently well informed about work opportunities that match their skills and experience.

The Career Development Institute, the largest association representing career guidance practitioners in the UK, does not appear to make specific reference to working with migrant and refugee populations. The Careers and Enterprise Company, similarly, does not feature with any prominence guidance on working with migrant or refugee populations to its staff.

Small scale interventions are taking place in Local Authority areas (i.e. regional districts), but these are normally for generalised help (including housing, benefits, health matters and so on), not necessarily with any focus on career guidance and counselling (but see section 3.7.2 below). A number of local and national charities and NGOs support this work. When contacted, the research officer of the local (Kent) careers service for young disadvantaged people (which would include the groups of interest to this project) was not aware of any targeted career guidance initiatives. Guidance for education practitioners (schools and teachers) is more available and may be supported by charitable organisations, as outlined in the aforementioned report by Peterson, et al (2016).

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

The first comment to make here is that there is very little literature or other available information in the UK that relates specifically to career guidance and counselling for refugee and migrant populations. As Bimrose and McNair note in the abstract of the article cited below: ‘The complex interfaces created by migration not only challenge core beliefs about the purpose of career guidance and counseling but also about the precise nature and level of the support required for migrants. However, the issue has had little academic attention’. Thus, prioritizing information that is of direct relevance to career guidance and counselling is difficult. The reader will also note that reference is made to research undertaken in Australia – as an English speaking nation this has been including as it has the potential to inform our (the UK) thinking.

Following on from this position there is not the material found in the UK to enable the report to be structured entirely as suggested. That is, dividing each section into two headings where under the first subheading are research reports and other texts reviewed, which describe findings relevant for the understanding of CGC for refugees, and under the second heading, descriptions of direct relevance for the development of didactics, such as examples of implementation in counselling and of courses for counsellors. Examples of implementation are included where they can be located.

A further point to note is that careers services in England, particularly for young people, have been seriously eroded over a number of years (Watts, 2010, 2013). Watts summarised failed attempts to restore a quality service and the implications of this. As noted in Reid and West (2016:563) ‘from the year 2000, careers advisers became ‘personal advisers’ and many were unqualified in career guidance but trained, in the main, through work-based National Vocational Qualifications, in generic support work (not Advice, Guidance or Counselling). The changes led to the de-professionalisation, no less, of career guidance in England, as advisers previously specialising in careers work were asked to work in holistic ways; the effect, in the context of other changes, was to diminish their professional status and specialism (Lewin & Colley, 2011)’.

The article continues: ‘There have also been extensive cuts to funding, leading to redundancies of career guidance practitioners and the closure of services across England. Career services to secondary schools (ages 11-16) are no longer ‘free’ and increasingly many schools (also coping with resource constraints) are unwilling to pay for an external service. The status of careers work within schools has been marginalised and many schools’ commitment to career learning and development is weak. Moreover, the ‘privatisation’ of many career guidance services has led to a highly target-focused form of provision’. This contextual information is important for the reader to understand the lack of career guidance and counselling for migrant and refugees – the indignant population receives an underfunded, poor and patchy service in England (the service varies across the four home nations of the UK). Career guidance services for refugees and migrants are not being built onto an existing strong foundation. Individuals are however attracted to the profession via training programmes in higher education - hence the importance of a targeted curriculum for those

new to the work and dissemination to those in practice. There is an opportunity, then, via this project to influence those new to the profession.

3.1.1 Knowledge gaps.

Bimrose, J., & McNair, S., (2011) Career support for migrants: Transformation or adaptation? Journal of Vocational Behavior doi:10.1016/j.jvb.2011.03.012

This paper highlights and explores the challenges faced when offering guidance to different types of migrants, especially as it is insufficient to transplant current models which may be irrelevant or inefficient for their particular needs. This has particular significance when considering Bansel et al (see below) that the positive outlook on the future brought on by education opportunities give a sense of belonging which nurtures wellbeing.

Bansel, P., Denson, N., Keltie, E., Moody, L., Theakstone, G. (2016) Young Newly Arrived Migrants and Refugees in Australia: Using Digital Storytelling Practices to Capture Settlement Experiences and Social Cohesion. Young and Well Cooperative Research Centre, Melbourne.

Although this study relates to immigration in Australia, it highlights how involvement through collaborative processes in research (and by implication practice too) helps with feelings of belonging and looking forward to future goals. This was achieved via electronic methods of data collection/storytelling, with iPads – it involved considerable training in terms of using the technology, using images, editing and designing a story, and so on. There are obvious pros and cons to this: participants may find it easier to work through a template of workshops and educational support in how to give their input, but it is also expensive in equipment and training. In terms of a knowledge gap for career guidance practice – the cautionary note here is to start from where the individual is rather than impose interventions that may not be relevant or that ‘other’ the person, fixing them in a deficit view of their experience, past or present.

Relevant findings from this study are: feelings of belonging improved with a positive future outlook. Participants were part of community centres so this also had a positive impact. Making friends and studying made adaptation and coping with loss/transition easier for migrant populations: ‘schools as places for language learning, building friendships and integrating into their new communities and ... society.’

Doyle, L. and O'Toole, G. (2013). A lot to learn: refugees, asylum seekers and post-16 learning. Refugee Council.

This report summarises the lack of information, advice and guidance available for refugees and asylum seekers regarding their educational opportunities, entitlements and requirements. It also identifies the many other needs that these groups need to gain access to education (computers, stationery, support funds, distance to travel and travel funds - and others such as food, housing and healthcare which may not always be a given). The situation for Syrian refugees under the VPR scheme is a little better, but VPRs are only given support for the 1st year and then are expected to find employment after this period. The authors also note

inconsistencies across education providers with regard to opportunities, entitlements and requirements for refugees and asylum seekers.

3.1.2

Generic information for advisers and individuals seeking information on their rights and services can be located at:

<http://www.refugeecouncil.org.uk/how-can-we-help-you/i-am-an-adviser-working-with-adult-asylum-seekers>

3.2 Language and intercultural communication.

Rutter, J. (2015). Moving Up and Getting on: Migration, Integration and Social Cohesion in the UK. 1st ed. Policy Press.

Young migrants (and UK born Black and Minority Ethnic individuals) are less likely to study 2-year Advanced level courses, due to uneven integration. They conclude that children with greatly interrupted educational histories need more support. Including more support for social integration as it has an impact on achievement (and by implication future employment).

Boswell, C. (2016). Understanding and Tackling the Migration Challenge: The Role of Research International Conference. In: Understanding and Tackling the Migration Challenge: The Role of Research. Brussels.

Among a number of recommendations for researching migration were: the need for participatory designs that give a voice to and support migrants, interdisciplinary approaches and mixed methods that contemplate migration drivers beyond conflict and development, better understanding of drivers of policy making (in EU, and still applies in UK), examining challenges and opportunities in relation to the recognition of skills, qualifications and employability, and the impact of exclusion from labour market. There are implications here for the design of a curriculum for career guidance counsellors.

Butler-Kisber (2010) Qualitative Inquiry: thematic, narrative and arts-informed perspectives. London: Sage

This text relates to creative methods of data collection and analysis guided by arts-informed perspectives. The purpose of this approach is to increase the understanding of the human condition using alternative processes of enquiry and forms of representation. The inclusion of the arts for data collection also gives participants another avenue for expression besides the spoken word in interviews or surveys. Any programme devised to support the learning and education of career guidance counsellors could consider creative interventions for practice (Reid, 2016a – see below). Interventions could include photography, collage-making, reflective drawing journals, making posters, maps or infographics, story-making or dramatic performances. Practitioners in practice or in training may find these are useful alternative activities when working with clients who do not share the host country's spoken language or culture.

Reid, H.L. (2016a). Using digital technologies and creative approaches in careers work. In, An Introduction to Career Counselling and Coaching, chapter 13, pp 222-240. London: Sage.

As above, there is a discussion within the chapter of a number of ideas for the inclusion of creative approaches that the career guidance counsellor can incorporate into their practice.

3.3. Recognition and access to labour market.

3.3.1

OPHI.org.uk. (2017). Missing Dimensions of Poverty | OPHI. [online] Available at: <http://www.ophi.org.uk/research/missing-dimensions/> [Accessed 3 Mar. 2017].

The report marks psychological wellbeing, empowerment and social connectedness as missing dimensions of poverty. OPHI's conceptualisation of poverty is not limited to just financial indicators: 'Human development is about giving people the opportunities to live lives they value, and focuses on what people are able to be and to do'. OPHI has identified five 'Missing Dimensions' of poverty that deprived people cite as important in their experiences of poverty (including physical safety and quality of work).

Norton, R. and Cohen, B. (2000). Out of exile: developing youth work with refugees. National Youth Agency.

The over-arching recommendation from this article is that an appropriate and relevant youth work provision for refugee communities needs to be developed. A number of specific and detailed recommendations are then made in relation to this for UK local authority youth services and other providers of Youth Services, providers of youth work training, the National Youth Agency and national voluntary youth organisations, the Department for Education and Employment, the Home Office and funders.

3.3.2.

There can be found a document from a group of local authorities about the resettlement of Syrian refugees. However, there is little or no reference to work or transition to work. There is a timetable for new arrivals and on any one day, for example, 3 adults are to be interviewed at the JobCentre (PES). There is no time to pause or reflect, to readjust culturally, or to acknowledge what they have been through. There is an acknowledgement for the need for ongoing training for professionals to work with this group.

http://www.local.gov.uk/documents/10180/7632544/1.11_resettlement_guide_08.pdf/cc6c7b51-23a8-4621-b95c-a30bc3da438e. This document also refers to some resources from the EU <http://www.resettlement.eu/sites/icmc.ttp.eu/files/ICMC%20Europe-Welcome%20to%20Europe.pdf> and UNHCR <http://www.unhcr.org/pages/4a16b1676.html> This may be helpful for professionals regarding background knowledge.

3.4 Discrimination and traumatization

Reid, H. & West, L. (2016). Negotiating professional biographies in uncertain times: a crisis of innovation in career guidance? British Journal of Guidance & Counselling (DOI: 10.1080/03069885.2016.1145014).

This paper explores the constraints to innovative, creative and reflexive careers counselling in an uncertain neo-liberal world. It draws on previously reported research into practitioners' use of a narrative model for career counselling interviews in England and a Europe-wide auto/biographical narrative study of non-traditional learners in universities. The latter draws

on a number of narrative interviews with an asylum seeker, to debate whether such a way of working with people, 'in a clinical style', offers contextualised insight into people's struggles to construct a career and a methodology for doing so. The paper also examines the difficulties of creating a 'good enough' professional, psychosocial space for experimentation with creative approaches for career guidance and counselling in a marketised guidance world, where more is expected from less. The point made is that career guidance counsellors need more not less education if they are to work effectively with diverse populations.

Hek, R. (2005). The Experiences and Needs of Refugee and Asylum Seeking Children in the UK: A Literature Review. National Evaluation of the Children's Fund. Birmingham: University of Birmingham.

The review is comprehensive in outlining the variety of challenges other than attainment that refugee children face and the support they need, including those which tend to be overlooked such as Special Educational Needs and relevant out of school activities. It discusses helpful factors such as: inclusion within local community; a focus beyond exams and achievement; possibilities of General Certificates of Secondary Education in native language; pastoral support or having someone offering dedicated support within the school. It also highlights the need: to work alongside and integrate parents; to support dual (or however many) languages and to offer English as Additional Language support. Barriers to access are also identified: long waits for school places, especially for children who are with families (rather than unaccompanied); being placed in inadequate situations, i.e. in a younger age group or a Pupil Referral Unit (a specialised unit for pupils unable to manage in a standard school); high levels of mobility due to changes in placement and schools refusing places due to lack of support on their part or fear of refugees having a negative impact on test results.

Taylor, S. and Sidhu, R. (2012). Supporting refugee students in schools: what constitutes inclusive education? International Journal of Inclusive Education, 16(1), pp.39-56.

This paper refers to attitudinal barriers and racism, as well as the medicalisation of refugees as subjects of trauma, which then compounds marginalisation by relegating resilient people to welfare dependency. The work involved a small-scale study in a school in Australia where they identified successful practices for supporting refugee youth in schools as: an inclusive, non-othering approach that is part of a school ethos; a holistic approach to education and welfare; parental and community involvement; leadership and whole-school approaches and targeted policy and system support.

[3.5 Empowerment and the analysis of potentials.](#)

Olliff, L. (2009). Amplifying the Voices of Young Refugees. Refugee Council of Australia.

This research focused on voices of refugee young people, asking about their concerns, thus empowerment and agency are addressed through the methodology. Education, housing and employment were their top three concerns, in particular with relation to the quality/variety of their education and the lack of programmes for those aged 20+ (there is less support or more limited access to certain opportunities after compulsory age in the UK – this study is again in Australia). Other issues cited by the young people were discrimination/feeling

underestimated, lack of work experience, financial difficulty and difficult accessing financial help.

3.6 Specific supports measures.

3.6.1

Correa-Velez, Ignacio and Gifford, Sandra and Barnett, Adrian G. (2010) Longing to belong: social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia. Social Science and Medicine, 71. pp. 1399-1408.

The focus here is on transitions and wellbeing, and highlights the connection between belonging and wellbeing (as Bansel et al). Refugees are at heightened risk of marginalisation and developing psychopathologies due to stresses linked to resettlement, culture clashes, and feelings of not belonging, and so on. The paper focuses on the refugees' abilities to move forward into the future rather than be permanent victims of their past. Predictors of wellbeing are cited as: region of birth; age; length of time in Australia; sense of control; family and peer support; perceived performance at school; subjective social status of their families in the broader Australian community and experiences of discrimination and bullying. Belonging did not just link to refugee youth in school, but rather feelings of whether or not their families 'belonged' within the wider society.

3.6.2.

Online advice and organisations list drop- in help and also provide links to the National Careers Service <https://nationalcareersservice.direct.gov.uk/home#> which has online skills checks and access to advice for adults (although how accessible this is to refugee and migrant populations is debatable).

Phoenix Mentoring Project. The Phoenix Mentoring Project was established by the North of England Refugee Service. It aims to provide a general mentoring service to all those aged 16 to 25 years living in Newcastle upon Tyne and the surrounding area. Despite the general scope of the Phoenix Mentoring Project, it prioritises asylum seekers and refugees. Mentors are volunteers who assist the learning of beneficiaries with a broad range of obstacles, including those relating to integration and employment. <http://www.refugee.org.uk/phoenix>

3.7 Other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

3.7.1

Arulmani, G. (2014). The cultural preparation process model and career development. In Arulmani, G., Bakshi, A.J., Leong, F.T.L. and Watts, A.G. (eds) Handbook of career development: international perspectives. New York: Springer.

The book is the most comprehensive text available to offer international perspectives on the issues connected to working with diversity for CGC, but it is also full of practical innovations that are relevant across the contemporary field of careers work (there are 41 chapters). It offers an alternative to the dominance of western thinking and approaches in the field. This chapter explains the importance of understanding how individuals as clients, or as practitioners, are culturally prepared via acculturation and enculturation processes. The text is

useful in multicultural or transcultural settings to question assumptions about what may or may not work for career guidance and counselling practice.

Reid, H.L. (2016b) Working with diversity. In, An Introduction to Career Counselling and Coaching, chapter 8, pp123-143. London: Sage.

In this chapter on working with diversity, definitions of the terms used have been offered and ‘troubled at’. Philosophical, cultural and ethical arguments are explored, in order to ground an understanding of multicultural principles for working within and across cultures. The multicultural approach within therapeutic counselling is drawn on and reference made to previous writings that have applied this approach to the careers field. A set of principles is defined as guidelines for the development of anti-oppressive practice in careers work. A number of tasks are suggested that can develop and enhance cultural preparedness and multicultural understandings.

Irving, B.A. and Malik, B. (2005) Critical reflections on career education and guidance: promoting social justice within a global economy. Oxon: Routledge.

This remains a very useful text for exploring the social influences on ‘career choice and decision-making’. It questions the long-held views on how to think about and practice career education and guidance. Alongside the academic discussion, each chapter provides examples of how to apply social justice concepts to practice.

Elwyn, H., Gladwell, C. and Lyall, S. (2012). “I just want to study”: Access to Higher Education for Young Refugees and Asylum Seekers. Refugee Support Network.

This paper outlines the barriers for young refugees and asylum seekers who are interested in Higher Education in England. The barriers include: increasing tuition fees; the expense of English language tuition; institutional inconsistencies, poor advice and migratory uncertainty in terms of changes of status.

3.7.2.

Evidence of Local Good Practice which includes career guidance counselling within more generalised educational support. To date we can find no specific programmes for young refugees that have been developed on a national scale. Locally in Kent, where a large proportion of refugees and asylum seekers first arrive, some schools are developing a multidisciplinary approach to supporting young migrants including refugees and asylum seekers. The following is a quote from a careers guidance counsellor in a school in Kent about the approach that they take: ‘We have a number of students from other countries who are classified as having EAL (English as an Additional Language), some of these are unaccompanied minors and under the care of the local authority, others are with family. These students are not treated as a separate entity but educated in the mainstream with their peers where possible (to aid integration). Due to language difficulties, some are taught with years younger than themselves. Additional language support is provided via one to one specialist support, as well as support with additional needs from the SENCO , family liaison officer and care officer in school, as well as independent careers adviser - in the same way all vulnerable students are supported via a coordinated multidisciplinary approach. At the start of the year, a

review meeting with all of the above professionals alongside pastoral support staff is held. During this case review of all vulnerable students, which includes our students with EAL (lasting half a day), all students are reviewed and a plan agreed to support with input from all professionals. Included in this is an agreement on who will do what, including advocating with various external parties such as the local authority and training providers. Professionals continue to liaise informally throughout the year, but an additional mid-year review meeting is booked for January as well (with all professionals) to ensure details aren't missed. Our aim is that no student is lost in the system or to circumstance'.

Referring to another Kent school, a practitioner mentioned a school that had recently achieved a quality award for careers work; 'A good example in East Kent is XXX College. The school has specialist support in place to support this client group. Our adviser sees all Year 11s [aged 15-16] in groups for careers guidance, whilst I work primarily with the EAL students on a 1:1 basis. A translator is provided as needed'.

Although not including career guidance, Kent local authority are advertising a Teacher Academy course Raising Awareness about the Situation of Newly Arrived Migrants starting in March 2017 for teachers to gain 'concrete ideas for classroom activities with your students'. The website states: 'Schools, and teachers in particular, have often had to improvise in addressing the situation of newly arrived migrants without a sufficient support infrastructure in place they can call upon. The course is part of a three-part series of courses exploring the topic of cultural diversity, the situation of newly arrived migrants in general and how to integrate newly arrived migrant students in schools and classrooms'.

http://academy.schooleducationgateway.eu/en/web/raising-awareness-about-the-situation-of-newly-arrived-migrants_201703011239

4. Summary: conclusions and discussion

4.1 Summary of literature review

From the review undertaken for this UK national report this section summarises the obstacles and possibilities for the provision, development and teaching of CGC for refugee and migrant populations within the UK. Context, it would appear, is all. In the UK there is little academic information or research into the experiences of career counsellors working with refugee and migrant populations, or research involving the 'target' population's experience of the same. In part this is connected to the lower number of migrants entering the UK compared to other countries in Europe. The island status of the UK still presents a less permeable barrier than in other European nations. Perhaps, more significantly, career services in the UK and particularly in England have been significantly eroded over the past seven years, since the economic recession, but, before that, by shifts in government policy that have focused on the wider social needs of excluded groups. The number of Higher Education institutions that offer postgraduate provision to train as a career guidance counsellor has halved and, since the mid-1990s, there has been an increase in 'training whilst in-work' via NVQs - National Vocational Qualifications (SVQs in Scotland). However these morphed into general advice and support rather than careers guidance and have also decreased in number as services have

been cut. Thus, as noted above, career guidance services for refugee and migrant populations are not being built on a firm foundation – the sector is insecure.

That said, there are possibilities. Public employment services are at the forefront of meeting the needs of ‘recently arrived’ adults and a curriculum tailored to their needs would be welcomed. Such a curriculum would need to be delivered in short, on-line courses, which can build over time, as time away from the workplace would be difficult to support in terms of limited resources. Educational institutions are already drawing on local expertise from various agencies in order to support refugees and migrants as they settle into education. Beyond the immediate issues there will be a need for helping young people with their future awareness of, and planning for, education, training and employment. Those wishing to become career guidance practitioners and/or counsellors via a Higher Education route, may have fewer universities to choose from in the UK, but the places that are available are at institutions that are dedicated to research and innovation for informed and effective practice. A curriculum that pays specific attention to the needs of refugee and migrant populations will be welcomed and will develop practitioners who will be knowledgeable and able to disseminate that knowledge in-practice. There are opportunities here too, for the development of PhD studies supported by academics engaged with an inclusion and social justice agenda.

4.2 Discussion

4.2.1

What should counsellors know regarding the career guidance counselling of refugees? What depth of expertise will be demanded by refugees seeking career counselling?

Practical elements:

- Generic information for advisers and individuals seeking information on rights and services
- Awareness of inconsistencies across education / employment providers with regard to opportunities, entitlements and requirements for refugees and asylum seekers
- How to help people gain entry into education (computers, stationery, support funds, distance to travel and travel funds) - and other survival needs, such as finance, food, housing and healthcare
- Awareness of rules around permissions to stay in a country which will affect engagement with opportunities - inconsistencies lead to uneven integration
- Understand that children with greatly interrupted educational histories need more support. Including more support for social integration as it has an impact on achievement (and by implication future employment) – this requires working across professional boundaries
- The need to work alongside and integrate parents in interventions
- Understand the barriers to access to services - long waits for school places, especially for children who are with families (rather than unaccompanied)
- Recognise high levels of mobility due to changes in placement
- Understand the quality/variety of their education and the lack of programmes for those aged 20+

- Awareness of barriers to HE include: increasing tuition fees; the expense of English language tuition; institutional inconsistencies, poor advice and migratory uncertainty in terms of changes of status.

Broader areas of knowledge (requires identified competencies):

- Understanding of drivers of policy making
- How to challenge attitudinal barriers and racism
- Challenges and opportunities in relation to the recognition of migrants' skills, qualifications and employability, and the impact of exclusion from labour market
- Interdisciplinary approaches in module design
- Critical understanding of inclusion and social justice
- Feelings of belonging improved with a positive future outlook – theoretical models which build on self-efficacy (eg Bandura); critical theory around recognition (eg Honneth); managing the psychosocial effects of transitions (eg Sugarman); the effects of post colonialism (eg Said); processes of acculturation and enculturation (eg Arulmani) and so on (to be discussed in later IO, alongside relevant multicultural principles and career management and guidance theory)
- The need for counsellor reflexivity – how they are affecting the relationship with the client etc
- Intervention models that build in time to pause or reflect, to readjust culturally, or to acknowledge what migrants have experienced, alongside a focus on strengths
- Aside from dealing with trauma, Special Educational Needs is a specialized area within the work

Which materials will provide the knowledge required?

- Language support, EAL – translation – when working with clients who do not share the host country's spoken language or culture.
- Must not assume migrants have access to learning technologies, but can be useful as many migrants have mobile phones
- Creative ways of delivering CGC as alternative activities to 1-1 work and also in 1-1 work
- Resource need for professionals of creating a 'good enough' professional, psychosocial space for experimentation with new/relevant approaches for career guidance and counselling

4.2.2

What is the best communicative/didactic way of 'delivering' that knowledge to refugee and migrant 'clients' in the process of counselling? What is the best didactic way to address these competencies in courses teaching counsellors of refugees?

- Need for participatory materials for working with migrants and mixed methods
- Materials which start from where the individual is rather than imposing interventions that may not be relevant or that 'other' the person, fixing them in a deficit view of their experience, past or present
- A translator is provided as needed / appropriate

- In terms of didactics for career counsellors – a mixed, blended approach, including taught sessions and on-line material and work (it will depend on the learning context – e.g. at an HEI or in a PES – the needs will be different).

Concluding discussion

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The aim of this report has been to summarize the state of research and development in terms of publications, existing approaches, research initiatives, projects, media, etc. Six topics have been singled out as foci in the report, and they are aligned with the headlines and the themes of the six course units which the CMinaR project aims to develop: 1) Knowledge gaps, 2) Language and intercultural communication, 3) Recognition and access to the labour market, 4) Discrimination and traumatising, 5) Potential analysis and empowerment, and 6) Specific supportive measures. The contributions to this report, which have been compiled by the national teams, differ between themselves, particularly when it comes to the material which have been consulted. Some reports focus solely results from research, some focus mainly reports from non-governmental bodies, and some compiles a broader spectrum of texts (research, reports, and project descriptions). Some reports are mainly analytical, some are mainly descriptive, but most if them are mixed in this matter. However, the disposition of the national reports is uniform, which makes it easy to find different matters of relevance for the development of career guidance counselling for refugees, under the headings enumerated above.

The aim of this concluding discussion is not to conclude what has been reviewed in the national reports, but to discuss its most important findings in relation to a number of analytical themes or keywords, such as recognition and inclusion. These analytical themes function as "hermeneutical devices" which highlights certain important findings and suggests certain ways to interpret and discuss them, in relation to the overall aim of the CMinaR project, i.e. developing higher education courses for counsellors in educational and vocational guidance working with refugee clients. The arguments in this concluding discussion are developed on a general and synthesizing level, which allows us to leave national differences (in education systems, labour markets or refugee reception) out of account.

As implied above, the notion of recognition is important in these matters. The reviews in the national reports points to the pedagogical and ethical significance of recognizing the knowledge and competence of refugees, as well as their production of meaning ("their culture"). The term "recognition" is polyvalent, and in this context, we refer to several of its different meanings. First of all, it could be argued that that recognition has to be taken as a "moral yardstick" in order for trust between refugee and authority to be built and maintained. Thence, trust is built upon the precondition that the refugee is recognized as a moral person ("until further notice", i.e. until immoral action is clearly detected), and that the thought, behaviour and speech of the person is identified as reasonable in the situation in question. This means, for instance, that the diversity of values and norms should be addressed (cf. below), at the same time as racial or ethnical profiling are avoided. This entails an avoidance of the "cultural deficit model", which implicates that the folkways and mores of "the Other" are seen as faults which ought to be corrected. In reverse, career guidance counselling for refugees should recognize the subjectivity of the client, and develop measures tailored for her/his particular life-course.

Secondly, the knowledge and the competence of the refugee should be recognized. On the one hand, practices of RPL ("recognizing of prior learning") should be designed, which manage to

fulfil its aim, and are capable to translate between different "communities of learning". The discounting and devaluing of knowledge should be avoided. The counselling process must be relevant for the client, given her/his past experiences and prior learning. This means that the counsellor has to develop her/his knowledge on the educational systems and labour markets of the refugees' native countries. If we merge the first and second perspective on recognition, we may also acknowledge the importance of recognizing the aspirations of the refugee client, and regard them as an asset. In order to understand the full meaning of these aspirations, however, we may also have to investigate the context in which it was developed.

This brings us to third aspect of the recognizing project: the multicultural recognition of values, norms and world-views. In this context, this ethical proposal denotes a willingness to recognize the general norms, values of world-views of the refugee, above all those related to the realms of education, work, vocations and future plans. The career guidance counsellor should have an intercultural or multicultural outlook, and a readiness to understand the logic and ethical fairness of norms and values which deviate not only from her/his own, but also from the ethical premises implicated in the pedagogy of career counselling (for instance, the strive for autonomy and the avoidance of collective decision-making). When following the multiculturalism, the ability to develop vocational and educational strategies which are considered as meaningful for each and everyone involved is strengthened.

The proposals which follows from the different perspectives on recognition are not unconditional. The pedagogy of career guidance counselling must be open for negotiations, whether they are brought about by ethical or practical considerations, or something else. The regulations of the educational system, the demands of the labour market or the limits put up by the integrity and freedom of other individuals may raise (justifiable) obstacles to the pursuit of recognition. The proposal for recognition which is outlined in this discussion do not suggest an unconditional morality, but provide a framework for the development of career guidance and counselling, which emphasizes the necessity of taking the individuality, aspirations, competences, ethics and production of meaning of/among refugees "at face value". This is the starting point, from which the course of the individual career development project is developed – within the frameworks that different (national) educational systems and labour markets provide.

Close to the ethical quest for recognition we find a proposal to understand the predicament of the refugee. This a demand which presupposes a good deal of empathy as well as a capacity to think in different directions. In which way has the flight itself and the circumstances behind the forced migration process affected the individual? In research and other sources it is concluded that many refugees suffer from stress and even trauma due to the hardships that they had to face during the forced migration process. This calls for preventive measures against PTSD symptoms in order to minimize harmful post-migration stress. Moreover, the prevalence of stress may constitute obstacles for the enactment of career guidance and development.

Apart from stress and trauma, there are other parts of the predicament of the refugee that must be taken into consideration. The loss of significant others and the sudden detachment from social networks is one important aspect, the sudden change of social and cultural context is another. Taken together, these changes and losses drastically changes the milieu that every human being is dependent on in order to go on and get by. Accordingly, many refugees

experience fear, as they face a good deal of new and wide-ranging challenges, but are deprived of the resources they used to have. And there is a good deal of research which shows that professionals working with refugees in educational or therapeutical contexts may lack an understanding of these complicating matters, and the ways in which they interfere with the expected behaviour of the average counselee/student/client.

These entries suggest that the refugee is a vulnerable and helpless person who should be targeted with preventive and/or compensating measures. An image of the refugee as an individual devoid of agency, self-determination or capability stands out. However, there is also a number of posts from earlier research which propose that many refugees demonstrate a capacity to exercise mastery over their own life and the power to improve their situation, as a matter of fact, this also holds true for a good deal of the unaccompanied minors (although they testify to the importance and significance of support from engaged teachers, counsellors and other professionals). These conflicting proposals do not need to be contradictory, and they point to the importance of delivering educational and vocational guidance equipped with the capacity to manage a variety of experiences, attitudes and coping strategies from individuals which *may* have suffered from trauma, violence and expulsion. The delivery in question is predicated on the ability to listen and contain individual refugee experiences, and to interpret in line with the ethical and hermeneutical framework outlined above.

In several ways, the career guidance counsellor becomes a guide for the newly arrived refugee. S/he delivers information on the content and function of educational systems, labour markets and other societal contexts. (This also means that counsellor must develop her/his knowledge on different labour markets, and the local labour market in particular.) Hence, the counsellor is the interface to the receiving society and its (educational) institutions. Moreover, s/he is also the partner in a dialogue which aims to produce meaning in relation to education, vocation, work and future, as well as an ability to carry out independent individual choices. These learning processes are taking place in an educational context where grading is excluded, which means that the relation between the counsellor and counselee may be less marked by the authority of the former.

Taking these characteristics into consideration, it is possible to claim that the counsellor also may function as an advocate of the counselee. First of all, and maybe most important, the identification of path through the educational system may contain help during negotiations with other educational professionals and decision-makers. Second of all, the counsellor may inform the refugee of her/his rights and duties. Thirdly, s/he may develop participatory designs of the counselling process that give voice to and support refugee. With the support of an advocate in the “alien (educational) system”, the conditions for develop a sense of belonging are improved, as is the experience of receiving social support. Moreover, the advocate position may also include out-turned activities, such as investment in or support to inclusive contexts, which could constitute a starting-point for the career of the refugee, and the establishment of networks with professionals. These networks may contain information on possibilities (placements, positions) and be recipients of information regarding the knowledge and competence that the refugees embody, as well as attitude-changing interventions.

Need-less to say, this general discussion does not contain an exhaustive account of the competencies which are needed in order to work as a professional career counsellor with newly arrived migrants. Some of these competencies are mentioned indirectly in this

concluding section, some of them are mentioned in the national reviews. In this last paragraph we would like mention briefly some further competencies, in order to point some important areas of professional career guidance and counselling knowledge, which haven't been mentioned yet. The ability to strengthen self-efficacy should be mentioned here. Moreover, it could also be pointed out that from the perspective of second language acquisition, there is a need for the counsellor to work in close co-operation with the second language teacher and a mother tongue-speaking supervisor. In sum, what the counsellors need is information about relevant subjects, strategies to operate and knowledge on the practice of counselling.

Conclusions in summary

- Career guidance counselling for refugees should recognize the subjectivity of the client, and develop measures tailored for her/his particular life-course.
- The knowledge and the competence of the refugee should be recognized. Practices of RPL ("recognizing of prior learning") should be designed, which manage to fulfil its aim, and are capable to translate between different "communities of learning". Hence, discounting and devaluing of knowledge should be avoided.
- The counselling process must be relevant for the client, given her/his past experiences and prior learning, and the counsellor has to develop her/his knowledge on the educational systems and labour markets of the refugees' native countries.
- The diversity of values and norms should be addressed, at the same time as racial or ethnical profiling are avoided. Hence, avoid a "cultural deficit model", which implicates that the folkways of "the Other" are seen as faults which ought to be corrected.
- The counsellor should recognize the general norms, values of world-views of the refugee, above all those related to the realms of education, work, vocations and future plans, and try to understand the logic and ethical fairness of norms and values which deviate not only from her/his own, but also from the ethical premises implicated in the pedagogy of career counselling.
- The predicament of the refugee that must be taken into consideration, above all stress, trauma, the loss of significant others, the sudden detachment from social networks, and the sudden change of social and cultural context.
- Still, many refugees demonstrate a capacity to exercise mastery over their own life and the power to improve their situation, so do not take for granted that the the refugee is a vulnerable and helpless person who mainly should be targeted with preventive and/or compensating measures.
- The counsellor also may function as an advocate of the counselee, who can provide help in the negotiations with other educational professionals and decision-makers, inform the refugee of her/his rights and duties, and develop participatory designs of the counselling process that give voice to and support refugee.
- Not to forget: the pedagogy of career guidance counselling must be open for negotiations, whether they are brought about by ethical or practical considerations, or something else. The regulations of the educational system, the demands of the labour market or the limits put up by the integrity and freedom of other individuals may raise (justifiable) obstacles to the pursuit of recognition.

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