Providing an employment perspective
to
migrants and refugees
by capacity building
of guidance counsellors

Handbook and Curriculum

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Foreword:

A guidance counsellor is skilled at providing support to people in relation to employment, education and training. This is especially important for those who have knowledge, skills and abilities but do not have certificates or evidence. This is a common problem facing migrants and refugees in host countries; as a result, they face barriers to getting a job in the European labour market. Integration of refugees coming from areas facing war in European societies is a difficult multifaceted international problem. In this respect, it demands transnational cooperation as well as the input of experiences from various countries to create tools that will help resolve it. Additionally, refugees may change countries till they settle somewhere. Key competences and European tools are useful to them everywhere.

"Providing employment perspective to migrants and refugees through capacity building of guidance counsellors" (PERSPECTIVE) is an Erasmus+ project carried out by a partnership of adult education institutions from France, Greece, Germany and United Kingdom. As the name suggests, the primary goal of the two-year project (09/2016 – 08/2018) is to contribute to the integration of migrants and refugees[1] into the labour market and to ensure that guidance counsellors are skilled in giving good employment support.

PERSPECTIVE aims at producing an on-line software tool, capable of validating the core competences of migrants and refugees, and of helping their insertion in the labour market of hosting countries. The tool will be multilingual and will randomly choose from a pool of validated questions and provide as output an individualised report with the level of acquisition of each core competence. This report may be used to identify the topics on which the specific person needs more training.

However, much as tools and methodologies are needed by advisors and their migrant or refugee clients, they are not a complete solution. They bring useful objectivity, but it needs to be interpreted by advisors and clients in the light of circumstances, personal ambitions, confidence and experience. PERSPECTIVE is therefore also creating a training curriculum, aimed at experienced advisors, social workers, psychologists and others supporting migrants. The curriculum will enhance professional skills with employment-focussed counselling practice, at a high professional level. It will be delivered through active and shared learning events that build on, share and enhance professional competence.

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[1]

Throughout the handbook, the term refugees and migrants PERSPECTIVE means persons from another country, who are administratively legal and are in the phase of establishing themselves in the host country

1. Using the handbook

The PERSPECTIVE Handbook has been developed to provide support for guidance counsellors. It focusses on counsellors whose work with migrants and refugees includes helping them to acquire confidence, competence and resources to manage their employment situation.

This handbook has the following main parts:

- Facts about migration in Europe, presenting the challenges facing Europe in the integration of migrants and refugees into the labour market, and pointing out the unique difficulties this target group face in joining the workforce, compared to other disadvantaged groups;
- An overview of the Key Competences for Lifelong Learning as defined in the EU Recommendation 2006/962/EC, making reference on the revised version of the Reference framework (2018), which aims to address the current and future competence gaps in society. The framework formed the basis for the development of the Perspective online assessment tool for core competences.
- Guidelines for use of the PERSPECTIVE-self-assessment online tool
- A Curriculum for guidance counsellors which includes the design, running methods and content of courses. The Curriculum follows research concerning what works in employment counselling for disadvantaged groups; it emphasises those elements of employment counselling which increase the probability of migrants and refugees becoming employed for longer and at higher wages.
- Links and contact points of national sources of information and employment services

2. Refugees labour market integration – a challenge for Europe

2.1 Facts about migration in Europe

Migration to Europe has been ongoing for long, but increased substantially in the last 20 years. Migration is influenced by a combination of economic, environmental, political and social factors. The relative political stability and economic prosperity in Europe are considered to have influenced the growth in immigration.

Based on the data retrieved from Eurostat (Eurostat 2018), a total of 4.3 million people immigrated to one member state of EU-28 during 2016. This represented 4 immigrants per 1000 persons. These total figures do not represent the migration flows to/from the EU as a whole, since they also include flows between different EU Member States.[2]

File:Immigrants, 2016 (per 1 000 inhabitants).png
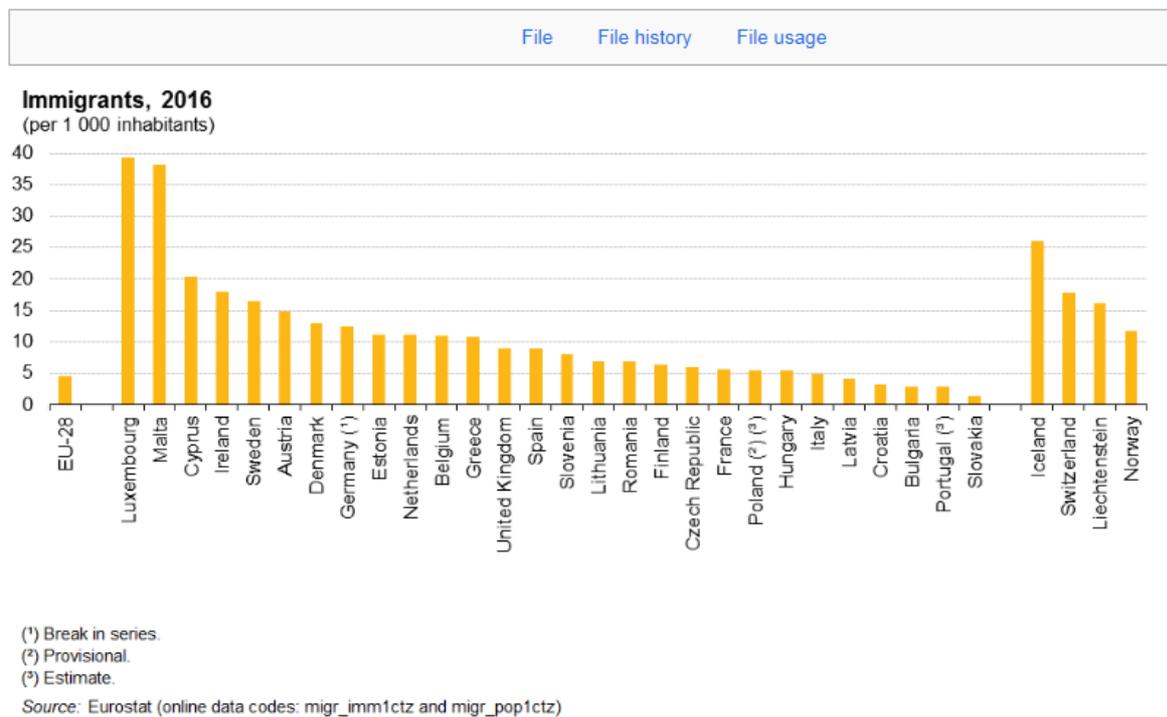
Germany reported the largest total number of immigrants (1 029.9 thousand) in 2016, followed by the United Kingdom (589.0 thousand), Spain (414.7 thousand), France (378.1 thousand), and Italy (300.8 thousand).[3]

2

http://ec.europa.eu/eurostat/statistics-explained/index.php?
title=File:Immigrants,_2016_(per_1_000_inhabitants).png

3

http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Immigration_by_citizenship,_2016_.png

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of the European Union

eurostat
Statistics Explained

NAVIGATION ▾   ONLINE PUBLICATIONS ▾

File:Immigration by citizenship, 2016 .png

File   File history   File usage

Immigration by citizenship, 2016

	Total immigrants (thousands)	Nationals (thousands)	Nationals (%)	Non-nationals Total (thousands)	Non-nationals Total (%)	Citizens of other EU Member States (thousands)	Citizens of other EU Member States (%)	Citizens of non-member countries (thousands)	Citizens of non-member countries (%)	Stateless (thousands)	Stateless (%)
Belgium	123.7	17.6	14.2	105.4	85.2	58.9	47.6	46.5	37.6	0.0	0.0
Bulgaria	21.2	9.3	43.6	12.0	56.3	1.3	6.2	10.6	50.0	0.0	0.2
Czech Republic	64.1	4.5	7.1	59.5	92.9	29.6	46.3	29.9	46.7	0.0	0.0
Denmark	74.4	19.7	26.5	54.6	73.5	25.0	33.6	28.6	38.4	1.1	1.5
Germany (¹)	1 029.9	110.5	10.7	912.8	88.6	403.6	39.2	507.0	49.2	2.2	0.2
Estonia	14.8	7.1	48.1	7.7	51.9	3.5	23.7	4.2	28.2	0.0	0.0
Ireland	85.2	28.0	32.9	56.1	65.8	28.9	33.9	27.2	31.9	0.0	0.0
Greece	116.9	30.7	26.3	86.1	73.7	16.6	14.2	69.5	59.5	0.0	0.0
Spain	414.7	62.6	15.1	352.2	84.9	116.3	28.0	235.6	56.8	0.2	0.1
France	378.1	137.2	36.3	240.9	63.7	82.7	21.9	158.2	41.8	0.0	0.0
Croatia	14.0	7.7	55.3	6.2	44.7	2.2	15.8	4.0	28.9	0.0	0.0
Italy	300.8	37.9	12.6	262.9	87.4	62.7	20.8	200.2	66.6	0.0	0.0
Cyprus	17.4	3.6	20.5	13.8	79.5	7.4	42.3	6.5	37.3	0.0	0.0
Latvia	8.3	4.9	58.7	3.4	41.0	0.5	6.0	2.9	34.9	0.0	0.1
Lithuania	20.2	14.2	70.5	6.0	29.5	0.8	3.7	5.2	25.7	0.0	0.1
Luxembourg	22.9	1.3	5.8	21.5	94.1	16.0	69.7	5.6	24.3	0.0	0.0
Hungary	53.6	29.8	55.6	23.8	44.4	10.5	19.6	13.3	24.7	0.0	0.0
Malta	17.1	1.4	8.1	15.7	91.9	9.0	52.6	6.7	39.3	0.0	0.0
Netherlands	189.2	42.5	22.5	144.8	76.5	63.9	33.8	76.7	40.5	4.2	2.2
Austria	129.5	9.8	7.5	119.6	92.4	64.7	50.0	54.5	42.1	0.5	0.4
Poland (²)(³)	208.3	105.4	50.6	102.9	49.4	22.8	10.9	80.1	38.4	0.0	0.0
Portugal (³)	29.9	14.9	49.7	15.1	50.3	7.2	24.1	7.8	26.2	0.0	0.0
Romania	137.5	119.6	87.0	17.9	13.0	5.6	4.1	12.3	8.9	0.0	0.0
Slovenia	16.6	2.9	17.2	13.8	82.8	3.4	20.4	10.4	62.4	0.0	0.0
Slovakia	7.7	4.1	53.0	3.6	47.0	3.0	38.9	0.6	8.1	0.0	0.0
Finland	34.9	7.6	21.9	26.9	77.0	7.1	20.3	19.6	56.3	0.2	0.5
Sweden	163.0	20.0	12.3	142.5	87.4	30.5	18.7	104.4	64.0	7.6	4.6
United Kingdom	589.0	74.2	12.6	514.8	87.4	249.4	42.3	265.4	45.1	0.0	0.0
Iceland	8.7	2.3	26.2	6.4	73.8	5.3	60.9	1.1	12.8	0.0	0.0
Liechtenstein	0.6	0.2	29.2	0.4	70.8	0.2	37.4	0.2	33.4	0.0	0.0
Norway	61.5	6.7	10.9	54.7	89.1	21.4	34.9	32.4	52.7	0.9	1.5
Switzerland	149.3	24.3	16.3	125.0	83.7	87.3	58.5	37.6	25.2	0.0	0.0

Note: The individual values do not add up to the total due to rounding and the exclusion of the 'unknown' citizenship group from the table.

(¹) Break in series.
(²) Provisional.
(³) Estimate.

Source: Eurostat (online data code: migr_imm1ctz)

eurostat

Asylum applications in the European Union have surpassed in the last 3 years those in any of the last two decades. Focusing on the main official statistical findings of Eurostat from 2018, there was a gradual increase in the number of asylum applications since 2015. As such, the number of asylum applications within the EU-28 in 2015 and 2016 was approximately double the number recorded within the EU-15 during the previous relative peak of 1992. In 2017, nearly 705 thousand asylum seekers applied for international protection in the Member States of the European Union (EU). This was just over half the number recorded in 2016, when nearly 1.3 million asylum applicants were registered. This

![Perspective logo]

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figure is comparable to the level recorded in 2014 (627 thousand), before the peaks of 2015 and 2016. The main contributions to the decrease were lower numbers of applicants from Syria, Afghanistan and Iraq.[4]

Asylum applications (non-EU) in the EU-28 Member States, 2006−2017
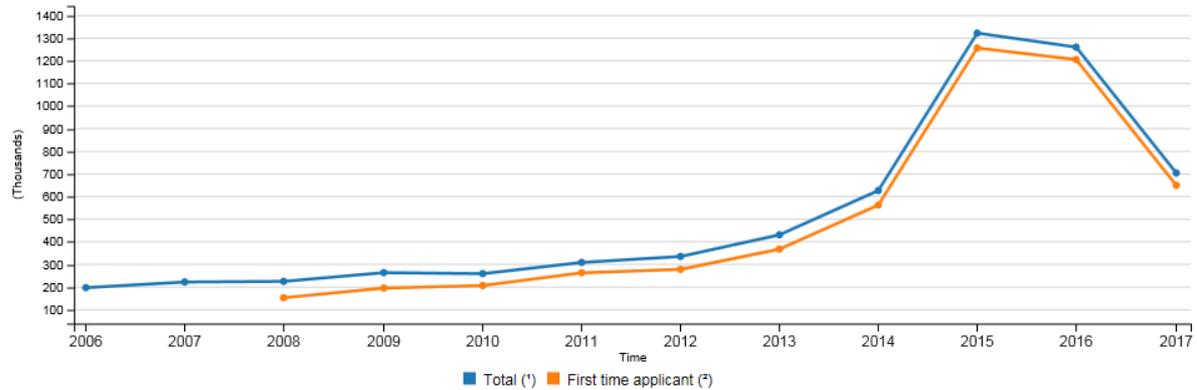
(¹) 2006 and 2007: EU-27 and extra-EU-27.
(²) 2006 and 2007: not available.

eurostat

Half of the refugees worldwide in 2015 came from three countries: Syria, Afghanistan and Somalia.[6] Among the most numerous groups of citizenship of first-time asylum applicants in the EU-28 in 2017, the largest relative increases compared with 2016 were recorded for Nigerians (share up 2.2 percentage points) and Bangladeshi and Guineans (up 1.6 percentage points each). There was also considerable growth in relative terms in the number of applicants from Turkey, Venezuela, Côte d'Ivoire, as well as from Eritrea and Albania. The largest relative fall in the number of applicants, among the most common countries of citizenship for asylum seekers in 2017 was recorded for Syrians, Afghans, Iraqis and Iranians. The main destination countries for the first-time asylum seekers in 2017 were Germany, followed by Italy, France, Greece, United Kingdom and Spain.[7]

Refugees in Europe are becoming younger on average. According to the Eurostat data, the largest share of applicants (51%) in the EU-28 in 2017 were in the age range 18-34 years. The distribution of first-time asylum applicants by sex shows that more men than women were seeking asylum. Males accounted for 52% of the total number of applicants in 2017. The refugees are a heterogeneous group, as far as education is concerned. The potential for skill acquisition is less clear as representative data do not exist, yet. However, the share of low-skilled individuals among them is greater than the European average. A big part of them had not completed any vocational training on one hand, and the qualifications they have are mostly not transferable.[8] These can have an impact on individuals' labour market integration chances. Based on a research paper elaborated by Adecco Group 2017, refugees on

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 http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics#Main_statistical_findings
5
 http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics#Main_statistical_findings
6
 https://www.adeccogroup.com/wp-content/themes/ado-group/downloads/labour-market-integration-of-refugees-focus-europe.pdf
7
 http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics#Main_statistical_findings
8
 http://www.europarl.europa.eu/RegData/etudes/STUD/2016/578956/IPOL_STU(2016)578956_EN.pdf , S. 26

average are highly motivated to start working and show a tendency to settle in countries with stable labour markets.[9]

2.2 Refugees-specific labour market integration barriers

Participation in the labour market is a significant factor favouring successful long-term integration into host societies, as presumably high numbers of refugees will stay in the EU for years. In view of the ageing European population, future labour shortages in some occupations and economic global competition, one of the top priorities in Europe is to effectively manage the human capital represented by migrants. Experts in the context of the EU's future 2020 strategy for growth and jobs consider that matching skills and jobs skills recognition are a factor of integration and a road to a more cohesive society[10]. The best way to include the more vulnerable, including migrants and minorities, is through better skills and employment opportunities. When peoples' skills better match the needs of the labour market, unemployment levels is lower, skill shortages fewer and employees, employers and the self-employed benefit.

Thus, the integration of newcomers into the labour market is not a new issue; however it is becoming more pressing because of the large numbers of immigrants, asylum seekers and refugees that have entered Europe especially in the last three years. There is no disputing that the full integration of the refugees in terms of provision of housing, training, access to social and health services and the labour market is a costly strategy in the short-term. In the long-term, economic benefits of integration outweigh the costs.

All migrants and refugees face intensive demands adjusting to a new society. The difficulties they encounter in gaining access to the labour market are various and the needs they have when arriving depend on the background of each individual. The PERSPECTIVE partnership carried out focus groups and interviews with migrants and asylum seekers and with guidance counsellors and education coordinators working closely with them, in order to identify the most common barriers in western European countries. These results were reviewed and enriched by findings from research through the literature on the integration of refugees in the labour market. These are as follows:

  - **language barrier, including literacy:** insufficient knowledge of host country language is the most commonly cited obstacle migrants have to face when exploring the labour market. A lack of native tongue literacy sometimes compounds this difficulty. Additionally, not all can attend free language courses, because this is not always supported by official migrant integration programs due to lack of funds (e.g. Greece).

- **short-term residence permit and mobility constraints:** The extension of the residence permit and daunting bureaucracy are another big obstacle for asylum seekers and migrants from third countries. In Germany, for example, in some cases asylum seekers from Iraq have to extend their residence permit every 3 months. The uncertainty about the future demotivates them and makes them pessimistic about finding a job. In other words: the bigger the certainty about the legal status of asylum seekers and the shorter the period leading to

9
 https://www.adeccogroup.com/wp-content/themes/ado-group/downloads/labour-market-integration-of-refugees-focus-europe.pdf
10
 New Skills for New Jobs: Action Now, A report by the Expert Group on New Skills for New Jobs
prepared for the European Commission , available at http://ec.europa.eu/social/main.jsp?catId=568&langId=en

the recognition of the international protection status, the easier it will be to integrate into the labour market.[11]

It should be mentioned that the duration of the residence permit is decisive for an employer investing in training or accepting the refugee on to a vocational training programme: the amortization period of the investment might exceed the duration of the residence permit.[12]

- limitation of access to specific health care services: many refugees suffer from severe trauma and have physical health problems. Only few countries include medical check-ups for mental health. Findings from research confirm that health issues can be a fundamental obstacle to integration, as they affect virtually all areas of life and shape the ability to enter employment, learn the host country's languages or interact with public institutions. The British Survey on Refugees (2005-2009) found, for example, that those who described themselves as being in good health were more likely to be employed than other refugees. Poor health was also associated with slower improvement in English language skills over time.[13]

- housing instability: migrants have difficulties accessing decent, safe and affordable accommodation. The majority of refugees experience housing deprivation and insecurity. Data collected by EWSI national experts in the 28 EU countries showed that migrants are generally vulnerable in the housing market, disproportionately dependent on private rentals, more likely to be uninformed of their rights and to be discriminated against. They also face greater obstacles to accessing public housing or housing benefits and are more likely to live in substandard and poorly connected accommodation, with less space available at a higher rental cost than the national average. [14]

- temporary, partial or unlimited constraints to labour market access. This means, that the access is possible only after a waiting period. For example, the United Kingdom allow asylum seekers to start working after 12 months.[15] Or labour market access is made conditional on labour market tests or upon and additional license to be applied for by the employer in many EU countries. [16] This is to some extent linked with the next item:

- lack of formal validation and recognition of qualification and educational level: Because of the non-recognition of educational and professional qualifications gained abroad the migrants and refugees claimed they could not find a job in a field close to that in which they used to work. This often translates into having temporary jobs, that don't match their skills, and for which they are over-qualified.

The majority of guidance counsellors interviewed for the project in Germany said that the qualifications and experience of migrants and refugees often do not correspond to the

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11
https://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/Studie_NW_From_Refugees_to_Workers_Vol1.pdf

12
Labour market integration of refugees focus Europe, P. 35

13
http://www.europarl.europa.eu/RegData/etudes/STUD/2016/578956/IPOL_STU(2016)578956_EN.pdf, S. 30

14
https://ec.europa.eu/migrant-integration/intdossier/ewsi-analysis-immigrant-housing-in-europe

15
https://www.adeccogroup.com/wp-content/themes/ado-group/downloads/labour-market-integration-of-refugees-focus-europe.pdf, S. 6

16
https://www.adeccogroup.com/wp-content/themes/ado-group/downloads/labour-market-integration-of-refugees-focus-europe.pdf ,S. 33

requirements of the local labour market. Another issue is that employers might consider education received abroad as inferior and the experience irrelevant to local context. So, refugees might be highly skilled but due to a perception of employers those skills might not be justly rewarded.

Other problems and challenges the migrants and refugees encounter in the hosting country are: lack of knowledge of legal work regulations, insufficient knowledge of employment services, and lack of public transportation in some rural regions. This makes difficult to reach workplace destination or even accept a job in that region.

In conclusion, then, it is clear, that a lack of language skills, legal restrictions to access the labour market, insecure residence status, low educational background or a lack of transferable job qualifications are barriers explaining a slow labour market integration of all categories of migrants. Beyond these barriers, factors like housing regulations, health conditions, childcare issues and less developed social networks, cultural barriers have also strong links with the labour market outcomes of refugees.

Each of these problems, can also affect indigenous residents. In each country we find certain groups (disabled people, ethnic minorities, some older workers, for example) include a higher than average proportion of unemployed people. But migrants and refugees are affected not only one or two, but by many problems simultaneously, and at a time of personal and social dislocation, and under conditions of stress that are not relieved by the legal and bureaucratic environment they have to negotiate.

There are no quick solutions to address these specific barriers. One needs a high degree of international consensus and tight cooperation at the European level. The Erasmus+ project partnership PERSPECTIVE focused on developing an online software tool, validating the key competences of lifelong learning as defined in the EU recommendation 2006/962/EC.[17] This could greatly facilitate inclusion of migrants and refugees in the labour market and, most of all, increases chances to receive equal treatment on the labour market.

17
 https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=EN

3. Key competences for lifelong learning

Key competences are those which you need for personal development, employability, social inclusion and active citizenship. The European Parliament and the Council defined 2006 in the annex of the European Reference Framework of Key Competences for Lifelong Learning the competences each European citizen needs for personal fulfilment and development, employment, social inclusion and active citizenship. It invited Member States to ensure that their education and training systems are able to equip people with these competences. These are:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

These key competences are all considered equally important. They are conceptualised as a combination of knowledge, skills and attitudes and the definition of each key competence states the knowledge, skills and attitudes relevant for it. The original formulation also listed a number of 'transversal themes' applied throughout the Reference Framework such as critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management. These 'transversal themes' are regarded as relevant to all key competences.[18]

Since 2006, European societies and economies have experienced significant changes, digital and technological innovations as well as labour market and demographic changes. Many of today's jobs did not exist a decade ago and many new kinds of jobs will be created in the future. Competence needs are therefore not static and the Reference framework has to address the current and future competence gaps in society.
Eleven years after its adoption, the review of the Recommendation on Key Competences for Lifelong Learning was discussed in a series of consultation meetings and seminars by experts from education, employers' associations, youth and youth work organisations, civil society sector, public authorities etc. drawn from all EU- member states.[19]
Their Recommendation calls for:
- Raising levels of achievement in **basic skills** (literacy, numeracy and basic digital skills)
- **Promoting entrepreneurial education**, notably by providing one entrepreneurial experience in primary or secondary school

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18
 https://eur-lex.europa.eu/resource.html?uri=cellar:395443f6-fb6d-11e7-b8f5-01aa75ed71a1.0001.02/DOC_1&format=PDF, S. 8
19
 https://eur-lex.europa.eu/resource.html?uri=cellar:395443f6-fb6d-11e7-b8f5-01aa75ed71a1.0001.02/DOC_1&format=PDF, S. 29

- Boosting **digital competences** including programming and cybersecurity aspects
- Supporting the development of and the interest in **science, technology, engineering and maths** (STEM) competence and making STEM careers more attractive
- Increasing **language competences** and number of languages learned.[20]

A complete report on the consultation process can be found on the consultation website.[21] Further details on up-dated description of the eight key competences as well as the changes proposed for the Reference Framework on Key Competences and the good practices to support the development of key competences for lifelong learning can be found in the "Proposal for a Council Recommendation on Key Competences for Lifelong Learning" from January 2018. (https://eur-lex.europa.eu/resource.html?uri=cellar:395443f6-fb6d-11e7-b8f5-01aa75ed71a1.0001.02/DOC_1&format=PDF)

20
 https://ec.europa.eu/education/sites/education/files/factsheet-recommendation-key-competences-lifelong-learning.pdf
21
 https://ec.europa.eu/education/consultations/lifelong-learning-key-competences-2017_en

4. Self- assessment online tool: Guidelines for practical use

The Perspective Project has built a multilingual online tool to help migrants and refugees asses their abilities in the Key Competencies defined by the EU. It is designed for use with an advisor or career counsellor, but may also be used alone. We suggest that the tool is most useful when an advisor can help the client or user to discuss their answers and decide how to interpret the results.

"KCmapper" (available in English, French, German, Greek and Arabic) at
http://provideperspective.eu/

(temporarily available at http://newperspective.codefactory.mobi:18079/en/login).

The Key Competence mapper is based on EU Recommendation 2006/962 / EC and helps assess the following key competences for lifelong learning:
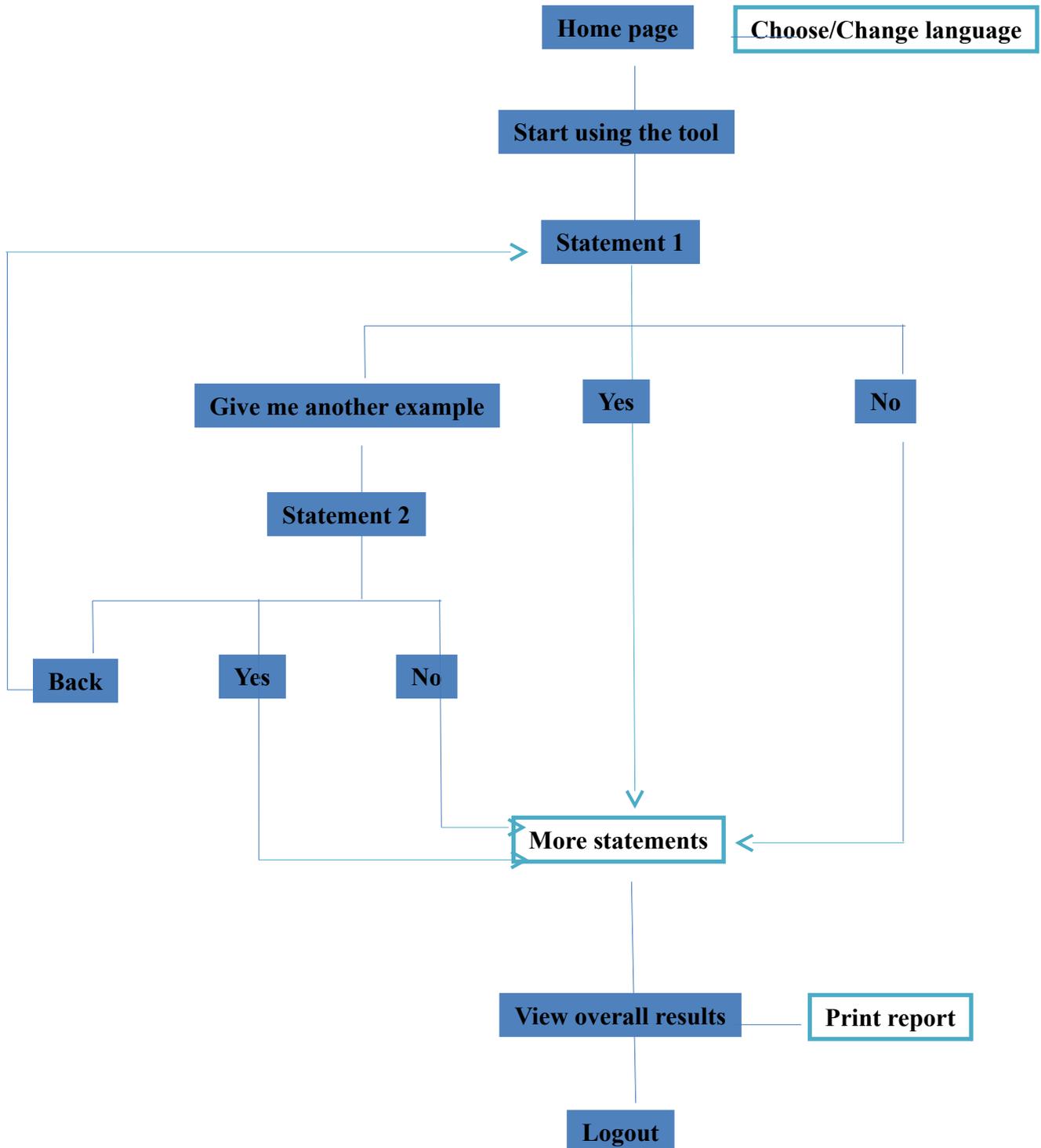
- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

The "KCmapper" tool results can be printed and used in sessions with advisers or even as an accompanying document to the migrant's CV.

However, in the interests of the maximum confidentiality and privacy of users, the tool does not ask for, store or keep any personal data. Nor are the results stored after the user has logged out. There is a facility to print the results before logout, and this should be used whenever a permanent local record is wanted.

The "KCmapper" tool has been designed to be easy to use. The user starts by clicking on the "*Start using the tool*" button on the home page. Then a series of statements follow, each illustrating a basic example of one or more of the Key Competencies in use. The user responds to show they can or cannot do the example (such as 'I can read a newspaper') or can request another example. When the user has answered all the examples they will receive a report, which lists their chosen examples and answers in a format suitable for discussion with an advisor or personal review. The report can be downloaded and printed in any of the five available languages (English, French, German, Greek and Arabic).

Follows diagram shows the steps for using the "KCmapper" tool

Home page

Choose/Change language

Start using the tool

Statement 1

Give me another example

Yes

No

Statement 2

Back

Yes

No

More statements

View overall results

Print report

Logout

5. Guidance counsellors in Europe

When asked what kind of support they would like to receive from a guidance counsellor the people interviewed in our focus groups told us that they need more individualised job search assistance and job placement as well as an occupational mentor to help them to find accommodation, and to help get access to jobs. The access to training (for example, getting a driving license) was seen as improving their chances in the labour market. Respondents also expressed their wish to understand the legal work regulations and social security benefits, including pension rights.

Guidance counsellors in our focus groups identified the important attributes of their work as:
- pinpointing those cases which need further investigation into the social background, and planning necessary actions
- investigating and co-operating with programs, services and institutions which could be helpful
- understanding the needs of minority groups
- helping the individual to handle emotions and the particular circumstances connected with their career,
- giving a positive attitude to the difficulty faced so that they can be active members in the process of facing the problem.
- keeping and updating case files with reliable, relevant files including data on careers, work choices, work relationships and social infrastructure
- attracting the unemployed people and businesses into the service
- using team counselling methods

And the quality of their work depended on
- intercultural competences and receptiveness to other cultures
- a keen interest in working with people
- a good knowledge of current situation on the labour market and occupational fields
- good contacts with companies, employers' associations, chambers
- support to help clients understand the culture and work culture of the host country that may be at odds to their own culture
- empathy and understanding of clients' private lives and situations
- willingness to be an emotional support for the client in looking for accommodation, and to provide consultation on relevant issues such as bureaucratic rules, health insurance etc.

Our own review of research and literature from around the world identified a long list of desirable policies, services and activities that are present in effective guidance counselling for migrants and refugees. The list is consistent across different sources, and also with employment counselling for a general population, with the addition of some items relating to the specific circumstances of migrants. Although items in the list are not supported by controlled testing and evaluation, their internal and external consistency, and the lack of opposing data, strongly suggest *at least* that they provide a good basis for progress.
The list is given in the box below.

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of the European Union

What works in employment counselling for refugees and migrants

1. **Individual case management and referral services**
   a. Support with applying for work: job search, applications and interview skills, enhancing understanding by refugee of employment pathways
   b. Career advice, guidance and planning, planning and job search support
   c. Acting as referee on job applications
   d. Mentoring programs with an employment focus
   e. Information and training on host country work culture and systems
   f. Industry-linked and -recognised training
   g. Work experience programmes
   h. Services advocating and liaising directly with employers; partnerships between employers, employment services and communities;
   i. Post-employment follow-up and support
   j. Reverse marketing: the service provider contacts employers and promotes the merits of an individual or client group to the employer.
   k. Social enterprise and initiatives supporting small business development
   l. (English) language classes with an employment focus; starting early and tailored in style & duration
   m. Recognition of overseas skills and qualifications
   n. Employing bicultural/bilingual workers
   o. Addressing racism and discrimination in employment and the wider community
   p. Expanding the social networks of migrants

2. **Themes found in successful programmes:**
   a. Specialist employment services for migrants and refugees
   b. Employers who value and are committed to workforce diversity
   c. Coordination and collaboration among refugee entrants and their communities, education and training providers, employment services and employers
   d. Social enterprise and small business development
   e. Building awareness of migrants and refugees about career pathways.

[note that this list drawn from *Olliff 2010*[22] does not include language training, cited most often as a barrier to employment]

3. **Successful recruitment into work:**
   a. Using alternative recruitment strategies
   b. Providing good orientation and induction to new employees
   c. Creating supportive team environments
   d. Providing diversity training for all staff and supervisors
   e. (Employers) Seeing advantage in workplace diversity
   f. (Employment agencies and employers) Operating flexibly
   g. Treating workers equitably and fairly.

4. **Successful orientation, induction and in-work support:**

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[22]

 Refugee Council of Australia (2010) *What Works: Employment strategies for refugee and humanitarian entrants* June 2010 Principal researcher: Louise Olliff

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of the European Union

    a. Helping employers to develop workplace-specific induction programs

    b. Helping employers gain insight into a new employee's behaviour

    c. Map out the key requirements of the job / role

    d. New employee, their supervisor, team leader and mentor/buddy should develop a goal-setting framework

    e. Mentoring/buddying within a workplace

    f. Peer support and learning

    g. Creating supportive team environments

    h. Diversity training

    i. Clients being able to ask a trusted worker for advice or support concerning things like completing work-related forms and discussing workplace culture and systems;

    j. Employment services providing follow-up visits and phone calls to check in with clients and their supervisors while they are settling in

    k. Bridging the language divide.

5. **Intermediate Labour Market programs**

    a. Successful ILMs identified in research include:

    b. Defining the target group

    c. Establishing that the primary purpose is progression into jobs

    d. Making participation voluntary

    e. Encouraging practical work experience as early as possible

    f. Setting up intensive case management, including workplace supervision and support, with low participant-to-staff ratios (generally 25:1) and at least weekly contact

    g. A program lasting between nine and 15 months, with a specified time-limit to reinforce its role as a transition into the conventional labour force

    h. Being flexible about the training on offer

    i. Focus on transferable skills

    j. Provide help with job applications and job search

    k. Create an arrangement with an external employer to provide ongoing employment & transition

    l. Replicating the conventional employment market in terms of application process, wages, workplace protocols, normal workplace disciplines and employee rights

    m. Putting measurable performance criteria in place for contracts

    n. Being clear about when reviews will take place and what outcomes are expected

    o. Being run by a strong organisation embedded in local community and able to take the financial risk.

6. **Wage subsidies**

    a. (German) wage subsidy programs during the initial phase of self-employment have durable positive effects.

    b. Subsidised jobs are a common way of alleviating immigrants' barriers to enter the labour market. The IMF recommends explicitly providing wage subsidies as hiring incentive to employers. Evaluation results from the Scandinavian countries show that wage subsidies can work well for immigrants, although they are little used by employers.

7. Specialist Staff

Specialised knowledge in

a. understanding and appreciating the cultural, social and economic backgrounds of refugees and migrants
b. knowing how, when and where to signpost clients to other relevant services
c. being aware of legislation and benefit rules relating to refugees and migrants
d. having the personal qualities necessary to create trust and confidence
e. being able to negotiate with a range of agencies to meet the different learning aspirations
f. understanding the local or national labour market and the requirements to enter or re-enter a range of vocational and career routes
g. having access to interpreters when necessary.

8. Advisors Relations with clients

a. Clarify role on first contact the client
b. Be sure to differentiate the service from the 'Department of Immigration'
c. Explain confidentiality
d. Be realistic and specific when discussing what help you can offer
e. Focus on establishing rapport. It may take a number of sessions to identify the 'real' issues
f. Don't assume you understand the client's problem - clarify it with them
g. Expect asylum seekers to be anxious, mistrusting, and afraid that seeking assistance from a (government) service may affect their asylum claims
h. Be prepared for conflicting or fragmented information - it may be the result of trauma symptoms or lack of trust
i. Don't be surprised if your client denies that they have already seen any other services
j. Explore their financial status
k. Don't focus on trying to understand different visa categories - your client will know what their visa means. You just need to know whether they have work rights
l. Avoid giving false hopes of the outcome
m. Ensure your client understands their obligations.

9. Making referrals

a. Get the client's consent first
b. Explain what services are: some people come from countries with no equivalent services.
c. Ensure the client understands:
   - the type of service they're being referred to and what to expect
   - the type of intervention they will receive (e.g., one-to-one; group)
   - special procedures for referral and/or eligibility d] if there are waiting lists, including how and when they will be contacted.
d. Try to match the client to the service provider: where possible, refer them to services that share or have experience with their culture, gender, language, religion and/or political affiliation
e. Give clear instructions: write down the address, phone number of the service, and

contact person

f. Go through details of how to get there or take the client to an appointment. Torture and trauma experiences may affect memory, making it difficult to remember details. Clients with PTSD may get confused about appointments or 'forget' them

g. Explain what is expected of them: explain that they need to give services notice if they need an interpreter; explain how to cancel appointments, and why it's important.

h. Encourage them to make complaints if they have problems.

6. The Perspective Curriculum for guidance counsellors

Background

This curriculum is the product of an international collaboration to develop and test a training course for advisors of migrants and refugees. It aims to increase their ability to help migrants and refugees become economically active in their host country. The Perspective curriculum is separately published in much greater detail than given here, and is freely available for use. Here, we note the main principles and the important content, both to encourage readers to make use of the curriculum, and, we hope, to stimulate discussion and further research.

The curriculum provides a *learning structure*, *materials*, *standards*, and *guidance* to enable readers to create their own high-quality courses and events.

The goals

The Perspective Curriculum aims to enhance advisors' skill in the provision of employment and work advice to their clients[23], who are migrant or refugees. This aim has three outcomes:

1.   it enhances a clients' own capacity to make choices and to act independently and effectively, in their chosen labour market
2.   it supports clients' current, or future relationships with employers and with the economy and labour-market
3.   it improves the impact of social, individual, family and employment-support services, through outcomes 1 and 2.

The Curriculum recognises the legal obstacles, language, cultural, discriminatory barriers in addition to their personal and family situations faced by migrants seeking work. Many migrants and refugees have endured experiences that are both mentally and physically damaging. On top of these difficulties, clients face long delays before they acquire a right, even a limited right, to work in the host country. The Perspective Curriculum does not assume that each client has the right to work in the host country, but that preparatory planning may take place before the legal right is acquired.

The Curriculum focuses on helping clients acquire confidence, competence and resources to manage their own employment situation.

Results of Evaluation

Following the trial of the curriculum, we have conducted a study of the impact, comparing the delegates to the trail course with a sample who did not attend, and comparing the clients of both groups. A full report of the evaluation is available from project partners[24].

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 Throughout the text we use 'client' to refer to an individual who is receiving employment or career advice and service; 'advisor' to refer to the person giving the support and advice to the client, and 'service', 'service provider' or 'employment-support service' to refer to the organisation that employs the advisor. For PC, the client is a migrant, refugee or asylum seeker.

24

 The Impact of Interactive Training for Professional Advisors of Migrants and Refugees. The 'Perspective Project' David Imber BA Cantab FIEP PVRA David Booth C.Psychol, C.Sci, AFBPS Registered Occupational

The evaluation of impact shows positive changes not only for advisors, but also for their clients, and we have confidence that our approach has been successful.

Our conclusions from the evaluation are

- the course has a positive influence on the confidence of advisors to provide effective employment advice to migrants and refugees

- clients of the trained advisors show gains in confidence and beliefs about work related activities and gains in life satisfaction, compared to clients of non-trained advisors

- the trained advisors rated the course exceptionally highly and reported at the time that it would have an impact on their work

- the non-trained advisors were influenced both by the trained advisors (on return to work) and also by the questions we asked, to do more of the things in the training

- the training appears to have an effect that lasted the four-month period between training and final evaluation questions

- external events and changes can have a destructive effect on advisors' confidence and effort after the training.

EQF Level [25]

The Perspective Curriculum has not been designed to fit with a unique level of qualification. It may be delivered to learners with a variety of professional and competence backgrounds, as described above. The fit between the Perspective Curriculum and EQF is approximate, and would be around Levels 5 or 6:

Psychologist. Available from Project Partners.

[25] https://ec.europa.eu/ploteus/en/content/descriptors-page

	Knowledge	Skills	Responsibility and autonomy
Level 5 The learning outcomes relevant to Level 5 are	**Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge**	**A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems**	**Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others**
Level 6 The learning outcomes relevant to Level 6 are	**Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles**	**Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study**	**Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups**

Delivery and Action Learning

Most Perspective Curriculum learning should take place face-to-face in a group-learning setting. The group is a resource to individual learners and to tutors; it enables discovery, discussion, reflection and practical experience accurately to reflect the complexities and uncertainties of clients' situations and needs. A group of learners can support one another in skill-practice, in solving ethical problems, and in discovery of the labour market.
Some supporting preparation and reading can usefully be done alone or in sub-groups, and supplied by e-mail, internet or other means. Contact between group members outside (before, during and after) the learning event(s) is to be encouraged.

The Learning Group can usefully include learners with various relevant occupations, from differing organisations and having differing abilities. The variety this brings to the group enhances understanding of the principles that apply in most situations, a variety of examples to use in discussions and exercises and opportunities to question and try out new ideas and approaches.

A practical, mainly non-academic approach

The Perspective Curriculum is intended to make people better at helping their clients. There is an emphasis on practice of skills, and on sharing ideas and discussion of real-life situations and ethical dilemmas. The study of theoretical materials aims only to ensure that learners are aware, moderately well-informed, and open-minded about the demanding situations in which their clients find themselves.

Choosing a 'standard' or 'tailored' course design

'Standard' courses are those prepared in advance of learner recruitment on the assumption that they need to learn all aspects of the curriculum. They often are provided by colleges or universities, and may form part of a wider curriculum. Some tailoring of standard courses is possible, and highly desirable, since it enhances learning and may minimise the time and cost. But it is unusual for there to be scope for substantial alteration to course designs, and in-course adjustments may be limited.

'Tailored' courses are prepared for and delivered to a specific group of people. They might, for example, be staff of different professions from several organisations in a city area; or people from similar but dispersed organisations. They could be work teams, or groups of professionals. Tailored course apply the same Perspective Curriculum as Standard courses, but can adjust the content to the learning group.

Our experience in the Perspective project has been with Tailored courses, and we have concluded that they offer the best learning experiences. But Standard courses have their place, and the advantages of Tailored courses can be built in to well-designed Standard courses.

Learners

The Perspective Curriculum is designed for
- existing practitioners of guidance and counselling for clients
- who will usually be qualified in basic counselling methods, or at least have extensive experience
- for example, social workers, psychologists, trained employment advisors, healthcare or housing support workers

They may be either
- working as qualified advisors to clients but not, or only marginally, concerned with employment
- working as employment advisors, and expecting to work, or already working with migrants or refugees, and wishing to improve the quality of their service.

The Perspective Curriculum is not designed for learners who lack experience or practical learning both in advising clients and in employment advice.

If it is provided to people who lack suitable basic training, experience or qualifications, it will be essential that the whole curriculum *including the underpinning or core skills of advisors* is included. For learners with the basic training, experience or qualifications, *some of the underpinning or core skills of advisors* may still be needed. Which ones will be shown by the Learning Needs Analysis.

A full curriculum for those not yet ready for the Perspective Curriculum is available at http://www.skillstep.eu/documents/STEP_Handbook_en.pdf This handbook includes EQF Statements and comprehensive guides to installation and running training courses. e-Learning systems to support the training are available at http://www.skillstep.eu/

Learners' employers' or sponsoring organisations should contribute to the LNA, allow time for attendance and study, refrain from interrupting the live training, encourage in-work practice of learned skills and participate in the evaluation.

Preparation for Active Learning

Learners should be recruited several weeks before training is to start, so that they can complete the Learning Needs Analysis, receive materials and read any pre-course materials.
In preparation learners should understand and commit to
- active participation: they should appreciate that their input is important to success
- respecting the views of others
- inclusiveness. All members of the group are equally able to make contributions, and none should be excluded
- practical tasks during the learning process
- homework.
- maintaining the confidentiality of participants

Skill rehearsal

Learners should be prepared in advance for 'skill rehearsal' exercises in which they act out roles with other members of the group in order to experience and observe skills in use, and in order to practice using the Quality Assurance Frameworks. The only exception to this activity is individuals whose experience as refugees is so significant that it would cause them distress to enact the exercise(s).
Skill rehearsal and role play should not include
- personal revelations that are not immediately relevant
- activities that create psychological impact beyond that required to learn the skills.
Personal or group therapy is not part of the course and should not be included.

Support during learning and to install new competencies at work

Tutors must be available for private support to learners who find the process difficult for any reason. They should make more space for less vocal members of the group, if other individuals are too dominant.

Pre-Learning Preparation (& reading)

Learners can prepare for attendance and formal training by
- reading suitable tutor-selected materials
- having a copy of the learning goals and schedule
- being in contact with one another, between individuals or via various social or professional media. A professional forum on migrants and refugees is available at https://www.discuss-community.eu/community/groups/viewgroup/53-employment-perspective-for-migrants-and-refugees.html
- having a personal talk with the tutors, as part of the LNA but also just to get to know you and answer questions.

The Leaning Modules

The Learning Modules cover three major areas of concern:
1. The Physical, Social, Personal, and Psychological Context
refers to matters the advisor and the client have to consider as they make choices and plans.
2. The Helping Relationship

refers to the skills, attitudes and ethics applied by advisors (learners) as they support the client towards independence. They include a 'toolkit' of communication and decision-supporting skills, means to enable clients to make and act upon independent choices, and ethical approaches.

3. Labour-market capacity

refers to the client's acquired ability to operate (compete) successfully in the labour market. Examples are the gathering information, choice of occupation, competing for a job, keeping a job.

Designing a Course

Competence: professional development or curriculum coverage
The Perspective Curriculum is more than competence in all the individual curriculum components

- learners are developing their ability to apply multi-faceted judgements in complex and contradictory situations, without losing hold of either the ethical underpinning of their work, nor of the social and legislative (and other) problems that may be encountered.
- the Active Learning Group can present, discuss, reflect on complex situations, and transform their understanding and ability apply their skills
- successful learners
  - internalise the principles of the Perspective Curriculum and use them in daily practice
  - master skills and apply them in various situations, flexibly and inventively.

A model for competence in all areas of the curriculum would include development of ability, for both the advisor and their clients, in each of

Personal capacity to be self-directing, developing self-efficacy
Labour market activity: concrete activity, experience and contact
Helping relationships that include communication, information, consent, autonomy
Working within real-life opportunities and limits: the personal, labour market, social, institutional and environmental contexts.

Recruiting Trainers

Trainers should be

- skilled employment advisors with a record of leading co-operative learning groups
- socially aware, open-minded and mature, with a commitment to ethical principles
- not necessarily experienced in work with migrants and refugees.

Their training style is to be

- flexible, modifying the training to suit the group
- committed to joint learning: they learn from the group as well as teaching
- committed to the principles in the Perspective Curriculum
- committed to encouraging every member to benefit from the learning group.

They

Prepare exercises and resources to cover many eventualities
Engage individuals and the group
Provide stimulating materials, presentations, ideas, questions
Select, adjust or create exercises according to the group's needs
Provide worked examples and demonstrations
Encourage discussion and reflection
Support weaker learners
Encourage group discipline flexibly and with good humour
Correct skill deficits
Focus on the overall competence and confidence of learners

Learning Needs Analysis (LNA)

The Perspective Curriculum is for active professionals. They will bring their own skills, experiences, ideas and needs with them; and training needs to respect, respond and be relevant. A Learning Needs Analysis (LNA) should be carried out with the learners in time for the tutors to design and make adjustments to the programme.

A Learning Needs Analysis should be used to
- find out about learners' pre-existing skills and need to acquire additional skills
- find out their ideas about clients and employment, including the social and family context
- find out their thoughts on what they would like to achieve
- decide the purpose of the Programme for the employing organisation(s) and learners
- select the learning objectives
- plan the learning methods and resources to be used
- adjust documentation and administrative processes
- set up evaluation criteria

During the LNA it is useful for future learners and employers to have access to the Units and general information to help them in decisions about the curriculum.
Course designers should discuss the programme with
- the learners' employer or a representative group of expected future employers
- the learners themselves
- other staff involved in the programme
- if possible, representatives of organisations whose work will be directly affected by the changes to practice brought about by the training.

A sample format that can be adapted, is included in the appendices.

Learning Objectives

The Learning Needs Analysis should show a direct link between the identified needs and the design decisions that are made.

Learning Objectives should be stated as observable and concrete behavioural goals.

Examples of high-level goals from the Perspective project were
1. enabling delegates to apply an empowerment model of employability
2. developing empowerment skills for use by advisors
3. encouraging early inclusion of labour-market activity alongside other support
4. developing specific labour-market skills for advisors
5. helping advisors include social networking and social acclimatisation

These goals are too general to be observable, except in the general sense of agreement or approval by trainers, and not in the specific sense of a concrete behaviour that an independent assessor would see. They were therefore refined further to generate both practical exercises based on real-life experiences, and specific behaviours for learners to demonstrate.

The inclusion of these high level goals helped ensure that the ethical and theoretical 'what works' principles were supported by the chosen exercises and behavioural goals.

It is not necessary for there to be a one-to-one correspondence between Objectives and Exercises. Some exercises address more than one objective. Some objectives may need more than one exercise to be fully learned.

Acquiring or devising learning materials and exercises

Exercises are best chosen or created by the trainers who will lead them.

The materials should include

- A handbook or guide for learners, explaining what they should expect, what is expected, containing any advance preparatory materials, self-assessment or planning forms, contacts and sources of data, evaluation forms, timetable and domestic arrangements.
- Guidance on how to carry out exercises. For example, on how to do role plays, how to give feedback, how to raise questions and criticise constructively.
- Evidence and rationale for what is being taught and experienced.
- Demonstration or opportunities to observe the skill in use. This may be by modelling by the trainers, video or audio.
- For new-to-the-learner skills, micro-skill practice. This means exercises that show the use of a single skill from the EQF Competence Framework. They are usually very short, active exercises, used to acquire or consolidate important skills or understanding
- For more complex groups of skills, realistic practice simulation giving opportunities to use skills in more complex situations, to exercise judgement, and to adapt to clients' changing responses
- Feedback from trainers to learners, to encourage and build on skill practice, and to develop learners' ability to question and correct their own performances.
- Feedback between learners, for which they be carefully prepared, and including use of the QAF to encourage assimilation of the QAF behaviour sets
- Reflection on the learning experience, in the group and individually.

Course materials available from the project Partners include:

Course Learning Objectives and the European Qualifications Framework: this provides knowledge, skills and competence statements in Units which cover all the competencies required of a professional and effective advisor, in a form that it is compatible with the EQF.

Sample Exercises

Sample course evaluation templates

The Units divide into two major groups:

1. The Advisor's Toolkit

Working with client communities

Informed decision making

Interpersonal communication skills

Design & application of group events / learning

Developing advisors' own Labour Market resources

Ethics, Power and Choices

The Physical, and Legal Environment

Social, Cultural and Personal circumstances

2. The Journey to Work

Clients' beliefs about work

Choice of Occupation
Finding a job
Competing for work
Keeping the job
Choices of self- or family-employment or informal employment
Planning
Developing clients' self-efficacy

Quality Assurance Frameworks (QAF)

The curriculum includes a number of Quality Assurance Frameworks on various themes. These are statements of behaviours or activities that are shown to be, or are very strongly associated with, effective employment advice.

The currently-available QAFs cover

Basic employment and labour market Counselling
Perspective Curriculum Trainers
Training Course Development
Employer meeting & engagement
Social engagement and the labour market
Choice of occupation
Finding work
Competing for work
Keeping the job
Active listening
Self-efficacy
Feedback
Managing delays and setbacks
Structured Working Day
Providing Information

QAFs should be used
- to help learners focus on the desired behaviour
- during learning exercises (skills practice and role plays for example)
- to support focussed and comprehensive feedback to and by learners
- to encourage discussion about the application of the QAF

and may also be used in assessment of learners' progress and in evaluation of the course

The current set of QAFs may not be complete; there is scope for more to be added.

Review and Evaluation

We identify three aspects of evaluation:
Learners' opinions
Impact on learners' performance
Impact on Clients
In an ideal situation, the information gathered would show
Learners' opinions
- immediately after the event, and again after a delay (a few weeks or months)

- gathered across several events to achieve statistical reliability
- relating to how useful they found the course
- recognising that the purpose is not comfort, but change

Impact on learners' performance
- by independent observation of their activities using the QAF criteria
- with measures of how helpful the learners find any changes

Impact on Clients
- by independent measure of changes in clients' behaviour and employment outcomes, measured over time
- using a control group that have not had exposure to the trained learners.

Unless endowed with a big evaluation budget, it is difficult to reach the highest standards in all three areas. Our experience in evaluating the Perspective Curriculum trial suggests that good evaluation requires substantial effort and co-=operation and needs to be planned as a joint effort frm the outset.

Accreditation and assessment of learners

The Perspective Curriculum is an in-service professional-development course. It has not been designed as a accredited training course. However, if users wish to apply it in an accredited assessed setting, we call for some criteria to be applied:

Competence in the skills is to be shown by observable performance of the skills by learners as given in the EQF Competence Framework.
There should be no provision for accumulation of grades to compensate inadequacy in one area by higher scores in another.

We suggest two scales are used for assessing competence::

1. EQF Competence and Skill Scale Not demonstrated Demonstrated in simple simulation Demonstrated in life-like simulation Demonstrated in real work setting Prior ability demonstrated.
2. EQF Knowledge Scale Not demonstrated Demonstrated in learning group discussion or learner-tutor review Demonstrated by own presentation and review via case study Demonstrated by review or analysis of complex real-life situation Prior understanding evidenced.

Assessment should be based on observation of skills in use. Case studies may be used both in assessment and assessor-learner discussion or review. Simulation may be used where real-work 'in vivo' observation is not possible, but must be as close as possible to the real-work environment.

Assessment must be accompanied by feedback to learners about their performance, the evidence they submit, and what needs to be achieved to reach the required standard.

In many countries vocational or educational qualification regimes include a requirement to
- study for a minimum set period of time
- sit examination(s) using essays, multiple choice questionnaires, theses
- achieve a fixed standard of education, such as a higher degree, a recognised professional qualification.

These requirements do not necessarily indicate ability to apply the skills taught in the Perspective Curriculum. However, the Curriculum and its quality criteria may be fully implemented within a course that meets these requirements.

Respecting the autonomy of different qualification regimes, promoters of courses that employ the Perspective Curriculum should
- award Perspective Curriculum certificates to learners who have been assessed under Perspective Curriculum quality controls in addition to any other qualification or
- incorporate Perspective Curriculum quality controls within other qualifications

and in either case they should apply a valid assessment of competence measuring actual performance against the learning objectives.

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Free online – available on project website / Free on request	Allowed subject to conformity with the content	By permission from authors and project partners.	Allowed without fee	Allowed without fee	The Perspective Project, ERASMUS+ and the authors must be acknowledged	Permitted only with authors' consent	Authors and project partners

Contact points of national infopoints, employment services:

United Kingdom
A selecton of current service providers.

Inclusion in the list does not imply recommendation.

Name of the organisation	Website
Jobcentre Plus	https://www.gov.uk/contact-jobcentre-plus
Work and Health Programme	https://www.gov.uk/work-health-programme
Living & Working: United Kingdom	https://ec.europa.eu/eures/main.jsp?countryId=UK&acro=lw&parentId=0&catId=0&regionIdForAdvisor=&regionIdForSE=&regionString=UK0|%20:&lang=en&app=0.13.0-build-2&pageCode=united_kingdom
APM: Enabling better lives	https://apm-uk.co.uk/
City South Manchester	http://www.citysouthmanchester.co.uk/
CogniSoft	https://www.cognisoft.co.uk/
British Sign Laguage Interpreter Service	https://www.deafumbrella.com/
Emsi – a lobor market analytic firm	http://www.economicmodeling.com/
ICONI	http://www.iconi.co.uk/
Kennedy Scott. Employability Support	http://www.kennedyscott.co.uk/
Papwoth Trust.	https://www.papworthtrust.org.uk/
Pluss. Employment support	http://www.pluss.org.uk/
Prospects. Inspiring People: Developing Potential	http://www.prospects.co.uk/AboutUs/The ProspectsGroup
RBLI.	https://www.rbli.co.uk/
Rehab JobFit	http://rehabjobfit.com/
Remploy	http://www.remploy.co.uk/
The Salvation Army	www.salvationarmy.org
Seetec. Creating Opportunities, improving Lives	https://www.seetec.co.uk/
Serco.	https://www.serco.com/
Shaw Trust	https://www.shaw-trust.org.uk/
Wise Ability. Empowerment through Employment	http://wiseability.co.uk/
Working Links	http://www.workinglinks.co.uk/

Name of the organisation	Website
Bundesagentur für Arbeit	https://www.arbeitsagentur.de
Jobcenter im Landkreis Cham	http://www.jobcenter-cham.de
Agentur für Arbeit Cham	https://con.arbeitsagentur.de
Landratsamt Cham. Ausländerbehörde	**https://www.landkreis-cham.de/service-beratung/themenbereiche/auslaenderbehoerde/**
Landratsamt Cham. Fachstelle Integration and Prävention Landratsamt Cham. Gleichstellungsbeauftragte Integrationsberatungsstelle der Regierung der Oberpfalz Caritasverband Cham. Migrationsberatung Diakonisches Werk Cham-Regen Islamischer Kulturverein Cham Multikulti-Integrationsverein Roding e.V.. Kulturaustausch	

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