



## Synthesis



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## Contents

1. Introduction.....	3
Infographic.....	4
2. Methodology .....	5
Orientation and Counselling phase .....	5
Training path.....	8
Employment Support phase .....	9
The piloting in the partner countries.....	11
The participants’ profile .....	11
Reasons for participation .....	12
1. Results achieved .....	12
Orientation and Counselling Handbook .....	12
Training Path.....	14
Employment Support Activities .....	15
2. Adaptations to local contexts .....	17
Orientation and Counselling Handbook .....	17
Training Path.....	17
Employment Support Activities .....	17
3. Challenges and modifications .....	18
Orientation and Counselling Handbook .....	18
Training Path.....	19
Active Employment Support.....	20
3. Tips for implementing counsellors .....	21
Orientation and Counselling phase .....	21
Training Path.....	21
Employment Support Activities .....	21
4. Conclusions.....	22

# 1. Introduction

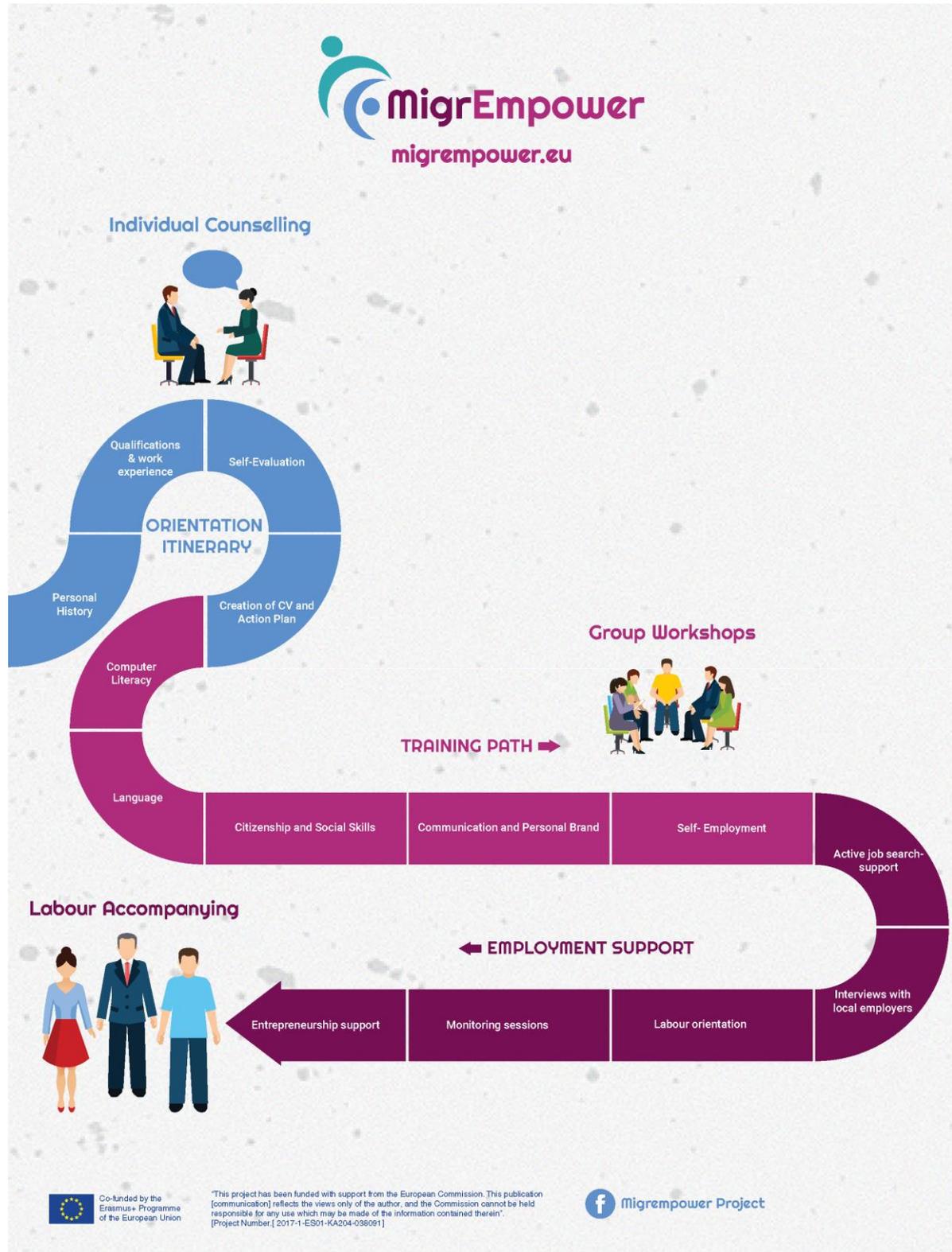
This document is the synthesis of the Orientation and Counselling Handbook, which has been developed in the framework of the European Project “MigrEmpower: Itineraries and resources for migrants and refugees’ empowerment and integration” (Nº 2017-1-ES01-KA204-038091), financed by the Erasmus + Programme, KA2 – Strategic Partnerships for Adult Education.

The MigrEmpower project attempts to promote equal opportunities and social inclusion by providing intervention tools for orientation, assessment of competences, self-evaluation and empowerment aimed at promoting migrants and/or refugees’ integration, making them immediately usable by professionals and social workers.

The synthesis of the MigrEmpower itinerary is addressed to counsellors working in the field of migration and refugees and it aims to offer to the reader an easier overview over the MigrEmpower itinerary which foresees three main components, each of them corresponding to a project final output: The first stage of the MigrEmpower itinerary is the Orientation and Counselling phase (Intellectual Output 2). It focuses on participants’ first needs analysis, self-evaluation and balance of competences and qualifications. Successively, the MigrEmpower itinerary foresees a Training path (Intellectual Output 3), where five modules in relation to the subjects of Computer Literacy, Linguistic Literacy, Citizenship and Social Skills, Communication and Personal Brand, Self-Employment and Active job search support are provided. The last step of the process concerns the provision of Employment Support (Intellectual Output 4) and more specifically, the organization of meetings with local employers, networking sessions and other activities addressed to improve participants’ employability, while support will be offered to those participants who wish to become entrepreneurs.

This document begins with a summary of the methodologies of each of the three stages. Thereafter, it presents the piloting phase in the partner organisations: the participants’ profile, their reasons for participation, the results achieved and challenges and modifications. The synthesis closes with tips for implementing counsellors. As the aim of this document is to provide an overview over the MigrEmpower itinerary, some content might appear in a simplified or shortened manner. A complete guide to each phase of the itinerary can be found in the respective final versions.

# Infographic



## 2. Methodology

The three stages of the MigrEmpower itinerary are closely linked to and build up on each other. Therefore, it is recommended to conduct the whole itinerary. Nevertheless, participants and trainers/counsellors can also narrow the itinerary down to parts of it if they do not require certain aspects of the packages.

Tools and specific guidelines for each step of the Orientation and Counselling stage, the Training Path and the Employment Support Activities are provided and freely available on the project web site<sup>1</sup> in all the partner languages: English, Spanish, Italian, Greek, German and French.

Although the different packages are closely linked to each other, they use different approaches and methodologies. The subsequent section will briefly explain the methodologies for each of the packages.

### Orientation and Counselling phase

The first package, the Orientation and Counselling handbook, is based on a counselling methodology. In this sense, the participant actively forms his/her own psychosocial profile with the support of the counsellor. Thus, it increases the awareness of deep aspects of the person's experience and is meant to help the participant gain a realistic self-perception. Ultimately, it is aimed to lead to personal responsibility for decisions and enhance learning processes. The discovery of a person's psychosocial profile is important, because decision making requires self-awareness of one's:

- Motivations
- Resources
- Potential
- But also: personal and structural constraints

As a methodological tool "Balance of Competences" are used to support the participants in:

- analyzing their career background
- assessing their position in the labor market
- validating non-formal or informal learning results
- planning a career

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<sup>1</sup> [www.migrempower.eu](http://www.migrempower.eu)

The interviews are based on a narrative approach. The narrative approach is fundamental to the reconstruction of personal identity, in search of different images of oneself in the past and in different contexts, providing meaning to the present and to generate a self-formulated project. Personal experience is usually discontinuous: the narrative method allows us to understand the connections between different moments of life by trying to harmonise them and construct the meaning of personal experiences. Through narration the participant will:

- realize the processual and circular character of individual biographies
- reconstruct personal identity and different self-images
- connect the past, present and future

The methodology of the MigrEmpower itinerary is characterized by being flexible and adaptable to the participants' needs and national contexts: therefore, for instance, the time duration of each suggested activity does not have to be considered as a commitment but only a recommendation for achieving the goals of the Orientation and Counselling itinerary in an effective way.

The Orientation and Counselling phase consists of four parts:

- 1st meeting: Welcome – Getting Acquainted, Enrolment, Detection and Analysis of personal characteristics and social factors. Individual Interview. Recommended duration: 1.5-2h.
- 2nd meeting: Reconstruction – Deepening of competences, resources, limits, aptitudes. Individual Interview. Recommended duration: 1.5h.
- 3rd meeting: Peer Comparing and Sharing. Group Session. Recommended duration: 2h.
- 4th meeting: Synthesis – Personal Project. Individual Interview. Recommended duration: 1.5h.

Table 1 provides a more detailed overview.

Table 1: Orientation and Counselling phase: process overview

Stages	Aims	Areas	Steps	Tools	Time
<b>1. Welcome - 1<sup>st</sup> Interview</b>	Getting to know the participant	First Biography	Getting acquainted	Guidelines. Project Flyer. Registration Form. Informed Consent Form. Outline for the 1 <sup>st</sup> interview. EU Skills Profile tool	<b>1,5/2</b>
	Aims of project, Reasons and motivation Immigration history	Project; Orientation path and expectations	Aims and expectations		
	Mapping qualifications and work experiences	Education, schooling, vocational trainings, work experiences, CV	Qualifications and job experience		
	First needs analysis	Problem areas, positive and negative attitudes, Hopes, future plans and wishes. Resources	Needs analysis		
	First evaluation of counsellor	Results of first interview	Evaluation		
<b>2. Reconstruction – 2<sup>nd</sup> Interview</b>	Deepening acquaintance	Personal characteristics	Locus of control	Guidelines. Outline for the 2 <sup>nd</sup> interview	<b>1,5</b>
	Mapping network and resources	Social and professional environment	Personal and social network		
	Discovering interests and future wishes, motivating	Education, training, hobbies and interests, household. Job wishes.	Competence and interest fields		
	Self-Evaluation	Activities, competences, skills	Self-Evaluation with help of counsellor		
	2 <sup>nd</sup> evaluation of counsellor	Results of second interview	Evaluation		
<b>3. Group session</b>	Share experiences, provide support, reconstruction of the narrative	Personal history, social support, work related issues, motivation, needs	Interest fields and expectations, challenges, networks Feedback	Guidelines for the group session	<b>2</b>
<b>4. Synthesis – 3<sup>rd</sup> Interview</b>	Apply gathered information to create CV and action plan	Professional biography, skills competences, work experience, education and training	CV and Action Plan	Guidelines for the 3 <sup>rd</sup> interview Europass online CV tool/ Language Pass	<b>1,5</b>

## Training path

The overall objective is to reinforce the capacities of the refugees and migrants that need support in their efforts of social and professional integration in their host country.

For the best result, the training package's activities should be part of the holistic package developed in the framework of MigrEmpower, that is to say should be used in combination with the Orientation and Counselling activities (IO2) and with the Employment support actions (IO4) aimed at promoting migrants' and refugees' employability.

Nevertheless, single activities of the training package can be applied individually, following the needs of the trainer, even in mere language course settings, as the language used in the modules is rich of expressions linked to the social and professional situations.

The Training Path is meant to support participants in understanding facts, developing tools to deal with certain issues and forming their opinions. It shall encourage and motivate them to take action.

As the topics cover a wide range the following methods which are rooted in global education are applied:

- Frontal inputs with PowerPoint presentations
- Individual exercises
- Work in Groups
- Self-presentation
- Games
- Reading
- Writing
- Drawing
- Inquiries
- Debate
- Taking positions
- Change of perspectives

The contents of the package are defined according to the needs identified during the pilot implementation of the MigrEmpower-activity "Orientation and counselling for migrants and refugees' self-evaluation of competences". The choice of the themes of the modules has been inspired by previous experience of working with refugees and migrants in the same situation as the beneficiaries of MigrEmpower that enable a fair guess of the usual needs. However, the decision on the focuses to give to the activities of the modules was made based on the first meetings with the participants in the framework of the Orientation and Counselling phase (Intellectual Output 2).

The learning areas are grouped in 5 modules of 12 hours each on average. Each module can be used autonomously. Some exercises within the modules can also stand on their own.

**Module One - Computer literacy.** The use of digital media's tools is now expected to have access to services, as well as to some job opportunities. This module is focused on the basic use of a computer, on the use of electronic communication tools and on the use of Social Media.

**Module Two - linguistic literacy.** It is obvious that linguistic abilities are essential for social and labour market integration. Attention is paid not only to a knowledge of the different countries' languages, but also to a reflection about the uses of languages in order to motivate participants to overcome the linguistic difficulties of the hosting country, and to make the process of language learning more interesting.

**Module Three - Citizenship and social skills.** This module is related to the labour market and the social environment of the hosting country. The legal framework, the relevant skills needed, and ways to develop an active citizenship to ensure one's social integration; those are the main topics discussed and reflected on in this part of the training package.

**Module Four - Communication and personal brand.** An attractive personal is more likely to attract potential employers when job seeking, or while interacting with clients, or even when starting-up a new business activity. This module is aimed at developing the necessary skills in everyday and business communication.

**Module Five - Self-employment.** This relates to giving an overview on the types of companies in the hosting country, legal issues, the development of a business plan, the management of human resources, finding financial resources, and management of leadership. This module helps participants to have an idea about the business framework in the hosting country.

**The procedure** of each module is described in details, which should make easier potential adaptations of both the very procedure as well as the working sheets provided.

**Evaluation tools** provided help both trainers and participant to monitor the learning process.

## Employment Support phase

Due to the itinerary methodology and characteristics, the employment support phase addressed to professionals working in the field of migration and refugees, can either be used to carry out only the Employment support actions or – if combined with the Orientation and Counselling and Training paths – to carry out the entire itinerary. The principal objective is to provide specific guidance to professionals working with migrants and refugees in order to promote both their employability and entrepreneurship, with the final

aim of ensuring their successful integration in the host country. The Employment support methodology and tools in order to assess its usefulness, find challenges and improve the handbook where necessary. Nevertheless, the methodology of this handbook is flexible and non-exhaustive. It is therefore allowing the implementing organizations to adapt it to local contexts and participants' needs.

The employment support phase can be used as a tool to acquire access to legal and successful employment, which promotes the inclusion of migrants and refugees in the host country. Indeed, this process of facilitating access to employment reduces exclusion, promotes equal opportunities and secures a professional career path for migrants and refugees. It is additionally an essential factor in preventing migrants and refugees from becoming vulnerable to internal and external risks in their new country. The support areas are grouped in five phase. Each phase can be used autonomously.

### **LABOUR INSERTION**

In all cases, migrants and refugees need to be offered personalized support in order to access employment, specifically concerning socioeconomic factors that affect their employability. We must state that the term *support* is used in a broad sense and also covers the administrative path that the jobseeker must follow to gain employment. The personal professional integration plan creates a personalized action plan to facilitate the beneficiaries' integration into the labour market.

### **INTERVIEWS AND MEETINGS WITH LOCAL EMPLOYERS**

The aim of this activity is to put potential employers in contact with future employees. This permits migrants and refugees to have a concrete approach to the labour market. The professional (i.e. the social worker) should be connected to a network of local businesses that have an interest in carrying out a prospective state of the art to develop an active employment and/or support policy.

### **COUNSELLING SERVICES AND MONITORING SESSIONS**

Here the professionals give relevant legal information on the local labour market system to migrants and refugees. This knowledge of the legal environment will enable them to successfully undertake their professional activities. The monitoring sessions will ensure that the beneficiaries are comfortable and assured in their new job and to mentor them at the beginning of their new professional career.

### **NETWORKING SESSIONS**

The networking session aims to facilitate access to employment opportunities for people who are encountering difficulties in their attempts to acquire a job online or offline. This increases the participants' chances of becoming aware of job offers that may not appear in official announcements. These networking sessions also respond to the needs of participants by giving concrete information on the process of professional integration via their sponsor (migrant entrepreneurs who successfully found a job).

## ENTREPRENEURSHIP SUPPORT

The objectives are the identification and strengthening of the participant's entrepreneurial skills and the development of his/her personalized profile as an entrepreneur. Once the beneficiaries have identified their entrepreneurial skills and personality and have basic knowledge about how to create a business, they will start to shape their personal project.

## The piloting in the partner countries

The MigrEmpower itinerary went through a pilot phase in six partner organisations of the project in six European cities: Barcelona (ACH), Nicosia (CARDET), Leipzig (Wisamar), Rome (SANSAT), Vienna (Südwind) and Strasbourg (AMSED). In the period between July 2018 and February 2019, the partner organisations all implemented the MigrEmpower itinerary.

In order to assess its usefulness, find challenges and improve the handbook where necessary, the project partners tested the Orientation and Counselling Handbook, the Training Package and the Employment Support Activities. In the following pages a synthesis of the piloting results is presented.

### The participants' profile

Between and within the organisations the participants had very heterogeneous backgrounds. Concerning their educational background, in Barcelona, the group was composed of two participants who were illiterate, seven had finished elementary school, four secondary school and seven high school. In other cases, the participants had at least finished secondary school and high school and a majority had university degrees. Additionally, some of the participants could offer practical experience in their field. However, even despite their formal and practical qualifications those people were often frustrated because they were overqualified for the jobs they were doing or the employments they were offered. Concerning their legal status, most of the participants had residence permits as Third-Country Nationals or asylum seekers and refugees. However, some participants had irregular legal status and could thus no access to social benefits or administrative advice. Those participants were especially affected by a lack of information of their rights and social resources.

Despite their heterogeneity, certain commonalities can be identified among the participants. Firstly, they were unemployed or employed in low paid, underqualified

jobs and thus dissatisfied with their current situation. Secondly, they were often alienated from society, socially excluded and lacked a network of friends from the host country. Thirdly, they had limited language skills. And finally, they faced further structural constraints such as laws discriminating immigrants, racist employers and landlords, public transport difficulties and a lack of time to engage in finding alternatives to their current situation.

## Reasons for participation

The reasons for participating were varying amongst the individual participants in the respective partner organisations, however a few major reasons can be identified. The main motivation in all six organisations was the search for a job or a better professional perspective. As the participants were dissatisfied with their current professional situation, MigrEmpower offered them an opportunity to find support and advice. Given that most participants were socially alienated, another important factor was social inclusion and participation. Thus, the orientation and counselling part of the itinerary provided an entry point into contact and exchange with other migrants, but also locals – the staff of the organisations. Aligned with this was the search for contacts and the expansion of local networks amongst people in comparable situations. Although it is an aim of the interviews to create an awareness amongst participants that the improvement of competences is an important factor in successfully finding a suitable job, for some participants improving social and personal competences was a reason for participating. In many cases the quest for hard facts and knowledge also played a role and participants brought very concrete questions into the MigrEmpower itinerary, such as getting to know where and how to apply for technical trainings or learning about the places, sites and means to search for jobs. Other participants wanted to get to know the national/local application system and its procedures better in order to refine their applications. Moreover, improving and understanding their personal situations played a role for other participants. In the case of Barcelona where some participants only had an irregular legal status and could thus not access public or state support such as language schools, practicing and improving the local language was a motive for participation.

## 1. RESULTS ACHIEVED

### Orientation and Counselling Handbook

The achievements of the piloting phase can be related to single stages and the overall itinerary.

#### **The First interview:**

Goal: getting to know the participant and his/her personal history

- Talking about personality, interests and concerns: positive and motivating effect on the participants
- Leaving interviews with new incentives to find jobs and integrate into host society
- Awareness of competences and skills was raised
- More realistic perspectives on their career developments and upward mobilities
- Reflection process started and activation of participants' self-awareness

### **The Second interview:**

Goal: self-evaluation and discovering interests and future wishes

- Discovery of interests and identification of skills: self-awareness and expression of strengths and weaknesses
- Talking about past experiences provided the participants with professional perspectives
- Becoming aware of the importance of language and networks

### **The group session:**

Goal: provide an arena to exchange experiences and provide mutual support

- The participants shared challenges, e.g. feeling like an outsider
- Exchange of experiences and asking questions about the job search
- New information and new strategies
- Creation of a network

### **The Third interview:**

Goal: summing up the achievements of previous sessions and materializing them into a CV and an action plan.

- Composition of CV and action plan: strengths and goals written down
- Further motivation
- Better identification and evaluation of own competences

Regarding the overarching outcomes of the process there is a variety of achievements both related to their professional path and well beyond it.

1. In all organisations the majority of participants became aware of the importance of language. The acquisition and improvement of the respective language of the host society is one of the priorities, either through language classes, autodidactic learning or increased interaction with native speakers. Thus, the participants chose one way or another to improve their language skills in the near future.

2. In conjunction with that came up the desire to become part of the social life in some cities. Thirdly, most participants also became aware of the importance to engage in formal trainings and professional qualifications and specialisations.
3. Many were going to engage in it as soon as they fulfil the necessary language requirements. With the immediate tailored support of the counsellors they could develop options for registration in concrete training programmes.
4. This desire to further qualify or formalise the existing qualifications is linked to the achievement that the participants learned to identify their skills and competences – both social and professional – and became aware of their strengths and weaknesses.
5. The attendees became clearer about their personal interests and skills, but also their needs.
6. In correlation with the latter, the itinerary also had an effect on the personal and emotional developments of many participants. It increased their overall self-esteem as well as their motivation. Thus, many participants reported that the mental barriers that kept them from applying for jobs decreased.
7. On a legal level the majority of participants had insights into their rights and legal possibilities. The case of some women in Barcelona was salient here, as they made large advancements regarding their rights. Hence, two women started an asylum process. Exiting illegality and the insecurities and vulnerabilities it brings with it, those women were strengthened and endowed with new personal and professional perspectives. Other women of the same group came along family reunification laws, which permitted them to find declared work.
8. For many female attendees the orientation counselling also created a safe space to learn, share experience and express their opinions with people in similar situations. Other participants expressed that the informal environment contributed to better learning effects as compared to job support services provided by the state.
9. The itinerary had an impact on the interpersonal level. On the one hand, the participants became more aware of the importance of networking. On the other, MigrEmpower constituted an arena to find new informal teachers and friends and thus enlarge their network and strengthen each other.
10. Although most participants were clearer about their needs, goals and priorities, at the same time they widened the possibilities on educational courses and increased their horizons in that they started to think about things they had not thought before. Additionally, they also appeared to be able to better estimate how realistic their career aspirations were.

## Training Path

### Module 1: Computer literacy

The participants learned to turn on the computer and how to use its components: mouse and keyboard. They practiced to write and edit documents and updated their

CV. The participants learned how to search for a job online, how to use social networks to achieve their social and professional objectives.

#### Module 2: Linguistic Literacy

The participants were given tools to determine their current language level, to find out which style of learner they are, to be aware of the nuances of the forms of expression (oral, written, nonverbal). They were encouraged to enjoy language learning through language games. In the case of Cyprus, they went deeper by learning the difference between Greek language and the Cypriot dialect spoken in the country.

#### Module 3: Citizenship and Social skills

Participants were enabled to reflect on their rights and responsibilities as citizen in a given community. They were encouraged to acknowledge the importance of being an active citizen beyond being just a citizen. Moreover, participants gathered information about their right on the labour market and they received practical tips for jobs interviews.

#### Module 4: Communication and Personal Brand

Participants were trained to know their own personality, to recognise the abilities they need to improve to create an own personal qualitative brand. They practiced how to make themselves attractive for the labour market and for their networks.

#### Module 5: Self-employment

Participants were encouraged to dare to think of their own business, to see themselves in a role of a self-manager, to know what is required to be a successful entrepreneur. That is to say, participants were able to identify the most important entrepreneurship competences and skills and compare them with their own capacities.

### Employment Support Activities

The most prominent results achieved for beneficiaries were in the domain of expectations. Where many migrants due to seeing a more tangible example of what their futures could look like and the types of jobs available to them were able to set or re-access their existing career goals. For example, some participants changed their previous job expectations. This was on the basis of not having the linguistic skills necessary to flourish within the domain they have qualifications in through their home country.

This phase also bred the chance to apply skills and tools given to the participants during the Training Phase. Due to the interviews with local employers that the participants participated in there were still benefits even when they were unable to get the job. They were able to leave these interviews with a better perspective, recommendations on improvement, and tools to put into action in future interviews. The previous very much reflected in ACH's Employment Support phase. As an

alternative, some organizations conducted simulated interviews. They had a similar motivating effect on the participants.

Regarding the overarching outcomes of the process there is a variety of achievements both related to their professional path and well beyond it.

- 1) An aptitude for self-awareness and self-confidence was gained by most participants. Beneficiaries were able to grow a new level of self-confidence over what their skills are and that there are actual job opportunities where employers are looking for these specific skills.
- 2) Beneficiaries were also able to have a clearer and more organized mental agenda of what their goals and priorities are. Therein they were able to set more detailed and less abstract priorities. While also prioritizing what interviews they felt were the most pertinent to have first.
- 3) Participants became more realistic about what their limitations are.
- 4) There was a greater understanding from beneficiaries about what the work reality is, and the distinct differences these realities have with those of their home countries.
- 5) By experiencing different job opportunities the participants had a chance to gain further advice and tools to help them with their job search.
- 6) Participants attained a better understanding of how to apply and use their CV as a tool. Moreover, they understood that it is possible to customize, and emphasize certain skills on each CV they submit to different employers.
- 7) There was also a better understanding of how to sell and communicate how their personal skills could be applied to a professional environment. This achievement is very useful to those beneficiaries that do not have a lot of certifications and job experience on their CVs.
- 8) Beneficiaries also gained a better understanding of how to evaluate and weigh different job offers.
- 9) The participants learned to estimate if self-employment was an option for them.
- 10) A substantial number of beneficiaries reached an entrepreneurial mind-set.
- 11) In certain instances, knowledge was gained that would help beneficiaries to be able to better evaluate job opportunities and read labour contracts. This comprises labour rights.
- 12) Beneficiaries maintained positive momentum by knowing that partner associations implementing this program would not completely leave them and actually work towards long-term success and support for them.
- 13) An overall achievement was that participants were active agents in their job search.

Despite the wide range of positive achievements and the empowering effects the itinerary had on the participants in the different partner organisations, certain structural constraints such as discriminating immigrant laws or racist and other biases in the host societies are out of reach for the itinerary. Thus, there were some cases where frustration and dissatisfaction remained.

## 2. ADAPTATIONS TO LOCAL CONTEXTS

### Orientation and Counselling Handbook

As mentioned above, , the methodology of the MigrEmpower itinerary is characterized by being flexible and adaptable to the participants' needs and national contexts: even if the implementing partners largely stuck to the original itinerary, there were minor deviations and additional material used in order to adapt the tools to target group and local circumstances. AMSED, the partner in Strasbourg employed one additional tool during the synthesis for the creation of the CV and the cover letter, the Pôle Emploi, in order to do justice to the specific French application procedures. Due to language difficulties, the SANSAT from Rome conducted some of the interviews in groups so others could help with translation. For a better understanding of the participants' family relations ACH from Barcelona added a genogram to itinerary. Their counsellors also reformulated some questions as they seemed intrusive. Südwind from Vienna deviated from the schedule of the first interview and oftentimes they engaged for three hours instead of one and half or two. This was due to the fact that the counsellors did not want to interrupt the narration flow of the participants. Such a move should be encouraged because longer interviews can be expected to yield more important information of the participants and makes them feel more satisfied.

### Training Path

Two kinds of adaptations were necessary. The first one related to the internal local situation in the countries of the project, mostly in the module 2 “Linguistic Literacy”), applied directly in the country's language versions of the handbook and the second kind of adaptations were related to the internal efficiency, coherence and comprehension of the handbook.

### Employment Support Activities

As noted above, the implementing partners largely stuck to the original itinerary. Yet, there were minor deviations and additional material used in order to adapt the tools to the target group and local circumstances. SANSAT and AMSED for example included the utilization of job search tools like Indeed and Monster as an added tool in the CV creation within this phase and computer literacy phases. While due to busy participant schedules multiple partner associations needed to modify how some of their network meetings would work. Where AMSED at points has to have different network meetings to fit the schedules of both beneficiaries and entrepreneurs. Adaption was also very necessary in cases of the level of participant education. The previous can be seen most easily in ACH's Employment Support phase, due to having many of their participants who have only had an elementary school education.

### 3. CHALLENGES AND MODIFICATIONS

As one can imagine, piloting a newly developed handbooks and tools does not come along without any challenges. The most important challenges and their potential solutions are briefly listed below, according each phase of the MigrEmpower itinerary. A more detailed account can be found in the main documents of each phase.

#### Orientation and Counselling Handbook

Challenge	Solution
Language <ul style="list-style-type: none"> <li>• Affected the deepness of the answers</li> <li>• Prolonged the interview process</li> <li>• Made evaluation difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Some interviews conducted in English and other participants' languages</li> <li>• Dictionaries</li> <li>• Third persons as translators, group interviews</li> </ul>
Reaching participants <ul style="list-style-type: none"> <li>• The ones who most need such programmes often lack networks and access to implementing organisations</li> <li>• Lack of time and money</li> </ul>	<ul style="list-style-type: none"> <li>• Direct dissemination at irregular workplaces and immediate contact</li> <li>• Inviting participants from existing pools</li> <li>• Provision of drinks and snacks during the sessions</li> <li>• Assist in transport, conduct meetings at participants' homes</li> </ul>
Scheduling <ul style="list-style-type: none"> <li>• Participants attended language schools, had jobs and other commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling done by participants, staff adjusting to their needs</li> <li>•</li> </ul>
Time for the interviews <ul style="list-style-type: none"> <li>• too little or not enough time</li> </ul>	<ul style="list-style-type: none"> <li>• Participants have a lack of time: Counsellors have the possibility to reduce the number of interviews from three to two</li> <li>• Participants need more time for the interviews: Interviews can be extended</li> <li>• Large parts of the second interviews can be done as a homework, indicated by a △-symbol (in both scenarios)</li> <li>•</li> </ul>
Personal history a sensitive topic: <ul style="list-style-type: none"> <li>• Experience of traumatizing events, some questions intrusive</li> </ul>	<ul style="list-style-type: none"> <li>• Counsellors pay attention to sensitivity</li> <li>• Some questions were reformulated</li> <li>• Possibility to further reformulate or postpone questions</li> <li>•</li> </ul>
CV after Counselling and Orientation stage	<ul style="list-style-type: none"> <li>• Create a preliminary CV that the participants can modify autonomously after the</li> </ul>

<ul style="list-style-type: none"> <li>A lot of knowledge to conduct a CV is conveyed during the Training Path</li> </ul>	Training Path, so they have a material success after the Counselling and Orientation phase, but can put into practice the knowledge acquired in the Training Path
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## Training Path

As expected some difficulties have been faced in the implementation of the training package. Trainers were invited to share their intervention to overcome those. Those reaction have been taking into account in the revision of the materials were it was sensitive. Other difficulties require individual solutions that cannot be generalized and therefore were not considered in the final version of the training package. The following chart compiles the difficulties and solutions reported by the trainers:

Challenge	Solution
<b>Drop outs</b> Although this is not linked to the nature of the training tools it represented a challenge where it happened.	In those cases partners contacted new participants and arranged individual briefing for a better integration to the group. As the modules are well understandable even when taken individually, new participants could benefit from the rest of the training.
<b>Frequency of the sessions:</b> In some cases, the trainings sessions were perceived as too much condensed which presented some difficulty in their assimilation.	More time should be allowed between the sessions
<b>Time allocation for the activities:</b> The training package does not foresee all the individual difficulties of the participants, especially, the ones linked to their learning capacity.	Allow enough time for specific difficulties of each participant, regardless of time duration of the activity indicated in the description of the activity in the handbook.
<b>Trainer topical abilities:</b> Although the steps of the activities are described in details, the modules require some technical knowledge from the trainer with respect to the subjects covered.	The trainer should make sure they gather the required know-how in forehand, by doing some personal research to enrich their own background knowledge.
<b>The language barrier:</b> must of the participants showed comprehension difficulties.	Encourage participants with higher language skills to translate in the respective languages. Use dictionaries. Simplify the language where possible.
<b>Heterogeneity of the groups:</b> The background of the participants can be very varying in terms of formal	Conduct an analysis of needs in forehand to the training with the

education level. Some participants could be overstrained and others not challenged enough.	participants. If necessary, group the participants with similar background.
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### Active Employment Support

The main challenges identified by partners when piloting the Employment Support phase are the following:

Challenge	Solution
Language	<ul style="list-style-type: none"> <li>• Foreign language capacities of the counsellors</li> <li>• Dictionaries</li> <li>• Translators</li> <li>• Translation into further languages (e.g. Arabic)</li> </ul>
<ul style="list-style-type: none"> <li>• Reach participants</li> <li>• Lack of time and money of participants</li> <li>• Attractiveness of participating</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination at the irregular workplace</li> <li>• Pay the costs for public transport</li> <li>• Make home visits</li> <li>• Provide drinks and snacks during the sessions</li> </ul>
Scheduling	<ul style="list-style-type: none"> <li>• Scheduling the activities according participants' availability</li> </ul>

## 3. Tips for implementing counsellors

### Orientation and Counselling phase

- Language: foreign language capacities are useful, involve dictionaries or third persons
- Reach participants: distribute information through networks that reach migrants directly (mouth to mouth, etc.), disseminate at informal workplace and other nodal points that the target group frequents
- Keep participation attractive: give incentives or remove possible obstacles (e.g. money for transportation costs, create a comfortable environment)
- Time: the MigrEmpower itinerary has the advantage to be flexible. Be ready to adjust the timing to the participants: if they lack time you can reduce the total number of interviews from three to two and set the second interview as homework. However, you can also prolong the recommended time.
- Content: if some questions might produce unease or in other ways intrusive, you can skip them. If participants do not want to answer certain questions or withhold information do not coerce them to answer
- Self-critical awareness about personal facilitation style, which is professionals' capacity of self-observing and modifying their own style according to the single person or group's needs.

### Training Path

More specific advice can be found for each exercise in the respective documents. However generally speaking:

- Do not insist on absolute truths
- Value opinions deviating from your own or the mainstream of your society
- Encourage critical thinking and thinking outside the box
- In any case the material should be adapted to the audience
- Trainers that are not familiar with the technical contents of the module should update themselves before the training sessions.
- Use any capacity of the audience to enhance the outcome of the trainings (translation, knowledge of the content, personal experience, etc.)
- Organise rather shorter sessions of not more than 3 hours. Longer ones are very challenging in regard to language and content.

### Employment Support Activities

- keep in touch with the beneficiary
- be comprehensive in their path to integration
- develop relationships built on trust

- support the person's path to autonomy
- promote a realistic and professional vision of the local labour market.
- know and use instruments that contribute to high quality support, such as tutoring, skills assessments, sponsorship, certification of past experience, etc.
- inform social workers about the realities of the business world
- provide employees with professional social support.

## 4. Conclusions

The MigrEmpower itinerary constitutes a tool that is addressed both at experienced and unexperienced professionals and volunteers working in the field of refugees and migrant's professional integration. During its implementation it has shown that it enhances the chances of migrants on the labour market. It is motivating and reveals new ways and directions. Due to its unique combination of phases and approaches it is a broad instrument that provides guidance to both counsellors/professionals and participants. At the same time it is flexible and can be applied to all kinds of local and personal circumstances. Hereby, the three phases cover different elements to improve employability: The Orientation and Counselling phase (Intellectual Output 2) helps participants explore and discover themselves and structure their goals in life. The Training Path (Intellectual Output 3) provides an important step that gives them the opportunity to be well prepared for a successful public appearance by enhancing their knowledge, know-how and personality through the assimilation of the contents of its training package. The Employment Support activities (Intellectual Output 4) familiarize participants with the practical aspects of job search and guides on their path.