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# Gender and Diversity

A Teaching programme for migrants'  
career guidance and counselling



The “Move on” project is funded by Erasmus+  
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[www.moveonproject.org](http://www.moveonproject.org)



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**Beramí e.V.** (DE)  
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# Introduction

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This Handbook is produced as part of the Gender and Migration MOVE ON project, which is an EU funded 2 year programme led by the IARS International Institute in the UK and carried out in 6 partner countries from 7 partner organisations **Anziani e non solo** and **Progetto Arcobaleno** from Italy, **berami e.V.** from Germany, **KMOP** from Greece, **Stowarzyszenie Interwencji Prawnej** from Poland and **SURT** from Spain.

MOVE ON aims to strengthen the skills of professionals who provide educational and career guidance as well as counselling to EU migrants, with a focus on gender and cultural sensitivity. The MOVE ON project is an innovative programme aiming to share, develop and transfer effective practices, training and knowledge of professionals working with migrants and refugees.

The project is supported by Erasmus KA2 strand “Cooperation for Innovation and the Exchange of Good

Practices in Europe.” Using a user-led methodology and by building on evidence from existing best practices, the project aims to exchange innovative models:

- ▶ to give staff of partner organizations the opportunity to participate to a dedicated and proven accredited training programme originally developed in Germany concerning gender and culturally sensitive guidance services to migrants;
- ▶ to share knowledge and successful practices across Europe concerning methods currently in use in the partner countries
- ▶ to identify the profile requirements of career advisors for migrants paying particular attention to issues of gender and culture.

This Handbook was piloted at a CPD accredited training event that was held in Frankfurt from the 6th – 10th February. Hosted by berami, the training aimed at expanding and strengthening the gender and diversity-sensitive counselling competencies of the participants. The training was aimed at practitioners who are already working in the field of career counselling or are supporting migrants and refugees integrate into their host country. The training included visits to two organisations in Frankfurt who will share their best practice in supporting migrants into employment. Training topics included:

- ▶ An Introduction into career counselling for migrants and refugees
- ▶ Gender and diversity in career counselling
- ▶ Counselling processes in intercultural contexts
- ▶ Hypotheses building
- ▶ Reflexive working in migrant and refugee career counselling

The aim of the training programme and the material therein is to expand and strengthen the gender and diversity-sensitive counseling competencies of its participants. It is aimed at practitioners working in the field of career counselling in intercultural context and other professionals supporting migrants and refugees to integrate into their host country.

The main learning objective is to extend the own interpreting horizon of the counselors thus enhancing the quality of their work. The training gives participants an opportunity to consolidate their communicative skills and abilities to act in intercultural settings and raise awareness about their self-perception.

Participants are presented with models based on theoretical concepts from the areas of communication, gender and diversity and are encouraged to use them as reflection instruments for their counselling practice. Emphasis has been put to achieve balance between theory and practice: participants have numerous opportunities to put new theories and models into practice during small group discussions and reflection exercises.

The training materials and contents are designed taking into account different backgrounds and context of activity of

participants, however basic knowledge of counselling theory might be helpful for the participants to benefit fully from the training.

The content of the training has been certified by the CPD Certification Service as conforming to continuing professional development principles (certificate no: A004813).

In the first part of this handbook you will find the training resources elaborated and piloted within the MOVE ON project.

The second part contains chapters in partners' local languages summarizing the training programme and analyzing its transferability at local level.

We hope that you will find this Handbook helpful in your work. Feedback and comments are always welcome and can be submitted via the project's website <http://www.moveonproject.org>

On behalf of the Move On partnership,

Dr. Theo Gavrielides,

Move On project coordinator

IARS Founder & Director

March 2017



**PART 1**

# **TRAINING RESOURCES**

# Learning outcomes of the training programme

---

The core of the competences that Move On Training wanted to improve was based on gender,, intercultural and diversity concepts. The extended reflection on these topics should bring participant to enlarge their approach and their offers to migrants women: find the intervention strategies to quickly reach the target and in a way that is functional and respectful of their needs.

It is very important to consider that Career Counselling is composed by two different aspects: the expert advice (transfer of information and knowledge) and the process consulting (monitoring of decision-making processes). These aspects cannot exist one without the other.

Referring to the counselling process participants should reflect on their guidance and counseling activities, starting directly from their practical examples. Discussing on cases just to give them a more multifaceted interpretation, which might consider as many points of view as possible.

## **The complete expected learning outcomes were about:**

- ✚ Factors influencing professional integration process of migrants and refugees”
- ✚ The counseling approach (Systemic model)
- ✚ The counselling process: how it works and which are its features
- ✚ The counseling steps - a guideline for counsellors on how to structure a counseling session (preparation phase, explaining the framework of the counselling service, claryrning the concerns of the advice-seeking person, developing professional objectives etc.)
- ✚ What does diversity mean and how to interact with it
- ✚ Gender specific aspects and requirements
- ✚ Essential principles of counseling in intercultural context
- ✚ Elements of Intercultural communication (verbal and non-verbal elements)
- ✚ How to develop hypotheses and check them in the counseling sessions
- ✚ Personal value orientation (when it represents an obstacle and when a resource)
- ✚ Personal counseling style and approach (how to reflect on it)
- ✚ ANDERS – Modell – reflexive professional self-concept tool (be able to reflect and monitor their own work of counselor).

# Teaching programme and material

## Day 1

### Introduction into career counselling for migrants and refugees




**Training for career counsellors**  
1st day – Monday, 06 February 2017

**Gender and Diversity in career counselling**



The project "Move on - Migration & Gender: Vocational and Educational counselling" is funded by the Erasmus+ EU Programme under the agreement 2015-1-UK01-KA204-013550




### Overview

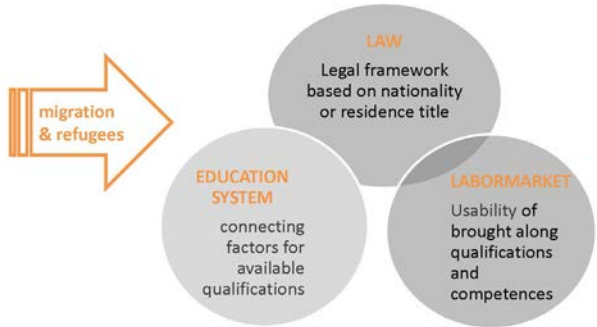
- I. Influencing factors in the professional integration processes
- II. The counselling process
- III. Diversity and Gender
- IV. Counselling processes in intercultural context



### I. Influencing factors in the professional integration processes



### Institutional factors



```
graph LR; MR[migration & refugees] --> LAW((LAW  
Legal framework based on nationality or residence title)); MR --> ES((EDUCATION SYSTEM  
connecting factors for available qualifications)); MR --> LM((LABORMARKET  
Usability of brought along qualifications and competences));
```

## Individual factors



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## II. The counselling process

5

## Systemic model of work-oriented consulting



### PROCESS AND RESOURCE-ORIENTED

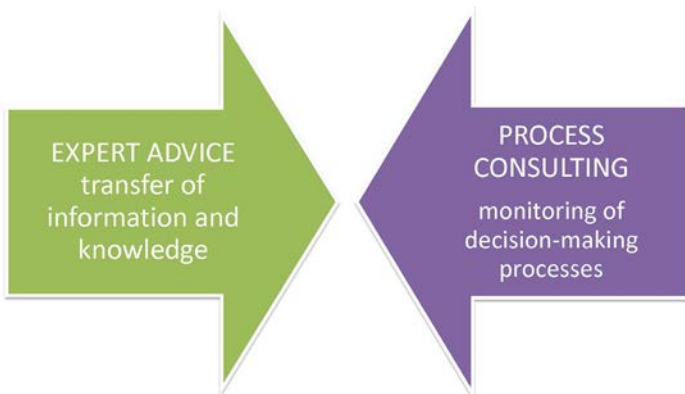
6

Adopting a systemic approach to career counselling means that the relationship between the career counsellor and the advice-seeker is not just a relationship between individuals, but one that is influenced by different levels of social interaction.

At the core of the counselling process there are three interrelated systems: the system of the advice-seeker, the system of the counsellor and the existing counselling system at the time and place where the counselling is delivered. All these systems include different levels (individual, close relationships, industry, social, etc.) and the process, in its turn, is also shaped by an organizational context (that of the counselling organisation) and a wider social context (including political, economic, social and cultural relations).

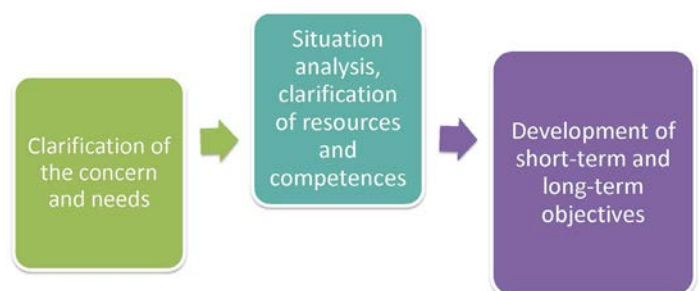
The systemic approach, combined with a holistic approach to counselling, highlight the differences between career counselling services and recruitment agencies. Unlike a recruitment agency, the career counsellor considers the case of an advice-seeker as a whole, takes into consideration their background and system of beliefs, and the different spheres of that persons' life, not only the professional sphere.

## Career counselling is...



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## The counselling process



**OBJEKTIV >>> Broadening THE SCOPE FOR ACTION, as well as increasing the EDUCATIONAL AND OCCUPATIONAL BIOGRAPHICAL COMPETENCE**

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# Reflection exercise: Power Flower

## Instructions:

- Depending on what you feel, highlight either the inside or the outside petal. If they cannot associate with either of the two petals, adding a third petal is allowed. In principle, it is up to you to assess which petal you mark.
- Your "Power Flower" remains with you, it is not shown publicly or is subject to discussion.
- You have 5 minutes for this work.

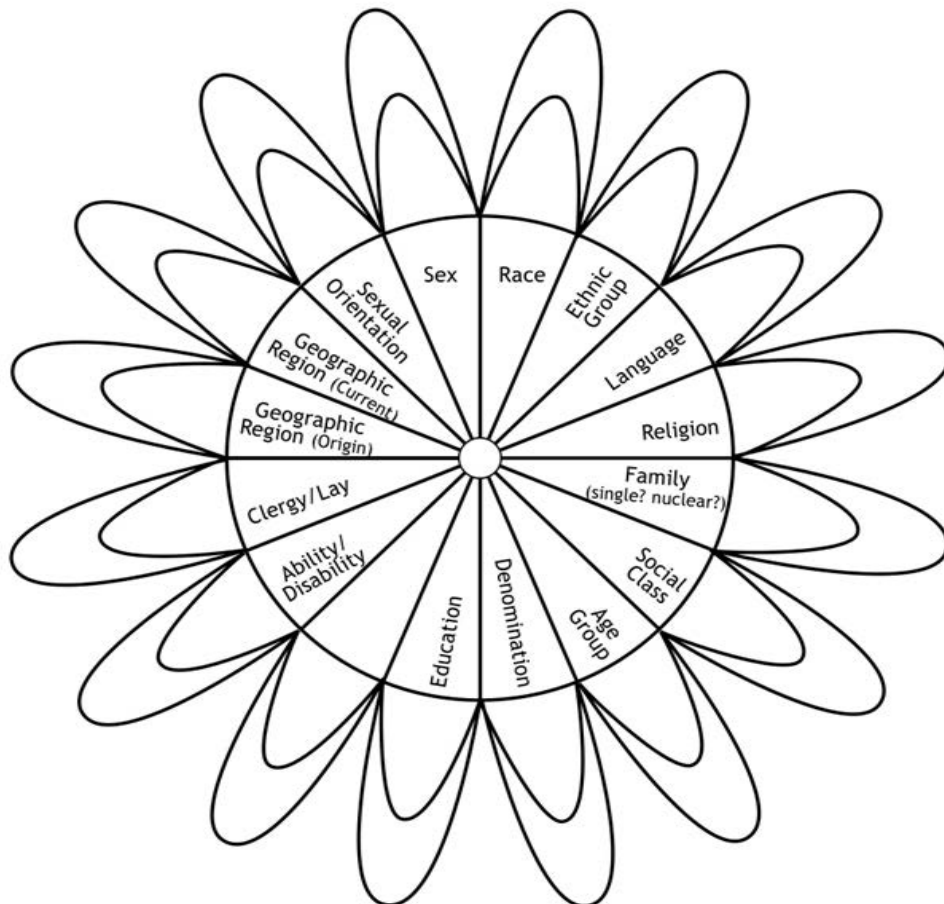
## Discussion in the small group

- Discuss the following questions in your small group:

- Where was the assignment to the petals difficult, where not? Why?
- What is the relationship between inner (privileged) and outer (non-privileged) flowers on my Power Flower?
- How does it feel to be in the inner / outer group?

- You have 20 minutes to complete this task.
- Afterward we will discuss the exercise in plenary.

## Exercise sheet: „Power Flower“





# Gender and diversity in career counselling

## III. Diversity and Gender in career counselling

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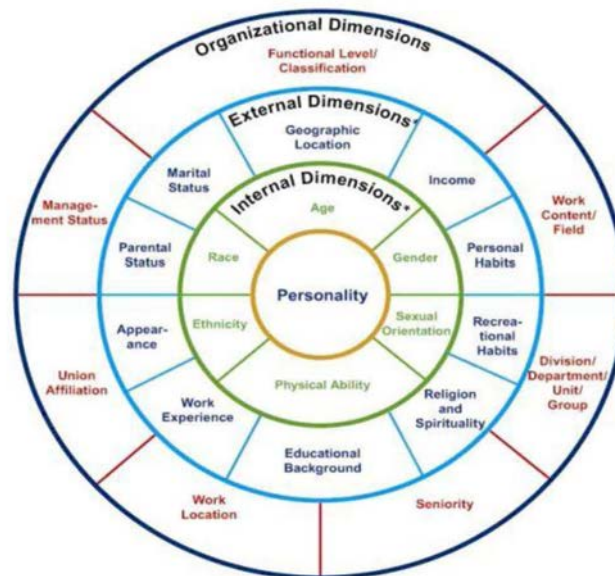
## Diversity – What is it?

„Diversity shall mean *the recognition of heterogeneity, difference and diversity of human beings, with the aim of creating (social) institutions which reflect the existing diversity in the society and a democratic openness for all human beings, independently from categories such as ethnicity or sexuality, and in all social spaces.*”

(Quelle: Czollek, Perko, & Weinbach, 2009)

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## Dimensionen von Diversity



"FOUR LAYERS OF DIVERSITY" Gardenswartz & Rowe, *Diverse Teams at Work* (2nd Edition, SHRM, 2003)

## Diversity approach in pedagogy

- Diversity and difference = resource
- Cross-cross-sectional task for the creation of equal opportunities
- Awareness raising for social power and dependency structures and attributions
- Critical use of assumptions about the importance of cultural affiliation
- Self-reflective approach to own identity constructions, social and cultural groupings

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The approach to diversity presented in this training is a unique approach developed by Beramí, as a result of day-to-day professional practice.

Diversity and difference are considered as resources, as individual assets, not (just) sources of disadvantage. However, this approach also adopts a critical perspective about social power and dependency structures, allowing to visibilise privilege and social disadvantage.

A key point in this vision is the questioning of the tendency to provide explanations of the situation of individual migrant and refugee advice-seekers that only consider cultural issues. For example, conflicts arising between the counsellor and the advice-seekers are not always cultural misunderstandings. There is a tendency to overlook structural issues such as economic disadvantage. Consider the case of an advice-seeker always arriving late to appointments. This may be explained by different cultural

conceptions of time, but it also may be due to the fact that the advice-seeker does not have money for transportation and has to walk long distances.

## Gender – What is it?

- Social gender
- Analytic category that refers to social structures and procedures

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## Dimensions of Gender

- Gender-norms
  - Culturally shared beliefs about gendered- beings within a given society
- Sex
  - Biological, physiological, and anatomical traits associated with gendered-beings
- Gender identity
  - The aspects of Gender which are experienced within an individual's own psyche
  - Perception a man or a woman has of him/her self
- Social structures
  - Social distribution of labour and power between men and women

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## „Gender and Diversity competence

as a competence of counselors in the field of education counseling, means that gender / diversity is perceived not only as a characteristic of persons, but also as a **structural feature of systems** (living environments of the person to be advised) and to unfold this perspective - as made visible - in a changeable and formable manner “.

(Ewers & Schallert, 2014, S. 12)

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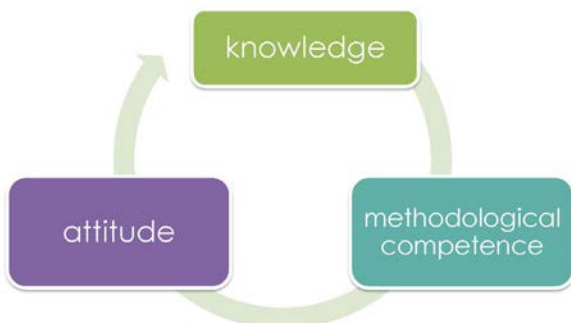
"Being sensitive to the diversity of one's own clientele in the consultation process means [...]

**to recognize the individuality and diversity, and on this basis to develop value-neutral action strategies that are appropriate to the person seeking advice“.**

(Barbara Weißbach 2007, S.5).

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## Gender and diversity competence in counseling



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## Competence profile

- be familiar with theoretical approaches of equality, difference and deconstruction of gender, and with diversity models and migration theories
- consider that the educational and employment chances for women and men are different, as is the respective scope of action
- reflect on their own gender related and cultural identity and patterns of interpretation, awareness and behaviour
- be aware of their own gender identity and attitudes regarding gender

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## Competence profile

beramí

- acknowledge individuality and difference, and should develop on this basis a neutral strategy of action which corresponds to the person seeking advice
- take into account the individual life situation and goals of the person seeking advice
- be respectful of the gender related self-image of the person seeking advice
- accept the plan of life of the person seeking advice, even if they do not share them

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## Competence profile

beramí

- be aware to make use of gender neutral language
- make use of simple and clear language when describing complex issues
- make use of language independent methods / prepare language methods in a multilingual way, or make use of pictures

(Ewers & Schallert, 2014 and beramí, 2014)

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# Group exercise: How to use gender concepts during counseling

Participants are divided in two groups. One group receives Case "A" and the other discusses case "B". Each group should read the case and then discuss which kind of specific gender aspects can be found in the example and which kind of specific gender needs have to be considered during counseling.

### Referring to:

Gender-ideologies: Culturally shared beliefs about gendered- beings within a given society

Gender identity: The aspects of Gender which are experienced within an individual's own psyche

Social structures: Social distribution of labour and power between men and women

Results of the discussion should be written in keywords on a flipchart.

Afterwards the group results will be presented in plenary and discussed again.

Case A

## Exercise sheet:

Mrs. A. is 32 years old and is born in Pakistan. She is married and has a 4-year-old daughter. Mrs. A. left her country to marry a German man, who has Pakistan origins, and she has been living in Germany for 5 years.

Mrs. A. studied mathematic in Pakistan and concluded her education with a master. Up to now, she has no work experiences. She worked neither in Pakistan nor in Germany.

She has successfully passed the compulsory German course (integration course) and has continued studying by herself and improving her German skills. Once in a while she works as a cleaning lady and gains 400 €.

Mrs. A.'s husband is a retail dealer and works full time. Their daughter has obtained a half-day place in kindergarten.

Mrs. A. arrives at the counseling and asks if she can get a job coherent to her studies.



## Exercise sheet:

Mr. B. is 32 years old and is born in Pakistan. He is married and has a 4-year-old daughter. Mr. B. left his country to marry a German woman, who has Pakistan origins, and he has been living in Germany for 5 years.

Mr. B. studied mathematic in Pakistan and concluded his education with a master. Up to now, he has no work experiences. He worked neither in Pakistan nor in Germany.

He has successfully passed the compulsory German course (integration course) and has continued studying by himself and improving his German skills. Once in a while he works as a cleaning man and gains 400 €.

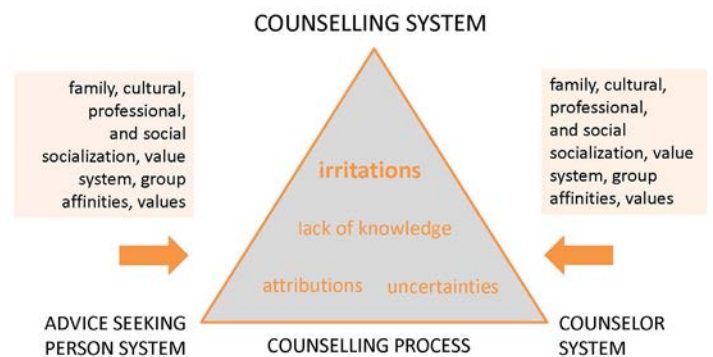
Mr. B.'s wife is a retail dealer and works full time. Their daughter has obtained a half-day place in kindergarten.

Mr. B. arrives at the counseling and asks if he can get a job coherent to his studies.

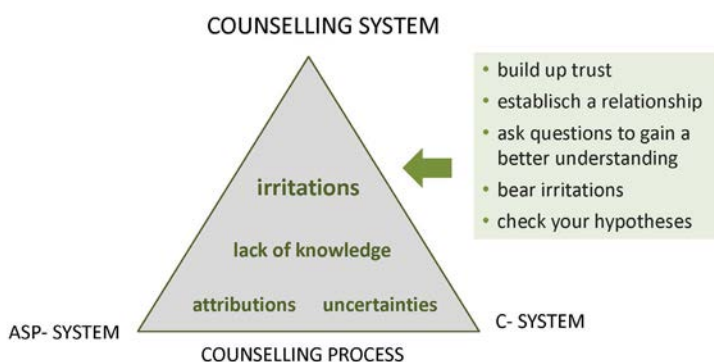
## Counselling processes in intercultural context

### V. Counselling processes in intercultural context

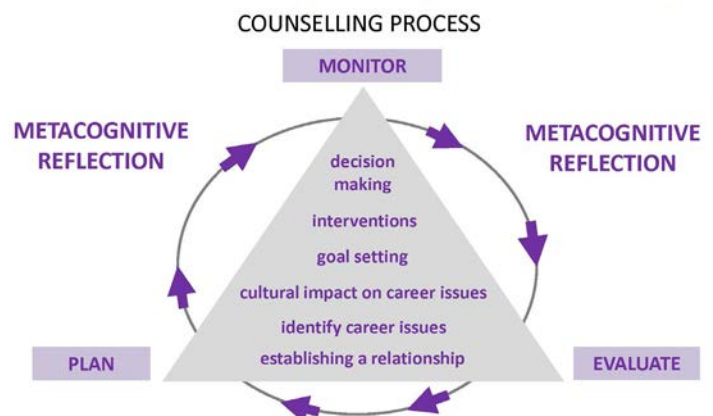
### Counselling processes in intercultural context (setting/assumptions)



### Counselling processes in intercultural context (counseling intervention)



### Counselling processes in intercultural context (Metacognitive Awareness)



# Selected Question Types

## Questions for educational counseling

Question type	Examples for the counselor	Effects on the interviewee
<b>Open questions:</b>  <b>how   what   who   where   when   why etc.</b>	<ul style="list-style-type: none"> <li>▶ How would you describe the problem?</li> <li>▶ What exactly would you like to achieve at the end of our meeting today?</li> <li>▶ What support do you receive from your family?</li> </ul>	The interviewee is invited to speak and explain, so that he/she can have the chance to reflect and express his/her point of view.
<b>Questions based on rating scales</b>	<ul style="list-style-type: none"> <li>▶ On a scale from 0 to 10, where 10 represents the best scenario, how happy are you with your life?</li> <li>▶ What would you have to do to reach the top of the scale?</li> </ul>	The interviewee is invited to concretize, prioritize and rate his/her emotions, perceptions and assessments.
<b>Question based on percentages</b>	<ul style="list-style-type: none"> <li>▶ Using a percentage from 0 to 100 %, how would you rate your work work skills?</li> <li>▶ How high do you assess your motivation to learn a new job?</li> </ul>	You offer him/her support during decisional processes and check development and changing processes.
<b>Question oriented towards the addressees</b>	<ul style="list-style-type: none"> <li>▶ What should remain as it is in your life? What's the good in it?</li> <li>▶ What do you like about you?</li> <li>▶ What are you proud of? What have you achieved?</li> </ul>	The interviewee is invited to consider his/her strengths and weaknesses, so that the problem is not his/her main thought anymore.
<b>Question about a miracle</b>	<ul style="list-style-type: none"> <li>▶ Assume that one night a miracle happens and your dreams come true. From what would you recognize it?</li> </ul>	The interviewee is encouraged to imagine the final condition, to change his/her point of view and to focus on the solution (instead of only thinking about his/her problems).
<b>Hypothetical questions</b>	<ul style="list-style-type: none"> <li>▶ What would you do if you obtained a daily place in kindergarten for a child?</li> <li>▶ What if your titles had be recognized? Assumed that you can decide freely.</li> </ul>	
<b>Circular questions</b>	<ul style="list-style-type: none"> <li>▶ In your opinion, what would your husband think if you wanted to retrain?</li> <li>▶ In your opinion, what would the teacher think if you arrived in class too late?</li> </ul>	The interviewee is encouraged to consider different points of view or to express and reflect about his/her opinion, perceptions and assumptions. The interviewee expands his/her perspective.
<b>Questions based on targets</b>	<ul style="list-style-type: none"> <li>▶ What exactly do you want to achieve?</li> <li>▶ What would be a solution?</li> <li>▶ When do you want to reach your goal?</li> <li>▶ How would your goal achievement change your life?</li> </ul>	The interviewee is encouraged to think about his/her goals and to describe them as much concretely as possible.
<b>Closed questions</b>	<ul style="list-style-type: none"> <li>▶ Do you want to take part in the qualification program/ qualification training?</li> <li>▶ Will you ask your contact person at the job center about the financing possibilities?</li> </ul>	The answer is limited to „yes“or „no“.  When the interviewee responds, you will question his/her approval or refusal. Conclude the subject or the discussion.
<b>Questions with alternatives</b>	<ul style="list-style-type: none"> <li>▶ Can you work form Monday to Wednesday or from Wednesday to Friday?</li> </ul>	The interviewee can choose between two options or become aware of all the possibilities.

# Things to remember when you use the Question Types during a counseling

To use the question types in the best possible result-oriented way, it is recommended to consider these aspects:

- ▶ Language level of the interviewee
- ▶ Educational level of the interviewee
- ▶ Trust relationship between the counselor and the interviewee
- ▶ How well the counselor is familiar with the question types (authenticity)
- ▶ How well the interviewee knows the systems based on scales (cultural differences)
- ▶ Target-oriented use of the question types

## DAY 2

### Dimensions of (intercultural) communication



iberamí

#### Training for career counsellors

2nd day – Tuesday, 07 February 2017

Communication and hypothesis building in the counselling session

Claudia Khalifa, Lydia Mesgina



The project "Move on - Migration & Gender: Vocational and Educational counselling" is funded by the Erasmus+ EU Programme under the agreement 2015-1-UK01-KA204-013550

1

What do you see?

iberamí



2

What do you see ?

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3

What do you see ?

iberamí



4

What do you see ?



5

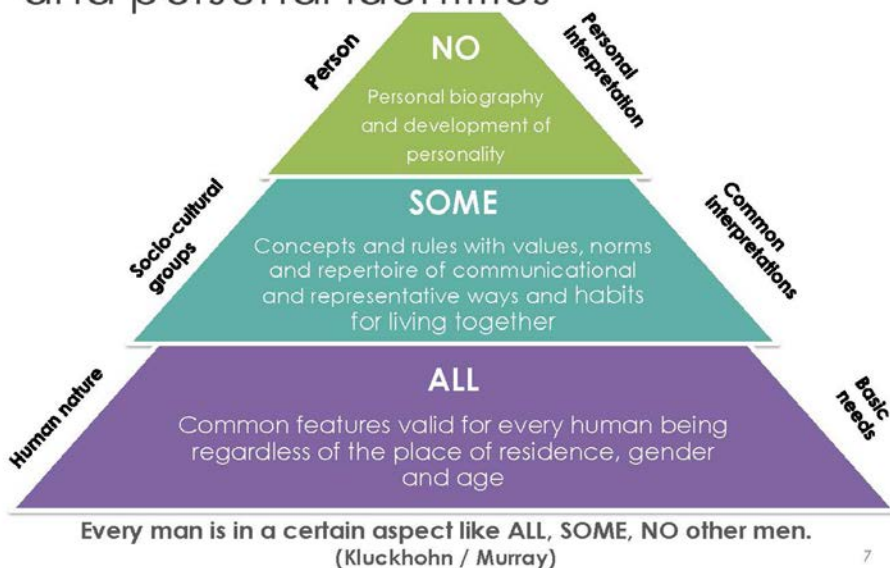
The four images on slides 2, 3, 4 and 5 are optical illusions. All of them have two different readings: the first one (slide 2) represents both a young girl and old woman. The second one (slide 3) shows both the silhouette of two faces and a cup at the centre. In the third one (slide 4), one can see the face of a woman and also the silhouette of a man playing a saxophone. The last one (slide 5) also contains two images: the head of an old man and a street scene in a village with two people, one carrying a pile of hay.

This exercise is very useful to question one's perception of the world. It helps to understand that one image may be perceived in different ways and that there is no such a thing as a true interpretation. Additionally, the exercise re-enacts the process of intercultural communication, and specifically the interiorisation of different perceptions of the world in intercultural encounters. When the viewer sees the image for the first time, usually s/he only perceives one of the

## I. Dimensions of (intercultural) communication

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### Socio-cultural frameworks and personal identities



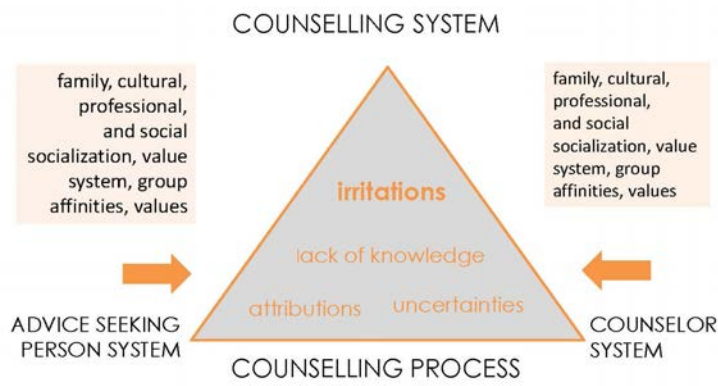
7

interpretations. However, when s/he looks deeper into the picture, s/he starts to see the second, apparently hidden, image. This epiphany is inspiring because once the second image is unveiled before the eyes of the viewer, s/he can only see both of the pictures; this richer perception of the world, including other individuals' perceptions, cannot be unlearnt.

This pyramid acts as a visual representation of the fact that individuals share with others most of their features and interpretations of the world. Only traits related to an individual's personal biography and their development of personality are exclusive to them (top of the pyramid).



## Counselling processes in inter-cultural context (setting/assumptions)



Individuals have many aspects in common with socio-cultural groups, and share with them common interpretations of life and the world (middle level of the pyramid). This collective culture includes concepts and rules with values, norms, repertoires of communicational and representative ways and habits for living together. It is of course a dynamic, diverse and open culture, as all individuals have different identities and affiliations with several socio-cultural groups.

Finally, there are some traits that all individuals share with all other human beings, as they are intrinsic to human nature.

In the interaction between the advice-seeker and the counsellor during the counselling process, each of these individuals engages in the interaction on the basis of their socialization, their value system and their group affinities. Sometimes these differences may cause irritations in the process. A conversation between individuals always refers to each individual's systems, in their different dimensions. The Auernheimer model presents a framework to understand these dimensions.

There is a cultural dimension to these interactions ("cultural codes", such as non-verbal forms of expression: facial expression, gesture, rituals of communication and greeting, norms and values). But there are also power asymmetries (e.g. status and legal inequality, differences regarding wealth and image, language...). It is crucial to take into consideration these power asymmetries

## Dimensions of (intercultural) communication

### Collective experiences

determine, if we are noticed as individuals or as part of a group

**Power asymmetry**  
e.g. status and legal inequality, differences regarding wealth and image, language...



### Reciprocal external images

determine our expectations from encounters (in-group or out-group)

### Cultural dimension

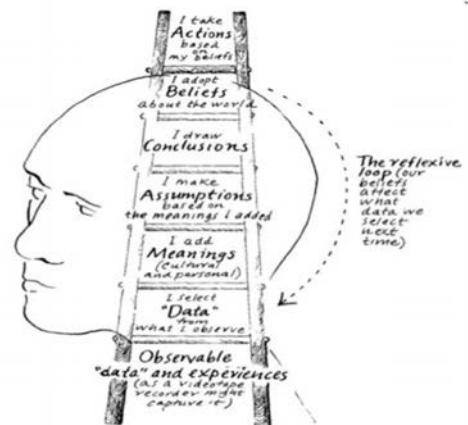
„cultural codes“ like non-verbal forms of expression:  
facial expression, gesture, rituals of communication and greeting; norms and values

implicit in the relationship between the counsellor and the advice-seeker.

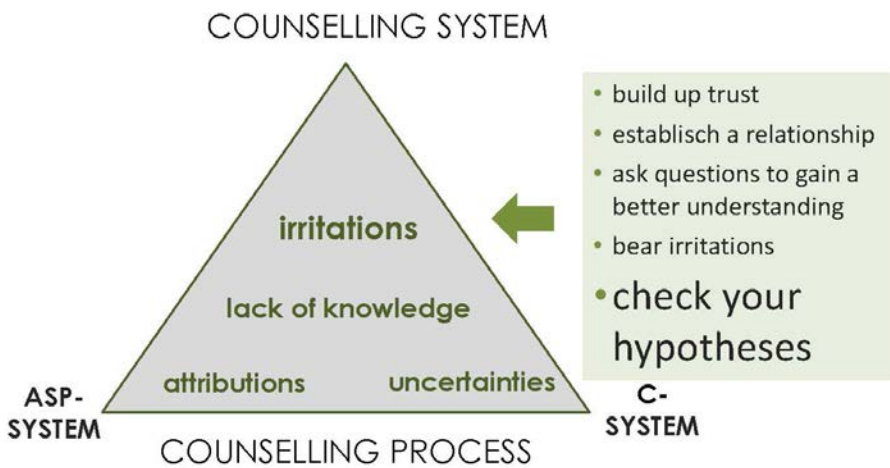
A particular approach to intercultural relationships only considers the cultural dimension of interaction, and puts its focus on the command of different cultural codes in order to improve communication between individuals of diverse cultures. This is a limited understanding of encounters between people that overlooks the power asymmetry underlying cultural diversity. Interactions trigger on an individual several images of the other, as well as images of how the other may think of oneself. These reciprocal external images determine our expectations from encounters. Counsellors should be critically aware that these images are constructions based on their systems of beliefs and do not match reality.

## II. Hypothesis making Function and use in diversity-sensitive career counseling

## The Ladder of Inference



# Counselling processes in inter-cultural context (counseling intervention)



Finally, collective experiences determine if we are noticed as individuals or as part of a group. Counsellors approach the relationship with the advice-seeker on the basis of some underlying assumptions. On the basis of the counsellors' socialization, the counsellor develops a system of beliefs and in the context of the counselling encounter, s/he elaborates often unconscious hypothesis about the counsellor. It is the job of the counsellor to make these hypotheses explicit and to be critical about them. It is crucial to be aware of the stereotypes regarding the other individual that both sides develop and to analyse how these stereotypes influence the counselling process. It is the responsibility of the counsellor to deal with this, through actions to build up trust with the advice-seeker.

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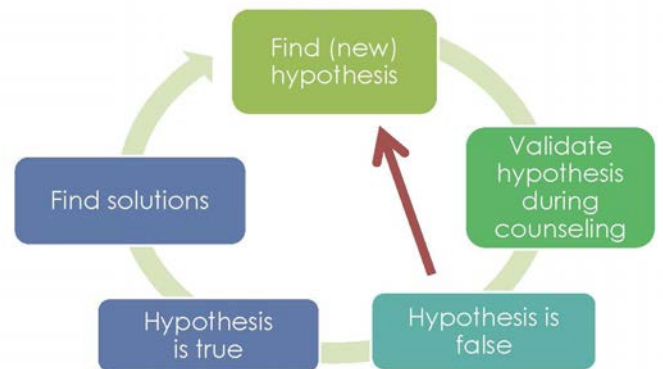
The counsellor should ask questions to gain a better understanding of how the advice-seeker interprets subjectively the information the counsellor provides, and bear the irritations that often arise. In the process, the counsellor checks her/his hypotheses about the situation of the advice-seeker and becomes aware of her/his own stereotypes. This is an ongoing process of re-examination of the counsellor's interpretations.

## Hypotheses as a dialogue tool

- ... to discover more about problems and lives of advice seekers
  - ➔ **organize information**
- ... to find suitable solutions
  - ➔ **consider other points of view**

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## Hypotheses in counseling process



14

## Things to consider during hypothesis building

- interpersonal**
  - consider relations and interactions among the participants and the contexts
- context-oriented**
  - connect actions and environment conditions
- positive attributions**
  - assume positive intentions and include resources

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## Categories to organize hypotheses

- psychological hypotheses**
  - Psychological theories
- cultural-oriented hypotheses**
  - Cultural differences and similarities
- migration-oriented hypotheses**
  - Specific and personal stories about migration and integration
  - Experiences of discrimination

16

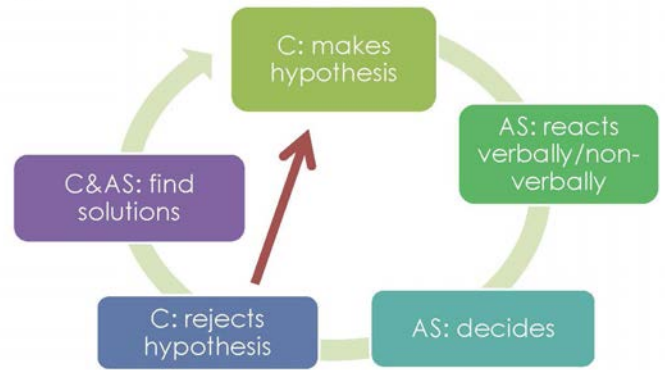
Make hypotheses

„I noticed that...  
„I think that...  
„I imagine that...

A hypothesis should be  
Expressed in a neutral way.  
concrete.

Reassure

„How do you consider that?“  
„What do you think about that?“



## Hypotheses building- a counselling tool

### What hypotheses in systemic counseling mean?

A hypothesis is a supposition that can be true or not.

During systemic counseling it is used to solve problems. In practice, it means that the counselor makes hypotheses according to information he/she already knows, so he/she can:

- ▶ discover more about the problems of the advice seeker and
- ▶ find perfect resolutions for the problems.

During counseling, the counselor has to question his/her hypothesis in order to discover if it is true or false. In the latter case, the counselor rejects it, makes a new one and then proves if this is true.

In this way, the counselor can understand better and better advice seeker's problems and find the most suitable approach to solve them.

### Things to consider during hypothesis making

a) The value of a hypothesis depends on how useful the counseling process is.

- ▶ Does it help in organizing information? (organizational function)
- ▶ Does it offer new perspectives on the problem? (incentive function)

b) The most important thing is finding the best suitable solutions for the problems and not the correct hypotheses.

### Things to consider during hypothesis validation

- ▶ The counselor shares his/her hypotheses with the advice seeker.
- ▶ The counselor drafts his/her hypotheses in a valuable way.
- ▶ After considering his/her own (both verbal and non-verbal) reactions, the advice seeker decides whether or not a hypothesis should be discussed during counseling.
- ▶ If the advice seeker does not respond to counselor's impulses, the counselor has to reject his/her hypotheses and thinks of a new point of view.

## DAY 3

The third day of the training shall be dedicated to study visits to counselling organizations, to explore their models and tools.

## DAY 4

### Reflection exercise: “In the pockets of my life coat”

Imagine wearing a large life coat with many pockets. Some pockets are well

known to you, others you may not know yet. On the one hand the coat is a protection which you need for your life; on the other hand it might sometimes also be a burden to you. But it is not possible to simply take it off.

In the pockets you find messages from your childhood, but also from your youth, from your parents, grandparents, neighbors, schoolmates, from the media. You may find warnings, prohibitions, but also permissions and requirements.

#### Individual work

- 🚩 Search in the pockets of your life coat for the messages related to “education and career”.
- 🚩 List the ones you remember.
- 🚩 Select up to three messages you want to share with the group and write them down on cards (one card per message).

#### Discussion in the small group

- 🚩 Introduce ‘your’ messages to the group (e.g.: From whom did the messages come? What influence do they have on your professional biography? What influence do they have on your understanding of career counselling?)
- 🚩 Cluster the cards on the pinboard in a thematic way.
- 🚩 What do you notice when you have a look at the cards? Are there any similarities or differences? What could be seen as a group’s result? Make some hypothesis.

#### Discuss the results from the groups in the plenary



# Exercise: “Reflection on counselling concepts – personal and professional”

## Individual work

- What are your most important principles for counselling?
- Make your personal list and select up to 3 principles you want to introduce to the group.

## Discussion in small groups

- Introduce your principles to the group.
- Which counselling approaches and which quality criteria are important for your organizations? List them on a flip chart.

The results will be introduced and discussed in the plenary.

# The “ANDERS” - Modell reflexive professional self-concept tool



## Training for career counsellors

4rd day – Thursday, 09 February 2017

## Reflection on concepts – personal and professional

Claudia Khalifa, Lydia Mesgina



The project “Move on - Migration & Gender: Vocational and Educational counselling” is funded by the Erasmus+ EU Programme under the agreement 2015-1-UK01-KA204-013550

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## ANDERS (different) ? – Dimensions of a reflexive professional self-concept

**Auftrags-orientierung**  
(task-orientation)

Agreement on subject, goal, perspective and meaning of counselling

**Nicht-Wissen**  
(not knowing)

Professional attitude: confession of not knowing; when dealing with others, culturalization is a sign of helplessness and a mere attitude justified by knowledge

**Dominanz-sensibilität**  
(dominance sensitivity)

Counseling situations are characterized by inequalities. Intercultural professionalism establishes the knowledge of your own position in the field of the „categories of supremacy and subordination “.

Quelle: Maria do Mar Castro Varela

2



## ANDERS (different) ? – Dimensions of a reflexive professional self-concept

**Ermächtigung**  
(empowerment)

„Empowerment“ describes both the process of self – empowerment and the professional support for people, to perceive and use their scope of action and resources.

**Respekt**  
(respect)

Respect is a form of recognition that requires a balance between closeness and distance. A respectful counseling considers the different needs both closely and from distance.

**Selbstreflexion**  
(self-reflection)

Intercultural competence needs the questioning of own professional actions.

Quelle: Maria do Mar Castro Varela

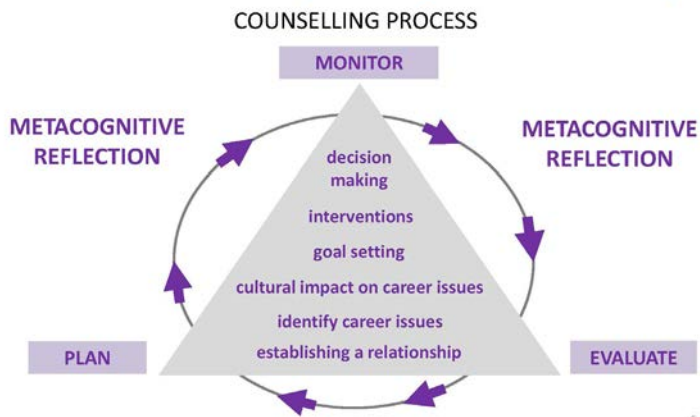
3



Metacognition –  
a reflexive professional  
self-concept tool

4

## Counselling processes in inter-cultural context (Metacognitive Awareness)



5

## Counselling processes in inter-cultural context (Metacognitive Awareness)



### Plan

- What is my plan for working with this client?
- What are my strengths and areas of challenge?

### Monitor I

- What is the client's cultural context and what are my reactions to that?
- How are my goals appropriate for the client's cultural context? How will I respond if the client's goals differ from my own?
- What are my own thoughts and reactions about the possible impact of cultural variables on career issues?

## Counselling processes in inter-cultural context (Metacognitive Awareness)



### Monitor II

- Are there some cultural variables that I am emphasizing more than the client?
- Are there some issues that I am avoiding?

### Evaluate

- How helpful are my interventions? On what basis am I determining how helpful my interventions are?
- What are the consequences of my behavior or intervention strategy? How culturally congruent are the counseling outcomes with the client's desired goals?

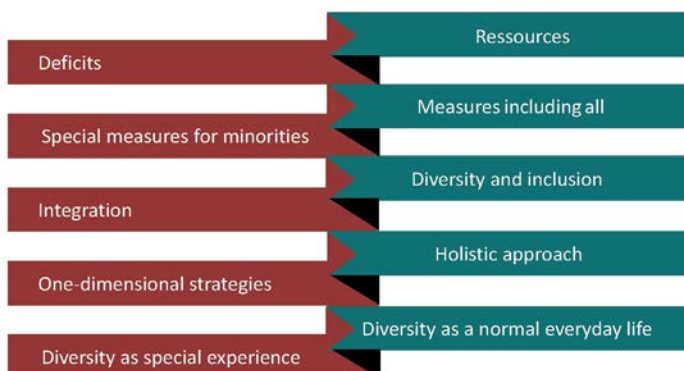
Source: Byars-Winston & Fouad, 2010

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This model helps to operationalise the ongoing reflection of career counsellors along the counselling process. Metacognitive reflection takes place during the whole counselling process, from the planning phase to the monitoring period and the final evaluation.

The previous slides provide examples of specific questions that the counsellor may ask herself/himself to examine her intervention in the counselling process along the different phases.

## Change of paradigms: diversity and gender approaches



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The left column includes key terms and concepts used in older approaches to gender and diversity. The right column includes more recent developments in the past 15 years. For example, there has been a shift from considering that female and minority job seekers face integration in the labour market from a deficit position to considering that gender and diversity are in fact assets.



# DAY 4

The last day should be dedicated to evaluation. These are the inputs to be discussed:

## Individual work

- What are for you the most important insights of the training?
- Which topics or questions would you like to follow up?

## Discussion in small groups

- Which topics and questions are relevant to you in the context of a transfer of knowledge and experience (consulting practice and / or organization)?
- Gather ideas for a practical implementation!

The results will be introduced and discussed in the plenary.

# Conclusion

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This teaching programme and material is aimed at offering adequate conceptual and practical tools to train professionals working in career counselling services about “gender and diversity/cultural sensitivity”. It focuses particularly on the fundamentals of career guidance and counselling for migrants and refugees. The training models were developed by taking into account theories and concepts from the area of communication, gender and diversity, and counselling as reflective instruments to inform counselling practices. The guide has strived to find the right balance between theory and practice, combining theoretical discussions and analysis with practical exercises by drawing of participants counselling work experiences.

There were several stages of development and quality assurance through which this training guide has been submitted to arrive to its final high quality standard. The first draft of its content was adapted from an internal training programme, developed and organised by beramí, for career counsellors in Germany, “Gender- und diversitätsensible Bildungsberatung für Migrantinnen und Migranten”. The original programme and contents were translated into English and tailored to be used by an international audience, thus fitting to different social, cultural and economic contexts. Additionally, the training materials were reviewed by the IARS International Institute and submitted to a CPD accreditation process through which it was successfully accredited.

In order to validate and improve the training contents and methodologies of this guide, pilot training was delivered using the already CPD accredited training materials. The pilot training was delivered within the 5 days Move On Project Study visit to Frankfurt organised by beramí. The study visit was targeted at career counsellors and other interested professionals from Move On partner organisations. It involved not only the pilot training programme in itself but also a visit to two advisory offices (a job centre and the regional employment agency) and an in depth participatory evaluation of the training program.

The pilot training course was directed at expanding and strengthening the gender and diversity-sensitivity counselling competencies of participants. The main learning outcome was to extend the personal interpreting horizon of counsellors and enhance the quality of their work. The feedback provided by participants guaranteed the necessary input to find the right balance in the training methodology between theory and practice, as well as different delivery formats, such as presentations, group exercises, activities, and open discussions. Participants also particularly welcomed the training focus on exploring best ways of dealing with unconscious biases, assumptions, stereotypes and hypothesis as a career counsellor, emphasising the importance of building trust and formulating open and neutral questions. Overall, the training provided a valuable space for cultural exchange of the difference national practices and problems relating to career counselling as well as providing a multicultural setting that enabled participants to explore possible solutions and mitigating strategies for issues that they have come across during career counselling practice.

The training was not only beneficial to participants but also enabled a substantial improvement of this training guide. The final stage for the preparation of this training guide consisted of revision and improvement of training materials by integrating the feedback provided by participants during the pilot training programme and evaluation. Should the necessary contextual and language adaptations be made, this training guide will certainly be an invaluable contribution to the training process of career counsellors in different countries in the EU and beyond.

PART 2

# SUMMARY AND TRANSFERABILITY ANALYSIS



# Έκθεση για τη δυνατότητα μεταφοράς του εκπαιδευτικού προγράμματος “Move On’ Gender and Diversity Sensitive Educational Counselling for Male and Female Migrants” στην ελληνική πραγματικότητα

Κέντρο Μέριμνας Οικογένειας και Παιδιού (ΚΜΟΠ)

## Εισαγωγή

Η παρούσα έκθεση παρουσιάζει τα βασικά αποτελέσματα της πενήμερης εκπαίδευσης με τίτλο “Move On’ Gender and Diversity Sensitive Educational Counselling for Male and Female Migrants” που πραγματοποιήθηκε στη Φρανκφούρτη το Φεβρουάριο του 2017, καθώς και τη δυνατότητα μεταφοράς του εκπαιδευτικού προγράμματος στην ελληνική πραγματικότητα. Στόχος της εν λόγω εκπαίδευσης ήταν η ανάπτυξη και η βελτίωση των ικανοτήτων και των γνώσεων των συμβούλων σταδιοδρομίας σε θέματα φύλου και πολιτισμικής διαφορετικότητας. Ο κύριος μαθησιακός στόχος ήταν η διεύρυνση των οριζόντων τους ώστε να ενισχύσουν την ποιότητα της εργασίας τους. Οι συμμετέχοντες είχαν την ευκαιρία να εδραιώσουν τις επικοινωνιακές δεξιότητες και τις ικανότητές τους ώστε να ανταποκρίνονται στις ανάγκες των συμβουλευόμενων με διαφορετικά διαπολιτισμικά χαρακτηριστικά.

Η εκπαίδευση πραγματοποιήθηκε από τον γερμανικό φορέα *beramí berufliche Integration e.V.*, που έχει μεγάλη εμπειρία στην παροχή συμβουλευτικής με την οπτική του φύλου και της πολυπολιτισμικότητας, ενώ σε αυτήν συμμετείχαν σύμβουλοι επαγγελματικού προσανατολισμού, ψυχολόγοι, εκπαιδευτές ενηλίκων και ερευνητές από τη Γερμανία, την Ελλάδα, την Ισπανία, την Ιταλία, τη Μεγάλη Βρετανία και την Πολωνία. Η εκπαίδευση υλοποιήθηκε στο πλαίσιο του Ευρωπαϊκού έργου “MOVE ON - Migration & Gender: Vocational and Educational Counselling”, που στοχεύει στην ενίσχυση των δεξιοτήτων και των ικανοτήτων των επαγγελματιών που παρέχουν εκπαιδευτική και επαγγελματική συμβουλευτική στους/στις μετανάστες/-τριες σε χώρες της Ευρωπαϊκής Ένωσης, δίνοντας ιδιαίτερη έμφαση σε θέματα φύλου και πολυπολιτισμικότητας. Το έργο, το οποίο χρηματοδοτείται από το Ευρωπαϊκό πρόγραμμα Erasmus+, υλοποιείται από το IARS International Institute, συντονιστή του έργου, από τη Μεγάλη Βρετανία, το Anziani E Non Solo από την Ιταλία, το *beramí berufliche Integration e.V.* από τη Γερμανία, το ΚΜΟΠ - Κέντρο Μέριμνας Οικογένειας και Παιδιού από την Ελλάδα, το Associazione Progetto Arcobaleno Onlus από την Ιταλία, το Association for Legal Intervention – SIP από την Πολωνία και το SURT από την Ισπανία.

## Περιγραφή του εκπαιδευτικού προγράμματος ‘Move On’ Gender and Diversity Sensitive Educational Counselling for Male and Female Migrants”

1η ημέρα: Θέματα φύλου και πολυπολιτισμικότητας στην Επαγγελματική Συμβουλευτική

Την πρώτη μέρα της εκπαίδευσης όλοι οι συμμετέχοντες απέκτησαν μια γενική εικόνα των προβλημάτων



που αντιμετωπίζουν οι μετανάστες/-τριες και οι πρόσφυγες όταν εισέρχονται σε μια νέα χώρα για πρώτη φορά. Στο επίκεντρο της συζήτησης τέθηκαν όχι μόνο νομικά ζητήματα αλλά και θέματα ψυχολογίας που επηρεάζουν την προσαρμογή τους στο νέο περιβάλλον και τους δυσκολεύουν την ένταξή τους στην αγορά εργασίας. Στη συνέχεια, έγινε αναφορά στην επαγγελματική συμβουλευτική και τον τρόπο που λειτουργεί μέσα στο πλαίσιο των εξατομικευμένων συνεδριών. Το τρίτο μέρος της εκπαίδευσης αφορούσε θέματα φύλου και πολυπολιτισμικότητας. Αφού, παρουσιάστηκαν ορολογίες σχετικά με το θέμα (πχ φύλο, γένος, σεξουαλική ταυτότητα), συζητήθηκε η άνιση μεταχείριση ανδρών και γυναικών στο εργασιακό περιβάλλον. Στο τέλος δόθηκε έμφαση στη συμβουλευτική διαδικασία και ιδιαίτερα στα βήματα που μπορεί να ακολουθήσει ένας σύμβουλος προκειμένου να μπορέσει να βοηθήσει πρακτικά την ομάδα στόχου, ξεπερνώντας διάφορες προκαταλήψεις ή στερεότυπα που μπορεί να τον εμποδίσουν.

## 2η ημέρα: Επικοινωνία και Υποθέσεις Εργασίας στη Συμβουλευτική Συνεδρία

Τη δεύτερη μέρα συζητήθηκαν θέματα που αφορούσαν την (διαπολιτισμική) επικοινωνία και πως επηρεάζεται με βάση μια πληθώρα παραγόντων όπως: ο πολιτισμικός παράγοντας, η ασυμμετρία δύναμης (εννοώντας τις διαφορές σε οικονομικό επίπεδο ή στο κοινωνικό στάτους), η εικόνα που πιστεύει κάποιος ότι έχουν οι άλλοι για τον ίδιο και οι εμπειρίες που μπορεί κάποιος να βιώσει είτε ως μεμονωμένο άτομο είτε ως μέρος ενός συνόλου. Σχετικά με τη συμβουλευτική διαδικασία, έγινε συζήτηση αναφορικά με τις υποθέσεις εργασίας και πώς αυτές μπορούν τόσο να βοηθήσουν όσο και να βλάψουν την πορεία της συμβουλευτικής. Συζητήθηκαν οι παράγοντες που θα μπορούσαν να σταθούν εμπόδιο στη διαμόρφωση των υποθέσεων εργασίας, όπως οι πολιτισμικές ή/και κοινωνικές προκαταλήψεις.

## 3η ημέρα: Επίσκεψη σε φορείς που ασχολούνται με τη συμβουλευτική υποστήριξη

Την τρίτη μέρα της εκπαίδευσης πραγματοποιήθηκαν επισκέψεις σε δύο διαφορετικούς οργανισμούς. Ο πρώτος φορέας ήταν ο δημόσιος οργανισμός ευρέσεως εργασίας όπου έγινε μια λεπτομερής επεξήγηση των διαδικασιών που ακολουθούνται σε θέματα μεταναστών και προσφύγων. Ο δεύτερος οργανισμός παρείχε συμβουλευτική υποστήριξη σε μετανάστες/-τριες και πρόσφυγες. Οι συμμετέχοντες μπόρεσαν να δουν και σε πρακτικό επίπεδο τις δυσκολίες που αντιμετωπίζουν μετανάστες/-τριες και πρόσφυγες, αλλά και πρακτικές που μπορούν να τους/τις βοηθήσουν.

## 4η ημέρα: Αντανάκλαση Εννοιών: Προσωπική και Επαγγελματική

Την τέταρτη μέρα της εκπαίδευσης συζητήθηκε κυρίως ο ρόλος των επαγγελματιών συμβούλων και πώς μπορούν να ξεπεράσουν όλα εκείνα τα εμπόδια που μπορεί να τους δυσκολέψουν κατά τη διάρκεια της συνεδρίας. Αρχικά παρουσιάστηκε το μοντέλο ANDERS, που περιγράφει 6 βήματα που πρέπει να ακολουθήσει ένας πετυχημένος σύμβουλος προκειμένου να μπορέσει να βοηθήσει τον άνθρωπο που ζητάει τη βοήθειά του. Έπειτα συζητήθηκε η μεταγνωσιακή επίγνωση, δηλαδή η ικανότητα/δυνατότητα που επιτρέπει στο σύμβουλο να έρχεται σε επαφή με τις σκέψεις που κάνει και την αιτιολογία πίσω από τις πράξεις του. Σε αυτό το σημείο δόθηκε ιδιαίτερη έμφαση στην ολιστική προσέγγιση, όπου ο σύμβουλος εξετάζει κάθε επίπεδο της ζωής του ατόμου απέναντί του (συναισθηματικό, φυσικό, πνευματικό, νοητικό και ψυχικό), και στη συστημική προσέγγιση, όπου το άτομο εκλαμβάνεται ως μέρος πολλών διαφορετικών συνόλων (οικογένεια, δουλειά, φίλοι) οπότε και εξετάζονται οι δυναμικές πίσω από τις διαφορετικές του σχέσεις και γίνεται μια προσπάθεια για να επιλυθεί η όποια χαμένη ισορροπία δυνάμεων.

## 5η ημέρα: Αξιολόγηση

Η πέμπτη μέρα της εκπαίδευσης περιλάμβανε ανακεφαλαίωση όλων των πρακτικών που συζητήθηκαν τις προηγούμενες μέρες, μια γενικότερη συζήτηση και επίλυση αποριών καθώς και την αξιολόγηση της εκπαίδευσης.

## Μεταφορά της εκπαίδευσης στα Ελληνικά δεδομένα

Η Ελλάδα θα μπορούσε να ωφεληθεί σε πολύ μεγάλο βαθμό από τις πρακτικές που συζητήθηκαν στην εκπαίδευση. Για να επιτευχθεί αυτό θα πρέπει να αναβαθμιστούν και να εκσυγχρονιστούν περαιτέρω οι ήδη υπάρχουσες υπηρεσίες συμβουλευτικών και υποστηρικτικών υπηρεσιών που προωθούν την απασχόληση των μεταναστών/-ριών και να εκπαιδευτούν ειδικοί επαγγελματικοί σύμβουλοι για να τις στελεχώσουν. Επίσης, θα ήταν χρήσιμο να δημιουργηθούν εξειδικευμένες δομές όπου σύμβουλοι, κοινωνικοί λειτουργοί και ψυχολόγοι μπορούν να βοηθήσουν τους/τις μετανάστες/-τριες και τους πρόσφυγες να προσαρμοστούν στις νέες συνθήκες.

Η εκπαίδευση των συμβούλων θα μπορούσε να είναι συνδυαστική και να περιλαμβάνει τόσο την ολιστική όσο και τη συστημική προσέγγιση, ώστε να μπορούν να βοηθήσουν την εν λόγω ομάδα πρακτικά και αποτελεσματικά. Οι πρόσφυγες και οι μετανάστες/-τριες αντιμετωπίζουν μια σειρά από προβλήματα/εμπόδια που επηρεάζουν την ένταξή τους στην αγορά εργασίας (πχ διακρίσεις λόγω καταγωγής, θρησκείας ή κοινωνικών αιτιών, μη ικανοποιητική γνώση της ελληνικής γλώσσας, μη αναγνώριση των επαγγελματικών προσόντων). Ως εκ τούτου, οι σύμβουλοι καλούνται να αντιμετωπίσουν τις ολοένα αυξανόμενες και ποικιλόμορφες ανάγκες τους. Μέσω της ολιστικής παρέμβασης οι σύμβουλοι μπορεί να παρατηρήσουν και κατανοήσουν τις διαφορετικές πτυχές της ψυχοσύνθεσης του ατόμου και να εντοπίσουν τυχόν ανισορροπίες στη μετάβαση του ατόμου από το προηγούμενο «μοντέλο λειτουργίας» του στο νέο. Μέσω της συστημικής προσέγγισης, ο σύμβουλος δύναται να εξετάσει ξεχωριστά όλα τα «συστήματα» του ατόμου (δηλαδή τις σχέσεις που έχει με τους άλλους) και εντοπίσει εάν υπάρχουν αλλαγές σε αυτά και πώς τον επηρεάζουν.

Για παράδειγμα, μπορεί σε κάποια χώρα να θεωρείται φυσιολογικό, από άποψη κοινωνικών νορμών, για τον άντρα να δουλεύει και για τη γυναίκα να φροντίζει το σπίτι. Εάν αυτό το ζευγάρι μεταναστεύσει ή αναγκαστεί να εγκατασταθεί σε μια χώρα όπου δεν υπάρχει η αντίστοιχη αντίληψη, το γεγονός ότι η γυναίκα ενδεχομένως να θελήσει ή να αναγκαστεί να βρει εργασία θα μπορούσε να φέρει και τους δύο σε σύγκρουση τόσο με το σύστημα αξιών που ήξεραν και εφάρμοζαν στην πατρίδα τους (εσωτερική σύγκρουση λόγω της αλλαγής ταυτότητας από «νοικοκυρά», που είναι το κοινωνικά αποδεκτό στην πατρίδα τους, σε «εργαζόμενη γυναίκα» που είναι το κοινωνικά αποδεκτό στη χώρα που πλέον μένουν) όσο και μεταξύ τους καθώς αναγκαστικά θα αλλάξουν οι ισορροπίες και πλέον θα έχουν ίδιες αρμοδιότητες και μερίδια ευθύνης (σύγκρουση στο σύστημα της συζυγικής τους σχέσης).

### Ανάλυση SWOT

Στόχος της ανάλυσης αυτής είναι η παρουσίαση των δυνατών και αδύνατων σημείων, των ευκαιριών και των απειλών από τη μεταφορά αυτής της εκπαίδευσης στα ελληνικά δεδομένα.

Δυνατά σημεία	Αδύνατα σημεία
<ul style="list-style-type: none"><li>▶ Ο φορέας που πραγματοποίησε την εκπαίδευση απέδειξε ότι μια τέτοια εκπαίδευση ωφελεί σε πρακτικό επίπεδο πρόσφυγες και μετανάστες στην ομαλή τους ένταξη στην κοινωνία και στο εργασιακό περιβάλλον.</li><li>▶ Η εκπαίδευση είναι γρήγορη και απλή και μπορεί να συνεισφέρει άμεσα.</li></ul>	<ul style="list-style-type: none"><li>▶ Δε δόθηκε ιδιαίτερη έμφαση στις διαφορές μεταξύ των φύλων, καθώς δεν ήταν τόσο απαραίτητο, λαμβάνοντας υπόψη τις συνθήκες που επικρατούν στη Γερμανία.</li><li>▶ Η εκπαίδευση βασίζεται στην ύπαρξη των υποστηρικτικών δομών της Γερμανίας.</li></ul>
Ευκαιρίες	Απειλές
<ul style="list-style-type: none"><li>▶ Η εφαρμογή του εκπαιδευτικού προγράμματος σε επαγγελματίες που εξυπηρετούν μετανάστες και πρόσφυγες στην Ελλάδα θα συμβάλει στην ένταξη των μεταναστών και προσφύγων στην αγορά εργασίας.</li><li>▶ Η εκπαίδευση μπορεί να αναβαθμίσει την ποιότητα των παρεχόμενων υπηρεσιών των υποδομών που υποδέχονται μετανάστες και πρόσφυγες.</li></ul>	<ul style="list-style-type: none"><li>▶ Απαιτείται χρηματοδότηση για τη διοργάνωση και την υλοποίηση του εν λόγω εκπαιδευτικού προγράμματος, ώστε να επωφεληθούν από αυτό όλοι οι σχετικοί φορείς στην Ελλάδα.</li></ul>



## Wdrożenie programu szkolenia „,Move On’ Gender and Diversity Sensitive Educational Counselling for Male and Female Migrants” w polskim kontekście.

### Stowarzyszenie Interwencji Prawnej – SIP

#### I.

Niniejszy raport przedstawia analizę możliwości wdrożenia w polskim kontekście programu szkolenia „,Move On’ Gender and Diversity Sensitive Educational Counselling for Male and Female Migrants” adresowanego do doradców zawodowych pracujących z imigrantami oraz innych profesjonalistów wspierających cudzoziemców w ich integracji w państwie przyjmującym. Celem szkolenia jest rozwinięcie i doskonalenie umiejętności i wiedzy z zakresu wielokulturowości i kwestii płci w obszarze doradztwa zawodowego.

Głównym celem szkoleniowym jest poszerzenie horyzontów uczestników w celu poprawy jakości świadczonych przez nich usług. Uczestnicy otrzymują możliwość konsolidacji zdolności i umiejętności w zakresie komunikacji, aby lepiej odpowiadać na potrzeby klientów w kontekście wielokulturowym.

Szkolenie zostało po raz pierwszy przeprowadzone przez niemiecką organizację berami Berufliche Integration eV, która posiada bogate doświadczenie w doradztwie z perspektywy płci i wielokulturowości, a udział w nim wzięli doradcy zawodowi, badacze oraz profesjonaliści pracujący w migrantami z Niemiec, Grecji, Hiszpanii, Włoch, Wielkiej Brytanii i Polski. Szkolenie zostało zrealizowane we Frankfurcie w lutym 2017 r. ramach projektu europejskiego „Move On - Migracja i Płeć: poradnictwo zawodowe i edukacyjne”, który ma na celu zwiększenie zdolności i kompetencji specjalistów, którzy świadczą doradztwo edukacyjne i zawodowe dla migrantów w krajach Unii Europejskiej, ze szczególnym uwzględnieniem perspektywy płci i wielokulturowości.

Program szkolenia obliczony jest na 4 pełne dni warsztatowe. W programie zachowano równowagę między teorią a praktyką pozwalając uczestnikom na zastosowanie w praktyce nabytej wiedzy w ramach pracy w grupach, symulacji procesu poradniczego czy różnorodnych ćwiczeń skłaniających do refleksji.

W pierwszym dniu szkolenia, przedmiotem debaty w gronie uczestników jest spektrum problemów natury psychologicznej i prawnej, napotykanym przez migrantów i uchodźców, a wpływających na proces ich integracji na rynku pracy w kraju przyjmującym. W kolejnej części szkolenia uczestnicy nabywają wiedzę o definicjach pojęć związanych z płcią i wielokulturowością, którą następnie mogą utrwalić pracując w małych grupach nad rozwiązaniem konkretnego przypadku. Pod koniec dnia szkoleniowego uczestnicy otrzymują podstawową wiedzę o procesie doradczym, tj. jakie kroki powinien podejmować po kolei doradca aby jak najlepiej odpowiadać na potrzeby grupy docelowej pokonując jednocześnie swoje wewnętrzne przesady czy bariery. W drugim dniu szkolenia uczestnicy poznają metodę polegającą na budowaniu hipotez w procesie doradczym, które pozwalają na uświadomienie sobie dokonywanych podświadomie założeń co do osoby, której pomagamy i jej motywacji i przeniesienie niektórych z owych założeń czy domysłów na grunt hipotez, które po kolei sprawdzamy w toku rozmowy z klientem. Uczestnicy otrzymują również zestaw pytań pomocnych przy rozmowie z klientem i w budowaniu oraz sprawdzaniu neutralnych hipotez dotyczących drugiej osoby.

Prowadzący/a zapoznaje również uczestników z modelami dotyczącymi komunikacji oraz tego, jak na ową komunikację wpływają przeróżne czynniki, w tym czynniki kulturowe, asymetria władzy między doradcą a jego klientem, obraz rozmówcy, który powstaje w świadomości doradcy a wypływający ze znanych mu stereotypów. Kolejny dzień szkoleniowy rozpoczyna się analizą barier, które pokonuje doradca w procesie poradniczym w kontekście wielokulturowym. Na przykładzie modelu ANDERS uczestnicy śledzą pułapki czyhające nawet na otwarte i tolerancyjne osoby w zetknięciu z przedstawicielami reprezentującymi odmienne poglądy, doświadczenie czy zaplecze kulturowe. Uczestnicy poznają również 6 zasad skutecznego doradztwa. Następnie program szkolenia przewiduje analizę modelu metapoznawczej świadomości polegającej na tym, iż doradca zdaje sobie sprawę z przebiegu własnych procesów intelektualnych ale i emocjonalnych w kontakcie z osobą potrzebującą jego/jej doradztwa. Uczestnicy dyskutują również o wartościach na podstawie modelu wartości Schulza. W ostatnim dniu szkolenia uczestnicy dokonują podsumowania warsztatów, dzielą się refleksjami oraz próbują zastanowić się nad tym, które z poznanych technik i modeli mogą zastosować w swojej codziennej praktyce zawodowej.

## II.

Analizując możliwość przełożenia programu szkolenia na grunt polski, należy na wstępie zauważyć, iż doradztwo zawodowe dla migrantów w Polsce rzadko odbywa się w ramach ściśle określonych struktur czy instytucji. Doradcy zawodowi wykonujący ten zawód w ramach instytucji publicznych (np. urzędów pracy) rzadko mają kontakt z osobami o innym zapleczu kulturowym, ze względu po pierwsze, na wciąż niski odsetek migrantów w polskim społeczeństwie, a po drugie, ze względu na fakt, iż przepisy prawne często ograniczają dostęp do instrumentów rynku pracy (jakim jest doradztwo zawodowe) obywatelom krajów trzecich. Migranci z problemami związanymi z zatrudnieniem zwracają się głównie do organizacji pozarządowych, z których kilka (m.in. Instytut Spraw Publicznych, Polskie Forum Migracyjne, Fundacja Ocalenie) prowadzi doradztwo zawodowe lub pośrednictwo pracy dla imigrantów w Polsce. Z powyższego wynika duże zróżnicowanie grupy, która jest grupą docelową szkolenia: jedna grupa to pracownicy publicznych służb zatrudnienia, którzy spełniają formalne wymagania w zakresie kwalifikacji zawodowych i stażu pracy doradcy zawodowego, jednakże jedynie z rzadka posiadają wiedzę o specyfice tej grupy klientów czy przepisach rządzących migracją w Polsce, druga zaś grupa to pracownicy organizacji pozarządowych- osoby niekoniecznie posiadające profesjonalne zaplecze do wykonywania roli doradcy, jednak głęboko zaangażowane w pomoc imigrantom i uchodźcom i znające specyfikę i problemy tej grupy społecznej.

Program szkolenia opiera się na założeniu, iż uczestnicy są świadomi założeń teoretycznych procesu poradniczego, stąd pomija on wiele podstawowych informacji w tym zakresie. Wydaje się, iż w polskim kontekście, właśnie ze względu na tak zróżnicowaną grupę odbiorców, wskazane byłoby ujednoczenie bazy teoretycznej grupy i rozwinięcie części dotyczącej doradztwa zawodowego jako takiego. Należałoby pochylić się nad wręczonymi uczestnikom „krokami w procesie doradczym” jak i slajdami dotyczącymi modeli poradnictwa, czy też przykładami pytań wykorzystywanych w tym procesie.

Wydaje się, również, iż ze względu na nikły dyskurs publiczny w tym zakresie w Polsce, więcej uwagi należy poświęcić kwestiom związanym z płcią, tożsamością płciową, stereotypom związanym z płcią i rozumieniu podstawowych pojęć z tego zakresu. Podobny postulat dotyczy wielokulturowości.

Z całą pewnością należy zaznajomić uczestników dogłębnie z modelami świadomości metapoznawczej, autorefleksji, procesem budowania hipotez, modelem ANDERS czy modelem wartości Schulza. Dużo uwagi należy poświęcić praktycznemu przeciwiczeniu ww. modeli. Należy mieć na uwadze, iż ze względu na niewielką ilość szkoleń dla tej grupy, może być to pierwsza okazja, przy której uczestnicy mogą podzielić się swoimi doświadczeniami, problemami i barierami napotykanymi w doradztwie. Należy umożliwić uczestnikom wymianę przemyśleń, doświadczeń i przykładów z ich praktyki. W przypadku grup mieszanych, tj. w których uczestnikami są zarówno pracownicy administracji jak i pracownicy organizacji pozarządowych, należy szczególnie starać się, aby grupy te mogły się ze sobą mieszać, zachęcając do dzielenia się doświadczeniami. Wydaje się, iż można zrezygnować z niektórych ćwiczeń zawartych w programie szkolenia, np. „w płaszczu mojego życia” czy „kwiat” na rzecz symulacji procesu doradczego skłaniając uczestników do jak najczęstszej autorefleksji i analizy stosowanych w ich pracy metod i narzędzi.

### III. Analiza SWOT

Mocne strony	Słabe strony
<ul style="list-style-type: none"><li>▶ Program porusza kwestie niemal nieistniejące dotychczas w dyskursie o doradztwie zawodowym w PL</li><li>▶ Program jest jednym z pierwszych dostępnych materiałów dla doradców zawodowych pracujących w tym obszarze Szkolenie wyposaża uczestników w praktyczne, konkretne narzędzia, które w krótkim czasie mogą doprowadzić do poprawy jakości</li><li>▶ Dużo praktycznych ćwiczeń i pracy w grupach w programie szkolenia</li><li>▶ Program zawiera modele i koncepcje słabo rozpowszechnione wśród doradców zawodowych w PL</li></ul>	<ul style="list-style-type: none"><li>▶ Materiały szkoleniowe, bez dodatkowego opracowania merytorycznego mogą być zbyt hermetyczne dla osób, które nie brały udziału w szkoleniu prowadzonym przez autorów szkolenia</li><li>▶ Program szkolenia wymaga gruntownej uprzedniej wiedzy nt. doradztwa zawodowego u osoby prowadzącej szkolenia/ bądź chcącej doszkolić się samodzielnie</li><li>▶ Program dostosowany do doradztwa systemowego, mającego oparcie strukturalne i instytucjonalne w niemieckim systemie</li><li>▶ Materiały szkoleniowe są w języku angielskim</li></ul>
Szanse	Zagrożenia
<ul style="list-style-type: none"><li>▶ Duże zainteresowanie szkoleniem w grupie doradców zawodowych</li><li>▶ Można się spodziewać szybkiego efektu w postaci poprawy jakości świadczonych usług w grupie uczestników szkolenia</li><li>▶ Natychmiastowe przećwiczenie i utrwalenie przedstawianych modeli i koncepcji oraz wymiana doświadczeń między uczestnikami w grupach co jest wartością dodaną w polskim kontekście, w obliczu niewielkiej wymiany myśli doświadczeń i poglądów w tej grupie</li><li>▶ Zwiększenie kompetencji tego sektora wsparcia migrantów w Polsce w co najmniej kilku wymiarach</li></ul>	<ul style="list-style-type: none"><li>▶ Bez wsparcia finansowego nie będzie możliwe multiplikowanie efektów szkolenia</li><li>▶ Materiały szkoleniowe, jako zbyt hermetyczne nie będą wykorzystywane do samodzielnego doskonalenia zawodowego przez doradców</li><li>▶ Wdrożenie niektórych modeli może nie być możliwe ze względu na brak struktur i wsparcia instytucjonalnego dla doradztwa zawodowego w PL</li><li>▶ Doradcy nieposiadający znajomości języka angielskiego będą mieli ograniczony dostęp do materiałów</li></ul>

# Formación del proyecto Move On en género y diversidad dirigida a profesionales de la orientación profesional - Resumen de la formación y evaluación de sus posibilidades de transferencia al contexto español

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## 1. Descripción de la formación

En estas páginas se presenta un resumen y un análisis de las posibilidades de transferencia, adaptación y aplicación en el contexto español del programa de formación "Move On" sobre género y diversidad en los contextos de orientación profesional de personas migradas.

El curso se dirige principalmente a profesionales de la orientación laboral y profesional que trabajan con usuarias y usuarios de origen no autóctono, pero puede ser de utilidad también para profesionales y voluntariado que trabaja con este mismo colectivo en otros servicios no directamente relacionados con la inserción laboral. El objetivo de la formación es desarrollar y mejorar el conocimiento y las competencias en materia de diversidad, interculturalidad y género en el marco de los procesos de orientación profesional.

El curso se basa en la metodología empleada por la entidad alemana Beramí, con 30 años de experiencia en la integración de las personas migradas en el mercado laboral. En el marco del proyecto Move On, el curso se desarrolló en la sede de esta organización en Frankfurt en febrero de 2017, con la asistencia de tres profesionales de cada una de las siete entidades socias del proyecto, pertenecientes a seis países europeos (Alemania, Grecia, España, Italia, Reino Unido y Polonia).

La formación comprende 23 horas, distribuidas en 3 sesiones de un día y una última media jornada de evaluación. Además, se propone una jornada de visita a centros de empleo del territorio. Se trata de una formación teórico-práctica que tiene en cuenta tanto la transmisión de conocimiento como las actividades individuales y grupales, con diversas técnicas, como role-playing, discusión, movimiento, etc.

Al término de cada sesión, se invita a las y los participantes a recoger en un documento los resultados formativos de la sesión y cuestiones que quisieran tratar en sesiones sucesivas.

## Sesión 1: Género y diversidad en la orientación profesional

El primer módulo de la formación está dedicado a la presentación de los conceptos de género y diversidad en el marco de la orientación profesional. Este bloque se abre con una introducción a los factores individuales y estructurales que inciden en los procesos de orientación profesional de las personas migradas y refugiadas. También se presenta el modelo de orientación laboral que se adopta en el curso, un enfoque sistémico en el cual la orientación laboral es un proceso de acompañamiento de las personas usuarias en el que la/el profesional debe mantener una actitud reflexiva sobre su actuación; este concepto se ampliará en sesiones sucesivas.

En segundo lugar, se presenta el concepto teórico de diversidad, en sus diversas dimensiones, y no sólo en lo cultural, así como nociones de género en el contexto de la orientación laboral. Las y los participantes consolidan los conceptos en dos dinámicas grupales: la elaboración y discusión de una “flor del poder”, un mapa visual de las distintas dimensiones de la diversidad y sus implicaciones en las desigualdades sociales, y el análisis del caso de una usuaria para identificar los factores de género.

La primera jornada termina con la presentación de los principios fundamentales de la orientación laboral, una propuesta de perfil de competencias de las y los profesionales, y un apunte sobre los procesos metacognitivos que se desarrollan en el contexto de la orientación, un punto en el que se profundizará en las siguientes sesiones del curso.

## **Sesión 2: Comunicación e hipótesis en las sesiones de orientación profesional**

En el segundo día de formación se aborda la perspectiva intercultural en la comunicación, desde una perspectiva crítica.

El concepto de interculturalidad se introduce a través de una dinámica de presentación en la que las y los participantes explican la historia que hay detrás de sus nombres: cómo eligieron sus progenitores su nombre, si sigue o no una tradición familiar, los distintos sistemas de apellidos en su contexto cultural, etc. Es una dinámica muy rica para ampliar la mirada del contacto interpersonal, ya que permite reconocer la diversidad a través de la perspectiva biográfica de los individuos. La dinámica refleja las tensiones entre tradición y cambio social en distintos territorios, y las coincidencias en los códigos culturales de territorios aparentemente muy distintos. También permite abordar las relaciones de género implícitas en los sistemas de apellidos, a través de la organización familiar.

La sesión prosigue con un análisis teórico del proceso de comunicación en contextos interculturales, según el modelo Auernheimer, teniendo en cuenta las asimetrías de poder subyacentes, los códigos culturales compartidos y las imágenes recíprocas del “otro”. En el marco de la relación profesional con las personas usuarias, el encuentro entre los sistemas de profesionales e usuarias puede llevar a desencuentros e “irritaciones”. Para asegurar una comunicación efectiva que permita superar estos desencuentros, se propone una metodología de trabajo en la que el/la profesional plantea explícitamente y analiza críticamente una serie de hipótesis sobre la situación de la persona usuaria. Estas hipótesis guían el proceso de orientación profesional y permiten a los y las profesionales tomar conciencia de sus presuposiciones inconscientes y prejuiciadas, y revisarlas de forma crítica a lo largo del proceso.

Para plantear estas hipótesis, las participantes reciben una batería de preguntas para plantear a las personas usuarias. Los distintos formatos de formulación de las preguntas (abiertas, escala, hipotéticas, etc.) permiten orientar los efectos deseados en la usuaria y guiar la formulación y verificación de hipótesis por parte de la/el profesional.

## **Sesión 3: Reflexión sobre conceptos: personal y profesional**

La sesión se abre con una dinámica “rompehielos” muy efectiva para abordar la diversidad. Se reparte una fruta (por ejemplo, una lima) entre las personas participantes y se les invita a describir las particularidades de este objeto. Después las participantes vuelven a dejar la lima en la caja y se les pide que la identifiquen, distinguiéndola de las demás. El proceso permite desarrollar las competencias de observación de lo particular en un objeto aparentemente genérico, y experimentar un apego emocional a medida que se amplía la capacidad de percibir las diferencias.

El tema central de la sesión se trabaja a partir de otra dinámica individual/grupal, “En los bolsillos del abrigo de mi vida”, una reflexión biográfica sobre los principales mensajes relacionados con la educación, la formación y el desarrollo profesional recibidos en la infancia y adolescencia (en el contexto familiar, educativo, por los medios de comunicación, etc.). De este modo se reflexiona sobre la influencia de estos mensajes en la práctica profesional como orientadores/as.

El cuerpo teórico de la sesión incluye la presentación del modelo de Anders y sus seis principios de la orientación profesional en contextos interculturales, y de un modelo metacognitivo para la toma de conciencia y reflexión continua de las presuposiciones de las y los profesionales sobre el proceso de las personas usuarias. También se debate sobre los valores, según el modelo comunicativo de Schulz von Thun.

La sesión concluye con una reflexión (individual y a nivel de las organizaciones) sobre los principales principios de la orientación profesional.

## Sesión 4: Evaluación

La última sesión es una sesión de evaluación individual y grupal sobre la formación y sus posibilidades de transferencia y adaptación a la práctica profesional diaria de las participantes y el funcionamiento de sus servicios y entidades.

### Sesión adicional: visita a centros de empleo

En la realización de la formación en Frankfurt, el programa se complementó con una jornada de visita a centros de empleo del territorio para conocer los servicios de orientación laboral a personas migradas y los programas de igualdad de oportunidades en el empleo para mujeres y hombres.

La presentación del trabajo realizado en estos centros por profesionales especializados permite conocer de primera mano las buenas prácticas implementadas y los retos que plantea especialmente la atención a numerosas personas solicitantes de asilo en el contexto de la actual crisis de personas refugiadas en Europa, especialmente teniendo en cuenta la responsabilidad asumida por Alemania en la gestión de esta crisis humanitaria.

También resultó de gran interés el contraste entre los servicios de información dirigidos principalmente a personas migradas cualificadas, especialmente de origen comunitario (con España como principal país de origen), y los servicios orientados a la orientación profesional e inserción laboral de personas solicitantes de asilo, con un circuito distinto vinculado a la atención social.

## 2. Análisis de su transferencia al contexto español

Debido a diversos factores socioeconómicos, políticos y culturales, en España existen diversas realidades en relación con las políticas de integración de las personas migradas y resulta difícil hacer una valoración en conjunto de la posible adaptación del programa formativo a situaciones tan diversas. Sin embargo, en algunas comunidades autónomas, notablemente Catalunya, Madrid, Euskadi y Andalucía, se han desarrollado iniciativas pioneras que integran el género y la diversidad en los procesos de orientación laboral y que han sido reconocidas como buenas prácticas en foros nacionales e internacionales. Se trata de programas desarrollados en el marco de servicios municipales o autonómicos, o bien a cargo de entidades del tercer sector. Pese a su valía metodológica, el impacto de estas iniciativas sigue siendo limitado en términos cuantitativos, pues los servicios de empleo públicos no despliegan habitualmente acciones específicas que tengan en cuenta el género y la diversidad en la intervención.

En este contexto, el programa formativo analizado, pese a tratarse de una formación introductoria sobre género e interculturalidad, podría transferirse preferentemente a aquellos espacios profesionales ya sensibilizados y con experiencia en este ámbito, no para incorporar nuevos conceptos, sino para contrastar enfoques teóricos y metodológicos, enriquecer los procesos consolidados con nuevas perspectivas y plantear posibilidades de mejora en los servicios.

En los servicios no especializados y sin especial sensibilidad al género y la diversidad, consideramos que el curso podría transferirse también, pero requeriría cierto proceso de adaptación. En Catalunya, por ejemplo, existe ya una oferta formativa sobre interculturalidad y género, y profesionales expertas/os en la materia, que imparten módulos similares a los incluidos en este programa formativo (diversidad/interculturalidad y género, procesos de acompañamiento en la orientación, etc.). Por lo tanto, sería recomendable que la formación impartida no fuera una transferencia directa de la experiencia de Beramí, sino que incorporara también la experiencia de las entidades expertas en España, de forma que el formato resultante fuera un espacio de intercambio para la transferencia mutua de modelos teóricos, metodologías y experiencias prácticas.

En este contexto, la principal innovación del programa de formación, desde la perspectiva española, es la inclusión de las personas refugiadas en el colectivo destinatario. La experiencia de las entidades alemanas en este ámbito resulta de gran interés para las y los profesionales de la orientación profesional de España y sería recomendable profundizar en este aspecto concreto a la hora de transferir la formación al territorio del Estado Español.



### 3. Análisis DAFO de la transferencia al contexto español

Debilidades	Amenazas
<ul style="list-style-type: none"> <li>✦ Falta de materiales detallados que faciliten la aplicación del programa.</li> <li>✦ Falta de bibliografía en español e inglés que recoja el marco teórico y metodológico de la formación.</li> <li>✦ La transversalización del género en el enfoque intercultural adoptado no es siempre sistemática/explicita.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Existencia de programas formativos similares sobre diversidad/interculturalidad y género a cargo de entidades de España.</li> <li>✦ Incertidumbre política sobre la continuidad de los programas de integración en algunos contextos, tendencia a la restricción de las fronteras y limitación de los recursos dedicados a políticas de diversidad y de igualdad.</li> </ul>
Fortalezas	Oportunidades
<ul style="list-style-type: none"> <li>✦ El curso ha sido diseñado y es impartido por un equipo de profesionales de orígenes diversos y con trayectorias migratorias propias.</li> <li>✦ Sólido enfoque intercultural.</li> <li>✦ La formación recoge las experiencias actuales en Alemania en la integración de personas refugiadas y migradas dentro de la actual crisis humanitaria.</li> <li>✦ Es un programa integrado en el sistema de orientación profesional alemán, con un sólido apoyo institucional.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Contexto político favorable a la continuidad de las políticas de integración y género en algunos contextos municipales/autonómicos del Estado Español.</li> <li>✦ Interés por conocer las experiencias de acogida e integración de personas migradas y refugiadas en Alemania, en el contexto de la actual oleada migratoria a Europa, y especialmente en escenarios de emergencia y situaciones traumáticas.</li> </ul>

# Move On - Migration & Gender: Vocational and Educational counselling: sintesi del programma formativo ed analisi di trasferibilità in Italia

## Sintesi del percorso

Il percorso formativo “Move On - Migration & Gender: Vocational and Educational counselling” [Migrazione & Genere nell’orientamento formativo e professionale] è stato elaborato dall’organizzazione tedesca Beramì e sperimentato, con un gruppo di partecipanti di diversi Paesi Europei, nell’ambito dell’omonimo progetto Erasmus+ nel mese di Febbraio 2017. Il corso si è articolato su quattro giornate di formazione in aula ed uno dedicato a visite di studio presso alcuni servizi locali dedicati a supportare persone straniere nel loro inserimento professionale in Germania.

In particolare, il programma del corso si è articolato come segue:

**Prima giornata: il genere e la diversità nell’orientamento professionale**

**Si sono approfonditi i fattori che influenzano il percorso di integrazione professionale, il concetto di diversità e genere e i principi di base del counselling in contesto interculturale.**

**Seconda giornata: la comunicazione e la formulazione di ipotesi in una sessione di counselling**

**La sessione si è focalizzata sui diversi stili di comunicazione, sulla presentazione del modello Auernheimer di comunicazione interculturale, su come sviluppare ipotesi e verificarle all’interno di una sessione di orientamento.**

**La terza giornata è stata dedicata alle visite di studio a servizi di counselling rivolti specificatamente a migranti e richiedenti asilo attivi a Francoforte.**

**Quarta giornata: riflessione sui valori personali dell’orientatore.**

**La giornata è stata dedicata a dare agli operatori strumenti per riflettere sui propri valori personali e su come questi si traducono nel proprio approccio all’orientamento. E’ stato inoltre presentato il Modello “ANDERS” che guida nell’auto-riflessione.**

**L’ultima giornata è stata dedicata alla valutazione del corso.**

## Trasferibilità in Italia

Relativamente alla trasferibilità del percorso in Italia, riteniamo che il maggior ostacolo possa essere individuato nell’assenza, nel nostro Paese, di un profilo professionale codificato di “orientatore”. Infatti, nonostante diversi tentativi di definizione di standard minimi a livello nazionale, attualmente quindi di fatto chiunque può svolgere questa mansione. Nella pratica chi si trova a ricoprire tali mansioni sono tendenzialmente gli operatori sociali (educatori professionali, assistenti sociali, operatori sociali privi di alcuna qualifica specifica) impiegati all’interno di progetti e/o strutture di accoglienza per migranti. Fatta eccezione per le esperienze di servizi di orientamento rivolti nello specifico ai migranti svolti all’interno dei Centri per l’Impiego (realtà che non comprende l’intero territorio nazionale) e alcune esperienze



di agenzie private (quali ad esempio agenzie interinali), sulla quasi totalità del territorio, l'orientamento motivazionale e professionale è demandato agli enti del privato sociale che si organizzano per rispondere in modo sempre più funzionale alle esigenze dei migranti. Tra l'altro questi ultimi vanno sempre più considerati facenti parte di un fenomeno e di un contesto che oggi è in continuo mutamento, pertanto si deve anche mettere in conto che tali servizi dovrebbero risultare il più dinamici e flessibili possibile in modo da mantenere costantemente in loro un'alta funzionalità.

Come conseguenza di ciò che è stato descritto sopra, risulta difficile stabilire una soglia di competenze in ingresso possedute da un potenziale partecipante al percorso formativo e ciò potrebbe tradursi nell'esigenza di approfondire maggiormente alcuni aspetti teorico / metodologici legati al percorso di counselling rispetto a quanto trattato nel percorso MOVE ON.

Con l'esclusione di questo elemento, tuttavia, riteniamo che il percorso formativo sia facilmente trasferibile nel nostro contesto nazionale.

In primo luogo in quanto utilizza un approccio fortemente esperienziale e costruttivista, che quindi consente un buon livello di adattabilità alle effettive competenze ed interessi dei partecipanti. Infatti questo percorso potrebbe essere anche implementato con un modulo relativo al Capacity Building, al fine di fornire ai servizi e agli operatori degli strumenti utili alla ricerca di strategie che permettano di adattarsi ai target specifici e ai continui mutamenti del contesto in cui essi stessi operano. L'approccio esperienziale e costruttivista permette di dotarsi degli strumenti utili per trovare soluzioni che possano rispondere alle varie esigenze, piuttosto che fornire delle risposte "preconfezionate" che probabilmente risulterebbero poco applicabili a tutti i contesti se non ripensate e riadattate. In questo il percorso formativo di Move On può risultare realmente un approccio che può superare confini territoriali e "barriere di qualifiche codificate".

In secondo luogo, proprio perché l'approccio utilizzato nel percorso MOVE ON prescinde sostanzialmente dagli aspetti normativi / organizzativi dei servizi – focalizzandosi invece sulla capacità dell'orientatore di riconoscere i propri assunti relativi alla cultura e al genere e sull'essere in grado di metterli in discussione – si presta ad essere utilizzato nei più diversi contesti nazionali e di servizio.

Punti di forza	Punti di debolezza
<ul style="list-style-type: none"> <li>✦ Un approccio indipendente dai contesti nazionali dal punto di vista normativo ed organizzativo che consente forte adattabilità</li> <li>✦ Disponibilità di materiali e risorse che favoriscono la replicabilità del programma</li> <li>✦ Ampio spazio dedicato ai lavori di gruppo e all'apprendimento attivo che consentono la personalizzazione dell'intervento</li> <li>✦ Il corso è sviluppato sulla base di una consolidata esperienza operativa</li> </ul>	<ul style="list-style-type: none"> <li>✦ Gli aspetti teorici non sono approfonditi, quindi il corso potrebbe rivelarsi insufficiente per chi non ha una solida base teorica di riferimento nel counselling</li> <li>✦ In Italia la figura professionale dell'orientatore non è codificata: potrebbe non risultare chiaro a chi questo corso si rivolge</li> </ul>
Minacce	Opportunità
<ul style="list-style-type: none"> <li>✦ In Italia i servizi di orientamento professionale specificamente dedicati a persone straniere e focalizzati sul genere non sono mainstreaming</li> <li>✦ In Italia i servizi di orientamento svolgono spesso questo ruolo senza una chiara mission e una specifica struttura organizzativa</li> </ul>	<ul style="list-style-type: none"> <li>✦ Un rapido ed efficace inserimento lavorativo dei richiedenti asilo è una priorità politica europea che avrà ricadute sui contesti nazionali</li> <li>✦ Non esistono percorsi formativi analoghi disponibili a livello nazionale</li> </ul>

## Transferability analysis of the training course into the UK context

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The transferability of the Move On training course on gender and cultural sensitivity for career counsellors into the UK context offers some promising Strengths and Opportunities but also some Weaknesses and Threats.

Some of its main strengths arise from the fact that the starting point for the development of this training programme was an already existing training developed by beramí, “Gender- und diversitätsensible Bildungsberatung für Migrantinnen und Migranten”, which is a German organisation with over 30 years of experience working with migrants and refugees. As such, this training was already successfully implemented in the German context and received support and recognition from German public institutions. In addition, beramí further developed and adapted the training content to a multicultural audience to develop the Move On face-to-face pilot training. This means that to some extent the training is already suitable to the highly multicultural UK context and multicultural teams of professionals which are likely to be working in this area in the UK. Finally, it is also a strength that the programme has already been piloted with an international audience as it was possible to have a truly intercultural exchange of practices and views and evaluate the programme to better fit its purpose.

However, there are also weaknesses relating to its transferability. Given that the programme was specifically tailored to an international group of professionals working on different EU countries, it necessarily avoided to go in depth in terms of employment and anti-discrimination law, legislation considered here to be highly relevant to this type of training. Thus, it would be important to take into account the specificities of the UK law in the area and integrate them into the course. Similarly, its broad EU focus does not cater to the specific UK context in terms of policies and legislation around migration and refugees which can be considerably different from other EU countries. Lastly, the training programme preferred focus on the ‘positive’ concept of ‘diversity’ rather than ‘intersectionality’ may also at times underplay the impact that systemic inequalities have on refugee and migrants as well as dynamics of power and privilege.

In terms of opportunities, since the programme was first piloted targeting an international audience, its contents have already been translated into English. That said, this would considerably facilitate its usage in the UK, only requiring a revision of its language and main concepts to make sure it is in line with those current used in the UK. In addition, the fact that the original training included a visit to a job centre and an employment agency in Germany as well as a discussion about their available support, this could be presented as an opportunity to incorporate a comparative analysis with similar institutions and support available in the UK for that matter.

Finally, the transposition of this training to the UK context also present a few threats. The first one regards to the current political climate which is of strong anti-migrants and refugees’ feeling, specially intensified after the Brexit referendum results. This could be particularly challenging in terms of gathering support for such initiative and encountering resistance among the sector as well as among prospective training participants. Secondly, the current and intensifying government cuts to public services and welfare is also presented as threat, such cuts particularly threatens services normally freely accessible to migrants and refugees to support them in their integration, including labour market integration.

## SWOT analysis of the transferability of the training into the UK context

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>✦ The programme has already been successfully implemented in the German context and received institutional support</li> <li>✦ The content has already been adapted having in mind an international, multicultural audience which aligns to the multicultural population of the UK and professionals likely to be working in the area of counselling</li> <li>✦ The programme has already been piloted with an international audience as well as evaluated to fit its purpose</li> </ul>	<ul style="list-style-type: none"> <li>✦ Does not incorporate specific UK employment and anti-discrimination law</li> <li>✦ Doesn't cater to the specific UK context in terms of policies and legislation around migration and refugees</li> <li>✦ Focus given on the 'positive' concept of 'diversity' rather than 'intersectionality' may at times underplay the impact of systemic inequalities have on refugee and migrants and unbalanced dynamics of power and privilege</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>✦ The content has already been translated into English</li> <li>✦ To compare the structures, systems and support available in Germany with those available in the UK</li> </ul>	<ul style="list-style-type: none"> <li>✦ Strong anti-migrants and refugees' political climate</li> <li>✦ Cuts to services previously freely available to migrants and refugees</li> </ul>

**GALLERY**

**MOVE ON CPD ACCREDITED TRAINING**

**6 - 10 FEBRUARY 2017  
FRANKFURT, GERMANY**





DO WHAT YOU ENJOY DOING.  
IF YOU DON'T LIKE WHAT YOU  
DO NOW - CHANGE IT.

<p>... in the ...</p>	<p><b>RESPONSIBILITY AND DUTIES</b></p>	<p>Don't let other people to convince you out of your talent.</p>	<p>THE PERSONAL SKILLS ARE VERY IMPORTANT IN YOUR JOB PLACEMENT</p>	<p>To something you're scared to but when you do the ...</p>
<p>Remember to give yourself the ability to do anything that you ever need.</p>	<p>Search your own excellence.</p>	<p>If you don't know the answer you cannot derive the answer.</p>	<p>If a day goes by and you haven't learned anything new, then you have wasted a day of your life.</p>	<p>At the end of the day both the KING and the PAUPER go back to the same box.</p>
<p><b>RESPECT AND BE ROUTE</b></p>	<p>You have to trust that the skills will correct in your face. - Steve</p>	<p><b>CROSSROADS: STUDY WHAT YOUR MOTIVATION OR INTEREST IS WORKING</b></p>	<p><b>TO BE ON THE TOP IS YOUR DUTY</b></p>	
<p>Keep studying!!</p>	<p>THE EDUCATION IN THE SCHOOL IS ALIEN VALUES</p>		<p>Mistakes are allowed and can be very helpful to our learning</p>	

- Focus on person
- ① • Respect the process
- ② • Transparency
- Be aware of your
- ③ • tasks and limits
- Respect boundaries
- Provide tools ~~to~~ for them to find their solutions













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