Intellectual Output 4. LIGHHOUSE Guidebook: Innovative strategies and techniques in career guidance and counselling for migrants

SUPPORTING LIFELONG LEARNING AND CAREER PATHS FOR MIGRANTS BY TAILORED COUNSELLING AND RECOGNITION OF PRIOR LEARNING TO IMPROVE SKILLS, EMPLOYABILITY AND MOBILITY

www.lighthouse-project.eu

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INTRODUCTION

"LIGHTHOUSE Supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility" is an innovative project aiming to develop and provide access to new methodologies for career guidance and counselling in Europe. The project is co-funded by the Erasmus+ Programme of the European Union and is being implemented by a consortium of seven partners from Spain, Norway, Greece, France, Cyprus and Austria, from September 2014 to August 2017.

LIGHTHOUSE focuses on the development of an innovative solution for supporting lifelong learning and career paths for migrants – the LIGHTHOUSE. Within this framework, the Guidebook consists on a comprehensive resource that provides in depth information on the theoretical foundations of the Lighthouse model and on its innovative strategies and techniques for career guidance and counselling for migrants.

The LIGHTHOUSE GUIDEBOOK aims to be a useful tool, complementary with other practical products of the project, offering conceptual knowledge and methodological support to counsellors, educators, trainers, managers and other staff working at career guidance and counselling services for migrants as well as to professionals, policy makers and relevant stakeholders active in the field of social and labour inclusion of migrants.

The present Guidebook has been developed on the basis of the previous intellectual outputs of the LIGHTHOUSE project:

- IO.1 State of the art report on career guidance and counselling services for migrants: context analysis, needs and recommendations.
- IO.2 LIGHTHOUSE Model: interactive open space for supporting lifelong learning and career paths for migrants
- IO.3 LIGHTHOUSE Training Curriculum: an ECVET-based tool designed for professional development on counselling and career guidance.
The LIGHTHOUSE Guidebook is structured in two separate parts.

The first part contains:

- General approximation on the theoretical foundations of the LIGHTHOUSE model.
- Contextual analyse of the situation, problems and needs of the migrant people with regard to their career development process.
- Description of the organizational and professional framework of the career services for migrants: context, challenges and problems to face and limits of the usual approaches and methods applied.
- LIGHTHOUSE innovative strategies and techniques for career guidance and counselling: self-directed learning concept, empowerment, community Integration, intercultural conflict mediation, social coaching.

The second contains a presentation and brief explanation of the tools and methods that partners have developed for the next output: the Lighthouse Toolbox. This presentation will serve as a guide for those counselling and career guidance professionals interested on applying Lighthouse model in their organizations.

Furthermore, this second part contains the explanation of the necessary steps in order to achieve the main products from the four areas of the LIGHTHOUSE model:

- Recognition - *Personal Roadmap*
- Training - *Lifelong Learning Plan*
- Employment - *Job-Guide*
- Mobility - *Mobility Passport*
FIRST PART

1. GENERAL THEORETICAL FRAMEWORK

The theoretical framework of LIGHTHOUSE project is based on several approaches from two main areas: **Life Long Learning** and **Career guidance and counselling**. All these theories are aimed to foster the educational potential of people by means of the diagnosis and development of personal and social resources in the field of skills for working with people from different cultural origins, which necessarily need to participate in the practical development of their competences for constructing careers. In the following pages, a summary of these theories are briefly presented.

**Lifelong Learning**

Conception of **Lifelong Learning** by J. R. Kidd¹.

This theory states that Lifelong Learning could influence the modification of the attitudes, views and prejudices, as well as the widening of the cognitive horizons. From this perspective, the realization of lifelong learning should integrate all forms of education and pedagogical activities, to mitigate the differences between education and training, and ensure appropriate use of leisure time. To do so, Kidd proposed three dimensions of Lifelong Learning:

- **Education in length**, which includes consecutive levels of schooling: from nursery schools through schools to universities and postgraduate studies. This dimension enable young people and adult access to education, regardless of their age, profession, place of residence and other factors that affect higher education.
- **Education in width**, which means learning a variety of areas of life, science and culture, regardless of vertical studies. There are not barriers between fields of life and culture.

However, extracurricular educational institutions enable full use of this dimension by creative people.

- Education in depth, which is closely linked to the quality of education. This dimension is expressed in motivation, skills of self-education, intellectual interests, life style, which is consistent with the concept of lifelong learning, cultural and leisure use.

Within this theory, Lifelong learning should combine three forms of educational activity: school education, extracurricular education and self-study. These dimensions allow participants to experiment inner learning (R. Kidd). By means of this process the "inner-directed, self-operating learner" is the one who reflects critically on his own assumptions and is keen to find alternative and better solutions for lifelong learning.

Theory of biographical learning by P. Alheit\(^2\) and Alheit and Dausien\(^3\).

This theory is based in the increasing use of biographical and life history approaches during the last decades. The authors define biographical learning as a “self-willed, ‘autopoietic’ accomplishment on the part of active subjects, in which they reflexively ‘organise’ their experience in such a way that they also generate personal coherence, identity, a meaning to their life history and a communicable, socially viable life world perspective for guiding their actions”. They argue that lifelong learning is tied at all times to the contexts of a specific biography, which implies that “without biography there can be no learning, without learning, no biography”. Alheit and Dausien highlight three aspects of biographical learning: the implicit dimension, the social dimension and the ‘self-willed’ dimension. They emphasise that reflexive learning processes do not exclusively take place ‘inside’ the individual “but depend on communication and interaction with others”.

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One useful approach from this theoretical framework is the **biographical coaching**. This approach involves the joint discovery by teacher and learner of biographical opportunities for shaping social, occupational and political existence in a more autonomous way. Biographical coaching also means “exerting a particular influence on the ‘social ecology’ of learning (the framework of social conditions) in order that individuals’ hidden possibilities are brought to the surface and developed, and that ‘unlived’ lives can be lived instead”. The biographical organisation of learning processes implies practical educational support, spaces for reflection and communication, as well as interaction with spaces of opportunity. Such elements are at least as important as developing instruments for individual self-management.

Theory of the **existential learning** by Peter Jarvis⁴.

This approach states that learning is the combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) – experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person’s biography resulting in a continually changing (or more experienced) person. That is, learning is both experiential and existential. Besides, existential learning is considered also as a learning style, included as one of the eight types of learning styles defined in theory of Multiple Intelligences from Howard Gardner⁵. In this sense, existential learning style or intelligence, refer to a person’s ability to reflect inwardly when learning and interacting with others.

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Career guidance and counselling

Review of the talent-matching paradigm from Frank Parsons⁶.

This three-part theory states that occupational decision making occurs when people have achieved the following:

- Accurate understanding of their individual traits (aptitudes, interests, personal abilities)
- Knowledge of jobs and the labour market
- Rational and objective judgement about the relationship between their individual traits and the labour market.

This paradigm emphasizes individual autonomy, assumes rational choice and marginalizes the influence of context. Despite this, it has a relevant influence on current career guidance and counselling practice. From a critical point of view, this theoretical approach assumes a degree of stability in labour markets that is no longer evident and it was developed mainly for a target group: “white” young man. In this sense, the approach has nowadays serious limitations related with the lack of stability in current labour markets, the incorporation of women and the incorporation of our relevant target group: migrants. The experiences of many migrant groups provide powerful support for a critical approach to this paradigm, with the concepts of individual choice and rationality often seemingly irrelevant.

Life designing paradigm for career construction from Savickas⁷.

Instead of the previous approach, we follow this modern paradigm which offers an alternative and more appropriate purpose for career guidance and counselling practice with migrants. Life designing paradigm is based on the current emphasis on career story, with personal narratives structured around life themes. In this sense, constructing personal career narratives around life themes has the potential to build self-confidence, establish a degree of stability and create

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⁶ Parsons, F. Choosing a vocation. Boston: Houghton Mifflin. 1909
meaning, rather than concentrating on the human capital of individuals. The life designing model for career intervention endorses five presuppositions about people and their work lives: contextual possibilities, dynamic processes, non-linear progression, multiple perspectives, and personal patterns. From this approach, individual’s knowledge and identity are the product of social interaction and that meaning is co-constructed through discourse. In other words, nowadays people are thinking in terms of constructing and making themselves who they are, their identity is not fixed but is a project which they develop within a social context as the individual collides with society, developing their sense of identity through social interactions.

One useful approach within this theoretical framework is the **multicultural counselling**. This approach gives a core relevance to the life experiences and cultural values of the counselees, which are mainly migrants. Migrants face the need of reconstruction of complex identities and with the searching for an individual forecast of the course of career while taking into consideration the cultural context of both the host culture and of the culture of origin. In this sense, career counsellors need to work with its clients on the basis of the following principles: a cooperation and communication through dialogue, comprehensive and metaphorical thinking, meaning-making and active participation of the help seeker.
2. CONTEXT FRAMEWORK OF MIGRANTS

Social and labour context

Europe has migration countries with long and short tradition of welcoming migrants; diversity and multiculturalism are two elements that are very usual in Europe. European Union has contributed to become some transit countries for those seeking entry into Europe and has to implement a realistic and effective migration management system and migration policy, migration is a social phenomenon as well as international issue.

However the increased number of migrants in the EU zone and their efforts to be integrated into the Europe society created a number of challenges for both the Europe society and the migrants. Migrants, VET teachers, counsellors and managers, agreed that migrants face a number of difficulties in labour market and have to deal with various obstacles for the development of their career.

The project’s Intellectual Output 1, State of the Art report on career guidance and counselling services for migrants, revealed that unemployment increases particularly with persons with a low formal qualification and the activity rates drop also as an expression of increasing requirements of the labour market, migrants from outside UE are employees or workers, not always very well skilled

It is estimated that women migrants are more than men migrants, furthermore a lot of migrant women are not equally treated and some of them were victims of social and labour exclusion, beside the group of women, also young people with migration background have more difficulties to enter the labour market than native people, unemployment crisis is affecting more “weak” people without diploma, especially migrants.

Lack of skills and communication skills hinders their social and labour integration, the lack of language leads to many problems in terms of integration. Migrants need the support of trainers to develop their Language skills – languages barriers and to be integrated in the host country society, language or communication as fundamental skills for migrants to get through. (Migrants
want to participate in programmes that promote language learning for free.)

Cultural barriers from both sides: either facing prejudices from the society or having another perspective on religion, children, female role, etc., which can create an obstacle. Bedside is important and necessary for them to participate in different activities that help them to be involved in the public/social/political life of EU countries. They should also know and apply methodologies, like community intervention, intercultural conflict mediation and social coaching (intercultural mediation).

Recognition of qualifications, skills and competencies is an essential element to improve job accessibility, education, training and professional development of migrants among Europe. The migrant population unable to work according to their training, skills and knowledge, often work in lower job categories and below its formation. Qualifications and certificates can be difficult to be recognized or can be lacking for a better qualified job, so in many cases migrant workers usually prefer low skill jobs with lower wages (agriculture or animal production, construction, hotels, restaurants, security or as a household staff - domestic labour market, they usually take low skilled jobs) Migrants usually find a low skilled job even if they have a qualification. The majority of migrants noted that their qualifications are not recognized (migrants need to be able to get qualifications which will support them during their search for job, possibility of getting degrees and qualifications “recognized”, so as to use them properly, this process in some countries has difficulties to standardize their degrees and is bureaucracy).

In some cases after they got the qualification and asked for better job they couldn’t find anything (It is demotivating if you think you are medium/ highly qualified and are just offered lowered qualified jobs) They believe that this is because of lack support - lack of services about their employability (Migrants don’t express a positive opinion on guidance and counselling services), lack networking and discrimination (Discrimination on ethnic origin or nationality, society must know and recognize that there are prejudices and stereotypes about the immigrant community), they sometimes feel the racism especially when they try to work in a big company, and in some countries migrants are not allowed to work in public administration or public agencies (Unfortunately there is a stereotype or because of legal restrictions and
migrants are excluded from specific jobs.) is necessary to have devices that value existent knowledge as well as its validity in social and institutional level.

Today’s labour market situation is known for less jobs and higher requirements. Migrants have even more problems to enter and integrate in the labour market due to additional language difficulties, IT skills and Re-orientation, even lack of info (where and how to find a job), or with specific purposes, as preparing CVs and applications, training for their professions, intercommunication courses for a better integration.

Besides a lack of know-how regarding applying for a job in EU countries, obstacles with recognition of previous learning achievements are also a reality. In addition, also low skills cause problems with labour market integration. With a lack of skills, concerned risk groups are people from work sectors, but also women, young people and migrants.

The development of key-skills for low-skilled would be a meaningful product segment for adult education, VET teachers, trainers and counsellors must be equipped with the appropriate methodologies, tools and skills for managing diversity and guidance of migrants through the validation process. The specific needs of migrants -as a disadvantaged group- for the recognition of previous learning, must be taken into account in order to adapt and improve the existing services. However, certificates tailored for migrants must be avoided.

Regarding needs and difficulties of legal status, migration policy and difficulties obtaining legal administrative documentation is an important obstacle (basic legal requirements for migrants’ mobility in labour, internal and external mobility). The administrative and legal aspect is an obstacle to resolving the administrative situation, it is easier to find work in low-skilled sectors in an irregular situation and if they can keep their jobs, regularize the situation through social roots. Obtaining residence and work permits, either to obtain or renew it, currently the over stay is a problem that afflicts them for employment. Many children face the marginalization due to their parents’ legal status and work permit, the illegal immigrants, and undocumented, do not have the right of formal employment.

The implementation of the European Area of Skills and Qualifications (EASQ) will support
mobility and employability of migrants, both for work and education.

From a European perspective, material gathered by CEDEFOP (www.cedefop.europa.eu. How to make visible and value refugees’ skills and competences) shows that most of existing validation arrangements in Europe is not targeted to migrants. Only 10 countries (out of 36 surveyed in the 2015 inventory on validation of non-formal and informal learning) reported to have initiatives on validation specifically targeted to migrants, and very few reported having as main users of the validation processes migrants\(^8\). With the current migration crisis, more and more initiatives are appearing, but integration with the existing processes is still undefined.

It is estimated that more than a million refugees and migrants arrived in Europe (EU/EEA) in 2015\(^9\). Similar numbers are possible for 2016. For these target groups to become integrated, and eventually contribute actively to society, they must be able to build on their existing knowledge, skills and competences, acquired through education and training and/or work experience. There is thus a need for high capacity/high quality solutions allowing migrants to have their skills and competences identified, documented, assessed, and if required, certified in the quickest and best possible way.

The April 2016 peer learning activity (PLA) in The Hague provides an opportunity for national stakeholders and experts to exchange experiences on approaches developed at local, national and European level to make visible and value migrants and refugees’ skills and competences. The PLA is organised in cooperation between the Dutch National Coordination Point ECVET, the Dutch National Coordination Point NLQF and the European Commission and CEDEFOP.

The following three challenges inform the work of the PLA: Existing national recognition, validation and/or guidance/counselling systems have not been designed to deal with the current situation, neither in terms of number of individuals to be ‘processed’ nor in term of the particular problems caused by language, cultural background and (in some cases) lack of written, formal documentation.


\(^9\) http://www.unhcr.org/5683d0b56.html
While some stakeholders at local, national and European level have recognised the need for initiatives to be taken in this area, developments seems generally to be slow and unevenly distributed between and within countries.

So far there has been no systematic sharing of experiences and solutions in this area. This means that developments take place in isolation from each other, potentially causing loss of time and money and preventing synergies to develop.

Identifying, documenting, assessing and certifying skills and competences is not exclusively linked to the education and training sector but requires the involvement of public employment services, labour market authorities, employers, guidance and counselling as well as social services (etc.). Coordination between stakeholders at local, regional, national and European level is also required to succeed. For this, it is necessary to have clear roles and responsibilities. Improving coordination will also contribute to make the validation process more user-friendly avoiding inefficiencies.

**Training needs**

According LIGHTHOUSE partners’ collected and processed information of The State of the Art report, generally the training services are very supportive and useful for migrants, political decisions should be aimed to invest in the potential of migrant workers, improving and involving decision makers and developing new policies on migration topics.

Regarding to the specific training needs of migrants, the State of the Art report highlighted the necessity for development focus on language, knowledge of native language (language skills are not so relevant in Spain), as well as other languages (including specialized terminology), social and inter/ multicultural skills and competences, especially considering possible cultural differences (e.g., addressing people, time keeping, etc.), ICT and entrepreneurial skills, vocational training for specific jobs, offer personalized advice and assistance on specific lines of financing for entrepreneurs, personalized advice in the creation of SMEs, self-employment
projects and mechanisms of access authorizations for self-employment. Entrepreneurship, self-employment and social economy enterprises must be fostered and encouraged between migrants. Information and training on advisory services of rights and duties can be helpful for migrant working population as well as entrepreneurs.

The target groups need to be defined more specific and also that training material needs further specification in order to fit the different training needs, according to them they have to participate in seminars, workshops or other training sessions in order to improve their skills, to acquire new knowledge and to use new techniques. Furthermore, it's necessary to analyse the labour demand and adapt training offer specifically to this demand. That would really help migrant to get a job.

Besides needs of supporting them in terms of how to find a job or what they have to do in order to get the job they want, need to acquire social and communication skills as well as guidance for curriculum, job applications and interviews as well as for vocational training for specific professions (even ensuring connection with real labour market and contacting companies or employers) One fundamental approach is that migrants must know clearly in what area can perform better, and then try to acquire the best possible training in that area. That is why offering specific training on the parcels on which each person wants to work is necessary.

To participate in programs which will help migrants to socialize and to learn how to communicate with native people based on their culture and habits in order to become part of their society, taking into consideration the cultural background of migrants, as well as the cultural environment of the place of destination.

Finding further resources (human and financial) such as educators/trainers/counsellors with expertise in migrants, developing and providing personalized training services, in accordance with the specific needs of various types of migrants (some migrant workers are over-qualified in their jobs but it is not the Norway case), developing and implementing an assessment strategy, the counselling process gave them many ideas and knowledge about employability issues.

Likewise training services can be improved with the cooperation of educational institutions, or
teachers working in social institutions, it is necessary to design training courses for the staff of
the National, Regional or Local Employment Service on immigration and employment.

Developing more holistic programs aiming at supporting migrants in different levels and life
domains, giving the professionals (educators/trainers/counsellors) further educational
opportunities, in order to upgrade their knowledge, tools, teaching methods, etc., apply
innovative ideas on types of courses and staff that impart it.

Specific VET training, only some organizations/institutions (private and public) are able to offer
this kind of training in many countries because legal and economic limitations, is necessary to
improve the courses offered, they can offer officially valid accreditations (even procedures for
recognition and validation of prior learning), to allow access to the labour market with official
recognition, even if do not have titles or approvals.

From a European perspective, investment in education and training for skills development is
essential to boost growth and competitiveness: skills determine Europe's capacity to increase
productivity. European education and training systems continue to fall short in providing the
right skills for employability, and are not working adequately with business or employers to
bring the learning experience closer to the reality of the working environment. Is essential to
addressing this issue and where Member States should step up efforts: Promoting partnerships
between public and private institutions (to ensure appropriate curricula and skills provision).
Increasing transversal and basic skills alone will not be sufficient to generate growth and
competitiveness, and there is still too much distance between the educational environment and
the workplace. Targeted investment in VET, namely initial and continuous training, is vital for
innovation, growth and competitiveness.

The PLA (organized in cooperation between the Dutch National Coordination Point ECVET, the
Dutch National Coordination Point NLQF and the European Commission and CEDEFOP)
regarding this area with migrants population recommended: Identifying, documenting,
assessing and certifying skills and competences is not exclusively linked to the education and training sector but requires the involvement of public employment services, labour market authorities, employers, guidance and counselling as well as social services (etc.). Coordination between stakeholders at local, regional, national and European level is also required to succeed. For this, it is necessary to have clear roles and responsibilities. Improving coordination will also contribute to make the validation process more user-friendly avoiding inefficiencies.

Any initiative in this area must start with the identification of knowledge, skills and competence acquired (including formal qualifications) and is where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: in formal education and training, at home, during work or through voluntary activities. For many, discovery and increased awareness of own capabilities are a valuable outcome of the process. Identifying this non-standardized learning is a considerable methodological challenge. Methods and approaches must be ‘open to the unexpected’ and not be designed in ways which narrow down the range of knowledge, skills and competences that may be considered. While the identification phase can be efficiently supported by the use of standardized ICT tools (for example allowing self-assessment), this stage will frequently require active involvement of advisers and counsellors able to enter into a dialogue and provide direction.

Certification can take many forms, ranging from the formal qualifications received from an education and training institution to the work related certificates and licenses allowing individuals to carry out a particular job or task.

Migrant training and related activities provide participants with critical information about the country of destination, while helping them to identify and develop the necessary skills needed to succeed in their new environment. In addition to providing factual information, training activities also focus on exploring the attitudes and behavioural changes needed for successful integration. Migrant training contributes to the orderly and dignified departure of migrants, and facilitates their successful integration, regardless of whether they be temporary or permanent
migrants\textsuperscript{11}.

Education and training therefore make a substantial contribution to several EU strategies and initiatives. European Commission - A new, more inclusive vision of education and training up to 2020 (COM 2015 - European cooperation in education and training ET2020) establishes MAIN CHALLENGES AND FUTURE PRIORITIES: Quality and relevance of learning outcomes is key for skills development; Vocational education and training (VET) graduates show good employment rates in most Member States; Adult learning (AL) is the basis for up-skilling and re-skilling; Education must contribute to social cohesion, equality, non-discrimination and civic competences; Facilitating learning mobility\textsuperscript{12}.

\textsuperscript{11} IOM - International Organization for Migration. www.iom.int/migrant-training
\textsuperscript{12} ET 2020 Joint Report published in all EU languages www.europa.eu
3. CONTEXT FRAMEWORK OF ORGANIZATIONS AND PROFESSIONALS

Counselling and career guidance services

Various research activities were conducted as part of the project’s Intellectual Output 1, State of the Art report on career guidance and counselling services for migrants, which revealed information about the context of counselling and career guidance organisations and professionals in the participant countries (Austria, Cyprus, France, Greece, Norway and Spain).

In Austria, there is a broad offer of funding schemes. However, most of the programmes do not include recognition and/or counselling services tailored to migrants, which could provide them with the necessary know-how with regards to living and working in this country. Besides advertisements, personal contacts (family and friends) are considered as the main way of finding a job. It is obvious then that specific support for migrants related to job search is required. Moreover, public funding covers most of the training and counselling services targeting unemployed people, and the majority of the organisations offer services concerning the recognition of previous trainings. However, improvement is necessary in adapting programmes to the specific needs of migrants.

Regarding Cyprus, the organisations, which help migrants and guide them in order to find an appropriate job, are both private and public. These organisations are focused on employment in general, including migrants’ employment, such as the Ministry of Labour, Authority for Human Resources Development, Youth Board in Cyprus, employers’ organisations KEVE and PEO, and NGOs. However, migrants’ language skills, social skills and economic problems are barriers to their participation in career guidance and counselling services.

With regards to France, career guidance and counselling services aiming at developing job opportunities and connection with the labour market are provided mainly by NGOs. They implement national programmes dedicated to “specified target groups”. In addition, they provide consulting and training services primarily related to the development of soft skills, recognition of prior formal and informal learning. In the field of recognition of prior learning, France is very experienced. It is true that this previous experience is recognised even when it is
non-formal. Nevertheless, a better communication about the services dedicated to migrants should be organised.

Similarly to France, in Greece career guidance and counselling services aiming at increasing the employment opportunities and connection with the real labour market are provided mainly by NGOs. They implement pilot projects funded by the European Commission, and provide consulting and training services primarily related to the development of soft skills. However, improvement is necessary in adapting programmes to the previous experiences of migrants and the needs of the real market. What is also needed is the development of personalised services regarding the improvement of migrants’ soft skills and employment opportunities.

Concerning Norway, existing counselling and employment services are less accessible for migrants than for locals, due to the necessity to be advised of their existence from someone. In addition, the evaluation of employment services aimed at migrants, as well as career guidance and counselling services, is low. It is, therefore, necessary to consider possible measures to be applied in order to improve this kind of services for migrants.

In Spain, the public Regional Employment Services are responsible for labour integration programmes for migrants, career guidance and counselling services. Nevertheless, significant differences can be found among regions. With regards to employment services, they are mostly funded from public budget and European Funds, but private initiatives are currently being developed. Methodologies to support employment services have not been updated despite the crisis (or maybe because of the crisis). These services should be adapted to the current situation.

From a European perspective, increasing adult participation in job-related education and training, decreasing inequalities and ensuring labour market relevance are all important objectives of EU policies. Recent research conducted by CEDEFOP has shown that the most common obstacles to participation in job-related lifelong learning, averaged for the EU Member States, is not having enough time because of family responsibilities, lacking the prerequisites, training too expensive or not affordable, and difficulties in finding courses or that no training is
offered within a reachable distance. Another study on adults’ participation in non-formal job-related education and training in Europe carried out again by CEDEFOP has revealed the existence of significant inequalities, which are found among those who are unemployed, employed adults with migrant backgrounds as well as for workers who have low-level qualifications.

Nowadays, Europe is in a time of crisis due to increasing migration flows, unemployment, global competition and an ageing workforce. The route to lasting economic recovery and social cohesion passes through knowledge, skills and competences. Europe and the European countries need to promote work-based learning, further develop quality assurance mechanisms in VET, enhance access to VET and qualifications, and further strengthen the professional development of VET teachers, trainers and mentors. Teachers and trainers are the pillar of any VET improvement. Therefore, getting the right people to become VET teachers and developing them into effective learning facilitators is what needs to be done.

**Professionals Training Needs**

The project’s Intellectual Output 1, *State of the Art report on career guidance and counselling services for migrants*, revealed the main training needs of professionals working in counselling and career guidance for migrants. These training needs are:

1) Intercultural awareness
2) Intercultural mediation
3) Procedures for recognition and validation of prior learning
4) Basic language skills

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14 CEDEFOP (2015). *Unequal access to job-related learning: evidence from the adult education survey.* Luxembourg: Publications Office. CEDEFOP research paper; No 52. [http://dx.doi.org/10.2801/219228](http://dx.doi.org/10.2801/219228)

5) Basic ICT skills
6) Entrepreneurship
7) Career guidance services
8) Design vocational customised pathways
9) Basic legal requirements for migrants’ mobility
10) Promotion of soft skills

The table below shows the areas with which these needs are related.

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<th>Areas</th>
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<td>Sociocultural integration</td>
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<td>Intercultural mediation</td>
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<td>Recognition of prior learning</td>
<td>Procedures for recognition and validation of prior learning</td>
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<td>Training and lifelong learning guidance</td>
<td>Basic language skills</td>
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<td>Entrepreneurship</td>
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<td>Vocational assessment and career guidance</td>
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<td>Design vocational customised pathways</td>
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<td>Mobility challenges, success factors and possibilities</td>
<td>Basic legal requirements for migrants’ mobility</td>
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Intercultural competences are crucial for migrants’ employment. Professionals working in counselling and career guidance for migrants need to be able to help them understand cultural patterns and habits, such as work ethics, social competence, timekeeping, addressing people (intercultural awareness). They should also know and apply methodologies, like community intervention, intercultural conflict mediation and social coaching (intercultural mediation).

Together with intercultural competences, language skills are also very important. Professionals need to be able to offer training and guidance on national language courses: a) basic/mandatory level for legally established migrants; b) specific courses for highly demanded
sectors, e.g. tourism and health care; and c) those specifically aimed at job search and career guidance (*basic language skills*). At the same time, they should be able to offer training and guidance on applied ICT and new technologies, specifically those connected with active job searching through the internet and social networks (*basic ICT skills*), as well as training and guidance on entrepreneurial skills, creativity, self-employment, business creation, funding and legal requirements (*entrepreneurship*).

The State of the Art report not only highlighted the necessity for development of migrants’ intercultural competences and language skills, but also acknowledged the need of migrants for guidance concerning job applications and interviews as well as for vocational training for specific professions. Therefore, professionals working in counselling and career guidance for migrants have to be able to develop and offer practical guidance services, such as how to write a CV, job applications, preparation for interviews (*career guidance services*). They should also develop customised pathways for vocational assessment and career guidance (*design vocational customised pathways*).

The recognition and validation of prior learning or professional competence will help migrants get a job corresponding with their skills. Therefore, professionals have to be able to provide appropriated guidance for migrants in order to assist them in identifying their skills and competencies previously acquired through formal and non-formal learning. They should also guide them regarding how to obtain qualifications of these skills in national systems (*procedures for recognition and validation of prior learning*).

Lastly, professionals should be able to offer training and guidance on legal requirements regarding mobility, such as mobility programmes, work and residence permits, family reunification (*basic legal requirements for migrants’ mobility*), as well as fostering and training on social skills – commonly shared in Europe – in order to ease migrants’ integration in different European countries (*promotion of soft skills*).
4. LIGHTHOUSE STRATEGIES FOR CAREER GUIDANCE AND COUNSELLING

4.1. Self-directed learning concept

Self-directed learning (SDL) is not a new concept. In fact, much has been written about it and unfortunately, it is a notion that has a variety of interpretations and applications. Typical, narrow interpretations involve simply giving learners some sort of choice in their learning. For example, allowing learners to select one or more courses from a curriculum, or, in cases of structured on-the-job training, allowing employees to choose what pre-designed modules to complete.

This interpretation is too limited. Self-directed learning is much more. Using the analogy of taking a trip, the narrow interpretation of SDL is equivalent to selecting where to go, i.e., the destination. The essence of the notion of self-directed learning is broader, more fundamental. It is about the learner deciding not just where to take a trip but how they will go, when they will leave, how they will get there and how long they will stay.

Essentially, the notion of SDL advocated here reflects Malcolm Knowles definition of SDL:

“In its broadest meaning, ‘self-directed learning’ describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes.” (Knowles, 1975, p. 18)

Of primary concern in this definition of SDL is the fact the learner takes

1. The initiative to pursue a learning experience, and
2. The responsibility for completing their learning

Once the initiative is taken, the migrant assumes complete responsibility and accountability for defining the learning experience and following it through to its conclusion. This does not preclude input from others, like in the Lighthouse case with guidance counsellors but the final
decision is the migrant’s. Self-direction does not mean the migrant learns alone or in isolation but in the Lighthouse project there are guidance counsellors supporting the process.

Signs of readiness for self-directed learning include being: autonomous, organized, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

- Migrants must be able to engage in self-reflection and self-evaluation of learning goals and progress in a unit of study.
- Migrants should regularly consult with the guidance counsellor of the Lighthouse project.

Most importantly, self-organized learning is only possible if new information can actually be used and realized by the migrants. For this, plausible advantages and connections to one’s own life, one’s career or improvement of life quality have to be evident. In this way migrants can see a meaning behind the Lighthouse process and take responsibility for their own learning, which in itself supports and enhances the idea of self-organized learning. Having the possibility of voluntarily making use of the Lighthouse’s educational offer will help migrants with making responsible decisions for themselves.

The following is a brief list of the more important roles. It is useful for both migrants and Lighthouse guidance counsellors to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

- **Migrants’ roles**
  - Do self-assessment of readiness to learn
  - Define learning goals and develop learning contract
  - Do self-assessment and monitoring of learning process
  - Take initiative for all stages of learning process – need to motivate themselves
  - Re-evaluate and alter goals as required during unit of study
  - Consult with Lighthouse staff as required
- **Lighthouse staff’s roles**
  
  - Build a co-operative learning environment
  - Help to motivate and direct the migrants’ learning experience
  - Facilitate migrant’s initiatives for learning
  - Be available for consultations as appropriate during learning process
  - Serve as an advisor/coach rather than formal instructor.

- **Research**

  Brandenburg, Sandra (2014) Researching the contribution of career guidance for career identity and self-directed learning in career processes, found that results showed that the coach, the coach meeting and the portfolio contributed positively to the level of self-directed learning. Furthermore, the coach and the coach meeting contributed positively to the career identity. Finally, mediation analyses showed that the level of career identity partially mediated the relationship between the career guidance variables coach and coach meetings and self-directed learning. Specifically, those students who value a coach and/or coach meetings highly, experience a stronger career identity which in turn, enables them to become self-directed in their careers. This is very relevant for the Lighthouse approach.

- **Informal, self-directed learning**

  Most immigrants have some informal learning strategies, such as watching target language films and television programs with the subtitles switched on. Quite a few also choose to read free newspapers, flyers, mail commercials etc. Others have more sophisticated strategies. In some instances there appears to be a correlation between the migrant’s level of educational attainment and the sophistication of their self-directed learning strategies: those reporting higher levels of educational attainment seems to have more strategies. Several migrants use volunteering with a view to both to learning more language and to breaking out of their own personal low skills equilibrium.
4.2. **Empowerment**

Empowerment has become a common buzz word in recent times. Yet, despite its common usage no single definition has been widely agreed or accepted. Perhaps this lack of a common definition is reflective of an understanding that empowerment, and in particular the empowerment of migrants, has different meaning to different people and different cultures and that, whilst empowerment can lead to collective action for positive change, empowerment is, essentially, an individual experience and action and is therefore difficult to define in generic terms.

- **Definition:**

“Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. (...) Empowered people have freedom of choice and action. This in turn enables them to better influence the course of their lives and the decisions which affect them.” (World Bank and empowerment).

Empowerment, then, is a continuous process, for as we progress through life’s ages and stages, our needs and aspirations can and will change (Erikson’s Epigenetic Principle, 1950-97). Therefore this suits well to the Lighthouse model.

According to Julian Rappaport and Marc Zimmerman, empowerment has a very specific view on social problems and solutions: the focus is on the strength of people, groups, and organisations.

The starting point of the process of change in the Lighthouse setting is within the migrant (in relation with the group) and not with those who define problems, analyse them and propose solutions. The migrants themselves propose solutions and develop their own process by means of help from Lighthouse coaches. Empowerment is not a “ready-to use” method – it’s a particular perspective on society dealing with its problems. It starts from the strengths of migrants and not from their deficits.

There is no one way or one specific method of achieving self-empowerment for the migrants. As Bello, B, G., (2008) notes in Intersectionality: an approach to empower women at the crossroad:
what empowers “white middle class women” will not necessarily be what empowers a young Roma or Muslim woman. Culture, tradition, needs and wants differ across the spectrum. An awareness and understanding of this, both by Lighthouse staff and the migrants themselves, will be critical to the success of the Lighthouse empowerment process.

Key steps in the Lighthouse empowerment process:

1. individual awareness raising: to become aware of the existing society balances
2. collective awareness raising
3. development of actions to strengthen the migrants and practice competences and skills

The collective empowerment process impacts at the individual level as the process to empower a group of young migrants influences their self-awareness and identity. This means empowerment has an internal and external level: internal - the role of migrants and within their specific community, and external - discrimination, negative stereotypes, racism.

There is not just ‘one’ group of migrants, but many differences and groups. Therefore, the empowerment process of migrants differs from context to context in the Lighthouse model.

- **Key challenges in the Lighthouse model and empowering**

Migrants can face, on a daily basis, a clash of cultures and often have to struggle to find a “fit” for their identity within the “cultural soup” they swim in. Empowering them to find and assert their role within this “cultural soup” is a crucial key step in their empowerment process. They often experience discrimination from members of the ethnic majority. It may be necessary for the Lighthouse staff to identify and address underlying false perceptions and stereotypical views held by young people and adults from the ethnic majority grouping. Language and literacy skills levels will vary. The Lighthouse staff should ensure that any learning experiences meet the needs of all participants.

- **Trust**

Trust is a key factor when working with these migrants. Building trust takes time, patience,
energy, negotiation- and is an ongoing and inclusive process, this means keeping all Lighthouse actors informed and involved at all stages of the project, this means regular meetings, phone calls, communication, written and verbal, with both the participants and community such as religious and community leaders.

- **Risk**

No matter how well prepared you are things can still go wrong, prepare to expect the unexpected. Migrants can be a particularly vulnerable group, an awareness and understanding of their specific needs is critical to the effectiveness of a Lighthouse process involving them.

To help you cover most eventualities the Lighthouse staff should always have in your pocket a Plan B, a Plan C, and maybe even a plan D. Think of these plans as your First Aid Kits, how you will deal with those issues that take you by surprise.

Risk assessment is about identifying and managing potential risks. This includes emotional risks such as religious and cultural misunderstandings.

- **From a traditional trainer towards a Lighthouse coach**

To think of autonomy points out consequently what we can call the traditional pedagogic relationship. In such a perspective, the trainer has got a quite definite role: he guarantees the knowledge he possesses and provides it to learners. In this perspective, the trainer is the one who fix the objectives, settles them by creating materials and tools and organizing them within didactic units in accordance with a progressive process. The Lighthouse coach is now more focused on helping migrants to learn better by helping them to organize their learning.

4.3. **Community Integration**

«The concept of integration, in its usage pertaining to migration, is open to a range of definitions, which undergoes particularly significant variations between different national contexts. In the broadest sense, integration means the process by which people who are
relatively new to a country (i.e. whose roots do not reach deeper than two or three generations) become part of society» (Rudiger & Spencer, 2003, p.4)\textsuperscript{16}. Integration of migrants can assume the form of assimilation, inclusion and participation, cohesion, equality and multiculturalism. Assimilation refers to the one-way-process of “absorption” of migrants’ cultural characteristics by the dominating norms of their residence country. As a result, the concepts of inclusion and participation, which include more democratic notions, tend to be used more often. Cohesion emphasizes the role of interaction and the subsequent sense of belonging which is crucial for the integration of migrants. In the case that cohesion among different groups is achieved, then the equality takes the lead in the process of migrants’ social integration in the residence country (Rudiger & Spencer, 2003).

According to Luthke & Cropley (1990)\textsuperscript{17}, there are two models concerning the factors that obstruct migrants’ successful integration in the receiving community. The “external” model emphasizes social, political and economic factors for the maladjustment of migrants to their current reality, whereas the “internal” model looks into the affect laden decisions of migrants before or after their transition to migrant status. According to the latter model, discontentment in the new land may lead migrants in a cycle of migration-return-remigration resulting from unsuccessful integration in the community. Thus, successful counselling should be based on tackling the emotional challenges which may influence negatively the social integration of migrants.

Migrants usually follow avoidance tactics in order to avoid the cognitive dissonance that results from admitting their psychodynamic motives for emigration, namely processes such as individualization, separation, desire for change, desire for challenges, avoidance of family relationships that suffer from conflicts and need for reliving earlier traumatic separation. To the contrary, migrants usually accept the “external” model and internalize economic and social factors as the cause of their decision to migrate. Thus, the counselling strategy employed by


counsellors for migrants should focus on facilitating a deeper understanding of migrants’ feelings and frustrations with regards to their emigration and their labour integration. Counsellors should use approaches such as internalization, reality testing, analysis of cognitive strategies and reflection on avoidance in order that they help migrants to socialize and integrate in their country of residence not only in the community but also in the labour market (Luthke & Cropley, 1990). Representations about the self and the community differ among different cultural settings. Thus, counselling should focus on the effective translation of one’s psychological status in the “cultural language” of his/hers residence country, so that integration is facilitated.

According to the conceptual framework that defines the core domains of integration, employment is one of the main means for migrants’ integration (Ager & Strang, 2008). Career guidance is one of the main tools for the community integration of migrants and as such is closely related to the counselling offered to migrants.

![Conceptual framework defining core domains of integration](https://www.researchgate.net/publication/31174952_Understanding_Integration_A_Conceptual_Framework)

Figure 1. Conceptual framework defining core domains of integration (Ager & Strang, 2008)

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https://www.researchgate.net/publication/31174952_Understanding_Integration_A_Conceptual_Framework
4.4. Intercultural conflict mediation

Augsburger (1992) argues that conflict is a distinct, universal social experience that applies to both groups and individuals and can be either constructive or destructive. Each culture has their own values, behaviours and laws to deal with conflict. Some cultures value more individualism whereas other cultures are more collectivistic. Very often the different perceptions on the role of individual in comparison to the role of the community lead to conflicts at a micro or even a macro level among persons with different cultural background and especially among migrants and the receiving community.

The most common individualist traits are self-reliance and competitiveness. In the case that personal goals conflict with group goals, individualists act in favour of their personal goals rather the group goals. On the other hand, collectivists value more respectfulness and cooperation and are closely linked to one or more groups. As collectivism places the highest value on the interests of the group, collectivists act interdependently to other members of their group. They often are willing to maintain a commitment to a group even at a personal cost.

In the case of migrants that come from a collectivistic social background, the LIGHTHOUSE counsellor can act as a mediator between this person and the individualistic western society. Dispute resolution can be one of the main tasks of a person counselling migrants. Individualists tend to view conflict as a natural part of human interaction. On the other hand, collectivists tend to view conflict as an aberration (Wright, n.d.). Naturally, conflicts can cause anger, anxiety and aggression (Augsburger, 1992). Migrants coming from a collectivistic culture will probably have a difficulty in taking advantage of the individualistic social pattern of the west. Consequently, migrants should have the proper guidance in order that conflicts become constructive and not destructive for their adjustment.

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Conflicts that have roots in cultural differences may occur in all aspects of a migrant’s life, namely, in the workplace or in the process of finding a job, in their social life, it the recognition of prior learning as part of the migrant’s adjustment process or in the country of residence, in the education system etc. In the case of work and education, the counsellor that uses the LIGHTHOUSE products for helping the migrant should make careful use of the LIGHTHOUSE JOB GUIDE and orientate the beneficiary towards workplaces that match his/her cultural social pattern of individualism or collectivism. This way the migrant will more easily adjust to a new workplace.

4.5. Social coaching

Coaching in general refers to a form of self-development with the help of an expert that teaches the person certain skills. Social coaching is typically viewed as peer to peer teaching of social behaviours or social skills. Social skills actually coincide with communication skills. Usually, social coaching is employed in the case of people missing basic communication skills such as people suffering from Attention Deficit Hyperactivity Disorder, depression, alcoholism and the respective neurotoxic effects of alcohol on the brain or are in the autistic spectrum. Social coaching is often applied by parents whose children face difficulties concerning their social skills. However, social coaching might prove useful in the case of migrants who do not yet share the communication patterns of the receiving country.

Social coaching for migrants focuses on the development of social skills that will help the migrant integrate in the country of residence. According to behaviour analysis theory, a social skill is a behaviour that can be learned through social reinforcement (Del Prette & Del Prette 2010). The social coach gradually exposes the coachee to different communication styles and encourages him/her to behave accordingly to the culturally accepted communication style. Social reinforcement of this behaviour (i.e. successful communication) will gradually result in

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the establishment of a communication style that corresponds to the communication norms of the receiving community. The coach serves as a teacher of social skills that are adapted to the communication style of the migrant’s country of residence.

According to Tatar (1998)\textsuperscript{22}, the counsellor is a leading figure for migrants, especially for the younger ones in an educational context. For sure, counsellors should step out of their point of view as far as communication is concerned and try to get acquainted with the cultural parameters that shaped the communication style of their beneficiaries.


\url{http://www.tandfonline.com/doi/abs/10.1080/03069889808253847?journalCode=cbjc20#VzXOyjSLTJu}
SECOND PART

The second part of the present Lighthouse Guidebook contains a presentation and brief explanation of the tools and methods that project partners have developed for the next output: the Lighthouse Toolbox. This presentation will serve as a guide for those counselling and career guidance professionals interested on applying Lighthouse model in their organizations.

The Toolbox will contain a collection of methods and tools aimed at facilitating the implementation of innovative methods in career services for migrants, following the Lighthouse interactive model. For this reason, the second part of the present Guidebook will serve as a guide describing the necessary steps that counselling and career guidance professionals need to follow in order to apply these tools and achieve the main products of each area of the Lighthouse model:

- **Recognition zone** - main product - *Personal Roadmap*
- **Training zone** - main product - *Lifelong Learning Plan*
- **Employment zone** - main product - *Job-Guide*
- **Mobility zone** - main product - *Mobility Passport*

**Recognition Zone**

This zone works as the welcome hall of the Lighthouse model, offering personalised services for registration, initial interview and application of tailored tools for the recognition of prior learning. The tools and methods included in the Recognition zone are aimed at the consecution of the **Lighthouse Personal Roadmap**, which will help to define the individualized path of migrants in the next zones of the Lighthouse model.

1. **Lighthouse Flyer**

The flyer is the first tool to enhance the visual identity of the Lighthouse model. This tool presents relevant information about the model to users and beneficiaries (both migrants and counsellors). The flyer provides basic information related with the objectives and scope of the
model, the four zones and the services provided. This tool will serve also as a dissemination material for all activities to be developed.

2. **Lighthouse Poster**

The poster is the second tool to enhance the visual identity of the Lighthouse model. This tool present some relevant information about the model to possible users and beneficiaries (both migrants and counsellors). The poster provides the visual image of the model and some basic information related with the objectives and scope of the model, the four zones and the services provided. This tool will serve also as a dissemination material for all activities to be developed.

3. **Lighthouse Infodesk**

The Infodesk consists on a physical place (a table, a panel, a display) to be located in the Recognition Zone. This tool will contain all information related to the services provided within the Lighthouse model. It will include information about employment, education, mobility, health, housing and other services aimed at migrants. It will also include information about assessment and recognition processes, database of organisations working with migrants, stakeholders and other relevant projects as well as a Mediateca.

4. **Lighthouse Registration Form**

This tool aims to fill out and record a registration form to formally begin the Lighthouse process and services. The form, to be filled out by counsellors and migrants, provides initial personal data, professional and educational background, expectations and needs as well as information regarding mobility and employability. This tool can be used also to support the migrants to understand the value of Lighthouse Services.

5. **Lighthouse Interview Guide**

The Interview Guide is the main tool to be used by career guidance and counselling professionals during the reception of the migrant users in the Recognition zone of the Lighthouse model. This tool is aimed at helping these professionals to direct the conversation during the interview, so that they acquire all the necessary information to help migrants to
define their individualized path and select the most adequate Lighthouse services.

6. **Lighthouse Welcome Kit**

Professionals from those organizations implementing Lighthouse model will give the Welcome Kit to migrant users during the first interview. This tool provides information about the four zones of the model, its services and facilities. The welcome kit represents a complementary resource to facilitate the explanation of the services available for migrants, as well as a resource that migrants can carry with them.

7. **Lighthouse Contract**

This tool represents the commitment of migrant users by means of setting the rules of cooperation between the organization implementing Lighthouse model and the migrant itself. The contract will set the framework of cooperation between both (user and organization), the type and extension of the services provided, as well as the necessary boundaries to prevent misunderstandings for the following sessions.

8. **Lighthouse Personal Roadmap**

This is the main tool of the Recognition zone, aimed at the following objectives:

- Contextualize the educational, professional and personal background of the migrant.
- Boost migrants’ awareness about the expectations, goals and needs of the process.
- Help migrants to reflect about their past and current situation and to define the Lighthouse path to improve their skills, employability and mobility.

The tool consists of three tables that obtain their maximum effect when they are connected:

- **That’s I am.** Aimed at registering key-biographic information related with education, professional and personal background of migrants.
- **Put in common.** Aimed at promoting self-awareness about migrant’s expectations, goals and needs.
- **My roadmap.** Aimed at defining objectives and individualized path to improve migrant skills, employability and mobility.
Training Zone

This zone of the Lighthouse model is linked with the Lifelong Learning approach and all its related programmes. The Training zone offers a comprehensive guidance through different learning solutions for skills development and up-skilling of migrants. This means all learning activity undertaken throughout their life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

The tools and methods included in the Training zone are aimed at the definition of the **Lighthouse Lifelong Learning Plan**. This output constitutes a structured and supported process aimed at helping migrants to reflect upon their own learning and to facilitate the development of knowledge, skills and abilities needed to be successful in the labour market.

9. **Identification of Soft skills gaps**

The aim of this tool is to help migrants to identify those soft-skills that can be trained and improved. The tool consists of three exercises for the evaluation of soft-skill gaps:

- Generic skills self-assessment questionnaire
- Ten highest skills required by your profession
- Examples of professional or personal situations where key skills are used

10. **Identification of Hard skills gaps**

This tool consists of a simple and useful method for the identification of hard skills gaps in many different jobs and sectors. To do so, four steps need to be followed:

- Selection of relevant hard skills within the job/sector
- Selection of the appropriate KPI (indicators for performance evaluation)
- Self-assessment of the selected skills, with the selected KPI
- Prioritization of skills gaps to bridge

11. **Workshops planning**

The process and main elements to be considered when planning a workshop are explained in this tool, including a mention and brief description of these elements.
- Curriculum, learning outcomes and contents
- Pedagogical approach
- Training and Planning methods
- Assessment recommendations

Workshops planning tool provides an explanation on how planning needs to be carried out, as well as recommendations having into account the pedagogical approach and the need of assessment. Furthermore, the tool provides a workshops planning method and template to apply this planning method.

12. Training Database

This tool provides a list of online resources on training at European level, aimed at those professionals working in counselling and career guidance for migrants. Training Database includes resources such as: training search engines, information on national education and training systems, European exchange programmes and relevant contacts, scholarship opportunities, recognition of skills and qualifications, practical tips on skills development, etc. Those organizations implementing Lighthouse model should add relevant information at local, regional and national level.

13. Volunteerism - a way to learn

This tool needs to be carried out with the support of a Lighthouse counsellor during two sessions. Each session is aimed at the following:
- help migrants to recognize the work competences they lack
- find the adequate volunteering fields or posts that will help them to improve those skills

Volunteerism tool focuses on the basic skills and is based on the framework set by the National Career Service of the United Kingdom.

14. Lighthouse Lifelong Learning Plan

This tool offers a structured and supported process for migrants, helping them to reflect upon their own learning and to facilitate the development of knowledge, skills and abilities needed to
be successful in the labour market. The Lighthouse Lifelong Learning Plan further develops the training aspects of the Lighthouse Personal Roadmap, by identifying the major learning outcomes and objectives over a period of time, and how those goals are going to be achieved accordingly.

The tool consists of two separate steps

- **Reflection**, aimed at helping migrants to reflect about their learning needs
- **Planning**, aimed at help migrants to set learning objectives, actions to achieve, time goals and resources needed.

**Employment Zone**

This zone of the Lighthouse model offers a comprehensive set of vocational assessment and career guidance services aimed at helping migrants to get a job. These services include the development of the Europass, simulation of job interview, workshops on job search techniques and access to a database of resources and job offers.

The tools and methods included in the Employment zone are aimed at the completion of the **Lighthouse Job-Guide**. This output is aimed at assisting migrants to better understand the national workplace context and to find a job related with their professional profile.

**15. Workshops planning model: Job search techniques**

This tool offers a list of relevant techniques aimed at searching for specific job opportunities. The list is supported by a table with a brief description of benefits, challenges and tips for each technique: networking, career fairs, employment agencies, professional associations and Internet. Furthermore, this planning model provides an exhaustive list of job interview questions organized by relevant areas in a job interview, as well as a template to organise job search information.
16. Workshops planning model: Applying for a job

This tool explains the main elements to be considered when planning a workshop in the field of "Applying for a job". The methodological approach of this tool is based on two training methods: case study and role playing. A description of these training methods as well as a short explanation on how to apply it are included within the tool. Besides, the tool includes recommendations for the planning of workshops having into account the pedagogical aspects and the need of assessment.

17. Employment Database

This tool provides a list of online resources on employment at European level, aimed at those professionals working in counselling and career guidance for migrants. Employment Database includes resources such as: EU legislation, employment policies and work permits, job search engines, information about the practical and legal aspects of mobility, living and working conditions, rights of EU workers and third nationals, etc. Those organizations implementing Lighthouse model should add relevant information at local, regional and national level.

18. Relevance of Work-based Learning

This tool have been designed to strengthen the understanding of Work-based Learning and to foster a personal relationship of people interested in this subject. To do so, three activities are provided within the tool:

- SWOT Analysis on the subject “Work abroad”
- Homework on the subject “Volunteerism”
- Advantages and Disadvantages of seasonal mobility

These activities needs to be carried out with the support of a Lighthouse counsellor, who gives input to the listed topics and directs activities.

19. Lighthouse Job-Guide

This tool has been designed to assist migrants to better understand the national workplace context and to find a job related with their professional profile. The Job-Guide seeks to facilitate
the process of finding a job, and gather together all useful information by means of a structured process of four steps:

- **Before applying for jobs** – information about the job market, general employment information, where to find a job, job related vocabulary, useful contacts
- **Selection process** – application, CV analysis, other selection methods
- **Interview stage** – research the employer, interview preparation, how to behave, acceptable body language and communication aspects
- **Getting work experience** – work-based learning programmes, community employment schemes, volunteering

**Mobility Zone**

This zone of the Lighthouse model focuses on the analyses of migrants’ possibility of a new mobility. Mobility can be proposed inside the country, for a new country or back to home country. The analysis and proposal of a new mobility constitutes an individualized path for work and/or learning for migrants.

The tools and methods included in the Employment zone are aimed at the completion of the **Lighthouse Mobility Passport**. This output includes a set of documentation to support the migrants in their mobility process, including the European tools available online in various languages, to facilitate transitions and better chances to find an employment or training.

**20. Identify restraints for mobility**

This tool allows counsellors and other professionals to gather all relevant information regarding potential social, educational and legal restraints for migrants’ mobility at national and European level. The tool focuses in:

- Formal information (skills and qualifications, legal status and possibilities, national regulations, training needs, financial resources)
- Intention (motivation, social and family network, adaptability, cultural awareness)
- Actions (which can help migrants to get there)
21. Create own mobility map

This tool allows counsellors to gather all relevant information regarding mobility intentions and possibilities of migrants. This will facilitate geographical, social and labour transitions for migrants as well as better chances to find an employment or training. The mobility map also aims to record migrants’ mobility history, geographical or occupational. The tool focuses in:

- Mobility types, legal and professional possibilities
- Mobility’s duration intention
- Network
- Educational and soft skills - Lifelong Learning situation and needs
- Lighthouse Mobility Passport training - knowledge

22. Mapping of skills/competencies

This tool is aimed at helping migrants to prepare for using the EU Mobility Passport. The use of Mobility Passport will permit job seekers to have better chances to find an employment or training, and will help the employers to find a qualified workforce. The tool serve as a guide to map and assess skills and competencies, as well as the level of proficiency. An effective communication competence framework is provided as a guide for mapping another competencies as well as a template for this purpose.

23. Legal status

The difficulty to obtain the legal permission in the country of destination is one of the main obstacles for migrants’ mobility. This tool aims to promote mobility process by identifying legal possibilities and procedures, needs of legal counselling support, and a brief description of the migration laws and regulations and how to deal with it. The tool focuses in:

- Legal possibilities and restraints picture
- Personal and familiar legal situation
- Mobility type, intention, reasons and duration
- Legal procedures, steps and strategy
24. Seasonal mobility

This tool helps to record migrants’ mobility history and support them to understand the value of their background for a new mobility path. The tool aims to support migrants to identify seasonal mobility possibilities and intentions, which can be:

- Internal in the host country (to another cities)
- External in another EU country
- To the origin country in case of circular migration

25. Change management

This tool is aimed at helping migrants in managing all the single changes they face while adjusting to their new cultural, political, ethical, work and personal reality. This goal oriented model needs to be applied with the help and guidance of a Lighthouse counsellor. The change management tool is based on the ADKAR model for Organizational & Individual change management, which articulates the necessary cumulative steps for efficient individual changes.

26. Lighthouse Mobility Passport

This tool has been designed to support migrants regarding their mobility opportunities and development. Mobility Passport provides useful links and resources in order to support the recognition of acquired qualifications and skills and gives information on important aspects of mobility like integration, work, education, housing etc.

Lighthouse Mobility Passport offers a set of documentation to support migrant in their mobility process, including the following:

- **Europass** – Five online tools to facilitate transitions and better chances to find an employment or training (European Skills Passport, Europass Language Passport, Europass Mobility, Europass Certificate Supplement, Europass Diploma Supplement)
- **Mobility Mapping** – Table aimed at recording the mobility history of migrants.
- **Living and Working Guide** – Useful information regarding other countries labour market, housing situation, opportunities for language acquisition, education and health systems.