



Co-funded by the
Erasmus+ Programme
of the European Union



Professional profile of the Expert in Migrants' Labour and Social Inclusion

MAP OF COMPETENCES



Co-funded by the
Erasmus+ Programme
of the European Union



1. INTRODUCTION

This Map of Competences has been done within the framework of European project 2019-1-ES01-KA202-065450 **VAMOS** (Valorising migrants' experience to increase their occupational skills) that aims to support the efforts of EU member states to help integrate migrants and refugees into Europe's education systems and ensure their skills development.

The present document is a collaborative work between all the partners. It is intended to serve as a basis to create a fully training course for professionals who work on labour and social integration of migrant people.

The document is divided in 5 areas of competences (Social competences & communication; migration context & legislation; Technical management; Emotional & educational interactions; Social context of interaction)

Interculturality appears as an essential approach to include in the contents and in the methodology so it is present as a transversal view in each area.

AREA 1: SOCIAL COMPETENCES & COMMUNICATION

The work with migrants requires a deep knowledge of some competences that are key for their successful integration in the new hosting society. First, social competences need to be addressed from an intercultural point of view to facilitate the interaction among people from different backgrounds and with diverse experiences and goals set.

Communication is also essential as it enables migrants to express and share with others in an understandable and appropriate way their thoughts, concerns, objectives and willingness to fully integrate into the new context.

KNOWLEDGE	LEARNING OUTCOMES (skills, competences, attitudes...)	
Have an advanced knowledge of: <ul style="list-style-type: none"> • Approaches to problem solving • The steps for an effective problem-solving process • Specific negotiation styles • Specific principles and methods to handle conflicts among the members of a group • Diversity management 	Have an advanced range of cognitive and practical skills to: <ul style="list-style-type: none"> • Properly identify and define problems • Analyse the root causes of the problem • Show confidence in the possibility of solving problems • Improve communication and listening oriented to negotiation • Generate and present multiple solutions • Decision making to analyse, select and evaluate the adequate alternative 	PROBLEM SOLVING



<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> • The principles of effective communication. • The specific approaches, methods and procedures to communicate ideas • Specific approaches and methods to overcome communication barriers • The correspondence between your message and the objective you wish to reach • Techniques for the improvement of vocal production and body language 	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • Produce a clear, concise, genuine and personal message. • Convey your message to obtain an assertive response. • Demonstrate active listening skills leading to valid discussion. • Analyse your audience to connect with their values and point of view. • Demonstrate ability to overcome communication problems and barriers • Adapt to the appropriate vocal volume, clarity and variety 	<p>PUBLIC SPEECH</p>
<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> • The structure and organisation of the classroom you operate in • The nature of team conflict situations that may arise • Principles of effective teamwork and how this may impact on your role • Methods and tools for successful planning and progress monitoring 	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • Work with a team • Conflict resolution: Recognise and solve problems • Connect knowledge from different fields to achieve the goals • Ensure and monitor the progress • Define target groups • Define goals and priorities and adopt the appropriate measures to achieve them • Create and ensure time management 	<p>CLASSROOM MANAGEMENT</p>



	<ul style="list-style-type: none"> Flexibility to adapt to changes in plans 	
<p>Have an advanced knowledge of:</p> <ul style="list-style-type: none"> Feelings, needs, and concerns of individuals Other’s perceptions, point of view, and reality Identification of different profiles within the group Identify internal and external practices to enhance empathy and assertiveness 	<p>Have an advanced range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> Demonstrate the ability to sense how others feel at different points of time and under different circumstances Display care and individualized attention to others Manage ourselves: self-awareness, self-regulation and motivation Handle relationships with others: empathy, assertiveness and social skills Be resilient to dissimilarity Be open to new and non-customary ideas 	EMOTIONAL INTELLIGENCE
<p>Have comprehensive knowledge of:</p> <ul style="list-style-type: none"> Internal and external motivation Different available strategies to enhance motivation Alternative changes in teamwork environment that can facilitate equal relations 	<p>Have an advanced range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> Identify values, behaviors and needs of the members of the group Set personalized goals with each member of the group Increase individual’s internal motivation 	HORIZONTAL RELATION
<p>Have an advanced knowledge of:</p> <ul style="list-style-type: none"> Key techniques for an effective active listening Different types of listeners Verbal and non-verbal signs of active 	<p>Have an advanced range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> Pay attention Show that you are listening Identify and understand what you are being asked to Provide feedback 	ACTIVE LISTENING



<p>listening</p>	<ul style="list-style-type: none"> • Defer judgement • Respond appropriately 	
<p>Have comprehensive knowledge of:</p> <ul style="list-style-type: none"> • Processes of social categorization and stereotyping • Theories about prejudices (emotional bias), stereotypes (cognitive bias), and discrimination (behavioral bias) 	<p>Have an advanced range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • Be conscious about the fact that we act from partiality and guided by stereotypes • Identify the own bias • Help others to identify their bias • Support others to overcome their prejudices and redirect them towards a common objective 	<p>STEREOTYPES & PREJUDICES: RECOGNISE THE BIAS</p>
<p>Have comprehensive knowledge of:</p> <ul style="list-style-type: none"> • Attitudes and skills that support effective and appropriate interaction in a variety of cultural contexts in order to adapt to and build relationships. • The environment where the migrant operates in and their backgrounds 	<p>Have an advanced range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • Communicate or share information with people from other cultures and social groups • Show willingness to accept differences and adapt to them. • Support others to successfully address culture shock 	<p><u>Transversal:</u> <u>Interculturality</u></p>



AREA 2: MIGRATION CONTEXTS & LEGISLATION

Working with and for migrant people implies first of all the knowledge of the economic, political, social and cultural events that determine the decision to migrate. It is necessary to understand why people leave their country and which are the basis to choose one or another host country.

It is also essential to know their migration process, duration and costs in terms of economical wear and emotional toll.

It is compulsory for migrants and the persons who work with them to know deeply which are the laws, regulations and legal framework applicable to their stays at the host country.

KNOWLEDGE	LEARNING OUTCOMES (skills, competences, attitudes...)	
Differences between Migrant & Asylum Seeker	Ability to give right and positive indications to <ul style="list-style-type: none"> • Properly identify the differentiating elements between Migrant and Asylum seeker • Present the different contexts and typologies 	KEY CONCEPTS
Migration Flows	Understanding the complexity of the migration issue <ul style="list-style-type: none"> • Identify political mechanism • Identify economical mechanism • Identify social mechanism • Identify cultural mechanism • Historical and religious backgrounds 	INTERNATIONAL CONTEXT OF MIGRATIONS & EU CONTEXT



	Causes and consequences for people who emigrates.	
EU policy of Migration_ European Framework	<p>Knowing the recommendations of EU in the area of Migration Policy.</p> <ul style="list-style-type: none"> • Immigration Policy and Resolutions by European Parliament • Treaties • Strategic Guidelines • European Agenda on Migration • Legislative Developments 	EU POLICY
Situation of the Migration in National context	<p>Knowing and understanding the consequences of the migration process</p> <ul style="list-style-type: none"> • Percentage of migrant population • Origin • Legal and illegal migrant people • Employment (sector, contracts, informal & formal employment, unemployment rate, gender analysis...) 	NATIONAL CONTEXT
<p>INTERCULTURALITY: misconceptions about Migration and about the possibilities of migrant people</p> <p><i>Administration concept</i></p>	<p>Be aware of which are the ideas of Migration in National populations and which ideas and expectative that have the migrants when they arrive to Europe</p>	INTERCULTURALITY
<p>Contents of the National Laws that regulate the legal and social status of migrant people: rights & obligations</p>	<p>Learning and interpreting the laws.</p> <ul style="list-style-type: none"> • National Legislation and regional procedures • Development of the Legislation • Immigration system (Competent bodies) 	LAW & LEGISLATION
The various legal statuses that imply different	Transferring appropriate information about real	MIGRATION SYSTEM



social and labour itineraries.	possibilities for the social and labour integration of the personas we work with and for. <ul style="list-style-type: none">• Process of regulation for migrant people• Minors• Legal residence• Work authorisation• Family reunification	
Requirements & procedures for the different status.	Be able to explain clearly to other persons which are the procedures to obtain the documentation <ul style="list-style-type: none">• Needed requirements• Where and when to present• Involved organisms and why they are involved• Timeline	REGULATION PROCESS



AREA 3: TECHNICAL MANAGEMENT

Adult immigrants can reach high levels of oral proficiency, but many have little or no formal education in their home language or any other language. Many struggle with reading or writing in the language used where they have resettled or lack knowledge and understanding of the different forms of written speech. What is more, it is more difficult to understand the hidden elements of the written word, “read between the lines” and understand how and when to use different language structures.

In this Unit we will provide basic information on how to distinguish different kinds of written speech and advise on how to produce texts that will be useful and important in an office environment. For those working with documentation and are called to provide clerical assistance, there is advice on how to create a network of collaborators, how to search for information and how to use data for reporting. Some of the information herein can have applications not only professionally but also in the learner’s personal life.

There is an element of interculturality taken into consideration when approaching the topics below; different cultures adopt different ways of expression (written or oral) and this is important to remember in any occasion.

KNOWLEDGE	LEARNING OUTCOMES (skills, competences, attitudes...)	
Have an intermediate (B2) knowledge of: <ul style="list-style-type: none"> • The main elements of grammar and syntax in English • Different kinds of texts used for different purposes • Basic language structures and figures of speech 	Have an intermediate range of cognitive and practical skills to: <ul style="list-style-type: none"> • Properly identify and define different kinds of texts • Identify the purpose and key points of texts • Identify the key audiences of the text • Improve reading comprehension • Be able to recognise the main parts of speech, 	READING AND UNDERSTANDING A TEXT



<ul style="list-style-type: none"> • Different expression styles depending on culture 	<p>including metaphors, metonymies etc.</p> <ul style="list-style-type: none"> • Recognise sub context and diction 	
<p>Have a good knowledge of:</p> <ul style="list-style-type: none"> • Reporting methods and styles • Editing tools • The specific procedures followed to create reports • Specific approaches and methods to convey the main points of interest • The vocabulary and diction of reporting 	<p>Have a range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • Recognise and use appropriate language • Use Office Word (or similar software) and editing tools • Incorporate pictures to a report/text • Summarising the focal points of a report and draw attention accordingly • Create timelines and calls-to-Action 	<p>REPORTING: WHAT IT IS AND HOW TO WRITE</p>
<p>Have a good knowledge of:</p> <ul style="list-style-type: none"> • What networking means and why it is important • Effective networking • Using online communication platforms • Basic IT skills • Acknowledging the members of the team 	<p>Have a range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> • What are networks and how to look for networking opportunities • Use communication tools like Zoom, Skype, Teams etc. • Using social media and presenting yourself online • Manage oneself when interacting with others online (Introductions, getting a conversation going) 	<p>NETWORKING AND COMMUNICATION</p>
<p>Have an intermediate knowledge of:</p>	<p>Have a range of cognitive and practical skills to:</p>	<p>GATHERING INFORMATION AND DATA</p>



Co-funded by the
Erasmus+ Programme
of the European Union



<ul style="list-style-type: none">• Methods to collect data• Understanding audience• Personalising content and messaging	<ul style="list-style-type: none">• Determine what information you want to collect• Set a Timeframe for Data Collection and method• Conduct surveys and track progress• Using Social media for data collection• Using the internet for data and information collection	
--	--	--

AREA 4: EMOTIONAL & EDUCATIONAL INTERACTIONS

Working with migrants can be very challenging; the integration and the social and work inclusion of immigrants in the hosting country is a multi-dimensional concept. People who work towards the inclusion of newly arrived migrants/refugees should be able to approach this specific group taking into account not only their emotional profile and specific needs, but also their qualifications, skills and educational level and needs.

In this unit, we will highlight the importance of the knowledge of counselling methods and techniques in the daily interactions with the newcomers and of the educational system and the labour market of the hosting country.

KNOWLEDGE	LEARNING OUTCOME (Skills, competences, attitudes...)	
Basic knowledge on: <ul style="list-style-type: none"> ○ Planning and preparing the whole process of counselling/ interviewing ○ Core counselling/ interviewing techniques: attending, active listening, silence, reflecting and paraphrasing, clarifying and the use of questions, summarising. 	<ul style="list-style-type: none"> • Qualities of the expert (empathy, communication skills) in approaching the newcomers • Identifying and reporting the personal and emotional needs of the migrant 	RECOGNIZING THE PERSON



<ul style="list-style-type: none"> • Intercultural skills: <ul style="list-style-type: none"> ○ intercultural communication - styles and assertiveness ○ communicative competences - cultural sensitivity, knowledge, empathy • Knowledge about the structure and steps of a successful first meeting • Follow up meeting with the newcomer 	<ul style="list-style-type: none"> • Approach of the newcomer migrant showing acceptance and respect for diversity • Open-minded and tolerant • Non-judgmental attitude • First counselling meeting with the newcomer: <ul style="list-style-type: none"> ○ interviewers' skills ○ preparation of interview (case familiarization, questions preparation, practical arrangements, etc.) ○ conducting interview; stages of an interview (opening the interview, interview schedule, substance of the application, closing the interview) <p>concluding the interview/ evaluating data and information/ reaching a decision</p>	<p>HOW TO KNOW BETTER THE PERSON</p>
<ul style="list-style-type: none"> • Mapping of educational background, work experience and needs • Reporting of personal skills, competences, and attitudes • Knowledge on the <ul style="list-style-type: none"> ○ Educational System of hosting and origin country ○ Labour market of hosting country ○ Recognition of study titles and professional qualifications 	<ul style="list-style-type: none"> • Identification of the real needs of the migrant • How to establish a positive intercultural environment in first contact with migrants • Acquiring skills and competences on intercultural interview level • Acquisition of analytical and synthetic thinking competences 	<p>IDENTIFY THE NEEDS</p>



Co-funded by the
Erasmus+ Programme
of the European Union



<ul style="list-style-type: none">○ Job Search - Public and private organizations. Activities and tips• The importance of networking		
---	--	--

AREA 5: SOCIAL CONTEXT OF INTERVENTION

Migration flows arriving in Europe from Africa and Asia are continuously increasing. The main flow is through the Mediterranean way or the Turkish channel. From Africa (North Africa and sub-Saharan Africa) and Asia (Bangladesh, Pakistan) come many migrants asking for asylum and coming from war areas. This flow is directed to all European countries both Mediterranean and Northern Europe.

In addition to Migrants in Europe there are consolidated migration flows also from South America and other continents: every single European country has foreigners from other states or continents: there is a good integration but there are social, religious and cultural differences.

2. KNOWLEDGE	3. LEARNING OUTCOMES (skills, competences, attitudes...)	
<ul style="list-style-type: none"> • Knowledge of cultural traits of the country of arrival; sharing of social norms and behavior; • Knowledge of the regulatory system for the use of basic services (health, education, work); basic legislative framework • Basic language skills • Basic digital skills 	<p>Active attitude: curiosity and awareness of one's rights and duties; awareness, too, of the opportunities offered by the reference area</p>	<p>AREA OF INTEGRATION BETWEEN CITIZENS, MIGRANTS AND FOREIGNERS</p>



<ul style="list-style-type: none"> • Market: to circulate people in the economic sphere also of proximity. • Training opportunities: informal and formal training for basic and transversal skills; technical training and orientation towards professionalism. 	<p>Informal groups / support: to support networks and groups of foreigners;</p>	<p>LEARN MORE ABOUT MIGRANTS</p>
<ul style="list-style-type: none"> • Signage: create an augmentative communication (CAA) and informative, which facilitates access to services, etc.. • Practicality of life: working to make life easier than laws and bureaucracy 	<ul style="list-style-type: none"> • Stereotypes and prejudices: fighting hate speech and prejudice • Community activities: to highlight and promote traditional and identity-based activities for individual communities. 	<p>IDENTIFY SOCIAL NEEDS FOR MIGRANT AND FOREIGNERS</p>
<ul style="list-style-type: none"> • Favours meeting and exchange: Meetings between strange people and the local community; Meetings between foreigners of different origins • Establishment of political delegations (e.g. councillorships or immigrant offices): which can inform communities and monitor the multi-ethnic composition of the population. • Promoting the creation of "Intercultural Centres" of documentation. 	<ul style="list-style-type: none"> • Promotion of intercultural practices also for social workers, volunteers, teachers, mediators. • Active comparison and exchange of relationships and habits. 	<p>INTERCULTURALITY</p>