

# EUROPEAN MIGRANT ADVISER **TOOLKIT**

**A set of tools to help employment  
advisers to work with migrants**



Lifelong  
Learning  
Programme

With the support of  
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**[www.migrant-toolkit.eu](http://www.migrant-toolkit.eu)**

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# 1: Introduction



## 1.1 What is the European Migrant Adviser Toolkit?

The European Migrant Advisers Toolkit (EMAT) is a set of tools for individuals and organisations who advise others on how to find employment. It is intended to support them to work with migrants who are seeking employment in their new country in the European Union (EU).

Helping to integrate migrants into the EU labour market is one of the keys to achieving the Europe 2020 Strategy target of increasing the employment rate across the EU to 75 per cent. But, as employment advisers ourselves, we have found that there is little guidance available on the practical steps that advisers can take to help meet this target. All too often migrant clients are seen as “difficult” or “hard to reach” but there is little useful information about what those difficulties are and how advisers can help to overcome them. We hope the suggestions and resources in the EMAT toolkit can help to fill this gap.

The toolkit looks at the common issues that an employment advice worker in the EU will face when working with migrant clients, regardless of where those clients have come from.

No form of advice or guidance can be 100 per cent specific for all situations. The labour market, welfare systems and agencies that support people into employment differ from country to country. What is appropriate in Prague will not necessarily be appropriate in Paris, and what works in

London may not work at all in Lisbon. However the EU is tied together by various common practices, traditions, laws and history. It has a common legal framework and pools resources for economic development and to address social issues common to all countries. The toolkit aims to provide common principles, useful resources and to promote good practice for employment advice work with migrant job seekers.

**While this toolkit is about practical tips and guidance, it is underwritten by some key messages and values which we want to emphasise from the outset. These are:**

- Treating people with empathy, respect and with recognition of our shared humanity is fundamental to achieving successful employment outcomes and to achieving a successful and prosperous society;
- Migrants are a diverse population, coming from many different countries for many different reasons. However, those who seek employment support are likely to face common challenges in their new country. Employment advisers should be aware of how immigration law, employer discrimination and other issues which are outside their control can impact on their migrant clients;
- Migrants who need support to find employment will frequently need support in other areas of their lives. It is essential that employment advisers take a holistic approach which assesses all the needs of migrant clients;

- Working with migrants can be complex and demanding. Some migrants will have escaped from war, persecution, torture or other forms of violence in their home countries. Some might have been exploited on their journey to Europe. Many will be disorientated and struggling to find their feet in their new country, usually with few resources and in the face of open hostility. Advisers may need to spend more time with migrant clients, although may not always have the funding or resources to do this.

## 1.2 Who produced this toolkit?

**The EMAT toolkit has been produced by the EU Migrant Advisers Toolkit project, with funding support from the EU Lifelong Learning programme. The agencies involved in developing this toolkit are:**

- Praxis Community Projects (Praxis), a London-based charity supporting migrants in the UK;
- Fundacion Laboral del Metal (FLM), a not for profit organisation supporting training and employment for the metal industry in the Cantabria region of Spain;
- University of Szczecin, the largest university in the West Pomeranian region of Poland;
- Iberika Group, a private education centre teaching foreign languages in Berlin, Germany;
- The European Projects and Management Agency (EPMA), a not for profit organisation based in Prague, Czech Republic developing international project based co-operation between European regions;
- The Gilfillan Partnership, an independent research company based in London, UK specialising in equalities and social justice.

## 1.3 Who is the toolkit for?

The toolkit is a resource for professionals whose work involves helping people to find employment. This might include careers advisers, community or social workers, unemployment counsellors or Information, Advice and Guidance (IAG) providers. Our intention is to share our experience of working with migrants with individuals and agencies that have had little experience of work with this group of clients.

Throughout the toolkit the term 'adviser' is used to cover all people whose work involves advising others about education, training or employment.

## 1.4 How to use the toolkit

The toolkit is a set of resources, some of which may be more relevant to your work than others. Each section of the toolkit sets out the main issues for advisers to consider in their work with migrant clients. At the end of each section a set of tools is provided. These tools are resources which the partner agencies have found work best in advising migrant clients. They include guidance notes, tips, case studies, templates, forms and training exercises. These tools may be reproduced or adapted for use in your own work.

# 2: Assessing clients' needs



## 2.1 Assessing the needs of migrant clients

At the outset, you will need to assess whether a client is actually ready for the job market. At the most basic level you need to know that the client is legally allowed to work and that they have the documentation that employers might require. Other requirements might include being able to prove their identity and address and having a bank account. More complex considerations might include their attitude, motivation, their experience and qualifications, their plans for a job, their ability to approach employers and their expectations.

Our experience is that the most effective way of working with migrants is individually and holistically. By holistically we mean a “whole person” approach. This means taking account of a range of needs, in addition to those which are employment-related and which it may not be your role to assist with. While education and previous employment will be the key areas to assess, there are many other areas of clients' lives which impact on their capacity to look for employment and the job opportunities which may be open to them. For migrants, these issues may be different, or more extreme than for other clients.

A holistic assessment means asking questions about your client's health, housing, immigration status, family commitments, financial support, legal issues, language abilities, education, qualifications, past experience and expectations – to name only the most common relevant factors. It may seem a lot to ask at the beginning, but by having a grasp of these issues you will be equipped either to refer for assessment

elsewhere if needed, or to provide support which takes account of these factors, and be able to plan appropriately for your client. You may find that employment support is not appropriate at the moment, or that you are unable to give help, and you should know where and how to refer clients for specialist help and support.

A holistic and thorough client assessment will rarely be possible in just one meeting, but will take place over several sessions as you build up a picture of their situation and develop a personalised action plan. It can be useful to follow a checklist for the assessment and some examples of these are included in the tools section.

The following sections look at some of the issues which migrants commonly face and which advisers should be aware of.

## 2.2 Understanding the issues migrants face

### > Legal

Immigration status is often the critical legal issue for migrant clients. Some migrants have restrictions on whether they are allowed to work, while others do not, and this affects the employment advice that you should give. Immigration law is highly complex in all EU countries and it is essential that advisers know when and how to refer clients on to appropriate legal advice. More information about what advisers should know about immigration and other legal issues is given in Section Three of this toolkit.

Many migrants come from countries which do not have a tradition of rights or where the law may be weak. In other instances due to lack of communication, fear, ignorance, or exploitation, some migrants may not be aware of their rights in their host country. As an adviser, you should be able to recognise where migrants' rights are being abused and be able to advise them appropriately. This might include rights to minimum wages, rights to health and safety and working hours, and joining a trade union.

In the most extreme cases migrants may have been trafficked and forced to work illegally. In these cases migrants may be extremely fearful of contact with the police or other authorities. These fears may be about reprisals from traffickers, the threat of deportation, and for family back home who may have made deals with traffickers which are difficult to get out of. Often, the migrant does not see themselves as a victim of crime which should be investigated and prosecuted.

Advisers should check for other legal issues, including whether the client has a criminal record or is subject to a driving ban, which may affect their opportunities to find work. Find out whether the desired job requires a criminal record check, and if so how long the process might take.

Advisers should be able to refer clients to specialist advice when required, for example in immigration cases or cases of domestic violence. You should keep records of formal and informal referrals.

## > Health

Health problems can be related to physical or mental health. Migrants may have experienced physical injury, shock or trauma, particularly if they are refugees. There may be a different disease profile in their country of origin, including more infectious disease than in

European countries. They may not have been fully vaccinated at home, and they may not have the correct vaccinations for their new country either.

Some migrants, particularly refugees and asylum seekers, may have experienced torture. Others may be traumatised after fleeing war zones, and some may experience post-traumatic stress disorder or similar symptoms, including grieving for their home country and other forms of distress linked to their migration; for example isolation and separation from family members. Migrants often experience acute feelings of loss; of their home, of their social status, of friends, relatives, families and familiar communities. Women (and sometimes men) may have experienced rape, trafficking or domestic or sexual violence. Many migrants experience depression and low self-esteem as a result of the impact of living in a long-term state of insecurity, anxiety and destitution. Radical changes in diet, climate and lifestyle can also impact negatively on people's health and wellbeing. In some cases, while not outside the range of normal "good" mental health, these health issues can affect people's day-to-day functioning, which can make planning work or training difficult in the short term.

Generally, different countries will have different systems of healthcare provision. Whereas in Europe many health services are state managed and financed from general taxation, in someone's non-EEA country of origin healthcare may be provided entirely in the private sector, and people expected to pay for their own treatment. This can mean (along with language issues) many issues concerning access to and expectations of healthcare.

You should also be aware of disability issues and legislation, and any adaptations which your client might need in a workplace.

## > Housing

Housing issues play a major, direct and practical role in migrants' capacity for work and training: without a safe roof over your head it can be difficult to focus on anything else. Often migrants find it hard to access any but very cheap housing. Sometimes this is provided by employers or unscrupulous private landlords, and migrants are unaware of their rights and the standards that they can expect. Sometimes accommodation might be provided by family, friends or members of the community, or people may have migrated with family members and friends and need to find accommodation for a large number of people. Overcrowding and 'sofa surfing' are common, and it is not unusual for migrants to take it in turn to sleep in the only available bed or private space. Some migrants may have no home at all and be sleeping on the streets; others may be in temporary accommodation or staying with friends.

Try to find out what your client's situation is and what impact it might have on their capacity for training or work. For example, if someone is sofa-surfing or shift-sleeping, and has no private space where they are living, it may be very difficult for them to complete coursework at home. In such a situation you might help them to access a quiet space to work. They may also benefit from practical or legal housing advice.

It is important that you are aware of these issues when dealing with a client so that you can respond appropriately to someone's needs and refer for help and advice if required.

## > Language

The role of language in employment for migrants cannot be overemphasised. If your client is unable to communicate effectively in the society in which he or she lives now, this imposes very severe limitations in nearly all spheres of

life. Across Europe, all integration strategies for migrants include language learning as a cornerstone. Providing there are no other issues which make learning the language impossible, very often this will be the first thing to be assessed by an adviser, and where the language abilities of the client are inadequate, they should be referred onward to the nearest appropriate classes. It is important for migrants to have a thorough formal language assessment before enrolling on a language course, and it should be part of the adviser's job to know where to refer clients for this.

An adviser is not expected to be a qualified language assessor, but should at least be aware of the EU-wide common language framework and the level of language skill required for particular jobs, usually at least B1.

In some European countries, for example Germany, there is state provision for all language learners. In others, for example the Czech Republic, language learning is provided almost entirely by the NGO sector. Advisers should find out what is available locally.

In addition to the broad general needs there is language for specific tasks and situations, including for job search. Migrants often need further assistance with building vocabulary on their CVs and developing language skills and dealing with accent and pronunciation. In some countries there is state provision for this. For example, in the Czech Republic courses are available for migrants working in the medical sector who need specific technical vocabulary. In Germany, the state-run Job Office offers language courses for specific employment needs, e.g. for people seeking work as nurses, or as receptionists. If language for work, or specific work language is required and is not available for your clients, you could consider developing this in your own organisation.



## > Qualifications and skills

An assessment of qualifications and skills will usually begin with finding out what formal qualifications your client has and whether these are recognised, or have recognised equivalents within the EU country. Information on international qualification comparison and recognition can be found on **[www.ecctis.co.uk](http://www.ecctis.co.uk)**.

Your assessment should consider transferable skills and qualities. For example, some employers admire the determination of migrants (in migrating) and this quality can be emphasised. Don't forget to include personal qualities and "soft" skills which can be demonstrated to potential employers, such as good time-keeping, attention to detail, organisational and budgeting skills, enthusiasm, self-reliance and motivation.

## > Financial security

Some migrants, particularly asylum seekers and refugees, will be in extremely difficult financial circumstances and may even be destitute, without money for food, clothing or shelter. Advisers should assess the financial situation of migrant clients and know where to refer for specialist advice or help to access welfare support or, in extreme cases, night shelters and food aid.

Most European countries have a system of support for people who are on low incomes, are looking for work or need support because of ill health, disability or extreme poverty. The type of support migrant clients will be able to receive will depend on their immigration status. The immigration authorities will usually issue a visa which will specify if the individual has access to public funds. In general, the following rules apply, although there may be some exceptions where children or vulnerable adults are involved:

- Refugees will have the same rights as national citizens;
- Asylum seekers will have limited access to welfare or will be able to access support from specific asylum agencies;
- Migrants from outside the EU who are registered with the immigration authorities will have limited access to welfare;
- Migrants from within the EU are likely to have access to welfare support once they are able to demonstrate they are 'qualified persons';
- Migrants who have entered the country illegally will not have access to welfare;
- Student visas will have limited access to welfare;
- Spouse visas will have limited access to welfare.

It is always worth checking with the relevant authority, or advice agency, as legislation and entitlements change often and some benefits are inter-related or can only be claimed as an additional benefit. In order to work or claim benefits you will usually need to have a unique reference number or Social Security number. These are given out by the government and can be processed through the local benefits office. Some unemployment benefits will support individuals while they look for work, but recipients are likely to have to prove that they are actively looking for and available for work. In some countries these benefits are contribution based, which means you can only receive them if you have contributed to the system through your work taxes in advance. Some countries also provide support with rent and local taxes when you claim unemployment benefits.

## > Family circumstances

The process of moving to and settling in a new country can be difficult and stressful for migrant families. It is helpful for advisers to be aware



of these stresses and to know how and where to refer clients to specialist services, including for advice on dealing with domestic violence

Migrant parents may experience unemployment, discrimination, and social isolation, and may fear that their children will lose their cultural heritage. These challenges may cause stress for the family as a whole and disrupt family roles. Migrant families living in poverty may lack adequate housing, access to healthcare and education. Migrant parents often face language barriers, and may be less involved in their children's education and may not seek out important services provided in mainstream settings, such as health care and mental health care.

Many migrant children learn their new language more quickly than their parents. In families where children translate and facilitate communication on behalf of their parents, conflicts may emerge as power shifts from the adults to the children. Children may selectively filter the information they share with their parents, and parents may monitor their children less closely. Children in migrant families tend to embrace new cultural values and behaviours more rapidly than their parents. Children may feel self-conscious about their native culture, and this can contribute to tensions within the family. Children of undocumented immigrants may experience increased fear and anxiety at the prospect of parental arrest or deportation.

Migrant women who are victims of domestic violence and whose immigration status is not permanently established – because they are undocumented, temporary residents, or on visas – have special needs. Typically, their abusers control and manipulate their unsettled immigration status as a means of keeping them in abusive relationships. These women experience the complex intersection of domestic violence with their immigration status.

Migrant women's option to reside legally and permanently in the EU may have been restricted by domestic violence. Your role is to learn about possible options, assist them to access them, and respect the decisions they make. It is up to the migrant woman to decide whether she wants to reside in the EU or return to her country of origin.

## 2.3 Case studies

### Case study 1: **A maternity break**

After spending seven years raising her family, Mrs T felt that it was time for her to go back to work, but with a seven year gap in her professional career she was not confident about finding employment. She met a Praxis employment adviser at a stall in the library and she was very enthusiastic to talk about her situation. The adviser helped Mrs T to explore the different employment options open to her and encouraged her to start by gaining some up to date work experience. After several meetings, a suitable work experience placement in a local hospital was identified and the adviser helped Mrs T to successfully apply for this. Through this work experience placement, Mrs T received intensive training and her supervisor encouraged her to extend the placement for another few months. There are many jobs opportunities in the health service and as a Biochemistry graduate with up to date work experience, Mrs T is now confident that she will soon secure a full time job in this field.

**Praxis – UK**

## Case study 2: **Setting professional goals**

Anna is a 34 year old teacher from Russia. She arrived to the Czech Republic with her husband who had got a job there three years earlier. Anna studied Pedagogy in Russia and was employed as a teacher at a secondary school for four years.

After her arrival to the Czech Republic, she worked in non-qualified positions for two years (as a cleaner and receptionist). She joined the training programme "Work is open for everybody" at EKS, as she wanted to find a qualified job in education. During the course, she identified her competencies, created portfolio and set her professional goals. She realised that her motivation to become a teacher was really strong but to find a job as a teacher in a Czech school was not realistic at that point (due to the language barrier).

She searched for alternative options and developed an individual action plan – the first step was to attend a course for classroom assistants organised by another non-profit organisation. After the course she was offered a job in a Czech school as an assistant for migrant children. She can use her mother tongue and experiences from Russia in this position.

**EKS – Czech Republic**

## 2.4 Tools

### Tool 1: **Participant Induction checklist**

**Please tick the following to show your understanding of the areas covered in the induction. Once completed, please hand it to the representative carrying out the induction.**

	Induction element	Please tick
1	Information about the services provided by the organisation	
2	Programme overview	
3	What is expected from learners	
4	Travel assistance	
5	What you can expect from us	
6	What to do if you are late or will be absent	
7	What to do if you find a job	
8	What to do if you are not happy with the service	
9	Equal opportunities	
10	Health & Safety Regulations	

☐ **I confirm that I have been informed and have understood the above**

**If yes**

Signed:

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Print name:

Date:

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**For office use only**

Signed by performance manager:

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Print name:

Date:

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## Tool 2: **Holistic assessment**

The purpose of this assessment is to enable Praxis to identify any barriers or issues in your life that may impact on your overall wellbeing. We will work with you to try and resolve any issues that arise. If we are unable to do that, we will refer you with your agreement to a relevant organisation. All of your answers are confidential and will be recorded securely. It is not compulsory to answer questions you do not want to.

Issue	Yes	No	Notes
<b>&gt; Family</b>			
1 Do you have any childcare commitments/issues (pre-school children/pregnancy/single parent...)?			
2 If your child is of school age, are they attending school?			
3 Do you have any concerns about behaviour of family members towards you?			
<b>&gt; Housing</b>			
4 Is your current address a permanent residence?			
5 Do you have any problems with your landlord/housing provider?			
6 Is your house over-crowded?			
7 Does your house present any health hazards (e.g. damp)			
<b>&gt; Financial Security</b>			
8 Do you have a bank account?			
9 Do you have any problems with debt?			
10 Do you have enough money to cover essential living costs? (accommodation/food/transport...)			
<b>&gt; Health and Wellbeing</b>			
11 Do you have a Doctor?			
12 Do you suffer from depression or poor mental health?			

Issue	Yes	No	Notes
13 Do you have any issues regarding the consumption of alcohol and drugs?			
14 Do you or your dependents have any illnesses/ disabilities or any care needs?			
15 Are you or a family member receiving support from Social Services?			
<b>&gt; Legal Matters</b>			
16 Do you have a criminal record or a driving ban?			
17 Are there currently any legal proceedings being taken against you?			
18 Have you recently been a victim of crime (last 2 years)?			
<b>&gt; Education &amp; Employment</b>			
19 Do you need support with English language or numeracy?			
20 Are you currently in education or attending any training courses?			
21 What is your profession/job? What qualifications do you have?			
22 Are you currently in work? If so, what kind?			
<b>&gt; Community</b>			
23 Do you feel safe in your neighbourhood?			
24 Do you take part in any community activities (e.g. attending places of worship/social events)			

**Name of adviser:**

**Client ref:**

**Date:**

**Tool 3: Career and training assessment****EMPLOYEE DETAILS**

Date:

Name and surname:

Gender:

Date of birth:

Address:

Telephone:

E-mail:

Profession:

Full or part time:

Type of contract:

Working hours:

Employment starting date:

**TRAINING**

Qualification:

Awarding body:

Year:

**VOCATIONAL QUALIFICATION**

Course name:

Awarding body:

No of hours:

Year:

**WORK EXPERIENCE**

Date:

Organisation:

Industry Sector:

Job title/category:

Occupation:

**OTHER RELEVANT DETAILS** (Skills , memberships of professional bodies):**DETAILS OF CURRENT EMPLOYMENT** (if it applies):

Employer name:

Address:

Company's activity:

Industry sector:

**PROFESSIONAL AIMS****What are your professional goals?****What sort of job would you like to do?****Is your current job related to your previous training?****What position would you want to achieve and are you are confident you will achieve this?****To get that job, do you need any specific knowledge or technical requirement, training, etc.?****Which ones?**

**Tool 4: Working conditions**

	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Very</b>	<b>Why?</b>
Salary					
Hours					
Working hours					
Effort					
Risk of accidents					
Job security					
Possibility of promotion					
Continuing profesional development					
Work-life balance					
Appraisal and recognition of my work from my seniors					

**Have you ever been forced to accept unsuitable working conditions (work overtime without being paid, working without a contract, inadequate physical working conditions)?**

**If yes:**

**Which?**

**Why?**

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**Would you be willing to do this in the future?**

☐ Yes

☐ Not

### TRAINING

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**Do you attend training regularly?**

☐ Yes

☐ Not

**If case you do, when?**

☐ During working hours

☐ Your own time

**Who provides the training?**

☐ The organisation

☐ Yourself



## 2.5 Links

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### **Teacher Vision**

This is a popular site amongst teachers, featuring tools and resources that save educators time. Resources include a vast online library of lesson plans, graphic organisers, email newsletters, quizzes, and printable books to help enhance student learning, meet local and national educational goals, and manage classrooms.

**[www.teachervision.fen.com](http://www.teachervision.fen.com)**

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### **Migration related organisation search engine**

The directory helps you to find specific organisations that deal with migration-related issues. You can search by location, by region of focus of the organisation, by type of organisation and/or by topic.

**[www.ec.europa.eu/immigration](http://www.ec.europa.eu/immigration)**

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# 3: Meeting the needs of migrant clients



All migrants are different and have different needs. While particular groups may have issues in common such as language, culture and belief, when it comes to an individual's life history all are different, and in finding work there is much diversity.

However, there are a number of issues which employment advisers will commonly encounter when working with migrant clients. Advisers should be aware of these and how they affect their clients. The sections below highlight some of the issues which advisers are most likely to come across and offer suggestions for how to deal with these.

## 3.1 What advisers should know about legal issues

Legal issues are very important for migrants, yet are often tied up in a particular jargon and come with the possibility of state enforcement. Many people, not only migrants, have some reluctance approaching legal issues but for migrants this can be exacerbated by ignorance of their own rights and responsibilities, fear of authority figures or bad experiences with legal systems at home. Legal issues are difficult, but important.

### > Immigration law

Immigration law is highly complex. Laws can change every few years in an attempt to adapt to developments in the EU and in the rest of the world. Some countries have schemes for managing particular types of migrant, and some

migrants can fit the criteria for more than one scheme. This can cause a great deal of uncertainty and confusion for migrants.

As an adviser, it is important that you have some grasp of the laws that apply and can assist migrants. Firstly you have to be aware of your clients' status and what this means for employment. So get the facts: when did they arrive, what was and is the basis of their stay, what restrictions are in place, and what processes are open to them. If they are working illegally you need to be clear that you cannot be seen to be complicit in this, although you should provide support if they are facing exploitative situations. Advice could include the risks at work and legal sanctions that they are liable to, and the risks their employer is taking. Routes to regularisation of their status should also be included.

While you should always be able to refer onwards to proper legal advice, some awareness of the general principles and pathways will be helpful. There are normally "immigration pathways" which are available to migrants which can include formalising their status on the basis of work, family relationships, religious missions, investment, asylum, treaty rights, duration of stay or even amnesties for illegal migrants. You should be familiar with these pathways and the basics that a migrant needs in order to comply.

Immigration procedures often include a lot of form-filling, some of which can include technical language which is difficult to understand. Assistance with this process is often necessary. Therefore it is important that migrants have

access to the support of an adviser or interpreter who uses their native language. It is much easier to understand the rules of the host country in direct conversation and using specific examples. Mistakes in form-filling can sometimes mean that the application is not clear, or crucial documentation is missing, the consequence of which can mean a refused application. This can be expensive, time-consuming and stressful.

There is a lot of material on the processes of legalisation and access to this is relatively easy. Many forms and documents are available online across Europe. Advisers should be able to understand these and be able to provide support for migrants to understand these processes and documents. However, this may require referral or interpretation, and in most cases it will require legal advice.

Immigration law is specialist and complex and an unqualified person should not attempt to give advice in this area. To do so is both dangerous, and, in some EU countries like the UK, a criminal offence in itself. You should however be aware of the key agencies, including the government departments that deal with immigration, and where and how to access competent legal advice.

Given the fast changing and complex nature of immigration, you should always encourage advisers and government employees to commit their advice to writing and make sure a copy is held by the client. You should also be aware of the consequences for your client of not taking or following immigration advice.

## > Removal and return

Occasionally a migrant may be legally required to leave the host country. There can be many reasons for this including failure to achieve status or criminal convictions. Such decisions can often be seen as unfair, especially where the migrant has developed relationships with

people in the host country, and you may feel that the migrant has become a member of the community in your country.

In this position migrants often have few real choices left. They may of course choose to remain illegally and attempt to survive underground, working in the black or grey economy or relying on hand outs from friends and charities. Advisers must be very clear that this course of action is not advised and carries significant risks and penalties.

Sometimes the migrant will be detained prior to forced removal. As an adviser you should be aware of the remaining options available. In the first instance there is a legal process to go through and the migrant should have some legal advice. A campaign may help raise funds if this is expensive. Some countries have “voluntary” return schemes; the EU funds a number of these programmes in Europe. These programmes can include help with travel documentation, arranging transport, and in some cases cash and in-kind grants to assist with reintegration after the return to their country of origin. You should be aware of the options available and the programmes which can help individuals to make a dignified return.

## > Social rights

The rights of migrants are sometimes restricted in European countries. This can include restricted rights to state provision of services such as health, welfare benefits, housing and education. Migrants are also more likely to have their rights infringed with regards to discrimination and in a number of work issues. Some of their rights are restricted on the basis of age, nationality or their nature of their residence permit, and some are dependent on relationships (with their husband/wife or children for example).

Social rights and benefits are often legally determined. They can often change as laws develop in the host country, and are also subject to review, update and legal challenge. Some social security or welfare benefits may be restricted according to migration status, others are administered without its consideration, and some welfare payments are not considered legally as public funds. Most benefits are administered by the state in Europe, although there may also be contracted suppliers and responsibilities from other organisations such as employers. There may be organisations established which act as advocates for individuals seeking their rights and others which deal with specific complaints such as equalities or discrimination.

Advisers should be able to provide information on the rights of migrants and be able to refer to appropriate help if need be. Some rules are fairly clear, such as access to unemployment benefits on particular migration schemes, or rights to housing. Others are more complex such as rights to particular types of welfare benefit. The situation can be difficult for natives of the host country to understand and thus even more complex for foreigners. Nonetheless you should be aware of the sort of provision that is available for people in difficult circumstances, and especially where children are involved.

## > Employment rights

Regardless of immigration status and even if a migrant is working illegally, they still have rights at work and these are the same as other workers in the same country. Across Europe there are minimum standards at work and health and safety legislation gives migrants the same rights as others to not be in dangerous situations at work.

Some migrants are badly exploited by their employers. Exploitation at work means working in conditions which are below the legal standards

for the country in question. At one extreme this can include slavery. More commonly it means work which is dangerous, without the correct safety measures, underpaid or with other illegal conditions.

Unscrupulous and abusive employers will sometimes use immigration status as a threat against workers complaining about conditions or seeking to improve those conditions. It is important that migrants who are in this unfortunate situation are aware of their rights. In many cases the state agency responsible for enforcing work conditions will be more concerned with the conditions of work than the immigration status of the workers.

An adviser's role here is to inform migrants working illegally that they still have rights not to be exploited. Some relationship with state enforcement officials may also be of benefit, although it is of course an area you should tread with care and seek legal advice where necessary. There may be a pathway by which conditions can be improved through anonymous "whistleblowing" and you should consider this where it can be done safely.

Many countries in the EU have developed social welfare systems which operate through employment practices and obligations. As with other forms of social welfare, migrants may be differently entitled (and advisers should know the basics), but they may also be ignorant of their rights or otherwise under the impression that they are not eligible. This can include freedom from discrimination, the right to get paid, the right to a contract of employment, the right to time off work if ill, pregnant, rights to maternity and paternity leave, the right to join pension schemes, the right to health and safety at work, and the right to join a trade union or other association. The particulars of these details will vary from country to country, and some employers offer other types of benefits which

the migrant may also be eligible for. You should be aware of all statutory rights at work, and be familiar with specific or particular rules of major employers you are familiar with.

## 3.2 Managing client expectations

Migrants often have high expectations of employment in their new country, in terms of job status and salary level. Such views are normally developed in their home country and may be strongly held, particularly by clients who have migrated primarily for economic reasons. In many cases, migrants become disillusioned about the job market in their new country and depressed about their own job prospects.

It is an important part of the adviser's role to manage these expectations. Advisers should make time to deal with disappointment, anger or frustration in situations where a client cannot immediately find their dream job, or finds that their qualifications are not recognised, or that they do not have the necessary permission or skill level to pursue their chosen career in the host country. Be realistic with your client from the outset about the level of skills, language competence and experience required, and what they will need to do to get them. Explore alternative jobs in the client's chosen field. For example, while seeking to re-qualify as a doctor in the host country, they may be able to find work as a lab technician or radiologist. Or if they are not able to practise as a school teacher, they may still be able to get a job as a classroom assistant and gain valuable experience along the way. It is important to research such alternatives carefully, and to explore clear progression routes within the chosen industry if possible.

Migrants will often complain about job offers that are worse than expected. Although it is important

to be realistic, don't forget also to be sympathetic and supportive in such situations: your role should be to encourage your clients towards achievable goals rather than to discourage them completely!

In some situations a "contract" approach is an appropriate and effective tool for planning your work with a migrant client. This document, signed by both the adviser and the client, is a useful tool for identifying a course of action to be taken, what each party can expect of the other, and to highlight what can, and cannot be done. An example of this is included in the tools section.

## 3.3 Communication

Effective communication can be a challenge for advisers when working with migrant clients, especially if the ability of the clients to communicate in your language is limited.

### It helps to remember:

- Speak clearly and slowly;
- Remember some people are illiterate in their own language;
- Avoid jargon where possible;
- Give plenty of opportunities for clarification and be prepared to repeat yourself;
- Make sure that the client understands by getting them to repeat back to you;
- Seek out help if possible: bilingual colleagues, interpreters and community organisations can help.

### > Using interpreters

Generally you will need an interpreter when your client is unable to repeat back to you the nature of a question put to them, i.e. something more than yes or no. Interpreters are also useful

if they are from the same cultural background as the client. Ask them to point out any areas of cultural significance which would help you understand or to identify whether certain beliefs or behaviours are usual within that culture.

There are dangers with using unqualified interpreters who personally know the client. A lack of formal training may lead to inaccurate interpretation and client confidentiality may not be respected. You should always use independent professional interpreters rather than family members where possible, and be aware of any potential dynamics or conflicts in relation to e.g. gender, politics, ethnic or tribal background.

**When working with an interpreter, try to remember:**

- Check what language and dialect is required;
- When booking an interpreter, be very clear about the venue, time, language and person they need to report to;
- Brief the interpreter before the interview begins;
- Speak in plain language using simple sentences therefore avoiding any misunderstandings;
- Look directly to the interviewee both when speaking and listening. The interpreter will not find this rude!;
- Sessions with an interpreter are longer as everything is said twice. Book enough time for your interview and stick to your time if you can. Interpreters are likely to charge for any additional time in intervals of half an hour or a full hour.

As well as being fluent in the language required, including the ability to deal with some specialist language appropriate for the role, professional interpreters should be impartial and professional. They should introduce

themselves to the client and confirm that client confidentiality will be respected. Interpreters should not engage in long conversations with the client and then summarise; they should not advocate for the client, for example, answering questions on their behalf. An interpreter should give an immediate, literal translation speaking in the first person.

### 3.4 Confidentiality and boundary setting

Maintaining client confidentiality should be part of your day-to-day work. When working with migrants there are a number of issues that might make maintaining confidentiality more challenging. You will need to make sure that they understand the confidential nature of your work and the circumstances under which you might be obliged to disclose information. Ideally you will also have a space within your office where confidential issues can be discussed without people overhearing.

Migrant clients can have complex needs and you may be dealing with a large number of issues, not all of which will be your speciality. It is important that the client is aware of the limitations of your role. For example, while you may need to refer someone for help with a medical issue, you should also ensure that you provide them with information on how to access medical help so that in the future the first port of call for a medical issue is not the employment adviser!

You should have a clear idea of your process of work with clients, including how clients enter and leave the service you provide, and the boundaries to your support. It can be helpful to have this process explained in writing, or set out visually in a diagram or flowchart. An example of this is included in the tools section.

## 3.5 Equalities

### > Equalities policy

Recognition of the values of equality should be familiar practice. Your organisation should have equalities policies and procedures in place. You should consider adapting your policies and procedures according to the client group that you work with. This might include consideration of language difficulties, immigration status, and other particular issues which are identified at work. It is important to be aware of pan-equalities and how equalities intersect. For example, someone may face barriers or discrimination in the labour market not only because of their ethnic background or country of origin but also because of their gender, sexuality or disability.

An equalities and diversity policy should include the organisation's responsibilities and legal compliance requirements in respect of data monitoring, and should be written and read in tandem with the confidentiality policy. It is good practice to record equalities information separately from other information about a client, and to collate and store it anonymously. It should be carefully and sensitively explained to clients why particular information (e.g. religion, sexuality) needs to be collected.

### > Equalities and cultural competence

Your equalities policy will be the foundation that will enable you to become a culturally competent organisation (and adviser!). Building culturally competent organisations means changing how people think about other cultures, how they communicate, and how they operate. It means that the structure, leadership, and activities of an organisation must reflect many values,

perspectives, styles, and priorities. Changing how an organisation looks is only the first step. A culturally competent organisation also emphasises the advantages of cultural diversity, celebrates the contributions of each culture, encourages the positive outcomes of interacting with many cultures, and supports the sharing of power among people from different cultures. To really change, an organisation has to commit to continuing programming, evaluation, and the creation of a place that is inclusive of all cultures and celebrates diversity. So ask yourself, is your organisation culturally competent? If the answer is 'no' you might want to consider helping your organisation advance in the process of achieving cultural competence. You can do this by talking to senior management and setting up a working group that assesses the degree of current competence, where you might want to go and what you may need to get there.

### > Gender inequality

Migrant women suffer from what has been defined as a 'double disadvantage', being a woman and being a migrant, which makes them more disadvantaged than native-born women and migrant men. Migrant women are more likely to be unemployed or underemployed (part-time employment or temporary-contract employment) and facing an environment of unequal opportunity.

#### **Women present particular challenges for successful labour market integration:**

- Children and family structure – availability and access to day care facilities are important in determining whether women will be able to seek, gain and maintain employment. Migrant women face particular obstacles in accessing information about services available and their right to such services. They are also less likely than native-born women to combine employment with having young children and



are sometimes more likely to be out of the labour market when they have a child due to cultural values and sometimes lack of family networks;

- Qualifications - education attainment, skills, academic and vocational qualifications required in their home countries are often not recognized or not accepted in the receiving countries. This might reflect the lower level of participation in employment as well as their concentration in low-skilled sectors;
- Type of migration – women migrants are more likely to migrate under family reunifications provisions and may hold visas that restrict their rights to employment;
- Social and cultural environment – cultural values and perceptions often restrict the extent to which women can participate in the labour market and determine what kinds of work are acceptable to them. Unfavorable cultural attitudes to women's participation in the labour market may be present in the migrants' country of origin and may also prevail in the receiving country.

This 'double disadvantage' negatively impacts on migrant women and may limit the contribution of migrant women to society, household income generation and opportunities for social integration. As an adviser, you should be aware that your women clients have to deal with more challenges as they try to integrate socially and culturally while having to deal with the gender bias in the labour market.

### 3.6 Dealing with challenging behaviour

Working with people sometimes means working with difficult people and people in difficult circumstances. People's situations can cause them emotional distress, and occasionally it can affect work situations. It is important to

differentiate between challenging behaviour, which can be addressed, and threatening behaviour which may put your personal safety at risk. You should be aware of different cultural norms and what is acceptable and unacceptable behaviour. Some cultures are particularly expressive and, generally speaking, merely raising voices is not considered to be challenging behaviour. You should be aware of potential cultural conflicts and differences in dealing with emotions.

**Challenging behaviour can appear as aggressive and highly emotionally charged. It can include, but is not limited to:**

- Threats;
- Verbal abuse;
- Raised voices;
- Personal or organisational criticism;
- Blaming;
- Crying and other forms of distress.

**You should be aware of signs of emotional distress, which can include, but are not limited to:**

- Facial expression;
- Body posture or movements;
- Clenching;
- Tearfulness or crying;
- Agitation, include exaggerated emotional responses, withdrawal, marked changes in behaviour (if you know the client well), or threatening statements and behaviour.

Your organisation may have a policy that deals with challenging behaviour and/or verbal or physical threats. If not, you should encourage them to put one in place to ensure that there is organisational clarity about dealing with situations which can appear dangerous.

Before engaging with any challenging behaviour you must at least be aware of the organisational position on it. And you should never put yourself in a position where you feel you may be at immediate physical threat, unsafe, or out of your depth.

There are a number of techniques you can use to deal with challenging behaviour, if you feel safe to do so. However, this comes with the provisos that you are able to communicate properly with the client and do not require additional support in communication. It is also important to be aware of your own emotional response to a charged situation and not allow this to impair your communication with the client.

You should start by actively listening to the client and trying to deal with the perceived negative situation. This means empathising with the client and understanding and accepting their feelings, which shows respect for them and an attitude of trying to deal with the issues at hand. Try to respond with open questions to the client: What do we need to do to sort this out? What is happening that you don't like? What do you not like about (decision/process/behaviour)? What would make it possible for you to...? What would you prefer to happen?

Most aggressive behaviour in this situation is designed to get you to react: it is bait that the angry person needs to justify themselves. Avoiding this bait and being aware of your own triggers, assertive communication (such as: "I am happy to work on resolving this issue but would you mind sitting down?"), and attempting to deal with the core issues and being responsible are ideal in this situation.

You may also find it useful working with colleagues to develop consistent practices at work which will help you deal collectively with such circumstances, or perhaps seek training in this area.

## 3.7 Case studies

### Case study 1: The importance of preparation

Ms Q came across Praxis at one of their outreach stalls in a shopping centre. She had recently arrived in the UK as a highly skilled migrant, but despite coming from a professional background, she was not fully aware of the UK requirements and conventions around employment.

An adviser helped Ms Q to obtain a social security number (an essential requirement for all employees), and helped to modify her CV and cover letter in line with the type of employment she was seeking. Ms Q had never been to a job interview in the UK, and so also benefited from one-to-one interview coaching. She then received support writing job applications and, when they didn't immediately receive a response, motivational support.

After more fine-tuning of her applications, Ms Q was invited to interview for the post of administrative assistant for the National Health Service. She was well prepared for the interview and was consequently offered the job.

**Praxis – UK**

## Case study 2: **The right advice**

Mr. D, a French professional artist had the opportunity to impart his artistic know-how as a teacher at a French parent-child group. Through a contract obtained in this group, he had the opportunity to offer two languages (French and German) to children at a renowned centre for French speakers, language, and culture (Institut Francais). The fact that Mr. D did not have a teaching qualification at this time, resulted in short-term employment with an open-ended contract.

Mr D spoke about the situation with his placement officer and the dilemma he faced of not being able to teach in many institutions due to his lack of teaching qualification, despite the fact that his clients were very satisfied with his work. The placement officer knew that the specific needs of Mr. D were to obtain educational training and a teaching qualification in order to improve in the art-education sector as an esteemed and recognised employee.

The placement officer offered him training financed by the employment office as an intercultural mediator that Mr. D began immediately and has since successfully completed. This training has helped Mr. D acquire educational as well as intercultural skills that will help him gain a better foothold in the German job-market.

**Iberika – Germany**

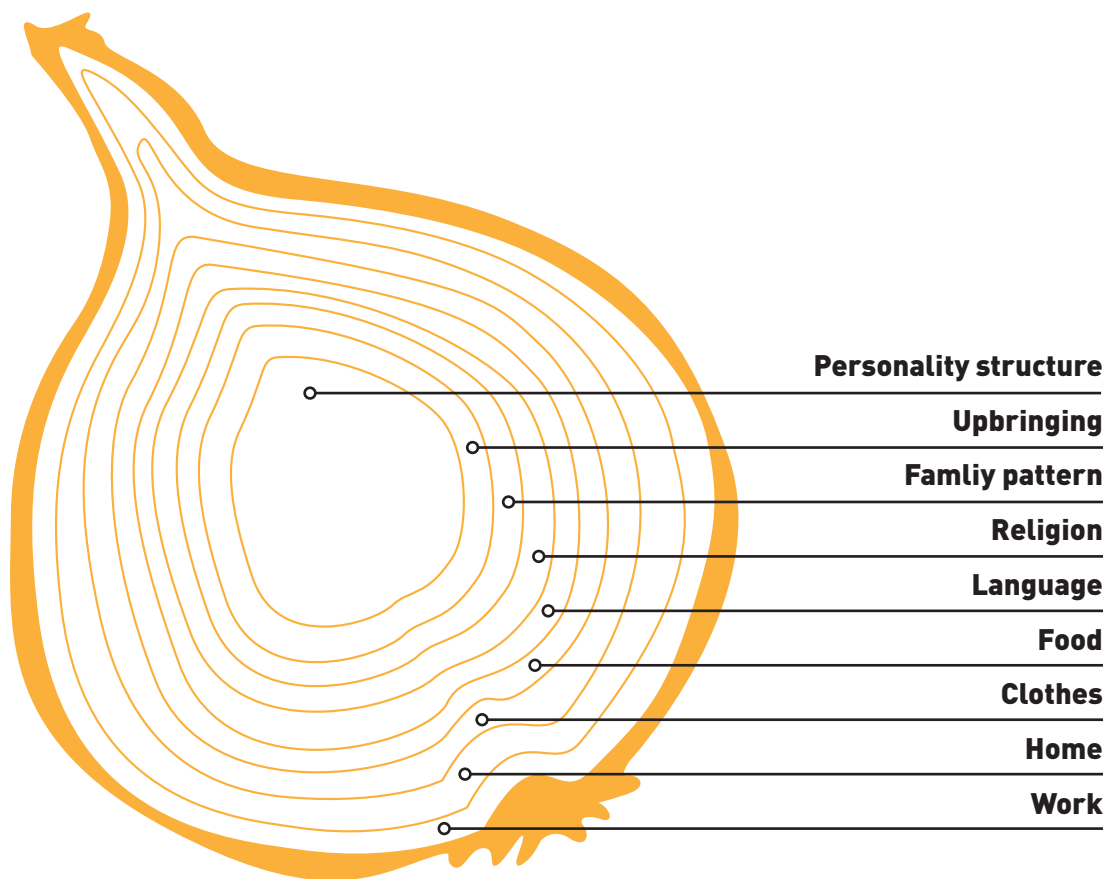
## 3.8 Tools

### Tool 1: **The cultural onion**

Culture is lived in a different way by each of us. Each person is a mixture of their culture, their own individual character and their experience. This process is further enriched if you are living with two or more cultures at the same time. For instance, as a second generation immigrant you may be learning your culture of origin within the family and the culture of the country where you live.

The dimensions of culture can be represented by several layers of customs: work, home, clothes, food, language, religion, family pattern, upbringing. The cultural onion layer is the metaphor used to represent these cultural dimensions.

The onion below shows the layers of influence that humans are exposed to which make up the personality of the individual person:



#### How to use the diagram?

- Identify the cultural dimensions that make up your identity
- In what ways do the different cultural layers form the personality of refugees and migrants whom we meet in our work situations?

**Tool 2: Social and competence analysis****Date****Official****1. Personal data**

Name:	
Address:	Phone:
Citizenship:	Passport etc. valid through:
Date when arrived in country:	Residence permit granted
Status:	Marital status:
Name of spouse:	
His/her activity now?	
Children under 18 are (number) at home... in school... in day care... elsewhere...	
Does the situation at home prevent work etc.? <input type="checkbox"/> Yes <input type="checkbox"/> No	

**2. General view of life situation**

Livelihood:	
Housing situation:	
State of health (own estimation):	
Has health examination been made? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there need for rehabilitation? <input type="checkbox"/> Yes <input type="checkbox"/> No

**3. Knowledge of languages** (fill in the box **G** = good **S** = satisfactory **P** = passable)

	Spoken	Written	Reading	<b>Other languages</b>	Spoken	Written	Reading
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother tongue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tool 2** continued overleaf >>>

## Tool 2 (continued)

### 4. Resources

Leisure and interests
Social relations (friends, relatives etc.)
Personal strengths to be used

### 5. Previous education and experience

Comprehensive school (for how long, where, examinations)
Vocational training (for how long, where, diplomas)
University studies (for how long, where, degrees and diplomas)
Courses taken in target country (which, where, duration)
Practice done in target country (where, duration)
Occupation
Work experience (task, employer, duration)

## 6. Integration aims

Own expectations of arrangement of livelihood and stay in target country
Primarily aimed occupation in target country
Alternative aims for occupation
Knowledge to be first reinforced
Plan for language studies
Other studies plans
Integration training and practice
Employment plan
Supporting the integration of the family (social work, health care etc.)
Next appointment

## 7. Reviewing questions

---

**1) Has the necessary information been received and checked?**

---

**2) On what measures is there a mutual agreement?**

---

**3) Has the next appointment been settled?**

---

**4) Does the plan support the aims of the person who is to be integrated?**

---



## Tool 3: **Working with Interpreters**

### Language skills

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- a command of both languages, written and spoken
- an understanding of both cultures

### Competency in interpretation

---

- complete and accurate translation of ideas and concepts from one language to the other
- a mastery of various interpretation techniques (simultaneous translation, consecutive translation, from paper translation, translation of written text)

### Knowledge of vocational context

---

- language (jargon and technical vocabulary) and culture of the public sector
- knowledge, how the different authorities and agencies function

### Competency and personal qualities of an interpreter

---

- Professional ethics: concept of confidentiality and impartiality
- Understanding of when the work is finished
- Punctuality
- Professional manner
- Technical research
- Ability to read maps/timetables

### Competency with social contact

---

- Calm
- Patience and compassion
- Assertiveness and self-confidence
- Good listener
- Good memory
- clear, articulate voice
- Receptiveness with enthusiasm
- Good common sense

## **Principles of an Interpreter**

---

### An interpreter must:

- Retain the meaning of the aforesaid (not to be confused with word-for-word translation)
- Be translated in the first person singular
- translate the entire remark (e.g., nothing left out or added)
- translate everything they hear

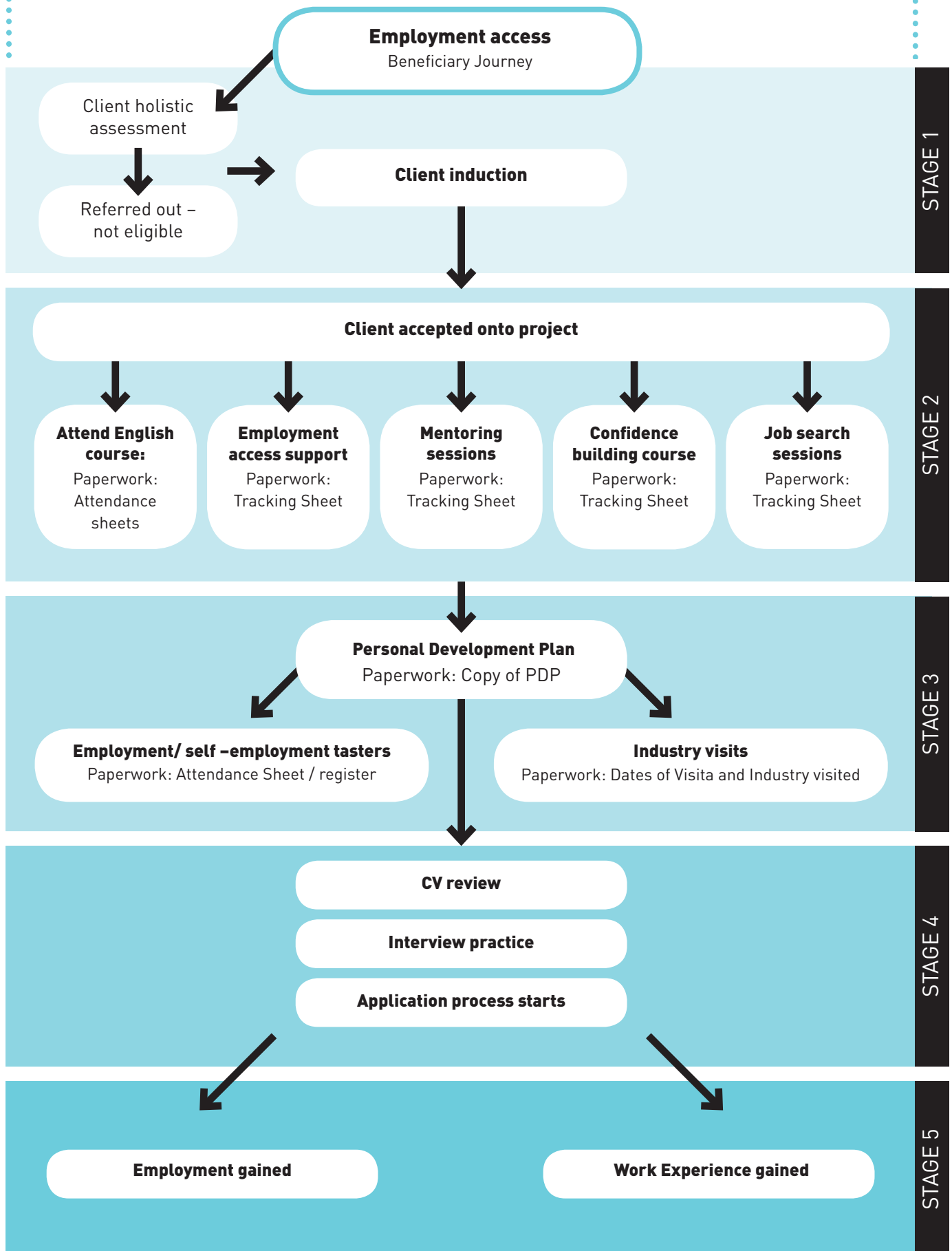
### An interpreter is not a/an:

- X Social worker
- X Lawyer
- X Teacher
- X Confidant
- X Chauffeur
- X Moneylender
- X Nurse
- X Psychiatrist
- X Psychologist
- X Advisor
- X Babysitter
- X Informant for the police
- X Priest
- X Imam
- X Speaker for others who have the same language, culture or religion

### An interpreter is:

- ✓ **A language professional!**

## Tool 4: **Client flow chart**



## Tool 5: **Data Protection Waiver**

As a participant of our programmes, Praxis safeguard the information you give us as required by the terms and principles of the Data Protection Act (1998).

Praxis will only collect information that is necessary for the fulfilment of our contract with \_\_\_\_\_. The personal information you give us is likely to be processed by a computer. This will involve providing your personal information to the funder for statistical and contract compliance purposes, and where necessary may involve sharing information with third parties (for example training providers or employers) under our contractual terms to deliver the \_\_\_\_\_ project.

**I confirm that I have been read the above statements and consent to my details being held by Praxis in accordance with the Data Protection Act (1998).**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

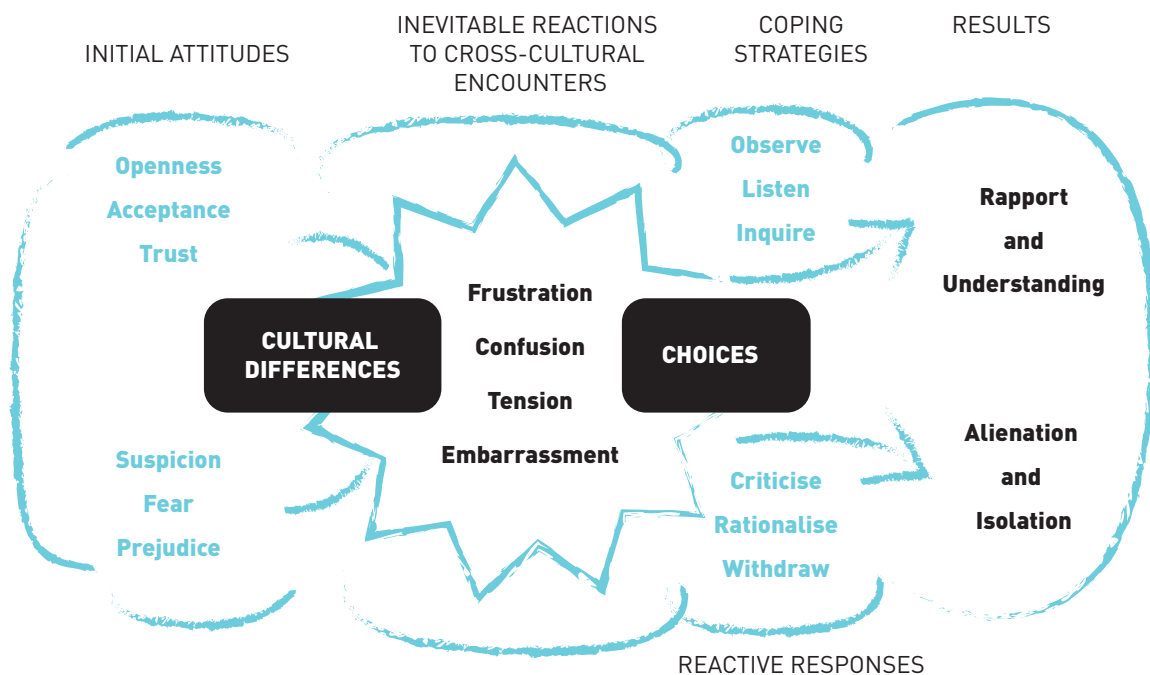
Print Name: \_\_\_\_\_

**ID and work permit verified? Please specify documents seen**

## Tool 6: **Culture shock**

The meeting with another culture can be a dramatic experience. In a foreign culture everything is different from what we are used to. Home, shopping, the way of meeting with others, work – everything is different. All of these different impressions can lead to stress and fear. The intercultural encounter can often lead to a culture shock.

To some people culture shock means that they adopt a defensive position and withdraw in their shell. Others are homesick and ask the question: What am I doing here? Why am I here? Why am I not home with my family and friends? Others become depressed and lose their self-confidence.



### How to use this diagram?

- > Imagine you find yourself in different culture where everything is not what you are used to, e.g. you may go on holiday abroad. What are your initial thoughts and feelings?
- > You find yourself in a situation where you are in contact with people from different cultural backgrounds. How do you react to this cultural difference? Do you feel suspicious and tense? Do you feel trusting and open? What is your reaction to this cultural difference? Does it confuse you or make you feel frustrated?
- > What's your coping strategy for responding to people from a different cultural backgrounds? Do you listen and try to understand what they are saying? Or do you withdraw and not try to communicate with them because of any suspicions or prejudices you might have about them?
- > Are you able to establish a rapport with people of different cultural backgrounds? Do you find it easy or is it challenging? If it is challenging, why is this so?

## Tool 7: **Equal opportunity Monitoring form**

Praxis is an Equal opportunities employer. We want to find out whether all applicants are treated equally whatever their race, sex disability, colour or ethnic origin. To do this we need to know about the ethnic origin. To do this we need to know about the ethnic origin of people who apply to join us. Your answer will be treated confidentially and will not affect your job application.

**Gender** ☐ Male ☐ Female ☐ Transgender ☐ Intersex

### **How do you describe your ethnic background?**

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Any other Asian background (please specify):

- ☐ Black British
- ☐ African - Congolese
- ☐ African - Ghanaian
- ☐ African - Nigerian
- ☐ African - Somali
- ☐ Caribbean
- ☐ Any other Black or African background (please specify):

☐ Latin American (please specify):

- ☐ Chinese
- ☐ Vietnamese
- ☐ Any other South East Asian (please specify):

- ☐ Mixed White and Asian
- ☐ Mixed White and Black African
- ☐ Mixed White and Black Caribbean
- ☐ Any other Mixed background (please specify):

- ☐ White British
- ☐ Greek/ Greek Cypriot
- ☐ Gypsy Roma
- ☐ Irish
- ☐ Jewish
- ☐ Kurdish
- ☐ Turkish Cypriot
- ☐ White Eastern Europe
- ☐ Any other White background (please specify):

- ☐ Middle Eastern
- ☐ Any other ethnic group (please specify):

☐ Prefer not to say

### **Religion/ belief**

- ☐ Atheist/ No beliefs
- ☐ Buddhist
- ☐ Christian
- ☐ Hindu
- ☐ Muslim
- ☐ Jewish
- ☐ Sikh
- ☐ Secular beliefs
- ☐ Other faith (please specify):

Are you disabled?

☐ Yes ☐ No

If yes, please give details:

What is your age?

- ☐ Under 16
- ☐ 16-30
- ☐ 30-50
- ☐ 50-70
- ☐ 70+

Are you?

- ☐ Heterosexual
- ☐ Gay/ Lesbian
- ☐ Bisexual
- ☐ Prefer not to say

## 3.9 Links

### Foundations for Work

This online training programme has been especially designed for young migrants, as young workers have been hit especially hard by the economic crisis. Among immigrants, they are most likely to experience difficulties acquiring and retaining employment.

**[www.foundationsforwork.eu](http://www.foundationsforwork.eu)**

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### Migrant women in the European labour market

This research on migrant women in the European labour force was commissioned by the European Commission to improve understanding of the labour market outcomes of migrant women in the EU, and of the policies that affect these outcomes.

**[www.rand.org/pubs/technical\\_reports/TR591z3.html](http://www.rand.org/pubs/technical_reports/TR591z3.html)**

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### Pathways to Work

This is an initiative providing a web-based interactive multilingual resource which provides immigrants with the advice and information needed to help get that job, or to find a better job.

**[www.pathwaystowork.eu](http://www.pathwaystowork.eu)**

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### EurActiv – European Union Information and News Portal

EurActiv, is an internet news portal that is dedicated exclusively with issues relating to the European Union. It is trilingual in English, German and French, and is probably the most used media portal specialised in European politics and the debates of the involved political actors, which precede the EU decisions.

**[www.euractiv.com](http://www.euractiv.com)**

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### Behaviour management resources

This is a popular site amongst teachers, featuring tools and resources that save educators time. Resources include a vast online library of lesson plans, graphic organisers, email newsletters, quizzes, and printable books to help enhance student learning, meet local and national educational goals, and manage classrooms.

**[www.teachervision.fen.com/classroom-discipline/resource/5806.html](http://www.teachervision.fen.com/classroom-discipline/resource/5806.html)**

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### Puzzled by Policy – get your opinion heard!

This platform gives an opportunity to express your opinion about issues surrounding migrant policy in the EU. It provides a pan-European space for a debate. Employment of migrants is one of the major issues discussed in this space. You can join the debate here:

**[www.join.puzzledbypolicy.eu](http://www.join.puzzledbypolicy.eu)**

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# 4: Helping migrant clients to find work



Helping clients to find work is what employment advisers do best. However, there are particular challenges for migrant clients looking for work which advisers who have not previously worked with migrants may not have considered.

Within Europe there are common means of making it clear that you are available for work and common ways of approaching the labour market. But not all migrants will be aware of, or familiar with these. Migrant clients may not know how to present a CV, may not have any experience of attending job interviews, nor of taking aptitude tests. They may not be aware that many jobs have a probationary period, or that contracts of employment can differ in terms of hours and the permanence of the position.

## 4.1 What advisers should know about labour markets

Labour markets vary from country to country, and region to region. Employment advisers will already know how their local labour market works; what job opportunities are available, what skills and qualifications are required, how job seekers should apply for job vacancies. There are features of the labour market which may affect opportunities and outcomes for migrant job seekers, and which may have little to do with what individual job seekers have to offer. It is useful for advisers to think about how the local labour market operates and what this may mean for migrant clients and for the advice that you give to them. Some key issues to consider are highlighted below.

### > Underemployment

“Underemployment” describes a situation where someone is employed but the work is not as productive as it could be. It also describes a situation where someone is working for fewer hours or days than they would like to, and where someone is unable to choose the work they do, get the qualifications they need, or use the qualifications or experience they already possess. “Underemployment” basically means that someone is working beneath their skill level, and it currently affects a large swathe of workers in Europe and migrants in particular.

Underemployment is a source of frustration for many migrants and can be particularly difficult for those who have previously held senior or respected positions in their own country. They may suffer from loss of self-esteem and social status, and can take some time to either adjust to their role or make progress in getting to that level again.

### > Qualifications and skills

Within the labour market, migrants often face particular challenges that need to be overcome. These can include providing evidence of their qualifications, getting their qualifications “translated” into relevant qualifications for their new country, getting references from abroad, re-training or re-qualifying, and persuading employers of the relevance of their qualifications. Some specific roles (e.g. doctors, teachers) may have statutory or professional barriers to registration in the host country. In the Czech



Republic and in Germany, for example, even qualified teachers from other countries cannot be employed as teachers in Czech or German schools unless they are native Czech or German speakers, no matter how good their language skills.

## > Discrimination

Discrimination happens in many areas of life and the labour market is no exception. It is particularly socially divisive and can have a major impact on peoples' lives and on community cohesion. Migration can contribute to social tensions with typical perceptions of lowering wages, taking jobs away from locals, or otherwise burdening already stretched public services.

It is likely that you will have to deal with discrimination at some point in your career working with migrants. There are various options open to you which may, if the matter is sufficiently serious, include seeking legal advice and/or advising your client to take legal action – as long as they have the right type of support. You may wish to encourage them to speak to their trade union (or join one). More commonly you might partner with other organisations to campaign on the issue. Often myth-busting and education programmes are effective, although you will have to review thoroughly the nature of the problem and the best means of dealing with it. Sometimes a conversation with an employer might be all it takes to reduce a problem, at other times you may need to take part in organising a campaign.

## > Self employment

For some migrants starting a business or self-employment could be an option and is worth considering seriously. Advisers should be aware of the relevant regulations and possible restrictions. EU Member States have widely

differing requirements for people wishing to set up on their own. For example, in Germany or Belgium it can be necessary to have a certain level of qualifications or to register with the local Chamber of Commerce before setting up in some types of business.

## 4.2 Helping migrant clients to prepare for work

### > Preparing CVs

Preparing a CV can be a major challenge for migrant clients. Some migrants have spent considerable time in transitory conditions and explaining gaps on CVs can present a challenge. For example, if a refugee spent years in a refugee camp they may be reluctant to mention it or to explain how they spent their time there. The adviser can suggest detailing what they did in the camps: did they have a job, run a business, or teach? Did they look after other people's children? What languages can they speak? Include their mother tongue language or languages as specific skills. With some probing it will be possible to find transferable skills in their experience and the "gaps" can often be filled.

### > Preparing for interviews

Rehearsing interview situations is crucial in building confidence and improving the chances of securing employment. This can be done on a one to one basis or group work. The adviser could impersonate the interviewer and replicate a real interview situation. Try to recreate a real environment by asking clients to come 'dressed to impress' on the day and give them honest feedback. This could be an activity for members of a job club or peer support group.

It can be difficult for migrants to find appropriate clothes for interviews if they are living on a

very low income or no income at all. Find out whether there are any schemes in your area to help people in this situation, or charities or clothes shops you could approach with a view to setting up such a scheme. One example is Dress for Success, an international organisation which provides professional designer outfits and accessories to women on low or no incomes, including migrant women, and which has local branches in several EU countries. See here for more information: [www.dressforsuccess.org](http://www.dressforsuccess.org)

## > Employment references

References can be crucial, but obtaining references and contacting referees in countries of origin can be problematic for some migrants. They may face challenges such that their referee cannot be found, is from an organisation which no longer exists, or will not be in the language of the host country. You may need to assist with alternative arrangements such as tracking down colleagues, obtaining translations, preparing statements or written explanations of the circumstances to employers. Community organisations can be a source of help with this, as can professional bodies.

## > Developing skills

Helping to develop your client's skills is an essential part of the adviser's role, and it is important that you know what training and education is available. If nothing appropriate is available you should consider how else migrants can develop their skills. This may require working with professional bodies for restricted professions, learning the language specific for the career path chosen, or re-qualifying if your client's qualifications are not recognised in the new country.

## > Re-qualifying and re-training

If a profession is restricted, the adviser will need to find out what is required to practice in the host country. Sometimes professional bodies can help with what is required and provide assistance to the migrant. Often this will include some qualification in the language of the home country.

Other types of intervention that may be appropriate can include voluntary work or placements which can refresh skills. Both can be extremely useful in helping your client gain professional and social skills and make contacts in a current work environment. However it is essential to ensure that such placements are properly organised and structured, with a clear role description and regular supervision. Take the time to explain the benefits of volunteering to your client. In some cultures it is not widely understood that there might be any benefit in working for free!

## > Motivation and confidence building

Looking for work can be a daunting task, and sometimes it might take years to achieve the career goals one originally set out for, especially if a client needs to learn a new language or re-qualify. Keeping motivated while you go through this process can be hard. You will need to support your clients to deal with disappointment and frustration. Some tips for this include:

- Remind your client that small achievable steps are progress towards a bigger goal. Nothing feels worse than failure, therefore clients need to set realistic goals and don't be hard on themselves. It might take several interviews or jobs (which might take months or even years) before getting the job they really deserve;

- Invite your client to celebrate small successes and reward themselves. Went for a job interview and did well? Encourage them to do something special to celebrate the achievement;
- Continue reminding your client of the bigger picture so that they don't lose perspective. Share other success stories and encourage them to attend events and keep in the loop of their area of interest by joining forums, LinkedIn groups, etc.;
- Remind clients that job hunting can take long and not to obsess, but find the right balance between personal life and job searching. This will make them feel more relaxed as they consistently work towards their goals in a balanced way;
- And most importantly, remind your client to keep positive and to keep revisiting their personal development plans.

## 4.3 Helping migrant clients to look for work

### > Job search skills

The sort of skills required for looking for a job in Europe have changed radically over the past few years, primarily in the use of technology and changes in the medium of information. There is more "self-service" in searching and finding suitable opportunities and migrants will need to engage with this. This means that they will have to have at least a basic level of numeracy and literacy and some competence with information technology. These are also basic requirements for many occupations. Advisers should be assessing for this and providing training or referring clients to suitable training where appropriate.

### > Job clubs

If you have several migrant clients, you could consider setting up a job club for them. Job clubs are useful for sharing tips and information and practical resources like computers and stationery, and are a great way for migrants to get together and learn from each other about the labour market. At the job club an employment adviser will support the process of application for employment in order to allow the development and confidence building of the participant. Participants will learn job search techniques such as the use of relevant internet sites, understanding the nuance and language of job advertisements, how to complete application forms, improve their interview techniques and write effective CVs.

Job clubs can also be a useful forum for helping clients to understand and analyse the language of job advertisements, job descriptions and person specifications. For example, what exactly is meant by "must be willing to work flexible hours" or "must be a team player"? What is it you need to show the employer to demonstrate that you have understood and possess the qualities they are looking for? The nuances of such phrases may need to be explained in detail to someone whose first language and background is not that of the host country.

### > Volunteering and work placements

In some countries there is a strong tradition of volunteering, which is a form of structured unpaid work, often in a social or charitable organisation. Volunteering provides a valuable opportunity to gain and update skills in an active work environment, as well as the opportunity to make friends and professional contacts that might be valuable in helping to secure paid employment later on. Volunteering can be

extremely beneficial and rewarding, and it is worth explaining the benefits to migrant clients who may come from countries where there is no such culture and where it may seem strange to offer to work for free. However, it is important to ensure that the chosen organisation has a structured volunteer programme and that the volunteer role is carefully defined and part of a structured development plan; and that the employer is not simply exploiting people who are desperate for the chance to work.

Advisers can sometimes help people to access work experience placements. Placements (as opposed to volunteering roles) are usually offered as part of a professional or vocational training course and may or may not be paid. The impact of any wage on entitlement to state benefit should be taken into consideration. Some employers also offer internships (known as 'stages' in some countries), which are usually opportunities to gain work experience for a finite period – say three or six months – some of which may be paid.

The main advantages of volunteering and work placements are:

- They provide an excellent opportunity to get know the culture of the host country;
- Working with local people allows assimilation with the local community by understanding how they work and live and it can be excellent for community relations;
- They can be confidence boosting for the migrant;
- They will improve language and interaction skills;
- Act as a refresher or update of existing skills and abilities;
- They provide the opportunity to get a current and relevant reference, and demonstrate to an employer that the migrant is ready for a work situation.

## > Career alternatives

We have already mentioned that migrants may be disappointed by the job offers they get if they do not accurately reflect their skills, qualifications, experiences or expectations. The labour market is not always fair. We have already identified that underemployment is a common problem for migrants throughout Europe and sometimes there are other issues which prevent them being employed in their desired field or role, including discrimination and qualification gaps.

While you should encourage your client to address these issues, it may also be important for them simply to get some income rather than none at all, and it is worth discussing "Plan B" or "survival" jobs while the migrant takes steps to progress towards his or her "Plan A" career. With careful research and planning, Plan B jobs can form part of a coherent strategy for career development. For example, if someone is aiming for a position in retail management, some experience on the shop floor may prove invaluable. Plan B jobs can provide valuable transferable skills and provide an income to fund education and training towards Plan A. Some employers may even help towards training costs for an employee who has clearly demonstrated their value and commitment to the company. Some migrants may prefer to create their own job. The history of migrant enterprise and business-building in Europe is a long, honourable and inspiring one – although be warned, it is also a road littered with failures.

## 4.4 Case studies

### Case study 1 **Work experience**

Mr J, who works as an engineer, came to Germany a few years ago without any German language skills. In order to work as an engineer in Germany, he first needed sufficient German speaking skills and he needed to ensure that his qualifications would be recognised in Germany.

Iberika informed him of the integration course subsidised by the Office of Migrants and Refugees and also acquired approval for an integration course. In addition, he held a position at Iberika that is appropriate for the recognition of a foreign job qualification.

He completed the eight-month integration course, which in turn gave him the chance to improve his German skills in an occupational German course. In addition to this course, he is currently doing a practicum in the Charité Berlin in the field of bioengineering.

**Iberika - Germany**

### Case study 2: **Gaining confidence**

Mrs N came to the UK from the Philippines in 2008. She worked hard to set up a hairdressing business where she worked as assistant manager. However, by late 20010 the business was no longer operational and she urgently needed to find employment. With a background in academic studies and self-employment, Mrs N did not feel confident entering the labour market. She had no CV, no job interview experience and was not comfortable with her spoken English. She had spoken to employers and been told that she did not have the right kind of experience.

Mrs N heard about Praxis through her husband. Speaking with an adviser, it became clear that tackling her low confidence in spoken English was a priority. She also needed a CV that clearly set out her diverse skill set to a potential employer, and job interview practice to get used to talking about those skills. Finally, she required advice about her visa status and information about long term career paths in higher education.

"I loved the English classes," says Mrs N, "the teacher was great, and it was so helpful to learn about the sounds of English and get the chance to practice in a small group. I'd recommend it to anyone." After completing the English language course, Mrs N was invited to a job interview with a major supermarket chain. She was well prepared for the two day screening and was offered a job in the bakery department. She enjoys working in this post, and has even been named employee of the month. She is now looking ahead to enrolling in a Masters course from September.

**Praxis - UK**

## 4.5 Tools

### Tool 1: **Employability skills check list**

**Name:**

**Date:**

Skills	Score
Time management and prioritising	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Setting and meeting deadlines	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Team working	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Communication skills	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Problem solving	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Creative thinking	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Ability to assess personal strengths and areas for development	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Awareness of personal and group health and safety practices and procedures	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:
Public speaking	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor Comments:

Language skills	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Research skills	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Decision making	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Learning from experience	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Negotiation and persuasion	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Perseverance and motivation	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Cultural Diversity	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Providing appropriate feedback	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Delegating responsibility	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Working independently	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Developing professionalism	<input type="checkbox"/> Excellent Comments: <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor

## Tool 2: **Participant Action Plan**

Name:							
Overall Aim:							
Date Written:		Review Date 1:		Review Date 2:		Review date 3:	

### **Action Plan Summary: Make a note of three priority points from your plan**

(this section to be completed at the end of the interview)

Where do I want to be in 3-6 months time?	
Where do I want to be in 6-12 months time?	
Where do I want to be in 12-18 months time?	

<b>Pre-work</b>	
<b>Future Job Goals</b>  Long term and short term – realistic or otherwise	
<b>Agreed Steps and Timescales</b>  What action will be taken? Frequency of appointments?	
<b>Job Search Activity</b>  How will this be done? Where will this be done?	



Job role sought	Relevant experience/qualifications possessed	Experience/qualifications required
1.		
2.		
3.		
4.		

## Tool 2 (continued)

<b>Needs: What needs do you have to meet before you can gain employment?</b> (Try to elaborate and get specific responses: skills, areas for development, survival jobs, barriers, etc.)	
Barriers and obstacles to employment	Skills needs:  Suggested solution:
Basic skills needs	Skills needs:  Suggested solution:
Learning support and development needs	Needs:  Suggested solution:
In work support needs	Needs:  Suggested solution:

<b>Personal Objectives</b>			
Development Area – What do you intend to achieve? Be specific and realistic.	Development activity – What will you do to achieve this?	Target date – When will you do this?	Expected outcomes – How will you know that you have achieved this?
Now to 3-6 months			
6-12 months			
12-18 months			

<b>Programme Activities – what do you think you could benefit from with these activities within the project?</b> (Relevant for participants engaged on ESOL and Employability skills)	
Confidence and assertiveness	
IT Skills	Word:  Excel:  Internet:
English language support	Spoken:  Written:
Employment support (CV, job search, interview techniques)	

<b>Participant declaration:</b> I declare that the details given on this form are true to the best of my knowledge and I agree that the objectives reflect my needs.   <div>                         Signed: _____                         Dated: _____                     </div>	
<b>Project Worker declaration:</b> I confirm that the individual's needs have been assessed and we have agreed on an appropriate course of action.   <div>                         Signed: _____                         Dated: _____                     </div>	

### Tool 3: **Setting professional goals**

Before creating this plan clients should work with their advisor on identifying their skills, motives and goals. The action plan is then created in a workshop and presented in front of the group- everyone gets a feedback from the trainer and the group.

#### **Our goal should be 'SMART'**

- > **Specific** = Can my goal be broken into smaller steps?
- > **Measurable** = how would I know that I achieved my goal?
- > **Attainable** = Am I able to achieve my goal in my situation?
- > **Relevant** = Is my goal relevant to my life? What are my resources?
- > **Time-bound** = When do I want to achieve my goal?

#### **Action plan step by step**

1. Set up your professional goal
2. When do you want to achieve this goal?
3. What is your motivation to achieve this goal?
4. Identify what should be done in order to achieve the goal (changed, learnt...)
5. Broke the activities into smaller steps- what you will do as first, second...
6. Time-bound each step (when do you want to achieve each step)
7. Identify what will help you to achieve the goal (competences, people...)
8. Identify what you have to improve to achieve your goal

**My Goal:**

**Motivation:**

**First step:**

**Second step:**

## Tool 4: **Top tips to make a great CV**

<b>CONTENT AREA</b>	<b>INFORMATION TO INCLUDE:</b>
<b>Personal Details</b>	<ul style="list-style-type: none"> <li>• Name</li> <li>• Address</li> <li>• Phone</li> <li>• Email</li> </ul>
<b>Profile</b>	<p><b>Write a short paragraph about yourself</b></p> <p><b>Ask yourself the following questions:</b></p> <p>What skills do you have to offer?</p> <p>Why would you be excellent for the job?</p> <p>What do you want to achieve?</p> <p>What experience do you have?</p> <p>What are your future plans/goals?</p>
<b>Skills</b>	<p><b>Include:</b></p> <ul style="list-style-type: none"> <li>• Languages and level of fluency</li> <li>• IT/computer skills</li> <li>• Any other skills eg. first aid training</li> </ul>
<b>Professional Experience</b>	<p><b>Start with the most recent job first Include:</b></p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Position</li> <li>• Responsibilities and achievements</li> </ul>
<b>Education</b>	<p><b>Start with the most recent job first Include:</b></p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Name of school/location</li> <li>• Subject and qualification achieved</li> </ul>
<b>Interests</b>	<p><b>This is optional to include:</b></p> <p>If you do include it, keep it brief and make it original and interesting</p>
<b>References</b>	<p><b>Always write this at the end of your CV:</b></p> <p>References available on request</p>

**Tool 4** continued overleaf >>>

## Tool 4 (continued)

- Change your CV for every job you apply and include only the most specific and relevant information for that particular job
- Check for any spelling/grammar mistakes – ask someone else to proof read it
- Relate skills and experience to the job description
- Ensure the layout is clear and easy to read
- Never use more than 2 pages
- Don't write 'CV' at the top of the page as it is obvious what it is!

PROFESSIONAL EXPERIENCE

---

EDUCATION

---

INTERESTS

---

References available on request

---

CV headings

NAME

---

Address

---

Phone number

---

Email

---

## Tool 5: **Top 10 interview questions**

### **1. What is your greatest weakness?**

When you're asked what your greatest weakness is there are several different ways you can answer, including mentioning skills that aren't critical for the job, skills you have improved on, and turning a negative into a positive.

### **2. What is your greatest strength?**

When you are asked questions about your strengths, it's important to discuss attributes that will qualify you for the job. The best way to respond is to describe the skills and experience that directly correlate with the job you are applying for.

### **3. Do you work well with other people?**

Companies want to know how you work well with other people and you'll need to say more than you enjoy working with others, which is the standard response. Employers don't want to hire people who are difficult to get along with because that will cause workplace issues and conflicts. It can make sense to screen out applicants who don't have strong people skills, even if they have solid qualifications for the job. The first key is to specify the types of interactions with people trying to explain what you accomplish during those interactions. The second key is to give examples of situations at work where you have used these people skills. Prepare concrete examples to convince employers that you actually possess those strengths.

### **4. How do you handle stress and pressure?**

It's a good idea to give examples of how you have handled stress to your interviewer. That way, they get a clear picture how well you can work in stressful situations.

### **5. Tell me about yourself**

Prepare ahead of time by developing your own personal branding statement that clearly tells who you are, your major strength and the clear benefit that your employer received. The advantages of this approach are that you'll quickly gain their attention and interest them in knowing more. You'll separate yourself from your competitors. You'll also have a higher chance of being positively remembered and hired.

### **6. In previous jobs, what major challenges and problems did you face? How did you handle them?**

When asked the job interview question "How did you handle a challenge?" be sure to include specific examples of how you handled a particular difficult situation. Discuss how you researched the issue and contributed to finding a solution.

**Tool 5** continued overleaf >>>

## Tool 5 (continued)

### 7. What is good customer service?

When you are applying for a retail or customer service position a typical job interview question is “What is good customer service?” The interviewer wants to know what you consider quality customer service and how you would be willing to provide it to customers.

**Here is a selection of sample answers you can use to respond to questions about good customer service.**

- Good customer service means having thorough knowledge of your inventory, experience with your products, and being able to help customers make the best choices for them.
- Good customer service is treating customers with a friendly, helpful attitude.
- Good customer service means helping customers efficiently, in a friendly manner. It’s one of the things that can set your business apart from the others of its kind.

### 8. What can you contribute to this company?

The best way to answer questions about your contributions to the company is to give examples of what you have accomplished in the past, and to relate them to what you can achieve in the future. Describe specific examples of how effective you have been in your other positions, change you have implemented, and goals you have achieved. Also, relate your abilities to the employer’s goals. You will want to let the interviewer know that you have the skills necessary to do the job they are hiring for, the ability effectively meet challenges, and the flexibility and diplomacy to work well with other employees and with management.

### 9. Why are you the best person for the job?

The best way to respond is to give concrete examples of why your skills and accomplishments make you the best candidate for the job. Take a few moments to compare the job description with your abilities, as well as mentioning what you have accomplished in your other positions. Be positive and reiterate your interest in the company and the position.

### 10. What can you do for this company?

First of all, be sure to have researched the company prior to the interview, so you are familiar with the company’s mission. Respond by giving examples why your education, skills, accomplishments, and experience will make you an asset for the employer. Take a few moments to compare your goals with objectives of the company and the position, as well as mentioning what you have accomplished in your other jobs. Be positive and reiterate your interest in the company, as well as the job.



## **Remember:**

- 1.** Always dress to impress– first impressions count!

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- 2.** Always arrive in good time allowing for transport delays. If there is a delay phone ahead and apologise on arrival.

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- 3.** A firm handshake and good eye contact are key.

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- 4.** Research and prepare for the role. Check out the company's website and have questions to ask.

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- 5.** If offered a drink it may be best to have a glass of water.

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- 6.** Study the Job Description and ask questions if you are not sure about any points.

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- 7.** If you feel you may lack experience in certain areas ask about possible training opportunities.

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- 8.** Advise your interviewer if you have any holidays already booked. Do the same with any significant appointments like doctors, dentist or hospital visits.

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- 9.** As the interview concludes ask when they will be letting candidates know their decision.

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- 10.** Always shake hands at the end of the interview and thank them for their time.

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## 4.6 Links

### Foundations for Work

This online training programme has been especially designed for young migrants, as young workers have been hit especially hard by the economic crisis. Among immigrants, they are most likely to experience difficulties acquiring and retaining employment.

[www.foundationsforwork.eu](http://www.foundationsforwork.eu)

### Ethnocatering

This successful social enterprise business case was born in InBáze Community Center, Prague. Women in this group started sharing regional cuisine recipes and tasting events. Soon after, supported then by InBaze they decided to set up a catering business to provide cross cultural food for the Czech market. The social company is now a high professional catering service business competing with other catering companies providing meals for professional and private events.

[www.youtube.com/watch?v=-lwyVDq-H0Y](http://www.youtube.com/watch?v=-lwyVDq-H0Y)  
[www.ethnocatering.cz/en/](http://www.ethnocatering.cz/en/)

### Pathways to Work

Pathways to Work is an initiative providing a web-based interactive multilingual resource which provides immigrants with the advice and information needed to help get that job, or to find a better job.

[www.pathwaystowork.eu](http://www.pathwaystowork.eu)

### Language Interpreter as Stepping Stone to Work

The project develops and provides a training program created by Dacorum CVS (Great Britain), which trains migrants who are skilled in the local language to be interpreters, so that they in turn can

help migrants- who are not yet skilled in the local language- by accompanying them and supporting them in linguistic demands of everyday life. As interpreters, they build a bridge between migrant concerns in communication and organizations, e.g., public institutions and administrations.

[www.interpretertraining.eu](http://www.interpretertraining.eu)

### Employment, Social Affairs & Inclusion of the European Union

Responsibility for policy in the field of employment, social affairs and inclusion is shared between the EU and its member countries. The European Commission coordinates and monitors national policies, promotes the sharing of best practices in fields like employment, poverty and social exclusion and pensions and makes laws and monitors their implementation in areas like rights at work and coordination of social security schemes.

[www.ec.europa.eu/social/main.jsp?langId=en&catId=1](http://www.ec.europa.eu/social/main.jsp?langId=en&catId=1)

### Discussion on migrant employment policies

This tool has been specifically developed to provide a space for discussion on migrant employment policies throughout Europe with the objective of EU wide harmonisation. It has been developed to exploit the “wisdom of the crowds” in order to enhance traditional practices for policy-making and harmonisation in the migration domain. It is an interactive platform for an exchange of experiences and cooperation among experts, staff members of local, regional and national administrations, NGO’s and migrants.

[www.immigrationpolicy2.eu](http://www.immigrationpolicy2.eu)

# 5: Country specific resources – UK

**UK NARIC** provides comparison statements for people with international qualifications planning to work or study in the UK. The statements can be used by individuals to help them through the UK's immigration system, applying for a UK job or to enrol on an education course. [www.ecctis.co.uk/naric](http://www.ecctis.co.uk/naric)

**The British Council** provides information on education and studying at schools, colleges and universities in the UK. [www.educationuk.org](http://www.educationuk.org)

**The Refugee Council** is the leading charity in the UK working with asylum seekers and refugees. [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

**Law Centres** specialise in areas of civil law including employment, housing, discrimination, welfare benefits, education and immigration. [www.lawcentres.org.uk](http://www.lawcentres.org.uk)

**Migrant Workers Project - Trade Union Congress TUC** works to protect rights of migrant workers. TUC has set up websites in other languages to support migrant workers in the UK. [www.tuc.org.uk](http://www.tuc.org.uk)

**UK Border Agency – Home Office** advice on matters relating to immigration, permission to stay, work permits, citizenship, and asylum. Includes application forms and legislation. [www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk)

**Joint Council for the Welfare of Immigrants – JCWI** is an independent national voluntary organisation, campaigning for justice and combating racism in immigration and asylum law and policy. [www.jcwi.org.uk](http://www.jcwi.org.uk)

**UK Lesbian & Gay Immigration Group** is a charity that promotes equality and dignity for lesbian, gay, bisexual, trans and intersex people who seek asylum in the UK, or who wish to immigrate here to be with their same-sex partner. [www.uklgig.org.uk](http://www.uklgig.org.uk)

**Refugee Action** provides advice and support to refugees and asylum seekers who wish to live in the UK. [www.refugee-action.org.uk](http://www.refugee-action.org.uk)

**Immigration Law Practitioners Association** is the professional association of lawyers and academics practising in immigration, asylum and nationality law. [www.ilpa.org.uk](http://www.ilpa.org.uk)

**LASA Rightsnet** is a welfare benefits website resource for advisors. [www.rightsnet.org.uk](http://www.rightsnet.org.uk)

**Kalayaan** is a justice for migrant domestic workers charity which works with and to support migrant domestic workers in the UK. [www.kalayaan.org.uk](http://www.kalayaan.org.uk)

**Anti-Trafficking Legal Project** as a network was set up in order to share expertise, exchange and make available useful resource materials and help develop good practice within the legal sector in dealing with vulnerable clients and victims of trafficking. [www.atlep.org.uk](http://www.atlep.org.uk)

**Eaves** specialises in the areas of trafficking, prostitution exiting, and sexual violence. It also offers housing and employment services. [www.eavesforwomen.org.uk](http://www.eavesforwomen.org.uk)

**NATECLA** is the national forum and professional organisation for ESOL teachers. Individual members work in colleges, adult education centres and in the community, as teachers, managers, examiners and assessors, inspectors and teacher trainers. [www.natecla.org.uk](http://www.natecla.org.uk)

**Citizens Advice Bureaus** offer free, confidential, impartial and independent advice. They help people resolve their problems with debt, benefits, employment, housing, discrimination, and many more issues. [www.adviceguide.org.uk](http://www.adviceguide.org.uk)

**The Red Cross Refugee Unit** supports refugees in a wide variety of ways, from offering emergency provisions to those facing severe hardship to giving orientation support and friendly advice to the most vulnerable. **[www.redcross.org.uk](http://www.redcross.org.uk)**

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**Action for Social Integration** provides information, advice and guidance about welfare rights, debt, health, benefits, housing, employment, consumer issues, education, discrimination, immigration and legal issues. **[www.afsi.org.uk](http://www.afsi.org.uk)**

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**The British Institute of Human Rights'** work aims to change the face of human rights by contributing to a broader understanding of the value, meaning and scope of human rights for all people in the UK. **[www.bihhr.org.uk](http://www.bihhr.org.uk)**

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**The Young Foundation** brings together insights, innovation and entrepreneurship to meet social needs. **[www.youngfoundation.org](http://www.youngfoundation.org)**

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**Advice UK** is the UK's largest support network for free, independent advice centres. **[www.adviceuk.org.uk](http://www.adviceuk.org.uk)**

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**Shelter** gives advice, information and advocacy to people in need, and tackles the root causes of bad housing by lobbying government and local authorities for new laws and policies to improve the lives of homeless and badly housed people. **[www.shelter.org.uk](http://www.shelter.org.uk)**

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**Family Action** makes both welfare grants, meeting a range of essential needs and educational grants, for the additional costs associated with education such as travel, books and equipment. **[www.family-action.org.uk](http://www.family-action.org.uk)**

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**Turn to Us** is a charitable service which helps people access the money available to them through welfare benefits, grants and other help. **[www.turn2us.org.uk](http://www.turn2us.org.uk)**

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**Council for Assisting Refugee Academics** grants aim to enable refugee academics achieve employment in the UK at a level commensurate with their skills and experience in the long term. **[www.academic-refugees.org](http://www.academic-refugees.org)**

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**Southall Black Sisters** provides a range of advice and support services to enable black and minority women to gain the knowledge and confidence they need to assert their human rights. **[www.southallblacksisters.org.uk](http://www.southallblacksisters.org.uk)**

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**Anti-Slavery International** works at local, national and international levels to eliminate all forms of slavery around the world. **[www.antislavery.org](http://www.antislavery.org)**

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**The Equality and Human Rights Commission** has statutory remit to promote and monitor human rights; and to protect, enforce and promote equality across the nine "protected" grounds – age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation and gender reassignment. **[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

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**National Careers Service** provides advice from experts on CV writing and applying for jobs. Provides information on the different types of jobs and career prospects and overview of different industries in the UK. **[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)**

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**Job Seekers Allowance** is the main benefit for people who are out of work. Although the conditions may be relaxed under certain circumstances, to get Jobseeker's Allowance a person must be actively looking for work and be able (and available) to work for at least 40 hours a week. **[www.gov.uk](http://www.gov.uk)**

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**Young People Connexions** provides information, advice and guidance on courses, careers, jobs and training opportunities for young people aged 13 -19 years (and up to 25 years for those with learning difficulties or disabilities). **[www.centallondonconnexions.org.uk](http://www.centallondonconnexions.org.uk)**

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**Volunteering England** provides support to volunteers and the organisations that involve them. **[www.volunteering.org.uk](http://www.volunteering.org.uk)**

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**CVS** is dedicated to giving everyone the chance to play an active part in their community through volunteering, training, education and the media. **[www.csv.org.uk](http://www.csv.org.uk)**

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**Hackney Migrant Centre** is a charity that runs a weekly drop-in for asylum seekers, refugees and migrants. [www.hackneymigrantcentre.org.uk](http://www.hackneymigrantcentre.org.uk)

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**Migrant Resource Centre** provides free and confidential information, advice and guidance to migrants, asylum seekers and refugees on learning and employment opportunities and immigration. [www.migrantsresourcecentre.org.uk](http://www.migrantsresourcecentre.org.uk)

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**RAMFEL** provides general and specialist advice services in a range of areas. [www.ramfel.org.uk](http://www.ramfel.org.uk)

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**The Employability Forum** is an independent organisation that promotes the employment of refugees and the integration of migrant workers in the UK. [www.employabilityforum.co.uk](http://www.employabilityforum.co.uk)

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**RAGU** offers information advice and guidance and employment support for refugees from a professional background and/or with high level education qualifications. [www.londonmet.ac.uk](http://www.londonmet.ac.uk)

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**Bromley by Bow Centre** is the third largest provider of adult education and training in Tower Hamlets. [www.bbbsc.org.uk](http://www.bbbsc.org.uk)

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**Praxis Community Projects** provides advice and support services to migrants and refugees, as well as a meeting place for displaced communities. Drop-in advice centre provides advice in welfare benefits, health, housing, immigration, education. Migrants are offered employment advice and guidance, vocational English language and IT courses, CV preparation and interview techniques. [www.praxis.org.uk](http://www.praxis.org.uk)

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**Learn Direct** is an online teaching organisation that gives careers advice and information on training, qualifications and courses. [www.learndirect.com](http://www.learndirect.com)

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**Olmec** empowers individuals to take an active role in society and achieve their goals and aspirations. [www.olmec-ec.org.uk](http://www.olmec-ec.org.uk)

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**London Apprenticeships** offer a valuable work-based learning route for individuals wanting to start out on a career path, but not wanting to go down the traditional route of formal education. [www.londonapprenticeship.co.uk](http://www.londonapprenticeship.co.uk)

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**Transitions Employment** is an advice agency for refugee professionals. [www.transitions-london.co.uk](http://www.transitions-london.co.uk)

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**Mentoring & Befriending Foundation** is a free network for anyone interested in the growth and development of mentoring and befriending. [www.mandbf.org](http://www.mandbf.org)

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## EMAT – Project team and credits

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