



CMinaR

Intellectual Output 1

Literature review – national partner report

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1. Introduction

As in other nations within the EU, the influx of migrant and refugee populations entering or seeking to enter the UK is viewed as a ‘crisis’, particularly within the current fragile economic context and alongside the vote to leave the EU in June 2016. There are numerous reports offering statistical information, but there is a dearth of information on how career guidance practitioners can support migrants seeking employment. The literature here is derived from academic papers, research reports, statistical information and on-line material.

2. County profile

2.1. Recent migration to the country.

Peterson et al (2016:6) state:

In the United Kingdom, figures provided by the Refugee Council in August 2016 showed that there were 32,661 in asylum applications in 2015, and 16,038 in the first half of 2016. The top ten UK asylum applicant producing countries in the second quarter of 2016 were, in order: Iran, Pakistan, Afghanistan, Iraq, Bangladesh, Syria, Albania, India, Nigeria, and Sudan. In 2015, 3,253 children designated as ‘separated’, claimed asylum in the UK. Estimated figures suggest that the UK had the ninth highest number (41,563) of asylum applications within the EU in the year ending March 2016, including dependants. In 2014, 25,033 asylum applications were received in the UK, excluding dependants.

A report from the Migrant Observatory at Oxford University (2017), states that the number of ‘foreign-born’ people of working age in the UK increased from nearly 3 million in 1993 to 7 million in 2015. Foreign-born people in total employment in the UK increased from 7.2% in 1993 to 16.7% in 2015. The report also notes that compared to the early 2000s, the presence of foreign-born workers has grown fastest in relatively low-skilled sectors and occupations, and fastest among process operatives (e.g. transport drivers, food, drink and tobacco process operators), up from 8.5% in 2002 to 36.0% in 2015. In 2015, 36% of all foreign-born workers were working as employees, and 45% of self-employed foreign-born workers lived in London. An election briefing from the Migrant Observatory (2015) outlines the reasons for migration to the UK. Economic and labour market factors are viewed as the major driver of international migration and gaining work is currently the main reason for migration to the UK, although other push/pull factors are relevant, e.g. the civil war in Syria. The educational experience in the homeland varies. Those migrating from Syria will very often have experiences of education

that resemble those of the UK, whereas many other migrants may not (for example Afghan or Eritrean refugees may have very limited or no prior experience of schooling).

2.2. The reception of migrants – the legal framework.

In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change. Refugees are not economic migrants. Refugee Action (2017) reports that new rules introduced by the government in March 2017 mean refugee status will be reviewed after five years. They also indicate that refugees can wait up to two years to receive English language tuition, adversely affecting their employment and education prospects.

Before the current increase in migration into the UK, a report by NIACE in 2009 noted that ‘many refugees have to wait a long time to get a decision on their claims, the period could be from 2 months to more than 6 years’. The report notes also ‘that refugees and asylum seekers may fail to access healthcare provision due to their lack of knowledge of services and how to access them, a fear of being charged, and/or an inability to communicate in the English language. As they come from areas of conflict they may also have increased health needs due to their isolation, a prolonged uncertainty about their future, low income and other factors related to their past experiences and the asylum process’ (pages 2/3).

2.3. The reception of migrants – the institutional framework for education and career counselling.

The UK government is taking part in the UN policy to resettle Syrian refugees although this is subject to criticism in terms of the low number to be accepted in comparison to other EU member states. There are various Gateway Protection Programmes¹ that can be found on the UK government website that organisations can access to ensure they are operating within the legal framework; in order to support the delivery of services or employment to/of refugee and migrant populations.

¹ <https://www.gov.uk/government/.../gateway-protection-programme...> Operated as part of a resettlement programme operated by UK Visas and Immigration in partnership with the United Nations High Commissioner for Refugees.

The UK Refugee Council offers a range of services around settlement in the UK and produces policy briefings for the UK government, concentrating on the benefits that refugees bring to the economic landscape. The policy agenda for advising refugees and migrants to integrate via employment does not appear strong at present. Criticism of the Public Employment Service (PES) suggests there needs to be a focus on the skills that migrants bring, often overlooked where migrant populations are viewed as a problem rather than a resource. It appears to be the case that migrants are not currently well informed about work opportunities that match their skills and experience.

The Career Development Institute, the largest association representing career guidance practitioners in the UK, does not appear to make specific reference to working with migrant and refugee populations. The Careers and Enterprise Company, similarly, does not feature with any prominence guidance on working with migrant or refugee populations to its staff.

Small scale interventions are taking place in Local Authority areas (i.e. regional districts), but these are normally for generalised help (including housing, benefits, health matters and so on), not necessarily with any focus on career guidance and counselling (but see section 3.7.2 below). A number of local and national charities and NGOs support this work. When contacted, the research officer of the local (Kent) careers service for young disadvantaged people (which would include the groups of interest to this project) was not aware of any targeted career guidance initiatives. Guidance for education practitioners (schools and teachers) is more available and may be supported by charitable organisations, as outlined in the aforementioned report by Peterson, et al (2016).

3. Identifying knowledge relevant for the provision and development of career guidance and counselling for refugees

The first comment to make here is that there is very little literature or other available information in the UK that relates specifically to career guidance and counselling for refugee and migrant populations. As Bimrose and McNair note in the abstract of the article cited below: ‘The complex interfaces created by migration not only challenge core beliefs about the purpose of career guidance and counseling but also about the precise nature and level of the support required for migrants. However, the issue has had little academic attention’. Thus, prioritizing information that is of direct relevance to career guidance and counselling is difficult. The reader will also note that reference is made to research undertaken in Australia –

as an English speaking nation this has been including as it has the potential to inform our (the UK) thinking.

Following on from this position there is not the material found in the UK to enable the report to be structured entirely as suggested. That is, dividing each section into two headings where under the first subheading are research reports and other texts reviewed, which describe findings relevant for the understanding of CGC for refugees, and under the second heading, descriptions of direct relevance for the development of didactics, such as examples of implementation in counselling and of courses for counsellors. Examples of implementation are included where they can be located.

A further point to note is that careers services in England, particularly for young people, have been seriously eroded over a number of years (Watts, 2010, 2013). Watts summarised failed attempts to restore a quality service and the implications of this. As noted in Reid and West (2016:563) ‘from the year 2000, careers advisers became ‘personal advisers’ and many were unqualified in career guidance but trained, in the main, through work-based National Vocational Qualifications, in generic support work (not Advice, Guidance or Counselling). The changes led to the de-professionalisation, no less, of career guidance in England, as advisers previously specialising in careers work were asked to work in holistic ways; the effect, in the context of other changes, was to diminish their professional status and specialism (Lewin & Colley, 2011)’.

The article continues: ‘There have also been extensive cuts to funding, leading to redundancies of career guidance practitioners and the closure of services across England. Career services to secondary schools (ages 11-16) are no longer ‘free’ and increasingly many schools (also coping with resource constraints) are unwilling to pay for an external service. The status of careers work within schools has been marginalised and many schools’ commitment to career learning and development is weak. Moreover, the ‘privatisation’ of many career guidance services has led to a highly target-focused form of provision’. This contextual information is important for the reader to understand the lack of career guidance and counselling for migrant and refugees – the indignant population receives an underfunded, poor and patchy service in England (the service varies across the four home nations of the UK). Career guidance services for refugees and migrants are not being built onto an existing strong foundation. Individuals are however attracted to the profession via training programmes in higher education - hence the importance

of a targeted curriculum for those new to the work and dissemination to those in practice. There is an opportunity, then, via this project to influence those new to the profession.

3.1.1 Knowledge gaps.

Bimrose, J., & McNair, S., (2011) Career support for migrants: Transformation or adaptation? *Journal of Vocational Behavior* doi:10.1016/j.jvb.2011.03.012

This paper highlights and explores the challenges faced when offering guidance to different types of migrants, especially as it is insufficient to transplant current models which may be irrelevant or inefficient for their particular needs. This has particular significance when considering Bansel et al (see below) that the positive outlook on the future brought on by education opportunities give a sense of belonging which nurtures wellbeing.

Bansel, P., Denson, N., Keltie, E., Moody, L., Theakstone, G. (2016) *Young Newly Arrived Migrants and Refugees in Australia: Using Digital Storytelling Practices to Capture Settlement Experiences and Social Cohesion*. Young and Well Cooperative Research Centre, Melbourne.

Although this study relates to immigration in Australia, it highlights how involvement through collaborative processes in research (and by implication practice too) helps with feelings of belonging and looking forward to future goals. This was achieved via electronic methods of data collection/storytelling, with iPads – it involved considerable training in terms of using the technology, using images, editing and designing a story, and so on. There are obvious pros and cons to this: participants may find it easier to work through a template of workshops and educational support in how to give their input, but it is also expensive in equipment and training. In terms of a knowledge gap for career guidance practice – the cautionary note here is to start from where the individual is rather than impose interventions that may not be relevant or that ‘other’ the person, fixing them in a deficit view of their experience, past or present.

Relevant findings from this study are: feelings of belonging improved with a positive future outlook. Participants were part of community centres so this also had a positive impact. Making friends and studying made adaptation and coping with loss/transition easier for migrant populations: ‘schools as places for language learning, building friendships and integrating into their new communities and ... society.’

Doyle, L. and O'Toole, G. (2013). *A lot to learn: refugees, asylum seekers and post-16 learning*. Refugee Council.

This report summarises the lack of information, advice and guidance available for refugees and asylum seekers regarding their educational opportunities, entitlements and requirements. It also identifies the many other needs that these groups need to gain access to education (computers, stationery, support funds, distance to travel and travel funds - and others such as food, housing and healthcare which may not always be a given). The situation for Syrian refugees under the VPR scheme is a little better, but VPRs² are only given support for the 1st year and then are expected to find employment after this period. The authors also note inconsistencies across education providers with regard to opportunities, entitlements and requirements for refugees and asylum seekers.

3.1.2

Generic information for advisers and individuals seeking information on their rights and services can be located at:

http://www.refugeecouncil.org.uk/how_can_we_help_you/i_am_an_adviser_working_with_a_dult_asylum_seekers

3.2 *Language and intercultural communication.*

Rutter, J. (2015). *Moving Up and Getting on: Migration, Integration and Social Cohesion in the UK*. 1st ed. Policy Press.

Young migrants (and UK born Black and Minority Ethnic individuals) are less likely to study 2-year Advanced level courses, due to uneven integration. They conclude that children with greatly interrupted educational histories need more support. Including more support for social integration as it has an impact on achievement (and by implication future employment).

Boswell, C. (2016). *Understanding and Tackling the Migration Challenge: The Role of Research International Conference*. In: *Understanding and Tackling the Migration Challenge: The Role of Research*. Brussels.

Among a number of recommendations for researching migration were: the need for participatory designs that give a voice to and support migrants, interdisciplinary approaches and mixed methods that contemplate migration drivers beyond conflict and development, better

² The Syrian Vulnerable Persons Resettlement (VPR) Programme in the UK was expanded to resettle 20,000 Syrian refugees by May 2020.

understanding of drivers of policy making (in EU, and still applies in UK), examining challenges and opportunities in relation to the recognition of skills, qualifications and employability, and the impact of exclusion from labour market. There are implications here for the design of a curriculum for career guidance counsellors.

Butler-Kisber (2010) Qualitative Inquiry: thematic, narrative and arts-informed perspectives. London: Sage

This text relates to creative methods of data collection and analysis guided by arts-informed perspectives. The purpose of this approach is to increase the understanding of the human condition using alternative processes of enquiry and forms of representation. The inclusion of the arts for data collection also gives participants another avenue for expression besides the spoken word in interviews or surveys. Any programme devised to support the learning and education of career guidance counsellors could consider creative interventions for practice (Reid, 2016a – see below). Interventions could include photography, collage-making, reflective drawing journals, making posters, maps or infographics, story-making or dramatic performances. Practitioners in practice or in training may find these are useful alternative activities when working with clients who do not share the host country's spoken language or culture.

Reid, H.L. (2016a). Using digital technologies and creative approaches in careers work. In, *An Introduction to Career Counselling and Coaching*, chapter 13, pp 222-240. London: Sage.

As above, there is a discussion within the chapter of a number of ideas for the inclusion of creative approaches that the career guidance counsellor can incorporate into their practice.

3.2.1 We were unable to locate any examples specific to career guidance and counselling of interventions under this heading.

3.3.1. *Recognition and access to labour market.*

OPHI.org.uk. (2017). *Missing Dimensions of Poverty* | OPHI. [online] Available at: <http://www.ophi.org.uk/research/missing-dimensions/> [Accessed 3 Mar. 2017].

The report marks psychological wellbeing, empowerment and social connectedness as missing dimensions of poverty. OPHI's conceptualisation of poverty is not limited to just financial

indicators: ‘Human development is about giving people the opportunities to live lives they value, and focuses on what people are able to be and to do’. OPHI has identified five ‘Missing Dimensions’ of poverty that deprived people cite as important in their experiences of poverty (including physical safety and quality of work).

Norton, R. and Cohen, B. (2000). *Out of exile: developing youth work with refugees*. National Youth Agency.

The over-arching recommendation from this article is that an appropriate and relevant youth work provision for refugee communities needs to be developed. A number of specific and detailed recommendations are then made in relation to this for UK local authority youth services and other providers of Youth Services, providers of youth work training, the National Youth Agency and national voluntary youth organisations, the Department for Education and Employment, the Home Office and funders.

3.3.2.

There can be found a document from a group of local authorities about the resettlement of Syrian refugees. However, there is little or no reference to work or transition to work. There is a timetable for new arrivals and on any one day, for example, 3 adults are to be interviewed at the JobCentre (PES). There is no time to pause or reflect, to readjust culturally, or to acknowledge what they have been through. There is an acknowledgement for the need for ongoing training for professionals to work with this group.

http://www.local.gov.uk/documents/10180/7632544/1.11_resettlement_guide_08.pdf/cc6c7b51-23a8-4621-b95c-a30bc3da438e. This document also refers to some resources from the EU <http://www.resettlement.eu/sites/icmc.ttp.eu/files/ICMC%20Europe-Welcome%20to%20Europe.pdf> and UNHCR <http://www.unhcr.org/pages/4a16b1676.html> This may be helpful for professionals regarding background knowledge.

3.4.1. *Discrimination and traumatization.*

Reid, H. & West, L. (2016). Negotiating professional biographies in uncertain times: a crisis of innovation in career guidance? *British Journal of Guidance & Counselling* (DOI: 10.1080/03069885.2016.1145014).

This paper explores the constraints to innovative, creative and reflexive careers counselling in an uncertain neo-liberal world. It draws on previously reported research into practitioners’ use of a narrative model for career counselling interviews in England and a Europe-wide

auto/biographical narrative study of non-traditional learners in universities. The latter draws on a number of narrative interviews with an asylum seeker, to debate whether such a way of working with people, 'in a clinical style', offers contextualised insight into people's struggles to construct a career and a methodology for doing so. The paper also examines the difficulties of creating a 'good enough' professional, psychosocial space for experimentation with creative approaches for career guidance and counselling in a marketised guidance world, where more is expected from less. The point made is that career guidance counsellors need more not less education if they are to work effectively with diverse populations.

Hek, R. (2005). *The Experiences and Needs of Refugee and Asylum Seeking Children in the UK: A Literature Review*. National Evaluation of the Children's Fund. Birmingham: University of Birmingham.

The review is comprehensive in outlining the variety of challenges other than attainment that refugee children face and the support they need, including those which tend to be overlooked such as Special Educational Needs and relevant out of school activities. It discusses helpful factors such as: inclusion within local community; a focus beyond exams and achievement; possibilities of General Certificates of Secondary Education in native language; pastoral support or having someone offering dedicated support within the school. It also highlights the need: to work alongside and integrate parents; to support dual (or however many) languages and to offer English as Additional Language support. Barriers to access are also identified: long waits for school places, especially for children who are with families (rather than unaccompanied); being placed in inadequate situations, i.e. in a younger age group or a Pupil Referral Unit (a specialised unit for pupils unable to manage in a standard school); high levels of mobility due to changes in placement and schools refusing places due to lack of support on their part or fear of refugees having a negative impact on test results.

Taylor, S. and Sidhu, R. (2012). Supporting refugee students in schools: what constitutes inclusive education? *International Journal of Inclusive Education*, 16(1), pp.39-56.

This paper refers to attitudinal barriers and racism, as well as the medicalisation of refugees as subjects of trauma, which then compounds marginalisation by relegating resilient people to welfare dependency. The work involved a small-scale study in a school in Australia where they identified successful practices for supporting refugee youth in schools as: an inclusive, non-othering approach that is part of a school ethos; a holistic approach to education and welfare;

parental and community involvement; leadership and whole-school approaches and targeted policy and system support.

3.4.2. We were unable to locate any examples specific to career guidance and counselling of interventions under this heading.

3.5.1. *Empowerment and the analysis of potentials.*

Olliff, L. (2009). *Amplifying the Voices of Young Refugees*. Refugee Council of Australia.

This research focused on voices of refugee young people, asking about their concerns, thus empowerment and agency are addressed through the methodology. Education, housing and employment were their top three concerns, in particular with relation to the quality/variety of their education and the lack of programmes for those aged 20+ (there is less support or more limited access to certain opportunities after compulsory age in the UK – this study is again in Australia). Other issues cited by the young people were discrimination/feeling underestimated, lack of work experience, financial difficulty and difficult accessing financial help.

3.5.2. We were unable to locate any examples specific to career guidance and counselling of interventions under this heading.

3.6.1. *Specific supports measures.*

Correa-Velez, Ignacio and Gifford, Sandra and Barnett, Adrian G. (2010) *Longing to belong: social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia*. *Social Science and Medicine*, 71. pp. 1399-1408.

The focus here is on transitions and wellbeing, and highlights the connection between belonging and wellbeing (as Bansel et al). Refugees are at heightened risk of marginalisation and developing psychopathologies due to stresses linked to resettlement, culture clashes, and feelings of not belonging, and so on. The paper focuses on the refugees' abilities to move forward into the future rather than be permanent victims of their past. Predictors of wellbeing are cited as: region of birth; age; length of time in Australia; sense of control; family and peer support; perceived performance at school; subjective social status of their families in the broader Australian community and experiences of discrimination and bullying. Belonging did not just link to refugee youth in school, but rather feelings of whether or not their families 'belonged' within the wider society.

3.6.2.

Online advice and organisations list drop- in help and also provide links to the National Careers Service <https://nationalcareersservice.direct.gov.uk/home#> which has online skills checks and access to advice for adults (although how accessible this is to refugee and migrant populations is debatable).

Phoenix Mentoring Project

The Phoenix Mentoring Project was established by the North of England Refugee Service. It aims to provide a general mentoring service to all those aged 16 to 25 years living in Newcastle upon Tyne and the surrounding area. Despite the general scope of the Phoenix Mentoring Project, it prioritises asylum seekers and refugees. Mentors are volunteers who assist the learning of beneficiaries with a broad range of obstacles, including those relating to integration and employment. <http://www.refugee.org.uk/phoenix>

3.7.1. Other phenomena of relevance for the provision and development of career guidance and counselling for refugees.

Arulmani, G. (2014). The cultural preparation process model and career development. In Arulmani, G., Bakshi, A.J., Leong, F.T.L. and Watts, A.G. (eds) *Handbook of career development: international perspectives*. New York: Springer.

The book is the most comprehensive text available to offer international perspectives on the issues connected to working with diversity for CGC, but it is also full of practical innovations that are relevant across the contemporary field of careers work (there are 41 chapters). It offers an alternative to the dominance of western thinking and approaches in the field. This chapter explains the importance of understanding how individuals as clients, or as practitioners, are culturally prepared via acculturation and enculturation processes. The text is useful in multicultural or transcultural settings to question assumptions about what may or may not work for career guidance and counselling practice.

Reid, H.L. (2016b) Working with diversity. In, *An Introduction to Career Counselling and Coaching*, chapter 8, pp123-143. London: Sage.

In this chapter on working with diversity, definitions of the terms used have been offered and ‘troubled at’. Philosophical, cultural and ethical arguments are explored, in order to ground an understanding of multicultural principles for working within and across cultures. The multicultural approach within therapeutic counselling is drawn on and reference made to previous writings that have applied this approach to the careers field. A set of principles is

defined as guidelines for the development of anti-oppressive practice in careers work. A number of tasks are suggested that can develop and enhance cultural preparedness and multicultural understandings.

Irving, B.A. and Malik, B. (2005) *Critical reflections on career education and guidance: promoting social justice within a global economy*. Oxon: Routledge.

This remains a very useful text for exploring the social influences on ‘career choice and decision-making’. It questions the long-held views on how to think about and practice career education and guidance. Alongside the academic discussion, each chapter provides examples of how to apply social justice concepts to practice.

Elwyn, H., Gladwell, C. and Lyall, S. (2012). *“I just want to study”*: Access to Higher Education for Young Refugees and Asylum Seekers. Refugee Support Network.

This paper outlines the barriers for young refugees and asylum seekers who are interested in Higher Education in England. The barriers include: increasing tuition fees; the expense of English language tuition; institutional inconsistencies, poor advice and migratory uncertainty in terms of changes of status.

3.7.2.

Evidence of Local Good Practice which includes career guidance counselling within more generalised educational support.

To date we can find no specific programmes for young refugees that have been developed on a national scale. Locally in Kent, where a large proportion of refugees and asylum seekers first arrive, some schools are developing a multidisciplinary approach to supporting young migrants including refugees and asylum seekers. The following is a quote from a careers guidance counsellor in a school in Kent about the approach that they take: ‘We have a number of students from other countries who are classified as having EAL (English as an Additional Language), some of these are unaccompanied minors and under the care of the local authority, others are with family. These students are not treated as a separate entity but educated in the mainstream with their peers where possible (to aid integration). Due to language difficulties, some are taught with years younger than themselves. Additional language support is provided via one to one specialist support, as well as support with additional needs from the SENCO³, family

³ Special Educational Needs Co-Ordinator

liaison officer and care officer in school, as well as independent careers adviser - in the same way all vulnerable students are supported via a coordinated multidisciplinary approach. At the start of the year, a review meeting with all of the above professionals alongside pastoral support staff is held. During this case review of all vulnerable students, which includes our students with EAL (lasting half a day), all students are reviewed and a plan agreed to support with input from all professionals. Included in this is an agreement on who will do what, including advocating with various external parties such as the local authority and training providers. Professionals continue to liaise informally throughout the year, but an additional mid-year review meeting is booked for January as well (with all professionals) to ensure details aren't missed. Our aim is that no student is lost in the system or to circumstance'.

Referring to another Kent school, a practitioner mentioned a school that had recently achieved a quality award for careers work; 'A good example in East Kent is XXX College. The school has specialist support in place to support this client group. Our adviser sees all Year 11s [aged 15-16] in groups for careers guidance, whilst I work primarily with the EAL students on a 1:1 basis. A translator is provided as needed'.

Although not including career guidance, Kent local authority are advertising a Teacher Academy course **Raising Awareness about the Situation of Newly Arrived Migrants** starting in March 2017 for teachers to gain 'concrete ideas for classroom activities with your students'. The website states: 'Schools, and teachers in particular, have often had to improvise in addressing the situation of newly arrived migrants without a sufficient support infrastructure in place they can call upon. The course is part of a three-part series of courses exploring the topic of cultural diversity, the situation of newly arrived migrants in general and how to integrate newly arrived migrant students in schools and classrooms'.

http://academy.schooleducationgateway.eu/en/web/raising-awareness-about-the-situation-of-newly-arrived-migrants_201703011239

4. Summary: conclusions and discussion

4.1 Summary of literature review

From the review undertaken for this UK national report this section summarises the obstacles and possibilities for the provision, development and teaching of CGC for refugee and migrant populations within the UK. Context, it would appear, is all. In the UK there is little academic information or research into the experiences of career counsellors working with refugee and

migrant populations, or research involving the ‘target’ population’s experience of the same. In part this is connected to the lower number of migrants entering the UK compared to other countries in Europe. The island status of the UK still presents a less permeable barrier than in other European nations. Perhaps, more significantly, career services in the UK and particularly in England have been significantly eroded over the past seven years, since the economic recession, but, before that, by shifts in government policy that have focused on the wider social needs of excluded groups. The number of Higher Education institutions that offer postgraduate provision to train as a career guidance counsellor has halved and, since the mid-1990s, there has been an increase in ‘training whilst in-work’ via NVQs - National Vocational Qualifications (SVQs in Scotland). However these morphed into general advice and support rather than careers guidance and have also decreased in number as services have been cut. Thus, as noted above, career guidance services for refugee and migrant populations are not being built on a firm foundation – the sector is insecure.

That said there are possibilities. Public employment services are at the forefront of meeting the needs of ‘recently arrived’ adults and a curriculum tailored to their needs would be welcomed. Such a curriculum would need to be delivered in short, on-line courses, which can build over time, as time away from the workplace would be difficult to support in terms of limited resources. Educational institutions are already drawing on local expertise from various agencies in order to support refugees and migrants as they settle into education. Beyond the immediate issues there will be a need for helping young people with their future awareness of, and planning for, education, training and employment. Those wishing to become career guidance practitioners and/or counsellors via a Higher Education route, may have fewer universities to choose from in the UK, but the places that are available are at institutions that are dedicated to research and innovation for informed and effective practice. A curriculum that pays specific attention to the needs of refugee and migrant populations will be welcomed and will develop practitioners who will be knowledgeable and able to disseminate that knowledge in-practice. There are opportunities here too, for the development of PhD studies supported by academics engaged with an inclusion and social justice agenda.

4.2 Discussion

4.2.1.) What should counsellors know regarding the career guidance counselling of refugees? What depth of expertise will be demanded by refugees seeking career counselling?

Practical elements:

- Generic information for advisers and individuals seeking information on rights and services
- Awareness of inconsistencies across education / employment providers with regard to opportunities, entitlements and requirements for refugees and asylum seekers
- How to help people gain entry into education (computers, stationery, support funds, distance to travel and travel funds) - and other survival needs, such as finance, food, housing and healthcare
- Awareness of rules around permissions to stay in a country which will affect engagement with opportunities - inconsistencies lead to uneven integration
- Understand that children with greatly interrupted educational histories need more support. Including more support for social integration as it has an impact on achievement (and by implication future employment) – this requires working across professional boundaries
- The need to work alongside and integrate parents in interventions
- Understand the barriers to access to services - long waits for school places, especially for children who are with families (rather than unaccompanied)
- Recognise high levels of mobility due to changes in placement
- Understand the quality/variety of their education and the lack of programmes for those aged 20+
- Awareness of barriers to HE include: increasing tuition fees; the expense of English language tuition; institutional inconsistencies, poor advice and migratory uncertainty in terms of changes of status.

Broader areas of knowledge (requires identified competencies):

- Understanding of drivers of policy making
- How to challenge attitudinal barriers and racism
- Challenges and opportunities in relation to the recognition of migrants' skills, qualifications and employability, and the impact of exclusion from labour market
- Interdisciplinary approaches in module design
- Critical understanding of inclusion and social justice
- Feelings of belonging improved with a positive future outlook – theoretical models which build on self-efficacy (eg Bandura); critical theory around recognition (eg

Honneth); managing the psychosocial effects of transitions (eg Sugarman); the effects of post colonialism (eg Said); processes of acculturation and enculturation (eg Arulmani) and so on (to be discussed in later IO, alongside relevant multicultural principles and career management and guidance theory)

- The need for counsellor reflexivity – how they are affecting the relationship with the client etc
- Intervention models that build in time to pause or reflect, to readjust culturally, or to acknowledge what migrants have experienced, alongside a focus on strengths
- Aside from dealing with trauma, Special Educational Needs is a specialized area within the work

Which materials will provide the knowledge required?

- Language support, EAL – translation – when working with clients who do not share the host country’s spoken language or culture.
- Must not assume migrants have access to learning technologies, but can be useful as many migrants have mobile phones
- Creative ways of delivering CGC as alternative activities to 1-1 work and also in 1-1 work
- Resource need for professionals of creating a ‘good enough’ professional, psychosocial space for experimentation with new/relevant approaches for career guidance and counselling

4.2.2.) What is the best communicative/didactic way of ‘delivering’ that knowledge to refugee and migrant ‘clients’ in the process of counselling? What is the best didactic way to address these competencies in courses teaching counsellors of refugees?

- Need for participatory materials for working with migrants and mixed methods
- Materials which start from where the individual is rather than imposing interventions that may not be relevant or that ‘other’ the person, fixing them in a deficit view of their experience, past or present
- A translator is provided as needed / appropriate
- In terms of didactics for career counsellors – a mixed, blended approach, including taught sessions and on-line material and work (it will depend on the learning context – e.g. at an HEI or in a PES – the needs will be different).

5. Other references

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