



IO2
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**Collation of Qualitative Questionnaires/Interviews
from Experts**

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Introduction

This is the Swedish report on intellectual output (IO) 02 in the Erasmus+-project CMinaR. The project CMinaR aims to develop higher education courses for career counsellors working with refugee and migrant integration into the labour market. Part O2 of the project involves carrying out a needs analysis that aims at identifying needs, requirements, wishes and preferences of the projects target groups; career counsellors and refugee clients. The needs analysis is based on interviews with experts in the field of career guidance and counselling (CGC) for refugees.

Choosing the experts

On the basis of the project's guidelines, five persons were chosen who were judged to have great experience and knowledge of career guidance of refugees in Sweden. Three active career counsellors in the educational field and two teachers at the career counselling program¹ took part in the investigation. All of the experts have a degree from the bachelor of arts in study and career guidance. Three of the experts are women and two are men. A more detailed description follows below:

- Counsellor A** Male. Has worked as a career counsellor since 2011 in a metropolitan region. Has five years' experience of working with newly-arrived students aged 16 to 22 in the upper secondary schools' introductory program Language Introduction. Has an immigrant background.
- Counsellor B** Female. Has worked as a career counsellor for four years in a metropolitan region. Has worked for one year at an upper secondary school, teaching an introductory program, and for three years with SFI (Swedish for Immigrants, adult education).
- Counsellor C** Female. Has worked as a career counsellor since 2013 in adult education, mainly with newly-arrived refugees. Has worked for three years in rural areas and since January in a metropolitan region. Has an immigrant background.
- Teacher 1** Female. Has worked for three years in the career counselling program, including courses on guidance for individuals with a refugee background. Previous experience of counselling newly-arrived migrants/refugees in an upper secondary school (Individual program), labour market projects and university (complementary studies for those with a foreign teaching certificate). Has an immigrant background.
- Teacher 2** Male. Has worked as a teacher in the career counselling program between 2002 and 2010 and from 2017, including courses concerning counselling for individuals with an immigrant background. Has worked as a

¹ In Sweden career counsellors are trained at a three-year bachelor program.

counsellor in primary and secondary schools and adult education/SFI, mostly in a metropolitan region. Has an immigrant background.

Needs analysis methods

The needs analysis was carried out in several steps. As the method for the first part of O2 Sweden chose individual interviews. The interviews were made either face-to-face or on the phone, depending on the participants opportunities. The questions had been formulated by the project. The participants had received the questions in advance. All the interviews were audio-recorded and semi-transcribed. The results of the interviews were collected in a preliminary report. This report was then used as the starting point for the second part of the study; this time the same experts were interviewed on the basis of their reading of the preliminary report.

The second interview would take place in a group but due to external factors Counsellors B and C were interviewed together and Teacher 1 individually. Counsellor A and Teacher 2 were unable to take part on another occasion. In preparation for the second interview the experts had read the preliminary report. The second interviews were also audio-recorded (sound) and semi-transcribed. The preliminary report was adjusted in accordance with the results of the second step.

The interviews with the experts were analysed qualitatively by identifying various themes emerging from the project questions. The results of the analysis of the interviews are summarised in this report.

The needs analysis is presented in two parts. Part 1 deals with the experts' answers to the question: What are the main or typical concerns raised by refugee counsellors concerning career guidance and counselling (CGC)? Part 2 summarises the experts' understanding of how a training program for counsellors who will work with refugees should be designed with regard to content and learning activities

Results Part I: What are the main or typical concerns raised by refugee clients concerning career guidance and counselling (CGC)?

Initially the report summarises the results of the analysis on the basis of the question: What are the main or typical concerns raised by refugee clients concerning CGC? The question has been interpreted broadly, not only to refer to the questions refugees actively raise in CGC contexts but also to investigate the respondents' understanding of the questions that emerge in particular and/or are prominent when counselling refugees.

The results are presented in qualitative categories that have been analysed from the interview material. This analysis may be compared to a thematic analysis (Bryman, 2012) and aims to discern the experts' different understandings as expressed in the interview material.

Conditions for migration

Everything they go through is like fiction
(Counsellor C).

The first category concerns migration as a basic condition when counselling refugees. In the opinions of the interviewed, it is general questions that form the core of the counselling of refugees and which most people wrestle with regarding the future, but that the questions are sharper and connected to migration experiences. The refugees' stories have other dimensions than when people have lived their lives in a Swedish context, says Counsellor B. The conditions that the counsellors put forward as having a great influence on the counselling meetings are related to the three phases of the migration process (al-Baldawi, 2014): the flight phase, the waiting phase and the establishment phase. Here we summarise the challenges that those who were interviewed put forward in relation to these three phases.

The counsellors meet a desire for revenge and energy in many people with a refugee background, but the dominant impression from the interviews is that refugees in general have greater emotional challenges than other groups and that these are connected with migration. Counsellor C says that it is not merely merit points that are in the balance with regard to the refugees' futures; it is often a residence permit and the fact that refugees are furthest down in the system with regard to rights and school background. Compared with other groups such as labour migrants, those interviewed feel that refugees carry within them to a greater degree feelings of frustration, sorrow and disappointment.

Meeting refugees means meeting people who have often experienced harsh events and who have been forced to make difficult decisions about breaking up and leaving a life behind them. Counsellor C speaks of meeting people who have lost their attachment to a context, an attachment that manifests itself in, for example, music, films, language and a social position. Being a refugee often involves experience of violence, conflict and various forms of limited opportunities in life. Flight and the way to Sweden have often also been filled with risks.

Migration is a stress in itself, but many people also suffer from posttraumatic stress caused by experiences of conflict in their home country.

Once a refugee has arrived in Sweden, there is often a long period of waiting in the asylum process. Counsellor C claims that this is almost the worst phase in their flight, which starts when the refugees have arrived in Sweden. At the same time as a life in Sweden is expected to begin, feelings of loneliness and depression hit them. In many cases refugees do not have the power to decide over their immediate future; instead they are sent from pillar to post, which can lead to passivity and feelings of hopelessness, in the experience of the interviewees. In the establishment phase, refugees also often meet setbacks when, for example, they see that it can be difficult to learn Swedish and move on into education and employment. It is a tough process for many of them, says Counsellor B, and the question is: How will they be able to focus on creating a future for themselves when all their strength is spent on coping with life in general?

An important part of recovery may be the ability to see future possibilities, but it is also a great challenge to be able to do so, due to their often difficult life situations, say several of the respondents. At times, CGC as an activity may be too challenging for refugees, according to several of the interviewees. The refugees' life situations may be so uncertain that they feel CGC is pointless. Discussing future plans may be experienced as a threat. The external factors such as questions concerning residence permits or their relatives' situation, for example, may lead to great stress; it may be difficult to find the right balance between "supporting, pushing and pepping" (Counsellor C).

Another question that may arise in the establishment phase is described as anxiety about discrimination and not being able to enter the labour market because of their refugee background. When refugees negotiate about their future, they often have immigration status as their starting point, according to Counsellors B and C. Many of them are worried that it will be tough for them get established in Swedish society on account of their background and that what is available for them is traineeship or working black. The counsellors experience it as a major challenge to deal with and modulate questions about discrimination so that fears of discrimination will not be sidestepped, while still instilling hope for the future.

Head-on collisions between the drive and motivation of refugees and the Swedish social system seem to occur frequently in CGC situations, resulting in frustration for both the refugees and the counsellors. The interviewees emphasise that many refugees feel it takes time to move on in Swedish society. "I don't want to waste time" is a comment that often occurs in CGC; and many refugees feel it is difficult for them to get on and that their backgrounds are not valued in the Swedish society. Sometimes there may be external obstacles that limit their possibilities to get on, for example admission regulations or a lack of local educational opportunities. In other cases, there may be obstacles on a more personal level such as difficulty in absorbing teaching, for example.

The Swedish system

The counsellor as a link between the refugee and Swedish working life (Teacher 2)

Developing local “know how”

One issue that crops up in all the interviews is that many refugees lack experience and knowledge of Swedish working life and the Swedish education system, and how transfers between school programs and between education and working life function in a Swedish context. A central function in counselling is to help newly-arrived refugees develop local know-how. The interviewees describe how many refugees feel great insecurity when meeting the Swedish system in general, but in particular educational routes and working life. Students with a Swedish background have experience of Swedish career counsellors and of the Swedish system for transferring from one form of education to another and from education to working life. Refugees often lack such experience, say the respondents. Nor have many of them experience of choosing an education and a job in the way that is expected in a Western society. They have met teachers but not career counsellors; and they have not met the individualised thinking about the choice of a career in which the individual’s needs, wishes and life plans are considered. The CGC situation is unknown; and the question “What would you like to be?” may be foreign to a refugee, says Teacher 2.

A refugee’s experience of the way in which working life and the system for career development are organised often differs from Swedish conditions: for example, pay setting, mobility on the labour market, job application and choice of education and job. Teacher 1 speaks of this in terms of power relations and hierarchies: in many cases refugees come from a society characterised by vertical differentiation, whereas Sweden is characterised rather by horizontal differentiation, and this creates uncertainty for many of them (jfr Jönhill, 2012).

Refugees often need support on a personal level in order to be able to cope with this situation as well as to be able to cope with meetings and communicate with different parties. Teacher 2 describes it as the counsellor and the counselling session form a link between the refugee and working life, and that it is important to find out the reference frame of the client concerning education and work. Counsellors often find themselves functioning as the family to discuss the future with, according to Counsellors B and C. This applies to refugees in general but especially because many refugees today are unaccompanied children, the experts mean.

Evaluating previous competence and experience

The interviewees describe how CGC with refugees often leads to questions concerning the evaluation of previous knowledge and experience, and how this creates great difficulties that result in a good deal of frustration for both the client and the counsellor. Refugees often find it difficult to prove their competence. Many of them have lost their documentation when fleeing and are unable to get it back. Another reason for the difficulties connected with this problem is that there are seldom routines for dealing with it and that there seem to be limited possibilities to validate previous knowledge and experience. The counsellor must be aware of and be able

to deal with questions concerning validation in their context so as to be able to influence refugees' opportunities for faster establishment in Sweden, say Councillor B and Teacher 2

Language and understanding

There can be two frustrated people who meet in the conversation
 (Teacher 2)

Another challenge that the interviewees highlight is the language limitations that both counsellor and client have to deal with when the refugee has arrived quite recently. Both have difficulty in making themselves understood. One counsellor says that it is important to be clear and slow when talking to newly-arrived refugees because of the language difficulties. "There can be two frustrated people who meet in the conversation," says Teacher 2, and talks about how difficult it is for a counsellor to know what the client has understood. Counsellors are trained to express understanding for their clients, but at these meetings it is more important to find out how much the clients have understood of the conversation they have had, he says.

When working with information with people in a foreign language, it is vital that the client is given an opportunity to process the information, but clarity on the part of the counsellor is also important, says Counsellor A. He describes how he tries to visualise what is being discussed in the conversations because "understanding is on the paper." Counsellor B also points out that these conversations make demands on the counsellor's ability to describe and explain the education system and relate it to the client's situation. Working with an interpreter is mentioned as a plus. With an interpreter it often becomes clear what the client has *not* understood (Counsellor B). There is, however, seldom time to plan for an interpreter, say several of the interviewees, so counsellors have to be able to use all the linguistic resources available, such as visual aids, photos and Google pictures. Counsellors A and B describe how the target group of refugees makes demands on the counsellors' creativity to solve both language and knowledge differences. The counsellors explain that they draw a lot and check what newly-arrived refugees have understood of the discussion. They also try offering further meetings and information in several languages.

The complexity of the situation makes great demands on the counsellors' ability to balance and deal with information, say the respondents. Information in this field is hard to interpret. It is vital to be able to limit the choice situations and make them comprehensible, they say. A counsellor needs to be clear and straightforward and able to simplify complex phenomena without distorting the content too much.

The counsellor's role - challenges

Counselling newly-arrived refugees means learning for the counsellor too.
 (Counsellor C)

The interviewees point out that the counsellors' awareness of their own sets of values and attitudes becomes critical in meetings with refugees. They emphasise the importance of awareness of both their own and Swedish norms and how these can dominate a conversation. One issue concerns differences in values or motives in the choice of job, for example. Teacher 2 states that counsellors must examine their own assumptions about what CGC should lead to. He says that as a counsellor you have to be able to understand the reasons for the individual's choice, and that a refugee's situation makes a special setting for this, but you must also be able to understand your own normative conceptions of CGC. Counsellors can be steered by a development ideal that may be expressed in, for example, a desire to make a good education plan for the client in the discussion, while the most important issue for the refugee may be to reunite with his relatives and hence to find a job as quickly as possible.

Teacher 2 states that Swedish counsellors may put far too strong a focus on educational questions and thereby risk losing the matter of working life. The challenge to talk about working life issues is also raised by Counsellor B. It is fairly easy, she says, to talk about the education system and regulated professions such as teaching, but it is a greater challenge to talk about the labour market and its conditions and demands and the way working life is organised. Counsellor C says that counselling newly-arrived refugees means learning for the counsellor too.

Societal limitations seem to create a great deal of frustration for the counsellors. They describe an inherent contradiction that may appear in counselling situations when the counsellor's ambitions collide with excluding structures. Teacher 2 states that to give CGC in accordance with the client's wishes and at the same time remain within the education system's framework and limitations can lead to a dilemma. If you begin with the client's wishes, that raises hopes which immediately run into structural obstacles, and this happens through the counsellor as the mediating link. This can be experienced as a switch in the counsellor's role from being on the client's side to representing a system which limits the client's possibilities, continues Teacher 2. He concludes that it is of the greatest importance for the counsellor to be clear about his/her role when meeting clients who lack experience of CGC.

Summary Part 1

This section summarises in a number of points the respondents' answers concerning the questions that arise in CGC with refugees.

- ***Migration as a condition for meaning-making about the future***
 - Experience of migration (conflicts, violence, risks)
 - The asylum process (waiting, uncertainty)
 - Limited legal rights and status
 - Emotional challenges (frustration, sadness and disappointment, stress)
 - Learning challenges (Language, educational and vocational background/identity)

- ***The Swedish system***
 - Lack of experience of working life and/or education and career transitions in a Western context (anxiety and uncertainty)
 - Concern about discrimination and limited life opportunities.
 - Understanding the Swedish system in a broader sense (authorities and communication)

- ***Questions about validating***
 - Refugee's frustration: difficulty of validating previous skills and experiences
 - Counsellor's frustration: lack of possibilities of validation

- ***Language and understanding***
 - counsellor's ability to communicate despite language limitations and asymmetries (creativity)
 - counsellor's ability to perceive a refugee as a unique person

- ***The counsellor's role - challenges***
 - Differences 1: Norms, values – life and career
 - Differences 2: Refugee's lack of experience of counselling (conversation genre), Expectations of counselling – (self-realisation, choice,)
 - Role ambiguity: individual wishes and structural limitations

Part 2 What kind of tuition or training would help career guidance and counselling students to tackle their future work with refugee clients?

This part deals with the content of the training course for counsellors who will work with refugees. The following summarizes the Swedish experts' understanding of what a counsellor needs to know and what abilities he/she needs to develop in order to be able to counsel refugees. The respondents' ideas about the modes of a course are also presented. These interviews were based on the questionnaire questions that were formulated by the project. The experts' answers have been categorized in themes that were identified primarily when analyzing the interview material, that is, the respondents more explicit statements, but also from the conclusions that can be drawn from Part 1 of the report.

The career counselling conversation

Basic counselling competence, empathy and self-knowledge

What is common to the interviewees' opinions is the importance of a counsellor's ability to use as his/her starting point the client's current situation and the challenges involved in doing so in the meetings with refugees, see Part 1. The respondents have described the difficulty of seeing the individual at intercultural meetings and of using their world as the starting point. It can be easy to generalise and see the refugee as a refugee in the first place and not as a person with his/her own desires and dreams of the future. Counselling interviews need to start out from the client's current situation and the counsellor must have the ability to listen to people's stories and use them as the starting point of the discussion. The ability to show respect for what being a refugee means, to have lost personal affiliation, is emphasised by the respondents. The respondents speak of the importance of listening, and that counsellors need to be able to listen to the refugees' stories and the feelings that are connected with migration, but they also think that this is one of the major challenges when meeting refugees. Thus it seems particularly important that a training course develops the students' ability to understand other people's thoughts, feelings and especially the conditions attached to migration, in other words, to develop participants empathic ability and ability to listen to refugees' stories.

The respondents also say that a counsellor needs to have the ability to create a meeting between him/herself and the client on a personal level. A counsellor must develop openness and curiosity about other people and cultivate his/her sense of humour, says Counsellor B.

Intercultural meetings

Since many refugees lack experience of the functions of counselling, a counsellor must develop a clear frame of reference for counselling functions, professional roles and aims. This is necessary in order to be able to describe and talk about the profession and counselling functions in a clear way to newly-arrived refugees. This also means that counsellors need to be conscious of and have a critical attitude towards the basic assumptions of counselling such as the idea of

a free choice and thoughts about self-realisation and the autonomous ideal, and be aware that these may clash with the experience and attitudes of refugees.

Counsellors also need to have knowledge of intercultural communication and the challenge of understanding the uniqueness of people who are in some ways different. The respondents describe, for example, the phenomenon of stereotyping: that we tend to generalise about refugees and not have the ability to realise the uniqueness of the individual. This means that counsellors need to know about the creation of differences and discrimination in general, but also more specifically about how this can express itself in interaction (Counsellor C). Several of the respondents point out that counsellors must be aware of their own sets of values and attitudes towards, for example, work and education, and have the ability to identify their own discriminating and generalising expressions. And to be aware that Swedish normativity is strong and how it can find expression in interaction.

Existential conditions and feelings

The respondents emphasise that counselling discussions with refugees often to a large extent touch on existential questions and psychological challenges, and that the discussions can have a more curative direction than with other clients. Counsellors need to have a mental and emotional preparedness if they are to be able to meet and deal with difficult existential conditions and feelings in the discussions, as well as both the ability and the courage to talk about migration experiences, say the respondents. This makes demands on the counsellors' ability to be what Teacher 1 calls "a professional fellow-being", which means being able to deal with feelings of anxiety and uncertain conditions and help refugees to deal with stress, but also the ability to identify and distinguish psychological conditions and where the limits for counselling go.

Even though the respondents emphasise the importance of being able to talk about and listen to difficult emotional issues, they also point out that counsellors need to be able to define their own role and function in discussions and see the limits of their competence, especially concerning psychological problems and states. Counsellors need to be able both to tackle difficult problems and to realise what the limits for counselling are and when other help may be necessary. Counsellor B gives example of how trauma training has been highly significant for her work. Thanks to that training, she has tools for understanding and dealing with her clients' feelings, but the training also gave her the important understanding that even an "ordinary" counselling, which does not have a therapeutic aim, may have a healing effect on people who have suffered severe traumas.

Working with hope and empowerment

The respondents emphasise that counsellors need to develop their ability and strategies to instill refugees hope and strength to deal with the challenges they often face in career matters. Counsellors need to be able to meet feelings of anxiety and uncertainty and help refugees to deal with stress by using, for example, coping strategies.

Counsellors need to have the ability to get a picture of their clients' previous experience and competence in order to see what the validation possibilities are, but also to work with empowerment: to actively help refugees value their own backgrounds. Validation seems to lead to that counsellors need to have the ability to work with empowerment, in order to provide a counterweight to the stigmatisation of a migration background which validation issues tend to rouse. The difficulties refugees face to get previous knowledge and experience recognised and validated in Sweden means that counsellors have to be good at using creative methods that reveal refugees' strengths, says Counsellor A. Counsellor B describes how counsellors need to recognise that Swedish normativity is strong, and that counsellors must therefore help refugees to value their own backgrounds and previous experience.

A consequence of the above is that counsellors also need to have the ability to formulate action plans together with their clients.

The linguistic challenges: visual tools and creativity

Meetings with refugees, most of whom speak other languages, make demands on counsellors' abilities to communicate and find tools to bridge the linguistic gaps. The counselling situation makes heavy demands on counsellors' abilities to describe and explain words and concepts in the context. A training program needs to give counsellors strategies to help their clients understand words and concepts and the ability to adapt their communication to meet their clients' needs and situation. The respondents often mention the need to use visual tools to support their discussions with refugees. Counsellors need to develop linguistic curiosity and the ability and courage to use visual aids such as drawings, Google pictures, photos or other types of pictures that may help communication and enable the clients to take part in the interview. A training program therefore needs to develop counsellors' creative abilities in interviews.

Migration as a phenomenon

The respondents say that counsellors who are going to work with refugees need to develop a frame of reference for migration as a phenomenon to be able to understand migration as condition for meaning making about the future. Teacher 1 states that counsellors often lack words, concepts and understanding for the trials of migration and the existential questions that migration involves. Likewise, counsellors often have a limited understanding of migration as a phenomenon: history, concepts, definitions and legislation. This can be connected to increasing counsellors' possibilities to recognise the needs and situations of refugees, that is, to use empathy in interviews with refugees. The course content regarding migration that the respondents emphasise may be summarised as follows:

About migration as a phenomenon

- History – Both global and local perspectives (including Swedish migration history)
- The asylum process

- Concepts and definitions: refugees seeking asylum, irregular migration, refugees lacking documentation etc
- Legislation and rights and conditions for education and work

The influence of migration on individuals' meaning making

- The phases of the migration process: reasons for migration (voluntary, forced) flight – arrival
- Socioemotional status : migration stress, posttraumatic stress.
- Trauma training
- Phenomena such as loss of affiliation and social exclusion; stigmatisation and discrimination
- About multilingualism, learning and communication, language development

Knowledge about careers

As pointed out in Part 1, one of the major aims when counselling refugees is to support learning about career issues in a Swedish context. The respondents say that counsellors need a good knowledge of:

- The labour market and working life
- Career transitions (application processes and choices in both education and working life)
- Broad knowledge of vocations and competences (connected to validation issues)
- Knowledge of validation possibilities: structures and conditions

This can be seen as a kind of "hardware", a sort of factual knowledge, but it is also a question of developing competence in talking about such matters with the clients, in other words, to develop the language around these matters. As for knowledge about careers, the respondents point out that counsellors need to be able to help refugees cope with the "software problems" that arise in counselling which have to do with the organisation of working life and the education world, communication codes, social codes in working life, decision-making and how hierarchies express themselves. To sum up, counsellors need to have a good knowledge of the organisation of working life and the education world in a broad sense, and the ability to talk about that and "software" issues with their clients.

In addition, the experts claim, counsellors need overall knowledge of different countries' social and education systems in order to be able to understand their clients' backgrounds and experiences. This is partly related to validation possibilities, but also to understand the challenges that can arise, for example questions concerning relationships in education and working life. Many refugees' experiences of school and working life may differ from those in Swedish society.

Didactic competence

Developing the ability to help refugees learn about education, working life and the labour market and career transitions (applications and choice of education, job applications, employment and so on) is central in Part 1 of the report. A training course should therefore help to develop the counsellor's didactic competence concerning career questions. It is important to

develop the counsellors' ability to support refugee clients learning about career issues (individually and in group settings) to help them understand and manage the Swedish career context. As stated in part one, the experts experience it as a big challenge to talk about work life related issues.

This applies mainly to questions about content, but counsellors also need the ability to help their clients manage searching for information. In our opinion, it is a matter of developing refugee clients career competence in a broader sense, which could be described as career information literacy (Hultgren, 2009).

Mode of education

As stated earlier, the experts consider that counsellors need theoretical knowledge of migration as a phenomenon, but that counsellors also need to develop an emotional understanding of migration as experience. Their own experience of migration is perceived as an asset when meeting refugees by counsellors who have a migration background of their own. Counsellor C says that refugees have asked for her as a counsellor; "it feels as though you understand". Teacher 1 recommends course activities that provide embodied learning opportunities of migration. She usually lets her students go through a fictive migration process. She also speaks about the importance of getting concrete experience by meeting refugees and having to deal directly with situations that occur at the meetings. See also under next heading.

The theme of embodied learning experiences also appears in Counsellor C's comments. She suggests role play as a way of developing self-knowledge about values and attitudes and understanding of how automatic our thinking is. Several of the respondents suggest films that can give insight into people's migration histories, and to make use of refugees' success stories. It seems to be important that a training course includes sections that develop the course members' powers of empathy concerning migration background and embodied learning experiences are suggested.

Another example of what can be seen as helping to understand the situations of refugees is career development theories. Counsellor C finds Super's theory (cf Brown, 2002, which describes the different phases people are in at different ages with respect to career matters, useful to understand refugee clients conditions. In her experience, migration can be a greater challenge for people who are older, since migration often affects and changes positions and relations, both within work life and families. Super's theory provides understanding for the importance of age in migration, and the challenges that refugees who are older when they arrive can be hit by, says Counsellor C.

Teacher 1 finds it valuable with a process-oriented training in which the students have to work with development projects within their work settings. Training in working groups in which various types of personnel that meet refugees take part is also suggested.

About language, challenge-based training and supervision

The interviews also discerned three other aspects of the mode and content of training courses which are presented in the following.

Language about migration and refugeeism

Counsellor C states that the language of migration is problem-oriented in the sense that the talk about refugees and vocational choices is often negative and problematic. If a training course focuses on a problematic picture of migration and ethnicity, it will contribute to reinforcing that picture, which will have consequences in the individual CGC sessions, says Counsellor C. As an example, she quotes situations when career counsellors speak negatively about the future plans of people with a migration background, for example that “everyone wants to be a dentist”; the counsellors perceive that as a problem, but misses the ambitions that lie behind the career plans. The language needs to be reformulated so that migration is seen not as a problem but as an opportunity, she says. This indicates that a training course needs to throw light on the language about refugees’ career plans and create awareness of how language might affect the counsellor’s approach and actions in the counselling session.

Challenge-based learning

On the training course where Teacher 1 works, a training project was carried out this year in which the counsellor students took part in “Fast Track”, a course for newly-arrived teachers with a foreign teaching qualification. “Fast Track” aims to give newly-arrived teachers knowledge about and understanding for what it is like to work in a Swedish school, and to decide whether they want to work as teachers in Sweden. The project was developed on the idea of challenge-based learning. The counsellor students and the newly-arrived teachers met in small groups for two hours a week. There was no ready-planned content, but the counsellor students created a content on the basis of the teachers’ needs and questions. This part of the course has proved valuable for both the counsellor students and the newly-arrived teachers. The course evaluation (Malmö Högskola, 2017) showed that the newly-arrived teachers developed valuable knowledge and understanding of career matters thanks to the project. The counsellor students felt that they had improved their ability to empathise and understand migration as an experience. They also felt that they had developed their conversation competence.

One conclusion that can be drawn is that it seems to be valuable if the training program can provide concrete experience of counselling refugees in which the course members “in situ” have to deal with the challenges that can arise when counselling refugees. It can also provide an opportunity to reflect on their work. This brings us to the next and last point.

Supervision

The experts speak of the need for supervision to be able to deal with the challenges when working with refugees and to cope with the difficult situations and feelings that arise when meeting refugees. Counsellors work in a borderland between regulations and people’s life dreams and the experts describe a clash between the professional desire to help people for the future with the limited room for action that many refugees have. From the interviews, it emerges

quite clearly that the refugees' situation is an exposed one and uncertainty about the future is often great, leading to feelings of vulnerability and helplessness, among the counsellors as well. Supervision can meet the need for preparedness for dealing with difficult existential questions and help to clarify their own role and function, say several of the respondents. One of the counsellors has supervision as part of her work and she emphasises its value for her professionalism, partly because it helps her set limits for her work. This is not expressed by the counsellors, but we conclude that that a training course for counsellors should also include a part on supervision: the aim of supervision, methods for supervision and to practice supervision.

Summary Part 2

In conclusion, we summarise here in a number of points the expert's responses about what content, abilities and skills a training for counsellors who will work with refugees should cover and develop.

1. Career counselling conversations

1.1 *Knowledge about counselling and intercultural communication*

- Develop a clear framework for counselling: function, role and purposes
- Intercultural sensitivity and communication:
 - Barriers to communication (stereotyping)
 - Awareness about relational asymmetries
 - Discrimination and stigmatization in general and in conversations.

1.2 *Ability to practise respect for refugees (loss of affiliation)*

- Basic conversation skills:
 - Active listening
 - Empathy
- Self-awareness
 - Own values and attitudes concerning education and work
 - "Swedishness"
- Relation-building competence
 - Openness, curiosity and a sense of humour
- Career development theories

1.3 *Ability to manage existential conditions and emotions*

- Emotional and cognitive ability to manage difficult life situations and emotions in conversations.
- Courage to talk about migration experiences
- Perceive and distinguish the limits of counselling work

1.4 *Ability to instill hope and empowerment*

- Methods that counteract barriers to career development and stigmatization of a migration background:
 - Manage emotions like anxiety

- Coping strategies
- Creative methods to visualize past experiences
- Action planning

1.5 Ability to manage language challenges

- Ability to support and encourage clients to express themselves and to participate in conversations.
- Adapting the language: words, concepts, pace etc.
- Tools and creativity to overcome language barriers:
 - Visual tools
 - Ability to explain career issues

2. Migration

2.1 Knowledge about migration as a phenomenon

- Migration history. Global and local perspectives.
- Asylum processes
- Concepts and definitions: asylum seekers, irregular immigration, paperless refugees etc
- Legislation and rights in education and working life

2.2 Knowledge about migration as condition for meaning-making about the future

- The migration process
- Socio-emotional conditions: Migration stress, post-traumatic stress.
- Trauma training
- Phenomena such as loss of affiliation and social exclusion: stigmatization and discrimination
- About multilingualism, learning and communication: language development

3. Support learning about career issues – developing “local know-how”

3.1 Knowledge about different social systems in the world

- Labour market and education systems
- Decision-making, power relationships in societies
- Learning

3.2 Knowledge about career “hardware issues”

- Regulations, rules and rights in Swedish working life and the labour market (e.g. gender and equality issues)
- Education system
- Career transitions
- Professions and competences
- Validation

3.3 Knowledge about career “software issues”

- Implicit rules and norms for interaction and relationships in career situations: Social codes, communication, decision-making, hierarchies etc.

3.4 Didactic competence in career issues

- Ability and skills to support refugee clients learning about career issues
- Ability and skills to support refugee clients to develop career information literacy

4. Mode of education

- Process-oriented programs with development projects
- Challenge-based learning
- Embodied learning experiences
 - developing emotional understanding of migration
 - Role play and other methods that help to increase self-knowledge
 - Films about migration
- Good examples from “success stories”
- Supervision

Concluding remarks

The aim of CGC is to support individuals to manage the future regarding education and working life (career issues). In European context, it is often described that CGC aims to contribute to career learning and to develop clients' career management skills (cf. Sultana, 2012; Thomsen, 2014); to support the individual's ability to "... gather, analyze, synthesize and organize self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (ELGPN Resource Kit 2012, p.21). CGC issues in practice thus ranges from socialization processes in a broader sense (eg supporting increased participation in society), to more specific career-related learning (eg developing clients awareness of interests and abilities in working life, skills for managing career transitions, such as writing a CV).

As stated in this report, CGC with refugees covers and shifts between these issues and similar to other Swedish studies (Sheikhi, 2013; Sundelin, 2015) it is clear that managing career issues is a challenge for both refugee clients and counsellors. The report has pointed out that refugee clients discerns general challenges in the counselling practice, but that the challenges appear in a more distinct way due to the existential conditions of refugees and the linguistic and knowledge-based asymmetries found in CGC with refugees. Still, in alignment with Sundelin (2015) this report shows that the complexity implies that career counsellors require:

- knowledge and understanding of issues of career content, as well as critical perspectives on society and careers;
- ability to perceive emotions and existential issues in relation to questions of the future and career of refugee clients;
- knowledge about migrant preconditions as well as the ability to perceive and admit injustices and expressions of power asymmetries.

Hence follows it is of particular importance that training develops counselors' ability to 1) support clients career-related learning, 2) address the emotional and unequal conditions that many refugees experience, and 3) pay attention to injustices and actively work for social justice, in counselling sessions but also in a broader sense. The report has also, like other studies (cf Collins & Arthur, 2010; Sundelin, 2015), demonstrated the need of a place for career counsellors own learning processes when working with refugees. The situation of refugees are often exposed which causes stress and challenges the boundaries of the professional role.

Peavy & Li (2003) argues that there is often a "straight" transfer of common counselling methods to intercultural meetings, but that counselling needs to be deconstructed for intercultural contexts. In order for counselling to respond to the needs of different groups, the practice and its assumptions must be critically reviewed and developed (Ibid). This report is thus a significant source of knowledge for developing the CGC field in general. Experience from counselling with refugees will hence be an important contribution to the development of CGC; theories, methods and practices.

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