



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



EQF/Profile of competences of social justice-focused educator in guidance of adult migrants

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5. MACRO STRUCTURE FOR THE PROFILE OF THE EDUCATOR:

5.1. Category/Area Communication

Competences:

- 5.1.1. Active Listening
- 5.1.2. Sociability
- 5.1.3. Conflict management and mediation

5.2. Category/ Area Equality

- 5.2.1. Impartiality
- 5.2.2. Management of prejudices and stereotypes

5.3. Category/Area- Equity

- 5.3.1. Equity and equality of opportunities

5.3.2 Intercultural understanding and relationships

5.3.3. Critical consciousness and critical reflexivity

5.4. Category/Area- Responsibility

5.4.1. Advocacy

CATEGORY COMMUNICATION

COMPETENCE ACTIVE LISTENING

The micro level:

1. Knowledge: principles and techniques of active listening to be applied in any communication circumstance
2. Skills: Being able to listen without interrupting, being able to ask open and closed questions according to the circumstances
3. Attitudes: discipline in practicing active listening
4. Expected outcome/added value: respect of others opinions/points of view although we have a different conceptions and views
5. Actions: reading theoretical approaches about the practice and purpose of active listening as well as practicing active listening in any suitable context. Participating in training seminars on active listening.

The meso-level: education - guidance practice

Adult educator

- Knowledge: principles of active listening based on the concept of social justice (understood either as equality or equity)
- Skills: applying the principles and techniques of active listening in concrete circumstances of guidance of adult migrants, mastering the skill of stopping and listening and of being able to have a dialogue, taking into account the principle of social justice
- Attitudes: empathy, interest in what the interlocutor is saying, preoccupation for their interests, their presentations
- Expected outcome and added value: respect of human rights and for the principles of equality
- Actions: open floor sessions, taking turns in talking, simulations, practicing active listening both by the educator and by the migrants attending the session.

Adult Migrant

- Knowledge: principles of active listening to be applied in any communication circumstance
- Skills: applying the principles of active listening, mastering the skill of stopping and listening and of being able to have a dialogue
- Attitudes: interest in what the interlocutor is saying
- Expected outcome and added value: respect of others opinions/points of view although you have a different view and conception.
- Actions: respecting turns in talking, using attention signs to take their say etc...

The macro Level : organization/our community of practice/local collectivity

- Knowledge: knowing the importance to practice active listening in one's organization (not only at individual professional level) and to make it a transversal/spread practice
- Skills: knowing how to transfer and how to promote in other people active listening towards adult migrants
- Attitudes: educator's proactivity, training other people;
- Expected outcome and added value: improvement of internal organization' dynamics
- Actions: meetings and discussions, workshops/and training sessions addressed to colleagues/community members

CATEGORY COMMUNICATION

COMPETENCE SOCIABILITY

The micro level

- Knowledge: knowing the benefit of sociability and effective communication in any professional and personal contexts
- Skills: open-minded, friendly way of doing, easy going
- Attitudes: tolerance, openness to different types of people, from different cultures and of different social status
- Expected outcome and added value: feeling comfortable in contexts and dynamics which are not ordinary for us
- Actions: individual practice for public speaking as well as speaking with different categories of people, practice with close friends and family the principles of social justice in speaking.

The meso-level: education - guidance practice

- Knowledge: knowing the principles and concepts of communication with adult migrant groups that make the interaction effective
- Skills: sociability, Acknowledge the better way to interact with others paying attention on cultural/beliefs/backgrounds particularities, personal commitment and participation to the discussions

- Attitudes: openness, empathy, interest in what the interlocutor is saying, preoccupation for their interests, their presentations, critical thinking.
- Expected outcomes and added value: respect for the other, adherence to the human rights, belief in the potential of the interhuman relationships
- Actions: open floor sessions, discussions that go beyond the conventional topics of the field of guidance or teaching in which the adult educator and the migrant engage, creating a safe space of communication that fosters friendship and openness.

The macro Level: organization/our community of practice/local collectivity

- Knowledge: knowing the procedures and rules that govern the functioning of each organization they interact with as well as the customs of the community
- Skills: ability to make and keep contact with organizations dealing with migrants and with migrant communities.
 - a) knowing and understanding the communication strategy, rules and procedures of organizations dealing with adult migrants.
 - b) knowing and understanding the communication rules and habits of migrant communities.
- Attitudes: respectful, open-minded, critical thinking.
- Expected outcome and added value: curiosity, interorganizational cooperation.
- Actions: analysis of theoretical materials, studying documents of organizations, meetings and discussions, participation in developing common documents and position papers on the topics of joint concern.

CATEGORY COMMUNICATION

COMPETENCE NEGOTIATION AND CONFLICT MANAGEMENT

The micro level

- Knowledge: Knowing and understanding the principles and techniques of negotiation and of conflict management and the examples and strategies that are presented in different sources of information
- Skills: Negotiation and conflict management skills
Know how both educators/counselors' and migrants' group beliefs might cause conflict
- Attitudes: Understanding the importance of negotiation and conflict management in all contexts, either professional or personal, accepting compromises, flexibility
- Expected outcomes and added value: recognize emerging conflicts, what factors cause them in intercultural contexts and how the conflict increases

- Actions: Reading specialized literature, case analysis, simulations, reflection, practicing negotiation and conflict management in real situations.

The meso-level: education - guidance practice

- Knowledge: Knowing the negotiation strategies that can be applied in groups of adult migrants composed of very diverse individuals, that could be reluctant to different approaches and relations
- Skills: Negotiation and conflict management skills in the context of communication with adult migrant groups.
- Attitudes: openness to review and renegotiate one's point of view, flexibility.
- Expected outcomes and added value: being a negotiator: prevent conflicts; recognize emerging/emerged conflicts; solve them (both between educator/migrant and among migrants)
- Actions: case analysis, simulations, reflection, practicing negotiation and conflict management in everyday activities with migrants and among migrants, mediation of conflicts

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowing negotiation and conflict management principles and practice of organizations dealing with adult migrant groups, knowing and understanding of negotiation and conflict management habits and practices of adult migrant groups and also the theories about the inequalities/iniquities/ unbalanced power distribution/oppressive practices-rules of social and economic system(s) might impact on the relationship between migrants and the organization; between migrants and community
- Skills: Ability to negotiate and manage conflicts in organizational and cultural adult migrant context and ability to create the conditions aimed to avoid/manage conflicts in a unbalanced and unjust system
- Attitudes: Dialogue, awareness on iniquities of systems and willingness of changing it
- Expected outcomes and added value: To act in order to create the best possible conditions to avoid/well-manage conflicts
- Actions: Meetings, letters, private discussions with different representatives of organizations dealing with adult migrants and of adult migrant groups, simulations, case analysis, training.

CATEGORY EQUALITY

COMPETENCE: IMPARTIALITY

The micro level

- Knowledge: Knowledge:
 - 1) impact on our discernment (perception of migrants; our expectations about competences/cultural capital of migrants and related assessment of skills and development perspectives etc.)
 - 2) theory/methods to practice/apply impartial behaviours
- Skills: Applying the same set of value, principles and rules to any situation and individual.
- Attitudes: availability to recognize that our experience/background might intervene on our discernment (in a positive or negative way)
- Expected outcomes and added value: self-awareness about one's thinking limits coming from our experience/background
- Actions: reading specialized literature, case analysis, simulations, Practicing impartiality in the adult educator' personal life

The meso-level: education - guidance practice

- Knowledge: Knowledge and understanding of applying impartiality in the context of dealing with adult migrants.
- Skills: Ability to recognize partial treatment of adult migrants, ability to make impartial decisions regarding adult migrants.
- Attitudes: To be coherent in relation to impartiality principles and to keep this willing in favourable context
- Expected outcomes and added value: to value and to assess in a impartial way
- Actions: case analysis, communicating with and informing adult migrants. .

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowing the practices and rules in the community and organization that foster or hinder impartiality and either support them or diminish their impact
- Skills: Ability to consult the organization on how to apply impartiality in their interaction with migrants
- Attitudes: Active participation and engagement
- Expected outcomes and added value: Foster the spirit of the organization and the local community so that they can preach impartiality as a premise for social justice
- Actions: communicating with representatives of organizations dealing with migrants, advocacy activities within the organization and the community as well as outside (towards other organizations and decision makers).

CATEGORY EQUALITY

COMPETENCE: MANAGEMENT OF PREJUDICES AND STEREOTYPES

The micro level

- Knowledge: Knowledge and awareness of adult educators' own prejudices and stereotypes
- Skills: Adjust the prejudices, so that in time prejudices and stereotypes do not impede on their work as adult educators
- Attitudes: Determination to overcome prejudices and to eliminate stereotypes from their own mindset
- Expected outcomes and added value: to tackle one's prejudices/stereotypes
- Actions: reading specialized literature, participation in training, Daily practice of recognizing own prejudices and stereotypes and their management.

The meso-level: education - guidance practice

- Knowledge:
 - a) Knowledge and understanding of the different cultures, stereotypes and prejudices that are specific to migrant individuals as well as to groups of migrants.
 - b) Knowing strategies that lead to a prejudice-free interaction between the adult educator and the migrant;
 - c) Knowledge and awareness of the methods that can support the migrant to become integrated in the new society (going beyond prejudices and stereotypes).

The knowledge of prejudices and stereotypes and as well as strategies for overcoming them, should be divided in three parts:

 - stereotypes/ prejudices of educator against migrant;
 - stereotypes/ prejudices of migrant against new society;
 - interiorized stereotypes/ prejudices by migrants about themselves
- Skills: the ability to see from other people' perspective, recognize how and when stereotypes/beliefs/prejudices influence professionals, educational guidance relationship
- Attitudes: Rejection of stereotypes and prejudices in a soft manner, so that it does not hurt any feelings, but in a way that reveals the negative effects of stereotypes and prejudices.
- Expected values: Equality and equal treatment, prejudice-free communication and decision making.
- Actions: case analysis, simulations, practicing intercultural understanding and cultural awareness, discussions with migrants about the specificities of each culture and the way in which they can coexist and not collide, explain our own and society prejudices towards migrants.

- 1) to implement educational-guidance practices applying strategies to overcome one's (the educator's) prejudices/stereotypes.
- 2) to implement educational-guidance practices aimed to improve knowledge of migrants about new society.
- 3) to implement educational-guidance practices based on empowerment theory/methods/techniques in order to reinforce the image/expectations/potential that migrants have towards themselves.

The macro Level: organization/our community of practice/local collectivity

- Knowledge: Knowledge of the organizational practices and community practices (the degree to which they are shaped and modeled by prejudice and stereotype) and knowledge on how these practices can be freed from prejudice and stereotypes
- Skills: Ability to recognize organizational partial practices shaped by prejudices and stereotypes. Ability to consult on eliminating such practices.
- Attitudes: Openness to explain the principles of social justice as a value that cannot exist as long prejudices and stereotypes govern the functioning of an organization or another as well as the local, regional or national communities.
- Expected outcomes and added value: Rejection and resistance on behalf of the existing organizations and structures counterbalanced by the resilience of the adult educator
- Actions: Discussions, presentation, information notes, policy recommendations to decision makers.

CATEGORY EQUITY

COMPETENCE EQUITY AND EQUALITY OF OPPORTUNITIES

The micro level

- Knowledge: Knows how to describe the general principles and the differences between equity and equality
- Skills: Ability to recognize the elements and the manifestations of equality and equity in the professional activity as well as in daily lives
- Attitudes: Integrating equal treatment and the principles of equity in their daily activities
- Expected outcome and added value: To internalize and understand the importance of equity and equality for their own development and becoming
- Actions: reading specialized literature, observing and practicing equity and equal treatment on a daily basis
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The meso-level: education - guidance practice

- Knowledge: Knows how to apply tools to promote inclusion, equity and equality during guidance practice

- Skills: Applies tools promoting social inclusion, equity and equality during practice
- Attitudes: Integrating equal treatment and the principles of equity in their professional activity.
- Expected values: To promote social inclusion and equal treatment in the professional activities.
- Actions: directly applying the values of equity and equal treatment in the work with adult migrants.

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowing how to create a working environment based on social inclusion and equal treatment, through internal procedures as well as through organizational culture promoting these specific values.
- Skills: The ability to work with different approaches in order to promote social justice and inclusion and the ability to promote among one's organization/community new practices to improve the vision of equity and equal treatment in the organization.
- Attitudes: Promoting inclusion, equality and equity
- Expected outcomes and added value: An organizational culture based on the principles of equity and equal treatment.
- Actions: Training activities in the organization, implementing a set of rules and a code of conduct, setting up experiential learning activities so that social inclusion and equal treatment become accepted and valued principles in the organization.

CATEGORY EQUITY

COMPETENCE INTERCULTURAL UNDERSTANDING AND RELATIONSHIPS

The micro level

- Knowledge: Knowledge and understanding of their own culture and other cultures
- Skills: Ability to reflect and critically reflect and cultural aspects which influence one's worldviews and relationships with the other
- Attitudes: Curiosity and willingness to learn about other cultures.
- Expected outcome and added value: Changing one's thought/mental paradigm about the hierarchical relationship among cultures (overcoming ethnocentric approach)
- Actions: reading specialized literature, observing, directly discovering or undertake researching on different cultures and the specific customs and behaviours.

The meso-level: education - guidance practice

- Knowledge: Knowledge and awareness about application of knowledge of different cultures in the context of dealing with adult migrant groups.
- Skills: The ability to use intercultural approaches (methods/techniques/strategies) in the activities with migrants
- Attitudes: Empathy, friendly approach, judgement suspension
- Expected values: effective, solid and cultural responsive/sensitive educational/guidance relationships
- Actions: reading specialized literature, case analysis, open discussions about the different cultures, organize cultural meetings and evenings in which people can share their cultures and present the elements they are proud of.

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowledge of the internal practice of the organization and applying new practices in the organization in addressing the challenge of the intercultural societies as well as the barriers that have to be broken in order to embrace a truly intercultural approach. The same knowledge applies to other organizations with whom they work as well as to the community and the decision makers.
- Skills: The ability to work with different approaches in order to promote social justice and inclusion and the ability to promote among one's organization/community new practices to improve a wider intercultural dimension
- Attitudes: Promoting inclusion, equality and equity
- Expected outcomes and added value: Respect for different cultures.
- Actions: Intercultural training, case analysis, simulation, reflection, working with decision makers in order to promote intercultural values and approaches in the local communities as well as at national level.

CATEGORY EQUITY

COMPETENCE: CRITICAL CONSCIOUSNESS & CRITICAL REFLEXIVITY

The micro level

- Knowledge: Knowing your role (the adult educator's role in creating/maintaining and mostly transforming the inequities
- Skills: The ability to adapt in a coherent way to the situations that are filtered through critical consciousness and critical reflexivity
- Attitudes: Critical approach and reflexivity on their own attitudes and behaviours
- Expected outcomes and added value: Conviction that critical reflection can improve the approach on equality and equity as well as social justice practice as a whole
- Actions: Constant critical reflection and consciousness practice

The meso-level: education - guidance practice

- Knowledge: Knowledge of the current order that affects migrants (who benefits from it and how can we organize things so that migrants are the main beneficiaries)
- Skills: The ability to stimulate migrants to engage in their own critical reflexivity and critical consciousness practice
- Attitudes: Tolerance and acceptance
- Expected outcomes and added value: Confidence in critical thinking and critical reflexivity
- Actions: Promote activities and actions that can stimulate critical thinking and critical reflexivity

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowledge about the rules and practices that govern the field of work and guidance with migrants as well as the actors that can engage in a process of critical thinking
- Skills: Ability to foster critical thinking among the organization as well as the community and the decision makers
- Attitudes: Resilience and determination in producing a change even if the context is not favourable (where the practice of critical thinking is not properly implemented)
- Expected outcomes and added value: The adherence to the objectives of producing change in accordance to the values of social justice, equality and equity
- Actions: Structured interaction with the members of the organization, of the community and with the decision makers where the case.

CATEGORY RESPONSIBILITY
COMPETENCE: ADVOCACY

The micro level

- Knowledge: Knowing and understanding the concept and methods and techniques of advocacy.
- Skills: Awareness about the power of each person to contribute to social justice issues
- Attitudes: Taking responsibility as actor of changing instead of being selfish
- Expected outcomes and added value: The adherence to commonly established goals
- Actions: Research on divergent points of view as well as on the real possibilities of changing the system towards an approach based on social justice.

The meso-level: education - guidance practice

- Knowledge: Knowing the influences of each other and knowing the importance of social justice as a starting point for translating the ideals of equity, inclusion and equality into practice. Knowledge about oppression and discrimination situations and about how these situations can be eliminated
- Skills: The ability to inform and to prepare the adult migrant for the process of advocacy in relation with the authorities and other organizations, the ability to represent adult migrants in relation with the authorities and other organizations
- Attitudes: Equity and support of affirmative actions. Courage and willingness to represent adult migrants.
- Expected values: affirmative action, equity- the act of treatment of giving preferential treatment (for instance education or employment opportunities) to underrepresented groups
- Actions: Informing migrants about the opportunities that are granted to them by the state or through different NGOs. Participating in decision making regarding the adult migrants and make them aware of advocacy opportunities.

The macro Level : organization/our community of practice/local collectivity

- Knowledge: Knowing the legislation and about the activities and actions of different organizations
- Skills: The ability to discuss, to advocate for the rights of adult migrants (with their active participation in the process). Ability to organize information campaigns, ability to create information leaflets and other information materials and information means for authorities and for adult migrants.
- Attitudes: Positive approach toward affirmative action and the measures that offer favorable conditions for adult migrants
- Expected values: Egalitarian society
- Actions: training of the members of organization, training of representatives (leaders) of adult migrant groups, Advocacy actions in relation to state authorities and other organizations

Skills progression reference Framework

Introducing the framework:

The progression in the different categories is cumulative, i.e., knowledge and skills at a lower level are assumed to be acquired and are therefore not always repeated in the following stage. The three progression levels *foundation*, *developing*, *proficient* intend to capture the notion that the development of the guidance counselor's expertise through training and experience over time involves:

- **increasing sophistication in understanding** the theories underlying the competencies
- **growing awareness** of one's own knowledge, attitudes and values and how it affects practice
- **expanding ability** to modify and apply tools in order respond effectively to a complex range of situations in the guidance practice
- **greater responsibility** for the development of the organisation

General descriptions of the three levels:

Foundation	Developing	Proficient
<p>Micro: basic understanding of core knowledge, understanding of parts, beginning reflection, growing awareness</p> <p>Meso: beginning application in practice, reflects on practice</p> <p>Macro: open to change in the organisation, active participation in collaborative work</p>	<p>Micro: good understanding of core knowledge, understanding of whole, mature reflection and increased awareness</p> <p>Meso: consistent and intentional application in practice, evaluation of practice</p> <p>Macro: part of change in the organisation, seeking development, critical of practice</p>	<p>Micro: sophisticated understanding, extended knowledge, critical reflection and awareness, recognition of limitations</p> <p>Meso: flexible application in practice, justification of choice</p> <p>Macro: brings forth change in organisation, training, cooperation outside the organisation</p>

		Foundation	Developing	Proficient
1. Communication				
1.1 Active listening	Micro	Describes the core principles of active listening as well as some of its techniques.	Explains and analyses the principles of active listening as well as its techniques.	Accurately explains and critically reflects on the principles of active listening as well as its techniques in relation to different clients and contexts.
	Meso	Selects and applies a few techniques during counselling practice, e.g., avoiding interrupting and asking open-ended questions. Reflects on the appropriateness of the techniques in response to the individual situation.	Intentionally selects and applies a variety of techniques during counselling practice in response to the individual situation and interlocutor. Evaluates the appropriateness of the choice in response to the individual situation.	Selects, modifies and applies effectively a wide range of techniques in response to the individual situation and interlocutor. Justifies the appropriateness of choices with respect to theory and the individual situation.
	Macro	Discusses and reflects on how the principles of active listening may influence the communication climate in the organisation.	Recognises and challenges structures and communication patterns of the specific organisation that negatively influence the communication climate of the organisation.	Generates ideas/solutions and works collaboratively with other organisations to develop the communication climate of the organisation and community.
1.2. Sociability and communication	Micro	Describes the basic principles of communication theory and public speaking in the context of intercultural communication.	Explains and analyses the basic principles of communication theory and public speaking in the context of intercultural communication.	Accurately explains and critically reflects on the basic principles of communication theory and public speaking in the context of intercultural communication.
	Meso	Recognises some possible communication barriers with adult migrants. Selects and applies a few techniques to facilitate communication during guidance counselling.	Recognises and identifies communication barriers with adult migrants. Intentionally selects and applies a variety of techniques to facilitate communication during counselling practice.	Anticipates and identifies communication barriers with adult migrants. Selects, modifies and applies effectively a wide range of techniques to facilitate communication during counselling practice.

Reflects on the appropriateness of the techniques in response to the individual situation.

Evaluates the appropriateness of the choice in response to the individual situation.

Justifies the appropriateness of choices with respect to theory and the individual situation.

Macro Plans and delivers simple presentations within the organisation.

Plans and delivers clear presentations within the organisation.

Plans and delivers effective presentations within the organisation and community.

Discusses and reflects on communication patterns in the organisation and different migrant groups within the community.

Recognises and challenges communication patterns in different organisations, and migrant groups in order to facilitate communication within the community.

Generates ideas/solutions and works collaboratively with other organisations to develop the communication patterns of the organisation and community.

1.3

Conflict management and mediation

Micro Describes different types of conflicts and the core principles of negotiation and conflict management.

Explains and analyses different types of conflicts and the principles of negotiation and conflict management.

Accurately explains and critically reflects on different types of conflicts and principles of negotiation and conflict management.

Meso Recognises the type of conflict that is rising among migrant groups, or between educators and migrants, and **identifies** some underlying causes.

Uses general cultural knowledge to recognise rising conflicts among migrant groups and between educators and migrants, and identifies their underlying causes.

Uses cultural specific knowledge to recognise rising conflicts among migrant groups and between educators and migrants, and identifies their underlying causes.

Selects and applies a few techniques in response to the specific conflict.

Intentionally selects and applies a variety of techniques during counselling practice in response to the specific conflict.

Selects, modifies and applies effectively a wide range of techniques in response to the specific conflict.

Reflects on the appropriateness of the techniques of negotiation and conflict management in response to the situation.

Evaluates the appropriateness of the techniques of negotiation and conflict management in response to the situation.

Justifies the appropriateness of choices of the techniques of negotiation and conflict management with respect to theory and the individual situation.

Macro Discusses and reflects on how systemic inequality and inequity may give rise to conflicts between migrants and the organisation as well as between migrants and the community.

Recognises and challenges systemic inequality and inequity in the organisation and community may give rise to conflicts between migrants and the organisation as well as between migrants and the community.

Generates ideas/solutions and works collaboratively with other organisations to reduce systemic inequality and inequity in the organisation and community that may give rise to conflicts between migrants and the organisation as well as between migrants and the community.

2. Equality

2.1 Impartiality	<p>Micro Describes the basic concept of impartiality as well as some of its core principles in the context of working with migrants. Describes what limits the impartiality taking into account the perception of others culture/ giving priority to others culture/ having expectation about migrants culture</p>	<p>Explains and analyses the concept of impartiality as well as its core principles in the context of working with migrants. Explains and analyses what limits the impartiality taking into account the perception of others culture/ giving priority to others culture/ having expectation about migrants culture</p>	<p>Accurately explains and critically reflects on the concept of impartiality and its core principles in the context of working with migrants. Accurately explains and critically reflects on what limits the impartiality taking into account the perception of others culture/ giving priority to others culture/ having expectation about migrants culture</p>
	<p>Reflects on how one's own biases and prejudices might affect discernment and professional performance.</p>	<p>Reflects and recognises how one's own biases and prejudices might affect discernment and professional performance.</p>	<p>Identifies and critically reflects on how one's own biases and prejudices might affect discernment and professional performance.</p>
	<p>Meso Recognises partial treatments of migrants in the guidance path caused by individual educators or structures.</p>	<p>Recognises and identifies partial treatments of migrants in the guidance path caused by individual educators or structures.</p>	<p>Anticipates and identifies partial treatments of migrants in the guidance path caused by individual educators or structures.</p>
	<p>Selects and applies some techniques in order to maintain impartiality in contact with migrants.</p>	<p>Intentionally selects and applies a variety of techniques in order maintain impartiality in contact with migrants.</p>	<p>Selects, modifies and applies effectively a wide range of techniques in order to maintain impartiality in contact with migrants.</p>
	<p>Macro Discusses and reflects on barriers for impartiality within the organisation and the community, and participates in interventions to support impartiality.</p>	<p>Recognises and challenges barriers for impartiality within the organisation and the community, and organises interventions to support impartiality.</p>	<p>Identifies barriers for impartiality within the organisation and the community and works collaboratively with other organisations to support impartiality.</p>
2.2 Management of prejudices and stereotypes	<p>Micro Describes the basic concept of stereotypes and prejudices and some key strategies to manage them.</p> <p>Reflects on how one's own prejudices and stereotypes might affect professional performance.</p>	<p>Explains and analyses the concept of stereotypes and prejudices and the key strategies to manage them.</p> <p>Reflects on and recognises how one's own prejudices and stereotypes might affect professional performance.</p>	<p>Accurately explains and critically reflects on the concept of stereotypes and prejudices and different strategies to manage them.</p> <p>Identifies and critically reflects on how one's own prejudices and stereotypes might affect professional performance.</p>

Meso **Selects** and **applies** some strategies in order to facilitate a stereotype-free interaction with the migrant.

Recognises some stereotypes and prejudices that are specific to individual migrants and migrant groups, and **selects a strategy** to help migrants overcome stereotypes and prejudices about themselves and the new society.

Macro **Discusses** and **reflects** on how practices in the organisation and community are shaped by stereotypes and prejudices.

Intentionally selects and **applies a variety** of strategies in order to facilitate a stereotype-free interaction with the migrant.

Recognises and identifies stereotypes and prejudices that are specific to individual migrants and migrant groups, and **intentionally selects** strategies to help migrants overcome stereotypes and prejudices about themselves and the new society.

Recognises and challenges practices in the organisation and community that are shaped by stereotypes and prejudices.

Selects, modifies and **applies effectively a wide range** of strategies in order to facilitate a stereotype-free interaction with the migrant.

Anticipates and identifies stereotypes and prejudices that are specific to individual migrants and migrant groups, and **selects and applies effectively** strategies to help migrants overcome stereotypes and prejudices about themselves and the new society.

Generates ideas/solutions and **works collaboratively with other organisations to reform** practices in the organisation and community are shaped by stereotypes and prejudices.

3. Equity

3.1

Equity and equality of opportunities

Micro **Describes** the general principles of and the differences between equity and equality.

Meso **Selects and applies a few** tools to promote inclusion, equity and equality during guidance practice.

Informs migrants of their rights, obligations and relevant legislation. **Seeks** knowledge to provide relevant information in response to the individual situation.

Macro **Discusses** and **reflects** on how inclusion, equity and equality can be promoted within the organisation and the community.

Explains and analyses the general principles of and the differences between equity and equality.

Selects and applies tools to promote inclusion, equity and equality during guidance practice.

Informs migrants of and **explains** their rights, obligations rights and legislation relevant to the individual situation.

Recognises and challenges barriers to inclusion, equity and equality within the organisation and the community.

Accurately explains and critically reflects on the general principles of and the differences between equity and equality.

Selects, modifies and **applies effectively a wide range** of tools to promote inclusion, equity and equality during guidance practice.

Informs migrants of and **accurately explains** their rights, obligations and legislation relevant to the individual situation.

Generates ideas/solutions and **works collaboratively with other organisations to** promote inclusion, equity and equality within the organisation and the community.

3.2 Intercultural understanding and relationships	Micro	Describes the general characteristics of some major cultures as well as one's own culture. Describes the concept of ethnocentrism	Explains and analyses the general characteristics of some major cultures as well as one's own and the adult migrant's culture. Explains and analyses the concept of ethnocentrism	Accurately explains and critically reflects on the characteristics of some major cultures as well as on one's own and the adult migrant's culture. Accurately explains and critically reflects on the concept of ethnocentrism.
	Meso	Recognises and identifies some similarities and differences between one's own and the adult migrant's worldviews. Selects and applies a few intercultural approaches during counselling practice in response to the individual situation. Reflects on how one's own worldview affects professional performance.	Uses general cultural knowledge to form hypotheses that facilitate meaning negotiation with each individual. Is sensitive to the adult migrant's worldview and applies a variety of intercultural approaches to address any world view tensions to proceed the counselling. Evaluates the appropriateness of the choice in response to the individual situation.	Accurately uses cultural knowledge for effective meaning negotiation with each individual. Selects, modifies and applies effectively a wide range of intercultural approaches to help the adult migrant deal with any issues related to different worldviews. Justifies the appropriateness of choices with respect to theory and the individual situation.
	Macro	Discusses and reflects on the internal practice of the organisation and the challenges of embracing an intercultural approach. Reflects on ethnocentric structures.	Recognises and challenges ethnocentric structures in the organisation in order to embrace an intercultural approach.	Generates ideas/solutions and works collaboratively with other organisations to decrease ethnocentrism and develop an intercultural approach.

3.3 Critical consciousness and critical reflexivity	Micro	Describes the basic concept of critical consciousness and critical reflexivity in the context of working with migrant groups. Reflects on personal and professional ethics and values that influence practice with respect to social justice, equity and equality. Reflects on how his/her own attitude and beliefs affect the social justice.	Explains and analyses the basic concept of critical consciousness and critical reflexivity in the context of working with migrant groups. Reflects on and examines personal and professional ethics and values that influence practice with respect to social justice, equity and equality. Examines on how his/her own attitude and beliefs affect the social justice.	Accurately explains and critically reflects on the basic concept of critical consciousness and critical reflexivity in the context of working with migrant groups. Critically reflects on and examines personal and professional ethics and values that influence practice with respect to social justice, equity and equality. Critically reflect and modifies his/her own attitude and beliefs in a more social-justice oriented perspective
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Meso **Recognises** how some current rules and practices affect migrants' equal access to opportunities.

Selects and applies a few techniques to facilitate the migrant's engagement in their own critical consciousness and critical reflexivity, and to enable the migrants to deal with current rules.

Macro **Discusses** and **reflects** on rules and practices in the organisation and the community that affect migrants' equal access to opportunities.

Recognises and identifies current rules and practices that affect migrants' equal access to opportunities.

Selects and applies a few techniques to facilitate the migrant's engagement in their own critical consciousness and critical reflexivity, and to enable the migrants to deal with current rules.

Recognises and challenges inefficient rules and practices in the organisation and the community that affect migrants' equal access to opportunities.

Anticipates and identifies current rules and practices that might affect migrants' equal access to opportunities.

Selects, modifies and **applies effectively** a **wide range** of techniques to facilitate the migrant's engagement in their own critical consciousness and critical reflexivity, and to enable the migrants to deal with current rules.

Identifies inefficient rules and practices in the organisation and the community that affect migrants' equal access to opportunities and **works collaboratively with other organisations** to influence policy change.

4. Responsibility

4.1

Advocacy

Micro **Describes some** factors of power, privilege and oppression, e.g., social identities, social group statuses, limitations, assumptions, attitudes, values, beliefs, and biases.

Meso **Informs** migrants of general policies and procedures. **Seeks** knowledge to provide relevant information in response to the individual situation. **Recognize** structure/tools useful to apply anti-oppressive practice. Recognize occurring intersectionality.

Selects and makes a few interventions with or on behalf of the migrant in order to assist and empower the migrant.

Reflects how their own experiences of privilege and oppression influences their work and relationships with the migrants.

Explains and analyses factors of power, privilege and oppression and how these intersect.

Informs migrants of and **explains** policies and procedures in areas relevant to the individual situation. **Select and applies** few techniques against anti-oppressive practices. Select tools and techniques to deal with intersectionality.

Intentionally selects and **makes a variety of interventions** with or on behalf of the migrant in order to assist and empower the migrant.

Recognises and identifies how their own experiences of privilege and oppression influences their work and relationships with the migrants.

Accurately explains and critically reflects on factors of power, privilege and oppression and how these intersect.

Informs migrants of and **accurately explains** policies and procedures in areas relevant to the individual situation. **Selects, modifies and applies** effective tools and techniques against anti-oppressive practices and to deal with intersectionality.

Selects, modifies and **applies effectively** a **wide range** of interventions with or on behalf of the migrant in order to assist and empower the migrant.

Identifies and challenges how their own experiences of privilege and oppression influences their work and relationships with the migrants.

Macro **Discusses** and **reflects** on discriminatory and oppressive practice and policies within the organisation and the community.

Participates in campaigns that seek to heighten knowledge and awareness among migrants, organizations, authorities and communities.

Recognises and challenges discriminatory and oppressive practice and policies within the organisation and the community.

Organises campaigns that seek to heighten knowledge and awareness among migrants, organizations, authorities and communities.

Identifies discriminatory and oppressive practice and policies within the organisation and the community and **works collaboratively with other organisations to** influence policy change.

Organises campaigns and **creates** material that seek to heighten knowledge and awareness among migrants, organizations, authorities and communities.