

# Erasmus+ - Project

## „Qualification and Professionalization of Support of Asylum Seekers, Migrants and War Refugees”



### Standard European Qualification Profile for Employees and Volunteers in the Field of „Support of Asylum Seekers, Migrants and War Refugees“

(Heike Arold, Ralf Kaufmann)

**Projektkoordination**

VHS-Rendsburger Ring e.V.

Rainer Nordmann

Tel.: 0049 (0) 4331 20880

Mail: [nordmann@vhs-rendsburg.de](mailto:nordmann@vhs-rendsburg.de)

[www.vhs-rendsburg.de](http://www.vhs-rendsburg.de)

**Produktverantwortliche**

nordprojekte Kaufmann&Partner

Heike Arold, Ralf Kaufmann

Tel.: 0049 (0) 4331 148791

Tel.: 0049 (0) 4331 77077-10

Mail: [kaufman@nordprojekte.de](mailto:kaufman@nordprojekte.de)

[arold@inba-sh.de](mailto:arold@inba-sh.de)

[www.nordprojekte.de](http://www.nordprojekte.de)

[www.inba-sh.de](http://www.inba-sh.de)



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

## Content

<b>Introduction</b> .....	4
<b>1. Development of the European Qualification Profile – Methodical Approach</b> .....	5
<b>2. The Core Work Processes „Support and Counseling“ of Migrants</b> .....	5
2.1 Core Work Process „Support of Migrants“ .....	6
2.2 Core Work Process „Counseling of Migrants“ .....	6
<b>3. Summary of detailed Workflow</b> .....	7
3.1 Workflow in different Fields of Support.....	7
3.2 Workflow in different fields of Counseling .....	8
<b>4. Definition of the Terms „Expert Knowledge“, „Competencies“, “Capabilities“ and “Skills”</b> .....	9
4.1 Meaning of „Expert Knowledge“ .....	9
4.2 Meaning of „Competency“ .....	9
4.3 Meaning of „Capabilities and Skills“ .....	10
<b>5. List of Competencies</b> .....	11
<b>Prospect</b> .....	15

The standard european qualification profile for employees and volunteers in the field of counseling and supporting asylum seekers, migrants and war refugees has been developed in responsibility of Heike Arold und Ralf Kaufmann - nordprojekte Kaufmann&Partner. The development of the qualification profile has been supported by the following partners:

 <p>nordprojekte</p> <p>Wir machen Soziales sichtbar</p>	<p>Nordprojekte KaufmannPartner Deutschland</p>
 <p>VHS RENDSBURGER RING E.V.</p>	<p>VHS-Rendsburger Ring e.V. Deutschland</p>
 <p>R.U.S.Z. Reparatur- und Service-Zentrum</p>	<p>R.U.S.Z. – Verein zur Förderung der Sozialwirtschaft Österreich</p>
 <p>EKOKAARINA Kaarinan Kierrätyskeskus</p>	<p>EkoKaarina Oy Finnland</p>
 <p>ŠC Nova Gorica MEDPODJETNIŠKI IZOBRAŽEVALNI CENTER</p>	<p>Solski center Nova Gorica Slovenien</p>
 <p>Bulgarian Consultancy Organization</p>	<p>Bulgarian consultancy organisation Bulgarien</p>

## Introduction

The Erasmus+Project „QualiProAIR – Qualification and Professionalization at Support of Asylum Seekers, Migrants and War Refugees” principally adapts to the 2005 revised version of the Lisbon-Strategy for sustainable growth and workspace.

In order to meet the demands of the Lisbon-Strategy, the project mainly focuses on the professionalization of volunteers at support of asylum seekers, migrants and war refugees by qualification and further training.

The following qualification profile aims at voluntary workers as well as experts, e.g. social workers, social education workers, professional counselors in various areas of life, such as integration in the labor market, public institutions/ authorities or education. The qualification of experts should meet their specific needs and demands.

Within the recent years and due to the flow of refugees in 2015/2016, the necessity of support and counseling of asylum seekers, migrants and war refugees has increased in all EU countries. Therefore, facing the specific needs of refugees as well as of volunteers and experts in the field and the intensification of their cross-border-cooperation, a standard European qualification profile has been developed.

The profile is the basis for five qualification modules, which have been set up within the project, and for a European qualification concept that is yet to be developed. By qualification on the basis of the qualification profile, volunteers as well as experts in the field shall have a better access to their target group. The qualification profile closes gaps and reacts to requirements of the current qualification system as far as possible.

The aim is to sustainably improve the qualification of workers in the field as well as to promote and simplify their exchange cross borders. Furthermore, support (and counseling) of the beneficiaries (asylum seekers, migrants and war refugees) shall improve in quality. The general range of qualification offers related to the field shall enhance EU-wide.

Professional support and counseling of migrants and the related work steps and tasks require various social competencies (e.g. the ability to communicate core values of society) as much as particular specific know-how in different areas of life: legal bases of different aspects in counseling and support, knowledge of structures, responsibilities and policy in institutions (e.g. registration offices, job centers, schools, insurance companies, associations); common, regional and national peculiarities to be considered relevant for integration in society and labor market.

The new European Qualification Profile describes required work steps and tasks related to the core work processes “Support and Counseling” as well as required know-how, competencies and skills. These are necessary to professionally fulfill the given tasks.

The Standard European Qualification Profile equals competencies of workers in the field and enables them to operate cross borders.

Final remarks: The procedure in the development of the qualification profile is based on years of experience in professional research and successfully completed projects, namely by Heike Arold –member of staff at nordprojekte Kaufmann&Partner.

The following research design is applied to analyze the world of work and employment fields. It has not only been a helpful tool in the development of qualification profiles within former Leonardo da Vinci and Erasmus+ projects, but contributes sustainably to the implementation of new qualification profiles e.g. in the Second Hand Sector.

## 1. Development of the European Qualification Profile – Methodical Approach

The development of the European Qualification Profile “Support of Asylum Seekers, Migrants and War Refugees” is based on extensive professional scientific research.

The five participating partner countries (Germany, Finland, Austria, Slovenia and Bulgaria) checked their status quo of qualifications for volunteers and experts who support and counsel the target group. The realization of the core work processes “Support and Counseling” was investigated in extensive case studies, which were partly amplified by augmented expert discussions.

In standardized case studies, the detailed work steps and tasks of the two core work processes and the required know-how, competencies, abilities and skills were to be identified.

Two different perspectives were taken into account: First, immediate beneficiaries of the qualification profile, such as voluntary supporters/counselors, professional supporters/counselors and employees of institutions in direct service of migrants were interviewed referring to the above-mentioned aspects. Second, indirect beneficiaries, such as migrants, employers, employees in authorities or labor administration, NGOs and members of staff in associations, unions, education centers and further organizations were interviewed to make out their requirements concerning the qualification of immediate beneficiaries. Furthermore, the case studies were meant to identify different areas of “Support and Counseling” of migrants and the specifics related to them.

By the numerous results of the case studies, international standard work steps and tasks as well as the necessary know how and competencies, abilities and skills to realize them could be identified within the development of a Standard European Qualification Profile.

The qualification profile describes all relevant activities, know how, competencies, abilities and skills that people are asked to provide in order to work professionally in the field of migration – with due regard to the needs and requirements of indirect beneficiaries.

In the following, the two core work processes “Support and Counseling” shall be described as well as the different areas of life and focuses, in which they occur. Furthermore, particular specific work steps and tasks related to different areas of “support and Counseling” shall be described in detail.

In conclusion, a concise table shall provide an overview of the required know how, competencies, abilities and skills assigned to individual work steps and tasks related to support and counseling in different areas.

## 2. The Core Work Processes „Support and Counseling“ of Migrants

Working with migrants basically includes two overlapping work processes: support and counseling. Both work processes are to be seen individually, although they partly have a close connection. Thus, the core work process “Support of Migrants” is often preceded or accompanied by „Counseling“. Regarding the development of the qualification profile, it is essential to differentiate between further work processes, because the two core work processes are applied to different areas of life with different focuses. Thereby, they require different procedures and work steps/tasks.

Support and counseling of migrants can be distinguished in three phases:

1. „Admission of Migrants“, the period immediately after the migrants have arrived requires specific support and counseling.
2. „Integration“ after completed and successful admission of the migrants and
3. „Return“, if further residence in the host country is not possible.

## **2.1 Core Work Process „Support of Migrants“**

In this context, supporting migrants means information of all areas of life, introduction to all areas of life and assistance in visiting authorities, institutions, offices, shops and advice centers in the sense of a guided process.

In the professional field, case files are commonly prepared in the support process. The migrant is registered and accompanied within the integration process. A “case management “ is set up with a designated target and defined interim stages.

In the voluntary field, support mostly means assistance and guidance at the stages that have been set up or suggested by professional supporters. These tasks can vary according to individual necessity and in reconciliation with the support process.

They are aiming at learning about options for action in daily life or in particular situations by pragmatic experience and serve as a guideline to a new and culturally different environment. Thus, in the future, the supported person will be able to act self-determined in this environment.

## **2.2 Core Work Process „Counseling of Migrants“**

Counseling migrants is a process that is commonly carried out by professional counselors. Afterwards, it is up to the client, whether he or she accepts the advice and how he or she wants to act. The advice often hints at a particular conduct and is given without any commitment

This means counseling from a social-scientific perspective. It is a form of interaction to transfer knowledge. The counselor provides knowledge to the client, but fundamentally depends on the client’s self-organization of knowledge, because advice has to be accepted first and then be put into action, in order to be efficient.

The counseling process has boundaries and the outcome depends on the client’s decision.

Different from the sale of goods, counseling either requires mutual familiarity or a reliable reputation. Advice can only be a recommendation, it involves a certain freedom of formulation and the choice of acceptance. Counseling is not a substitute – the client has to act and because he or she intends to do so, advice is needed. The initiative and the decision to act comes from the client. Therefore, the client has to be mature and independent.

Counseling of migrants is generally objective – a conversation that aims at filling gaps in knowledge, offering critical information, in order to enable the client to choose between alternatives and make a decision.

Counseling proceeds in the following pattern:

- Identification of subjects in the setting of the client’s target
- Identification of possible and necessary actions
- Prioritization of options
- Recommendation of conduct and – if necessary – referral to further advice centers and/or supporters.

### 3. Summary of detailed Workflow

#### 3.1 Workflow in different Fields of Support

##### 3.1.1 Admission

New Immigrants firstly need to be used to their new surroundings. They need to be accompanied in all steps of daily life. Thus to be able to live on their own responsibility in the future.

That means basic action as:

- buying and reception of nutrition and clothes,
- communication with relatives, friends or inhabitants,
- all around housing up to finding a flat,
- administrative and other institutions such as immigration authority, residents' registration office, Jobcenter, health insurance and medicines.

Secondly there are integrating measures and their identification. It is the change and the scheduling of the next phase on the one hand but also the essential interest of the admitting and supporting society: the teaching of fundamental cultural habits and values. The knowledge of those is basis for a successful integration.

##### 3.1.2 Integration

The definition of the federal German administration is:

*"Integration is a long term process. Its aim is, to include all people, who live permanently and legally in Germany, into society. Immigrants shall be enabled to take part in all social areas in a comprehensive and equal way. Therefor they have the duty to learn the German language and to know, respect and obey the constitution and the law."*

Integration in that meaning isn't a straight and continuous process. It may be successful in the one field and less successful in the other. So we decided to use a pragmatic definition, that orientates at the Berlin institute for population and development.

*Immigrants are (well) integrated, "when the average economical and social circumstances of the migrant equals the average of society."*

Accompanying of such a integration then means accompanying in the areas of:

- Social participation as defined by social networks, sports and other associations, political and economical federations and more,
- Realization of integrating offers defined by the fact, that such offers are to be found and proofed of their matching,
- Mobility and communication.

##### 3.1.3 Return

In case of a denial of a ongoing residence in the country, it is necessary to accompany the immigrant also with the return.

That are the areas:

- administrative and other institutions such as immigration authority, residents' registration office, Jobcenter, health insurance and medicines and institutions that foster a voluntary return,
- contacting with admission organisations in the country of return,
- accompanying the application of subsidies.



## **3.2 Workflow in different fields of Counseling**

### **3.2.1 Admission**

Counseling of immigrants is also dealing firstly with basic things:

- food and clothes, information about different possibilities to get food and clothes such as retail, soup kitchen or food bank, charity shops,
- information concerning ways of communication and costs of communication,
- information concerning the housing situation and market,
- counseling with the furniture and the use of it but also using the kitchen and the bathroom and the heating,
- information about administration process and counseling with the start of necessary administrative steps, especially concerning acceptance procedure in terms of applications for asylum or immigration,
- counseling with health care system and
- public school and Kindergarten system (compulsory education in Germany).

### **3.2.2 Integration**

To get to a fast and qualitative high as possible integration there is amongst others the counseling of migrants, its tasks are (example Schleswig-Holstein, Germany):

- implementation of a first counseling, it shall lead to an accompanying of integration, if possible,
- accompanying of integration takes place as “case management”, so the process of integration can early be initialized, controlled and accompanied,
- selective counseling as counselling interview concerning specifically migrational requests, it also may lead to accompanying of integration.

### **3.2.3 Return**

Counseling of return means accompanying and counseling of immigrants, who need to return to their home country or to that country of their first registration in Europe (Dublin-cases). This kind of counseling shall foster the voluntary return and show perspectives especially in the target countries, so that a return there becomes more attractive or at least more bearable. The perspective return basically belongs to any counseling of process, therefore such a process to get a permit of permanent residence may end either positive or negative anyway.

This kind of counseling has the aim:

- if there is a negative decision to affect to a voluntary return,
- to prepare the return together with the client,
- to create an organization that is able to admit the client, so that there is a perspective at least a counseling perspective,
- to inform about possibilities of funding a voluntary return,
- if there is a realization to support the funding opportunity.



## 4. Definition of the Terms „Expert Knowledge“, „Competencies“, “Capabilities“ and “Skills”

Apart from the described particular workflow, which is relevant in different focuses or life areas within the support and counseling of migrants, expert knowledge, competencies, capabilities and skills play a decisive role. They are essential to enable staff to act professionally in their work. Therefore, they (listed in chap.5) need to be imparted by qualifications (e.g. in specialized qualification modules or within a general qualification concept that is yet to be developed). In order to distinguish between the terms “expert knowledge”, “competencies”, “capabilities” and “skills”, they shall be defined in the following.

### 4.1 Meaning of „Expert Knowledge“

Expert knowledge includes all theoretical knowledge necessary to professionally and independently perform different work steps and tasks within the support and counseling of migrants. The basics in theory and the required knowledge can primarily and specifically be acquired by qualifications as much as by experience. The necessary acquirements are often various and to be distinguished in:

- Knowledge of specific terms (technical terms)
- Knowledge of specific methods, tools and procedures (correct application)
- Knowledge of specific topics and facts (knowledge of subject)
- Knowledge of standards and legal bases of individual subjects
- Knowledge of problems, that might occur at some work steps, and their solutions

### 4.2 Meaning of „Competency“

The term competency is ambiguous and has various definitions depending on the point of view of the observer. In the discussion about education, it means the connection between knowledge and ability to accomplish required acts, especially when facing new challenges and situations that differ from standard acts and solutions. According to the German Council of Education, professional competencies include abilities, skills, knowledge and attitudes that enable the individual to carry out professionally organized work by specific and social conduct<sup>1</sup>.

Pedagogy ascribes the term competency to the competence model of critical-constructive didactics by Klafki. This means having the ability and skills to solve problems in this field as much as the intention to do so. According to the pedagogical perception of competency, the term connects factual-categorical elements to methodical elements as much as to elements determined by the free will, including their application to other objects. In professional education (pedagogics in profession and education), competencies are regarded as so-called „dispositions of self-organization“. Thus, a person, who has acquired sufficient competencies to carry out certain tasks in a professional manner, can be described as competent. Thus, competencies can be acquired by education, training, experience, self-reflection and informal learning as well as self-education. From the 1990ies, practical professional education distinguishes between four core competencies that lead to all other competencies: social competency, factual competency, methodical competency and personal competency. Partially, information competency – a combination of factual and media competency - is included. Note: the formerly described classification is subject of a controverse discussion among scientists. Referring to contents, factual and methodical competencies are difficult to distinguish. There are hardly any competencies to solve problems that could be applied to random subjects. Educational science

---

<sup>1</sup> Quelle: <https://www.bibb.de/de/8570.php> (Zugriff am 31.07.2017)

prefers the model of a matrix (by Dieter Euler). It aligns factual competency, social competency and self-competency on one side and knowledge, skills and attitudes on the other. The basis for the competency to act is a compilation of all competencies.<sup>2</sup> Altogether, the term “competency” can be seen as a hypernym that includes various skills and abilities.

Regarding the required competencies that allow the performance of individual work steps and tasks within support and counseling of migrants, the term “competency” includes competency to act as well as self-competency, methodical competency and social competency. These partly originate in the character or they are acquired by experience or qualifications.

#### **4.3 Meaning of „Capabilities and Skills“**

Capabilities are all things a person is capable of doing and which enable him or her to carry out a particular task. The capability to do something requires knowledge and tools in practical skills, which is a contrast to theoretical knowledge.<sup>3</sup>

Skills are a contrast to capabilities, which are inhere or defined by external circumstances and cannot be acquired, whereas skills can be gained by qualifications, experience or by practical action. Basic capabilities are the physical and mental preconditions that are necessary to carry out particular tasks. Referring to individual tasks, they include physical power and skill, the ability to argue, the ability to concentrate, to express oneself, imagination, powers of observation etc. Nevertheless, some of the basic and inherited capabilities can be improved by training. 'On the other hand, they compile part of a learned and acquired behavior. Skills are to be distinguished from capabilities, because they can only be acquired, if a person has the necessary capabilities to do so. Examples of skills are reading, speaking and repairing etc.<sup>4</sup>

---

<sup>2</sup> Quelle: [https://de.wikipedia.org/wiki/Kompetenz\\_\(P%C3%A4dagogik\)](https://de.wikipedia.org/wiki/Kompetenz_(P%C3%A4dagogik)) (Zugriff am 30.07.2017)

<sup>3</sup> Quelle: [https://de.wikipedia.org/wiki/F%C3%A4higkeit\\_\(Psychologie\)](https://de.wikipedia.org/wiki/F%C3%A4higkeit_(Psychologie)) (Zugriff am 30.07.2017)

<sup>4</sup> Quelle: <https://de.wikipedia.org/wiki/Fertigkeit> (Zugriff am 30.07.2017)

## 5. List of Competencies

### 5.1 Accompanying

Area	Workflow	Expert Knowledge	Competency, Skill, Capability
Authorities (employment office, job center, reporting authority, housing office, health insurance, school, university)	Identification of authority  Making an appointment  Locating and leading to the authority	Existing authorities and responsibilities, Knowledge of legal and institutional framework, How to contact, institutional framework Regional framework and institutions	Listening, research, valuing Contacting, networking Mapping, researching of locations
Living aspects (Finding an apartment, renting aspects, set up an apartment)	Identification of demand  Research of demand  Starting a solution	None	Valuing, dividing important from unimportant Regional knowledge and network, ability to research things e.g. in the net Getting confidence, advising
Dealing with everyday life (traditions, dealing with sexes, traffic rules, leisure activities, handling machines etc.)	Identification of specifics of national life, Development of examples, explanation of them and implementation of them	Intercultural knowledge	Cultural empathy  Imagination and ability to explain
Language learning (sign up and visit of different courses)	Identification of knowledge, Location of courses and regional offers, Escorting to training center	Knowledge of regional offers and institutions that do the grading	Ability of placement and acting as an agent
Purchase of consumer goods and other goods (where, what, purchase contracts, exchange rules of goods)	Listing of warehouses and providers Identification of demand and matching Escorting to offer	Knowledge of regional offers	Getting confidence, advising, Cultural empathy,
Health care	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Knowledge of national healthsystem and Regional offers	Ability to explain and of placement

<b>Area</b>	<b>Workflow</b>	<b>Expert Knowledge</b>	<b>Competency, Skill, Capability</b>
Institutions for migration advice	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Knowledge of national migration system and legal framework Regional offers and institutions	Ability to explain and of placement
Institutions for legal advice	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Knowledge of national system of justice and legal framework, Regional offers	Ability of placement and to explain
General advice institutions (e.g. drug counseling, women's counseling, debt counseling)	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Knowledge of the region	Ability of placement
Associations (sport, music, self-help groups, culture)	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Knowledge of the region, Techniques to find out interest of client	Ability of interviewing and placement
Banks and formalities (e.g. television, insurances, telephone)	Listing of providers and explanation of national system  Identification of demand and matching  Escorting to offer	Regional knowledge	Ability of acting like an agent
Return to Home country or country of first registration in Europe	Listing of providers and explanation of national system  Identification of demand and matching	Knowledge of the migration system	Empathy and  Ability to organize

Area	Workflow	Expert Knowledge	Competency, Skill, Capability
	Escorting to offer		

## 5.2 Advice

Area	Workflow	Expert knowledge	Competencies, Skills, Capabilities
Authorities (employment office, job center, reporting authority, housing office, health insurance, school, university)	Identification of demand and specific authority	National system and institutions Interview technique	Ability to listen, empathy
	Explanation of authority and its tasks	Institutional and system knowledge	Ability to explain
	Providing information		Cultural empathy, arising confidence, ability to organize
Status quo of the individual (official to does regarding the foreigners' authorities, immigration law)	Survey on personal and migrational data Determination of status Identification of progress of application of stay	Data protection rules Legal framework of application process and status of stay and resulting rights and duties	Ability to listen and to explain, Empathy and ability to arise confidence, Ability to organize
Profiling (kind of)	Identification of interests and qualifications	Interview techniques	Ability to listen and to explain,  Empathy and ability to arise confidence,  Ability to organize
Integration in the labour and education market	Survey on labour market demands and offers, Matching of interests and offers	Legal framework and institutional framework, Labour market situation, Job placement	Ability to listen and to explain,  Empathy and ability to arise confidence,  Ability to organize
Recognition/approval of qualifications	Identification of qualification, Matching with approval rules	Legal and institutional framework	Ability to listen and to explain,  Empathy and ability to arise confidence,  Ability to organize and network
Healthcare	Information about national system, Identification of needs and demands, Advice	Legal and institutional framework	Ability to listen and to explain,  Empathy and ability to arise confidence,  Ability to organize and network
Participation in employment measures, integration	Survey on qualification market offers,	Labour market and qualification market situation,	Ability to listen and to explain, Empathy and ability to

<b>Area</b>	<b>Workflow</b>	<b>Expert knowledge</b>	<b>Competencies, Skills, Capabilities</b>
courses, language courses	Matching of interests and offers	Legal and institutional framework, Supporters	arise confidence, Ability to organize and network
Visit of schools and kindergarten	Information about national system	Legal and institutional framework	Ability to listen and to explain, Empathy and ability to arise confidence, Ability to organize and network
Finances (banks, insurances etc.)	Identification of needs and demands advice	Legal framework Regional institutions	Ability to listen and to explain, Empathy and ability to arise confidence, Ability to organize and network
Legal issues	Information about the national system, Identification of needs and demands Advice of matching institutions	Legal framework, System of justice	Ability to listen and to explain, Empathy and ability to arise confidence, Ability to organize and network
Return to Home country or country of first registration in Europe	Identification of status and needs, Information about helping institutions and About support	Legal and institutional framework	Ability to listen and to explain, Empathy and ability to arise confidence, Ability to organize and network

## Prospect

The newly developed Standard European Qualification Profile is the basis for the development of – for the time being – five qualification modules within the Erasmus+-Project „QualiProAIR“:

1. Approval of foreign qualification and graduation
2. Framework, conditions and information of labour market and integration into it
3. Qualification and initial qualification as precondition of a successful entrance into the labor market
4. Social Integration – Skills and Key Competencies
5. Language Learning and Inclusion of Immigrants into the Educational System

Within the content design process, as many aspects as possible were considered, in order to provide a qualification by the end of the project, that reflects the greater part of the qualification profile.

Yet, the qualification profile describes comprehensive aspects and aims at volunteers as well as at professionals, who are working with migrants. Thus, it is the basis for a subsequent general qualification profile, which shall classify the necessary know-how, competencies, abilities and skills, while it clearly distinguishes between the two target groups “volunteers” and “professionals” in the field of “migrant support and counseling”.

Due to numerous identified aspects within the qualification profile, a general qualification should have a modular system and be structured as post-graduate training or further education. It should offer possibilities for volunteers to acquire qualifications that meet their individual needs with different training contents as well as for experts to specialize on subjects that are related to migrants.

Due to the concise set of knowledge, competencies, abilities and skills as explicitly described in the qualification profile, a general concept should contain a logical sequence of qualification modules – either for newcomers in the field, who are to be trained in basic know-how, or for experienced and advanced learners, who intend to extend their professional knowledge as well as for experts, who have to acquire specific contents.