



Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees

# ASRs Inclusion Professional

## O2 - Professional Qualifications prototypes



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

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held which may be made of the information contained therein. Project Number: 2016-1-IT01-KA202-005593

<b>Title</b>	<i>ASRs Inclusion Professional</i>
<b>Areas of activity</b>	<p>The holder of the "ASRs Inclusion Professional" certification could work in the following areas:</p> <ul style="list-style-type: none"> <li>• Local representative/contact person of the reception center</li> </ul>
<b>Organizational Contexts</b>	<p>In European (First/Second-line) Reception Centers hosting ASRs</p> <p>In organizations working with/offering services to Asylum Seekers and Refugees</p>
<b>Core Competence Units</b>	<ol style="list-style-type: none"> <li>1. Introduction to reception centers processes and procedures</li> <li>2. Methods and tools for implementing Social and Inclusion soft skills</li> <li>3. Methods and tools for implementing technical and analytical competencies</li> </ol>
<b>Units overview</b>	<ol style="list-style-type: none"> <li>1. Introduction to reception centers processes and procedures</li> </ol> <p>Students are expected to have comprehensive knowledge of: processes and procedures related to the Reception Centers (the global migration phenomena (geopolitical and socio-economic aspects) (e.g. migratory routes; models of integration; basic notions of cultural and economic globalization) - Analysis and evaluation methods of core processes, practices and activities related to ASRs; benefits of Social Commitment (Social commitment key-factors for good quality of services; Methods for identifying and promoting ethical responsibility); regulatory requirements on ASRs and on international protection (national and international rules in the field of international protection/reception to be applied by reception centers, in particular on the core processes, practices and the related regulatory, legal and reception requirements)</p> <ol style="list-style-type: none"> <li>2. Methods and tools for implementing Social and Inclusion soft skills</li> </ol> <p>Students are expected to demonstrate specialized knowledge/skills and competences on: (verbal, written, visual, non-verbal) communication techniques and active</p>

	<p>listening approaches; social psychology principles; problem solving methods and instruments; team working and decision making approaches; critical thinking; negotiation strategies, methodologies and techniques; facilitation of conflict resolution processes</p> <p>3. Methods and tools for implementing technical and analytical competencies</p> <p>At the end of this unit the student will demonstrate factual knowledge/skills and competences on: ICT basics: Word processing (MS Word, Google Docs); Electronic presentations (MS PowerPoint, Google Slides); Spreadsheet (MS Excel; Google Sheets); Databases (MS Access, MySQL); PDF reader (Acrobat Reader, Preview); Compression software (WinZip, 7-Zip); Internet/e-mail, cloud-based tools (Drive, Dropbox); at least one foreign language, other than her/his native language; community services intended for his/her own organization (local voluntary work; local social and health services; Local authority and institutions; Social and working resources); local territory/network (local services and community); Project management and planning (PCM; Strategic Planning; management principles; coordination of people and resource); Health Care services; Cross-cultural background studies (Group behavior and dynamics; Societal trends and influences; Human migrations; Ethnicity/cultures; History and origins of ASRs); Financial and budget management (financial strength and weakness of services, needs and projects; basics of budgeting; finance and accounting)</p>
<p><b>PRE-REQUISITES</b></p>	<p><i>Bachelor Degree (3 years)</i>  <i>18 months of specific experience</i>  <i>Evidence-based competencies in the field</i></p>
<p><b>EQF LEVEL (Recommended)</b></p>	<p><i>Level 5</i></p>

