



**Association internationale d'orientation scolaire et professionnelle - AIOSP**

**International Association for Educational and Vocational Guidance - IAEVG**

**Internationale Vereinigung für Bildungs- und Berufsberatung - IVBBB**

**Asociación Internacional para la Orientación Educativa y Profesional - AIOEP**

**IAEVG Communiqué on Educational and Career Guidance  
for Displaced Migrants  
Tsukuba, Japan, 2015**

The current refugee crisis, most recently focused in Europe, is a world-wide issue of concern that impacts the lives of individuals, families, communities, and countries. On the occasion of the International IAEVG-Conference “Restructuring Careers over Unexpected Powerful Forces”, the IAEVG Board of Directors publishes the following press release/statement, on the need to advocate for services in educational and career guidance and counselling for displaced migrants. The IAEVG Board of Directors invites the membership to actively respond to this crisis through considering the roles of career guidance, policy, and practice for responding to the needs of displaced migrants.

Many migrants face conditions of instability without access to education or employment. Migrants often face discrimination and lack of systemic support for securing gainful employment as countries attempt to manage the large volume of individuals seeking refuge and local governments are challenged to provide social and economic resources. The field of vocational guidance has a long-standing history of bringing awareness and assistance to new migrants who were in need of finding appropriate work.

The current migration crisis in Europe provides a contemporary context to examine and take action through the roles that we can play to help people to successfully resettle in their destination countries, and to benefit from educational and vocational guidance. Practitioners can bring attention to the issues faced by displaced migrants and in advocating for service provision. Vocational guidance practitioners have an opportunity to develop model programs and practices to assist migrants in their journey towards finding appropriate employment.

**IAEVG, as the largest worldwide guidance association, appeals to providers, practitioners, academics and policy makers, to increase their efforts to actively engage in bringing attention to the needs of displaced migrants and to advocate for services to support their educational and vocational integration in countries of settlement.**

**IAEVG members have an important role to play in leading and promoting research and practice to support the positive integration of displaced migrants, and to influence policy makers and employers to assist them in this endeavour.**

**Policies and practices need to be timely, meaningful, and multifaceted to ensure that displaced migrants are offered meaningful services to support their positive integration and future engagement with education and employment.**

## **Background Information for the IAEVG Communiqué on Educational and Career Guidance for Displaced Migrants**

It is important to recognize that most displaced migrants, such as refugees, flee their countries, not by choice, but due to war, political persecution, and other forms of oppression that endangers safety and security. Such conditions often result in the separation of family members on a short-term or permanent basis, disruption of sources of income, and loss of documentation regarding employment credentials and/or academic qualifications.

Many migrants face conditions of instability and insecure housing in the first country of asylum, without access to education or employment. Such conditions, which can last several years, may leave children without access to formal learning, resulting in major gaps in their academic, social, and intellectual development, and deny exposure to vocational information and career education made available in school systems. Such gaps can have long-term consequences for their return to education at age-appropriate levels and for gaining skills that will support entry into employment.

Migrants who flee to neighbouring countries often face discrimination and lack of systemic support for securing gainful employment as such countries attempt to manage the sheer number of individuals seeking refuge and are overtaxed to provide social and economic resources. Employment conditions between migrant and local populations often result in the segregation of migrants into lower-paid positions that are temporary or involve precarious labour conditions.

Educational and vocational guidance services are multi-faceted and must be tailored to meet the unique needs of individuals, families, and whole communities who are facing the disruption of fleeing from their home countries. Of primary consideration are services to help migrants achieve a sense of stability and security in the context of a new country, while often navigating major differences in the cultural contexts of education and employment.

Educational and vocational guidance practitioners have roles to play in bringing attention to the issues faced by displaced migrants and in advocating for service provision. Such services could involve working with the local immigrant community and their leaders to identify needs and relevant services, working with school personnel to ease the educational transitions of children and youth, and services to support adults to engage in new learning systems and improving their qualifications to support their re-entry to employment systems. On an individual level, career interventions can support displaced migrants to identify their skills, increase their confidence and sense of hope for the future, identify training needs to increase employability, and the active steps that can be taken towards securing employment stability. Educational and vocational guidance practitioners are in a position to help displaced persons to identify key community resources and to participate on interdisciplinary teams that offer a comprehensive approach to educational and vocational support.

Educational and vocational guidance practitioners can work with individuals about ways to represent their international credentials and educational qualifications, and also have a role in working with employers and educational institutions to match skills and qualifications of displaced persons to work that is commensurate with their qualifications. Issues of equity are integral in such discussions to ensure that qualified migrants are earning wages commensurate with the labour force of the local population.

Educational and vocational guidance practitioners also have a role to play at the levels of policy development and design of programs and services for displaced persons. Lobbying with and educating policymakers regarding the needs of displaced persons and how career guidance is linked to settlement are key directions to increase the services available at the point of settlement.

We encourage our membership to consider the diversity of migrants, recognizing that they must have a voice in determining their needs and in influencing services made available to them. This requires ongoing dialogue and recognition that the needs of individuals and groups will vary according to pre-migration conditions, country and cultural context, and post-migration conditions in the country of settlement.

We invite the membership of IAEVG to actively participate in raising awareness of the settlement issues faced by displaced migrants and to actively participate in building relevant services to support their positive well-being through meaningful engagement with educational and employment systems. Although the emphasis is placed on the imminent needs for services at the time of settlement, those needs will shift over time and across generations. Displaced migrants are not only people who are seeking asylum or finding their way in a new country; they are people who will be contributing to our countries as citizens, neighbours, and co-workers of the future.