CMINAR
TEACHING CAREER COUNSELLORS OF REFUGEES

Intellectual Output 4

Course for Counsellors from Public Employment Agencies

Content

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Abbreviations

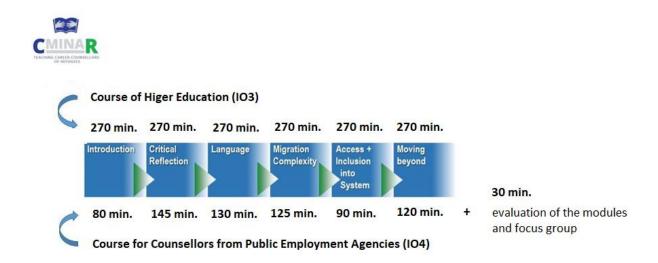|	
CGC	career guidance and counselling
CGCMR	career guidance and counselling for migrants and refugees
M00	initial M stands for material that is directly required for conducting course lessons
R00	initial R stands for resources that function as background material either to prepare or intensify contents in addition to class

Introduction

Course for Counsellors from Public Employment Agencies which is the 4th Intellectual output of CMinaR project aims to provide didactical framework for the courses for career counsellors working in employment agencies, job centres etc. In order to equip them with the knowledge that they will need to consult effectively to migrants and refugees.

To develop Intellectual Output (IO) 4, IO3 "Course of Higher Education" is adapted to the specifics of Public Employment Agency Counsellors' and to the requirements of in-service trainings.

Didactical Framework

As mentioned above IO4 aims to equip career counsellors, who are currently providing consultancy services, with the knowledge that they will need to consult effectively to migrants and refugees. Therefore, the content and durations' of the six modules of IO3 should be customized according to this purpose. In the Padova meeting, project partners worked on and discussed about the issue and below mentioned IO4 classroom teaching durations are accepted.

Contents[1]

1. Introduction to the course (developed by the German team)

The course starts with an introduction module, which combines determination of participants´ experience in conducting, sitting in on or just hearing or reading about career guidance and counselling sessions with refugees with evidence on specific challenges and demands in such settings. Having thus built the base we focus on participants´ interests and on the course´s programme highlighting matches and desiderata.

2. Critical Reflection (developed by the British team)

As we are all predetermined by a specific culture we have been raised in, by a specific socialisation in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows in the course of teaching and learning.

3. Language (developed by the Swedish team)

Skills in the language of the receiving country is a base for the effectivity of all further steps on refugees´ ways to their integration into society and into the labour market. As language is the main instrument in counselling settings; our course is not only addressing ways to foster language acquisition of refugee clients. It is also dealing with counsellors´ skills in using language as a counselling instrument when counsellors´ and consultants´ mother tongue speaks in different language systems. This makes language to a meta topic, and this is why the module on language is best positioned as a bridge between critical reflection and the following content subjects.

4. Migration Complexity (developed by the Turkish team)

Module 4 is all about culture in all perspectives that help interact interculturally and understand processes of cultural adaptation of new immigrants in their receiving societies and of cultural change in those societies being stimulated by the resulting growing diversity. Different concepts of cultural awareness, cultural differences and acculturation are not only presented in theoretical lectures but also made practically

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1 As the primary objective of IO3 and IO4 remain same, but the target group changed to experienced participants, "module content" part is taken form IO3 as it is and revised according to IO4.

perceived by exercises and case studies to deepen the perspectives on the process career guidance and counselling has to play its role in.

5. Access and Inclusion into System (developed by the German team)

The fifth module addresses a variety of subjects closest to the topics of VAT and the labour market analysing specific borders for the target group, dealing with already developed ways and instruments to lower and transcend these borders and building up competences to find new ways of counselling and fostering which are very likely to be needed within future developments of migration into the labour market. We change here from the academic disciplines of psychology, linguistics and sociology that built the path in the preceding modules to legal, political and administrative matters.

6. Moving Beyond (developed by the Italian team)

Having undertaken the journey from a critically reflected self-positioning and finding an own role in the migration processes we are facing, perceiving the meta perspective of language and intercultural communication, addressing the concrete challenges of language acquisition, cultural adaptation and transcending the borders before VET and the labour market, and thus having prepared the base for creative thinking and acting, in the last module we explicitly deal with future perspectives. Theories of courage, practices of reinforcing strength and concentrated work on setting and pursuing future goals are put at the end of our course. We want participants leave with images of and trust in coping with and transcending challenges that in the beginning they may have perceived as nearly unmanageable – for themselves and their clients.

Course Group Structure

The 2 days pilot in-service trainings' participants will vary a bit between partner countries but the following characteristics should be common though:

Group size: about 15 participants
Age of participants: Students aged 25-50 years

Educational background of participants:
University degree holders in related fields.

Participants´ experience in counselling (theoretical and practical):
As all participants will be currently working as counsellors in employment agencies, job centres etc. they will be experienced and have knowledge about CGC.

General Learning Outcomes[2]

- Participants know and are aware of the wide range of specific challenges, topics and needs in CGC settings with refugees – for both counsellors and consulters – and are motivated and prepared for specific training addressing these demands.

- Participants know about the origin of the CMinaR project and understand the programme of the course as an empirically based choice of topics specifically addressing requirements and preferences lecturers, students and career counsellors have stressed when dealing with competences needed in settings of counselling for refugee Integration into the labour market.

- Participants understand the particular importance of critical reflection when working in CGC for refugees, know central concepts of critical reflection and are able to work with appropriate reflexive instruments. Participants understand the role of language skills in counselling settings them-selves and as an opener for labour market and social integration and are them-selves able to use methods of advanced language in counselling as well as foster clients´ language advancement.

- Participants know a variety of cultural concepts and understand how processes of acculturation and successful intercultural communication and interaction work. They are able to use appropriate intercultural methods to foster their own critical reflexivity and successful communication with their clients.

- Participants know the basics of legal, political and administrative instruments for the access to and integration into the educational and labour market systems of their receiving country. They are able to keep their knowledge in that ever-changing sphere of regulations up to date and to identify instruments they them-selves can use to foster refugees on their way to integration.

- Participants are able to develop realistic but ambitious perspectives both for their clients´ social and labour market integration and advancement and for their own counselling practice. They are able to support their clients´ in identifying relating goals and to design paths of pursuing them.

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[2] The overall goals of the pilot in-service trainings are taken from IO3 as it is. The general learning outcomes description is complemented by more differentiated outcome descriptions at the beginning of each module section.

Module 1: Introduction to the Course

(Germany)

Content

In the introduction module, we want the group to form a learning team that has a common interest in the course´s subjects and that shares their experience with CGC for refugees and the challenges they perceived in this task. The contributions are then transferred into the module structure of course´s programme as a choice of central subjects matching the requested and demanded training.

Learning Outcomes

- Participants know the structure of challenges in career guidance and counselling (CGC) for migrants and refugees (CGCMR).

- Participants understand the dimensions of challenges in CGCMR shown by two different Delphi surveys and the circulatory system of their effects on the process of CGCMR.

- Participants accept the course structure and contents as an adequate answer to their and the empirically based demands in training (future) CGC counsellors of refugees.

Methods and Material

Mix of input presentations, reflexive group work, and plenary discussion.

PowerPoint presentations T01, T02, T03, T04, T05; pin board and moderation cards: worksheet "Introduction" T08; publications A02, A03.

Structure Plan

<table>
<tr><td colspan="6">Seminar plan for the module Introduction to the Course
(O4-1) (80 minutes)</td></tr>
<tr>
<th>No.</th>
<th>Time</th>
<th>Learning goals (general and detailed)</th>
<th>Contents</th>
<th>Methods</th>
<th>Material / Media</th>
</tr>
<tr>
<td>1</td>
<td>5 min</td>
<td>Participants know lecturers, overall objective and the story of the course as an EU funded project.</td>
<td>Welcome and Introduction Presentation of
• CMinaR as a project especially cause and objective of the project.
• Lecturers who will partake in the course of the week.</td>
<td>Lecturer´s presentation</td>
<td>Short PPT slides (T01) of CMinaR project design (this part alternatively by project poster) with pictures of course lecturers</td>
</tr>
<tr>
<td>2</td>
<td>60 min</td>
<td>Participants know
• each other
• the motives of all participants to take the course
• the structure of challenges in career guidance and counselling (CGC) for migrants and refugees (CGCMR)</td>
<td>Participants´ motives to take the course and the course's programme Challenges in CGC for migrants and refugees</td>
<td>Participants are asked to write two challenges they experienced in CGC practice for migrants and refugees, each on one pin board card.
Each participant is then asked to
• introduce her- or himself personally to the group, give her or his motive for partaking and
• read out her or his two challenges and
• handing the cards over to the lecturer
Lecturer pins the cards on the pin board trying to cluster them in a structure of challenging topics – if possible using the modules topics of this course. Some cards may be selected to be explained by their authors. Short group discussion of used dimensions and developing group talk of missing aspects.</td>
<td>Pin board with cards</td>
</tr>
</table>

3	5 min	Students know which and why topics are included in the course´s programme	Topics and time table in the course of the week	Lecturer´s presentation referring to the pin board and discussion results of No. 2	PPT slides (T03)
4	10 min		Evaluation	Students fill in	Evaluation form

Module 2: Critical Reflexivity in Practice

(United Kingdom)

Content

The aim of the module is to engage in critical reflexion of participants' future practice with refugees. The module will employ a range of reflexive techniques for participants to engage in their own reflections on their thoughts, concerns, assumptions and perspectives of working with asylum seekers and refugees. A mixture of lecture, paired and small group work and whole group discussion will be used. In addition, some creative techniques may be employed.

Learning Outcomes

- Participants are able to explore a range of approaches to enable reflexive practice
- Participants are able to evaluate their own multicultural competences
- Participants are able to engage in a critical reflexive exercise alone or with others

Methods and Material

Flip chart and pens, Paper and pencils, Post-it notes, materials for reflexive exercise such as coloured paper, magazines, scissors, glue and A3 white paper, Resources: TO2, TO3, TO8 plus power point slides

Structure Plan

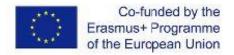|		Seminar plan for the module Critical Reflexivity in Practice (O4-2) (145 minutes)			
No.	**Time**	**Learning goals (general and detailed)**	**Contents**	**Methods**	**Material / Media**
1.1	15 min.	Participants will agree the best way of working together for this module Participants will share experiences or thoughts on working with this client group	**Introduction to the reflexive practice module** • Structure of the group and agree ways of working together eg. • Non- judgemental • Listen respectfully to all • Engage with all • Maintain confidentiality Share experiences or thoughts about working with asylum seekers and refugees	Lecturer and participants introduce themselves as appropriate. Lecturer leads a discussion about the best ways of working together for this module and these are agreed and recorded In small groups participants share their ideas, concerns and feelings about working with this client group. Ideas are collected on post-it notes and put onto a group sheet in topics. These are discussed	Flip chart paper and pens Post-it notes
1.2	45 min.	The students will understand a range of models and theories relating to reflexive practice	**Models and Theories of Reflexive Practice**	Lecture	PPT slides (T01) Fact sheets: • #TO2 Models of RP • #TO3 Working with Diversity
2.1	20 min.	Participants will understand the terms *Multiculturalism*, *Interculturalism* and *Integration*	**Examining Multicultural Competences** Multiculturalism, interculturalism and integration	Lecture with reference to resource #1	Ppt slides (T10) Resource #TO8

		Participants will understand the challenges each of these concepts bring	Include misunderstanding, misattribution		
2.2	10 min.	Participants will reflect upon their own multicultural learning and that of others	**Multicultural Competences** Share examples of when experiences/meetings/learning have changed our mind/perspective about ours-elves in relation to other cultures and communities. Use examples if needed	Work in pairs	• Flip chart paper and pens • Post it notes
2.3	30 min.	Participants understand the boundaries of ethical practice and culturally bound practices.	**Ethical Practice** Examine the boundaries of ethical practice and the values that are not negotiable • Discussion about the difference between an ethical issue and an ethical dilemma (the latter not easily resolved by codes and guidelines)	Lecture Small group discussion	Post–it stickers Flip chart paper and pens
For the third part of the module the tutor and/or participants can choose between two options: 3.1.1 Is a practical exercise of reflexivity 3.1.2 Is an activity where the participants examine their own professional ethical guidelines or codes of conduct and how these may be developed in the context of working with migrant groups					
3.1.1	20 min.	Participants will engage in an exercise of reflection to explore their World View, and how that may influence their work and their multicultural competences. Participants identify their preferred approach to reflexivity and engage with this in relation to career counselling with asylum seekers and refugees	**Reflexivity in Action** A personal engagement with reflexivity Referring back to multicultural competences tutor invites participants to consider their own competences against these The tutor asks the participants to consider the range of approaches to reflection and to choose their preferred approach.	Individual reflection and exercise • Art/collage • Writing • Stream of consciousness writing • Talking to a partner/swap after 10 mins.	Paper and pens and other resources needed e.g. scissors and art materials Room must be conducive to moving around and forming larger groups

| 3.1.2 | 20 min. | Participants examine relevant ethical guidelines or codes of conduct | Tutor agrees with the group the guidelines or codes of conduct to be examined

In small groups participants discuss the boundaries of the code, challenges and ethical dilemmas

Participants agree the principles that are not negotiable and those that might be and why | Tutor led discussion

Small or medium sized groups are formed | Copy of guidelines or code of conduct appropriate for specific group of participants |
| ALL GROUPS CONCLUDE THE MODULE WITH THE FOLLOWING SUMMARY | | | | | |
| 3.2 | 5 min. | Discussion about previous exercise – how difficult/ honest/self-aware? | Large group discussion Summary Evaluation | Lecturer invites feedback and summarises | Evaluation form |

Module 3: Language and intercultural communication
(Sweden)

Content

The aim of the module is to develop the course participants understanding of language as a meaning making resource for career mobility and in career guidance and counselling (CGC) with migrants/ refugees, and the participants' ability to manage language asymmetries and intercultural communication in CGC. A starting point for the module is Kolb's theory about experimental learning which suggests that learning activities should give the participants an embodied learning experience where thoughts, emotions and actions are involved. The module will employ a mixture of different learning activities: lectures, group work, reflections (individually and group), discussions and workshop.

The participants will during the module explore several CGC methods that aims to give the participants a personal experience. The participants will recurrently re-late the content to CGC work settings and the professional role of a career counsellor.

Learning Outcomes

- Participants are able to manage questions in CGC about the impact of learning the language of receiving country on migrants'/refugees' career mobility – In an enabling manner
- Participants are able to use counselling methods that manage language barriers and support migrant clients' participation in CGC
- Participants are able to design CGC situations wit interpreters
- Participants are able to design CGC activities that support migrant clients learning about career issues (language asymmetries)

Methods and Material

Mix of input presentation, film and group and single work, plenary discussion and practical exercise.

Flip chart and pens, paper and pencils, Post-it notes, handouts, articles, video/ Youtube, moderation cards

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Structure Plan

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material / Media
		Seminar plan for the module Language and Intercultural Communication (O4-3) (130 minutes)			
1.1	15 min.	Develop the participants capacity to support refugee clients learning of language of the receiving country and understand the challenges for learning that might exist. The participants become aware of and recognize the experience, knowledge and opinions in the group about how language affect refugees career mobility	Introduction of the unit: Learning goals and content	Lecture	PPT 2 based on article 1 (course material) (T04)
1.2	25 min.	Participants understand the processes in second language learning and challenges for second language speakers in communication and interaction.	Orientation about individuals learning processes and development of a second language (common language – the language of the world of career) Challenges for second language	Introduction Group exercise to create an embodied understanding of emotional and cognitive challenges in communicating on a second language. (Humoristic alternative: film illustrating the complexity of understanding a new language) Lecture: Summary of individuals' second language learning processes and management of linguistic shortcomings.	See Appendix I (T06) on suggested exercises Material: cards, post-it notes, pencils etc. Video 1 (T07): https://www.youtube.com/watch?v=RA

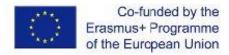|					
			speakers in interaction Management of linguistic shortcomings in interaction processes (Face work, Goffman)		GcDi0DRtU&t =8s PPT 3 (T08), based on article 1 (course material) (T03) PPT 3 (T08), based on article 1 (course material) (T03)
3.1	20 min.	The participants understand the meaning and benefits of using methods and tools that support clients learning and understanding of career issues	How to support migrant clients learning about career issues. Motivation for the urgency to develop strategies that support refugees/migrant clients learning about career issues. Migrant clients learning challenges Illustration of the different images of "the world of work" de-pending on ethnical back-ground (Example Sweden).	Introducing lecture about the course unit Suggested introduction Exercise to create understanding of refugees' experiences and learning challenges: Participants are asked to tear a piece of paper in three parts. On the first piece the participants write down something they like to do. On the second piece, they are asked to write the name of a place that means something to them. On the third piece they are asked to write a name of a person that is important to them. In the next step the participants are asked to tear each piece apart, one at a time: you'll never get the chance to do this, to visit this place or to meet this person anymore. The exercise is rather emotional. Sharing of the experience of the exercise Group reflection: What visualizing and activating methods do you use in your work today? Why?	PPT 5 (T14), based on article Sundelin (2017) Flip chart

3.2	30 min.	The participants know some visualising and activating methods/tools that support refugees/ migrant clients learning about career issues.	Tools and methods for activating clients and visualising career information.\n\nParticipants' reflections about learning and career issues.	Workshop. Group activity. The methods in Appendix 2 are suggested.	Flip chart
Optional: Alternative 1					
2.1	15 min.	The participants will be able to recognize challenges in intercultural communication and supportive strategies for managing language asymmetries in CGC	Orientation about challenges in CGC with refugee clients:\n\nLanguage asymmetries\n\nIntercultural communication\n\nExpectations of CGC The language of career issues\n\nStrategies for managing intercultural communication and language asymmetries in CGC.	Lecture	PPT 4 (T09), based on O2 report, article 1 (T03) and 2 (T10)\n\nHand out 2 (T11): Example of "career language and concepts"
2.2	25 min.	The participants will be able to recognize personal strategies and skills for supporting clients participation and understanding in CGC	Participants will reflect on their own career counselling style in relation to the content of the lecture, inspired by a SWOT-analysis	Counselling activity in pairs Interview using mind mapping as a counselling method.\n\nThe task is to use mind mapping as a tool to interview each other about their personal counselling style in relation to the lecture of 2.1. Shift between the role of	Paper, pens and crayons

				counsellor and client and map out each other's Strengths and Weaknesses to manage language asymmetries and intercultural communication. Group reflection on the activity and conclusion about Opportunities: What skills, knowledge, attitude etc. do counsellors need to develop to manage CGC with refugee clients? How to develop this?	
			Optional: Alternative 2		
2.3	25 min.	"The art of speaking through interpreters": The participants become aware of the success factors for cooperation with interpreters in CGC	Orientation about communication, opportunities and obstacles in CGC with interpreters	Lecture Film about professional conversations with interpreters Individual reading – case descriptions in article Sundelin (2017)	Video 2 (T12): https://csp.screen9.com/video?auth=6Tn8dOGfssyIBBcBlGbeONlbQg6gJyFJpWJmmQmlDmlUCebx2EL8J35eP-oDQCjP19UezjqfxoOsSpT3cd-z0JRfojxTjc1TxC7-VlvVJPLXhMxkVbfaud9sWp7mihPZnqmbnsAbu4ZzoeeOyVDbFqn67T38T8vNfvBxsAGCpNaqBxQ8EZP_AIw Hand out 3 (T13): Case descriptions from article Sundelin (2017),

					working with interpreters in CGC
2.4	15 min.	Each participant knows what to develop to succeed in conversation through an interpreter	The participants identify and reflect on opportunities and obstacles from the film and own experience.	Group discussion Individual conclusion: My challenge in the next conversation with an interpreter is to… Or The challenges for counsellors working with interpreters seems to be …	Flip charts

Module 4: Migration Complexity

(Turkey)

Content

The purpose of this module is to make career counsellors ready for the cultural differences, which can prevent effective counselling and to provide a tool that can be used as a source to when the cultural differences have a role in labour market orientation. The focus is on cultural differences and adaptation. Gaining insight about these subjects will help career counsellors understand some challenges refugees and immigrants may encounter in employment. Thus, they can be aware of and ready for the role of cultural differences on labour market integration.

Cultural Awareness (Part 1): Counsellor's awareness about their own cultures, understanding cultural differences and cross-cultural communication abilities demonstrate if he/she is competent to provide consultancy service to foreigners. In this context, "Cultural Awareness" content discussed in four subtitles; "Definition, Characteristics, Components of Culture", "Cultural Differences", "Cross Cultural Communication" and "Demonstrating Respect and Understanding, Avoiding Stereotyping".

Cultural Adaptation (Part 2): The level of immigrant's/refugees socio-economic adaptation is primarily dependent on the acculturation attitudes. Thus, in this chapter, career counsellors' awareness of acculturation and cultural adjustment process will be increased in order to make them ready to offer the support counselees require to facilitate their integration into their new community.

Special Issues (Part 3): Main aim of the both titles (religion and gender) is to inform career counsellors about the key issues/rules of main religious groups (perform prayer, halal food etc.) and give a point of view about the place of women in society of different cultures which can cause difficulties to workplace environment and employers.

Learning Outcomes

- Participants have both common view about the "culture concept" and the function of the culture.
- Participants understand the differences between national cultures and the effects on behaviours.

- Participants learn about and gain the ability of cross-cultural communication which is essential for counselling effectively to migrants and refugees
- Participants are aware of acculturation and cultural adjustment processes. Thus, they will be able to offer the support counselees require to facilitate their integration into their new community (employment environment, co-workers etc.).
- Participants have an insight and be aware of key issues/rules of main religious groups and place of women in society for different cultures

Methods and Material

Mix of input presentation, practical exercises, case studies and tutor led discussions.

Structure Plan

	Seminar plan for the module Migration Complexity				
	(O4-4) (125 minutes per module)				
No	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	2 min.	Participants will have an idea about general framework of "Cultural Awareness" part. In addition, learn the steps of developing cultural awareness.	**Introduction to part 1 "Cultural Awareness"** The aim of the subject and steps of cultural awareness (understanding what culture is and cultural differences are - being aware of own culture - learning about and understanding new cultures) and importance for their career will be explained briefly.	Lecture	PPT (T01)
1.2	6 min.	Participants will have an insight about each other's thoughts of cultural differences. Notes of the discussion will be useful to follow the development of participants.	**Group Discussion:** Participants will share existing thoughts/believes about what culture is/cultural differences are and how it functions.	Participants will share their point of view about definition of culture and functions of it.	-
1.3	10 min.	Participants will gain both a common view about the "culture concept" and the function of the culture.	**Culture Concept** Main aim is to bring forth awareness about what culture is and how culture functions in daily life and perspectives of people, not to give detailed information about the culture literature. The keywords told by and the ideas of the participants in no:2 will be addressed by the lecturer.	Lecture	PPT(T01)
1.4	20 min.	Participants will understand the differences between national cultures and the effect of culture on behaviours.	**Cultural Differences; Hofstede's Cultural Dimensions Theory** • Power Distance • Individualism - Collectivism • Masculinity - Femininity • Uncertainty Avoidance • Long /Short Term Orientation • Indulgence – Restraint As the knowledge and understanding of cultural differences is essential for	Lecture	PPT(T01)

No	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			career counsellors, "Hofstede's Theory" which is the most influential and widely used framework in cross-cultural business studies, will be told.		
1.5	8 min.	Participants will experience being face with unfamiliar cultural expectations, besides they will deepen their understanding of cultural differences.	Three case studies (about counselling sessions for counselees from different cultures) will be discussed within the scope of Hofstede's Theory	Case Study 3 different groups will be formed and the given case study will be discussed in the framework of Hofstede's theory.	Case study (T02/T03)
1.6	12 min.	Participants will learn about and gain the ability of cross-cultural communication that is essential to provide more effective counselling for migrants/refugees.	**Cross-Cultural Communication: Hall's Theory** • Context: High / low context • Time: Monochronic / Polychronic • Space: High /llow territoriality Cross-cultural communication is needed for career counsellors when dealing with people from different cultures, thus, participants will be informed through Hall's theory.	Lecture	PPT(T01)
2.1	8 min.	Participants will understand that although culture is a determinant, they are working with individuals and differences exist among people belonging to the same cultural group according to their experiences etc.	**Demonstrating Respect and Understanding, Avoiding Stereotyping** As the cultural lens through which a counsellor views the world impact the counselling process, they will be trained to have an understanding about stereotyping and avoiding it.	**Practice**: Before the lecture, participants will be asked to specify some cultures (Arabs, Muslims etc) Pre-prepared questions referring cultural characteristic and individual differences will be used. **Lecture** (After the lecture, some extraordinary examples of the cultures mentioned above will be presented.)	Practice about typical behaviours and values of different cultures including individual differences. Pre-prepared questions

No	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
2.2	10 min.	The aim is to make participants have a better understanding about how their own culture influences their behaviours. This will allow them to think about other cultures	To increase cultural awareness of participants, some dimensions of culture and worldviews will be presented on a spectrum. Participants will reflect on their own beliefs and values, and decide where their views and those of other members the group might fall on the continuum. (see example below)	Practice and discussion	Culture and worldviews spectrum (T04) paper and pens

No	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media

Worldviews: Q1: Do you believe in fate, or are people rulers of their own destiny?

    Q2: When faced with a challenging situation, is it more important to be positive or realistic

←——————————————————————————————————→

A1: Fate   Individuals are in charge of
their own
A2: Being positive
Being realistic

Communication: Q1: When talking to others about an issue, is it more important to talk about it directly, or   to avoid the direct issue?

    Q2: In order to understand something, do you need to know all the details at once or not?

←——————————————————————————————————→

A1: Direct Communication   Indirect Communication
A2: Must show all details   Comfortable not knowing everything immediately

No	Time	Learning goals	Contents	Methods	Material/Media
2.3	2 min.	Participants will have an idea about general framework of "Cultural Adaptation". & They will be aware of they need the knowledge of acculturation and the stages of cultural adaptation to be more effective during counselling sessions.	**Introduction to part 2 "Cultural Adaptation"** The Immigrants in a new culture will experience some discomfort because their original cultural values and norms are usually not appropriate for the cultural context of the host society (conditions in the workplace etc.) Moreover, they try to deal with this problem by selecting the appropriate acculturation attitudes. Participants will be informed about this situation.	Lecture Title and subtitles will be presented and main aims will be mentioned.	PPT (T01)
2.4	13 min.	Counsellors will be informed of acculturation. Thus, they will be able to offer counselees the employment support and opportunities they require to facilitate their integration into their new community.	**Acculturation** • Assimilation • Integration • Separation • Marginalisation As the level of immigrant's/refugees' socio-economic adaptation is primarily dependent on the acculturation attitudes, basic information about acculturation is offered for career counsellors.	Lecture	PPT(T01)

No	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
2.5	14 min.	Participants will be aware of cultural adjustment process and learn how to explain the process to their counselees simply by using U-Curve.	**Cultural Adaptation: U-curve stages of cultural adjustment** • Honeymoon phase • Culture shock phase • Adjustment phase • Mastery phases will be explained Career counsellors will be taught how to use U-curve to make their counselees aware of the cultural adjustment process and discuss what they can do to get through difficult times by using a case study.	Lecture U-curve of cultural adjustment Tutor led discussion of case study	PPT Examples about simple ways of explaining U-curve (T05) over a case study
3.1	2 min.	Participants will be informed about why religion and women issues are considered separately.	**Introduction to part 3 "Special Issues"** It will be explained that, religion and interrelatedly the place of the women in society are delicate subjects and they can cause some misunderstandings and create difficulties for employment process, career counsellors and employers.	Lecture Title and subtitles will be presented and main aims will be explained.	PPT(T01)
3.2	18 min	Participants will get brief information about key issues/rules Career counsellors will be informed about the key issues/rules of main religious groups to provide their counselees a tool to overcome the obstacles and will gain an insight about the place of women in society for different cultures. Also they will learn about different experiences and have an idea about the why these topics are delicate.	**Special Issues: Religious practices at workplace & Women issues in career** Brief information about key issues/rules (perform prayer, halal food etc.) of main religious groups which are matters of interest to workplace and employers will be given to the career counsellors. Basic information about the place of the women in different cultures especially "the women in Islam will be given. As the great majority of the refuges are from Islamic countries, Islamic issues are taken with priority. All the participants will be encouraged to share their existing thoughts/experiences about the topics in different cultures that immigrant/refugees are mostly coming from	Lecture and Group discussion	PPT(T01)

Module 5: Access and Inclusion into System

(Germany)

Content

The aim of the module is to provide information and to develop knowledge about education systems, ways of professional training and the structure and special features of labour markets in the countries of origin of refugees in contrast to European countries. This aims at the reflection of participants´ practice. Another focus lies on the recognition and / or valorisation of qualification and of competence on national and European level.

The module will provide a range of knowledge concerning the subjects in CGCMR as a base of practitioners` self-reflection. The focus will lie on the task how knowledge and reflective results could be used for the counselling process, and thus the mod-ule will be a mixture of lectures, group work and plenary discussion.

Learning Outcomes

- Participants understand the most important characteristics of the labour markets in target countries and reflect on the consequences for the integration of refugees.
- Participants know main differences in VET system and educational aspirations between countries of refugees´ origin and receiving country and are aware of systematically arising misunderstanding in CGC settings.
- Participants know the difference of the basic concepts of recognition of qualification and recognition of competence.
- Participants know and reflect on how to support individuals in the process of recognition of prior qualification.
- Participants know and reflect on how to support individuals by initial identification of (vocational) competences and in the process of reflection and recognition of competences.
- Participants reflect consequences of differences and see the importance of critical self-reflection in the role as counsellor, especially regarding the risks of underestimating and steering refugee clients.
- Participants reflect on methods dealing with specific tasks in CGC settings.

Methods and Material

Mix of input presentations, intensive group work, and plenary discussion.

Presentation / slides; handout: Compilation of information from scientific texts, press articles and reports of refugees about education systems and access to ways of professional training, handout for 2 different competence recognition instruments, handout with links for further reading and practice about recognition of qualifications; list of reference professions compared with skills refugees claim to have; fact-sheets about some countries of origin (Afghanistan, Eritrea, Iran, Iraq and Syria); board, cards, markers.

Structure Plan

Different type colours are used to mark the parts of different lecturers.

<table>
<tr><td colspan="6">Seminar plan for the module Access to and Inclusion into System

(O4-5) (90 minutes)</td></tr>
<tr><th>No.</th><th>Time</th><th>Learning goals (general and detailed)</th><th>Contents</th><th>Methods</th><th>Material / Media</th></tr>
<tr>
<td>1</td>
<td>15 min</td>
<td>Participants

- know important peculiarities of education systems and labour markets in countries of origin compared to receiving countries</td>
<td>Preparatives for the access to professional training and the labour market

information about different education systems and labour markets</td>
<td>**Group work:** Lecturer asks to form three groups to work with material comparing refugees´ countries of origin to receiving countries focussing on

1: education systems

2: access to the labour market/ employability

3: six stories of refugees as examples</td>
<td>PPT slides about countries (T01-T04), Worksheet "VET" (T05), Basic data T06-T10</td>
</tr>
<tr>
<td>2</td>
<td>10 min</td>
<td>Participants

- know and reflect on specific tasks arising from systematic differences in systems and risks in CGC settings
- reflect consequences of differences and see the importance of critical self-reflection in their role as counsellors, especially regarding the risks of underestimating and</td>
<td>Specific tasks in counselling refugees

risk of underestimating clients´ resources and potentials; risk of controlling rather than counselling

dealing with clients´ disappointment

recognising clients´ potential to study academically

open up for all professional options of the receiving country</td>
<td>Groups 1 and 2 present their results</td>
<td>White-/ blackboard or flipchart</td>
</tr>
</table>

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material / Media
		steering refugee clients.	counteract gender segregation in the VET system and labour market		
3	10 min	Participants - reflect on examples for careers in origin and receiving countries		Group 3 sums up stories and presents connections to results of groups 1 and 2	White-/ blackboard or flipchart
4	1 min	Moderation	Introduction into topic "Recognition of qualification & competence reflection and recognition"	Lecture	ppt slides (T03)
5	8 min	Overview about the process of recognition of prior qualification and know how to support individuals in this process	Different target groups looking for recognition of qualification Process of recognition of qualification Actors in the recognition process Link to European instruments and resources (ANABIN database; European Qualifications Framework)	Lecture, dialogue	3-4 ppt slides (T03) Working materials (T04) Online information portals (T06)
6	9 min	Overview about Instruments for the initial identification, reflection and recognition of (vocational) competences	Who can benefit from competence reflection and recognition Specific factors influencing the work with recognition instruments An instrument for the initial identification of competences (e.g. "Questionnaire for asylum-seekers" or "Visual competency cards") An instrument for the in depth analyses of	Lecture, dialogue, working with the handouts	Handouts for 2 instruments (e.g. T05, T06, T07, T08)

Seminar plan for the module Access to and Inclusion into System

(O4-5) (90 minutes)

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

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material / Media
			competences (e.g. "My Skills") Role of self-reflection and feedback in the competence oriented guidance process		
7	6 min	Summary and reflecting the content based on prior experience	Linking the seminar to own experience (what can I take to my practice …)	Reflection, dialogue	
8	1 min	Knowing how to find more materials	Handout with relevant Links (national, international)	Giving a handout	Handout with links to further resources (T09)
9	15 min	Participants know actors responsible for the integration into the labour market, their respective functions and tasks and about the need and methods for harmonising the work of different actors.	Actors responsible for the integration into the labour market Networking initiatives between employment services, municipalities, institutions for refugees and asylum seekers, social partners and their associations; educational institutions; social and welfare organisations; churches	Plenary discussion about experiences made by participants	
11	15 min		Evaluation	Participants fill in	Evaluation form

Module 6: Moving Beyond Supportive Measures

(Italy)

Content

The diversity and challenges that individuals are confronted with in the European countries, as well as the recognition of the complexity of human life, suggest that in particular for more vulnerable individuals, it is not sufficient to provide comfort, facilitations and assistance on a daily basis to difficulties they encounter in personal as well as in their work life. It is crucial supporting them in becoming effective in their life design processes, in anticipating and dealing with career transitions and unexpected challenges, in keeping active the hope for a foreseeable future and developing essential resources to manage uncertain times and life transitions. These issues are significant also for migrants who are at higher risk of unemployment than natives. They frequently find jobs in informal economy that expose them to poverty, many forms of exploitation, stress, depression, and frustration just to mention some challenges. Counsellors are then required to open themselves to recent approaches and related dimensions, to tailor to higher and more complex goals the purposes of their actions, thus moving beyond supportive measures.

Theoretical foundations of the module

Among recent approaches, Life design is meant as a lifelong self-construction pro-cess that aims to promote skills and competences in overall life planning (Vanha-lakka-Ruoho, 2010). This approach provides the opportunity to design a work life which is satisfying for the individual, and which can be redesigned as needs, inter-ests and life experiences change (Peavy in Campbell & Ungar, 2004); to design a work life in terms of future opportunities, which are determined by the accumulation of knowledge, skills, experience that can be invested in new opportunities as they arise (Schreuder & Coetzee, 2006); to draw meanings from the role of work in their lives instead of merely looking at how they fit into the occupational structure (Ferrari, Sgaramella & Soresi, 2015).

Life Design incorporates the challenges and needs that an individual experiences in his or her unique environment and therefore takes into account the individual's con-text (Campbell & Ungar, 2004).

Recent developments in life-design paradigm underline the potential benefits for individuals with vulnerabilities and/or complex personal stories who more frequently may lack personal resources and skills needed in order to access relevant community resources that would facilitate social and work inclusion and an easier access to skills training or further qualifications. The counsellor and the client work together to construct a future narrative in order to develop action plans effective in overcoming barriers (Savickas et al., 2009; Brott, 2005).

Among Life Design resources courage and concern for the future, connecting past with present and positively projecting towards the future (Nota & Rossier, 2015).

In the process of CGC counsellors focus on recognizing assets and resources, developing awareness of personal values and life goals thus supporting improvement in self-knowledge, orienting with more confidence to the future (Setlhare-Meltor, & Wood, 2016). By taking into account both internal and external factors, it goes to the core of what community participation is supposed to enable, that is, living a meaningful life, respecting personal values and thus meeting the social justice goal to enfranchise migrants equality in their civic rights, empowering them to overcome social and work exclusion (Strauser et al., 2008).

The aim of the module is then to develop knowledge about strengths of refugees, develop counsellors' knowledge on threats to labour market inclusion, and provide strategies to support their labour market inclusion.

Learning Outcomes

- Participants are able to: highlight and strengthen potential of personal resources by working on courage and future time perspective; highlight threats to work inclusion; develop strategies to carry out actions improving inclusion in work contexts.
- Participants know the meaning of the Life Design construct and its relevance; definitions and models of the concept of courage; a qualitative instrument to interview on courage, how to categorize the answers; and how to reinforce courage in a career counselling session.
- Participants are aware of the relevance of future time perspective; know definitions and key findings related to the concept of future time perspective, future goals, barriers and supports to future goals; know qualitative tools; are

able to practise qualitative measures and coding systems as well as key elements to support a client in a career counselling session.

- Participants reflect on their perception of work and inclusion, the potential levels of action; they know key concepts of inclusion and work inclusion, threats to work inclusion and strategies to develop appropriate and effective language, attitudes and goals in counselling with refugees and migrants.

Methods and Material

Mix of lectures, videos, group work, practical examples, text analysis, and reflexive exercises.

Structure Plan

Different type colours are used to mark the parts of different lecturers.

Seminar plan for the module Moving Beyond Supportive Measures (O4 – 6) (120 minutes per module)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	5 min	Stimulating and developing knowledge about the constructs	Description of the goal of Module	Lecture	
1.2	10 min	Knowing definitions and models of courage	Models and Theories of courage	Lecture	PPT slides (T01) Fact sheet. Interview on Courage (T02)
1.3	15 min	Knowing a qualitative instrument to interview and know how to categorize the answers	Measuring courage Modeling on how to code the interview	Lecture; instruction Modeling	Case Example 1 Interview on Courage to Mr Aza (T03) Coding system sheet example N. 1 Analysis of the answers (T04) Coding system sheet example N.1 Storyline of Mr Aza (T05)
1.4	10 min	Knowing how to reinforce courage in a career counseling session	A list of suggestions on how to reinforce strengths	Instructions and examples Group discussion	PPT slides (T01) Coding system sheet. Grid for storyline (T08)
2.1	10 min	Knowing definitions and key findings related to the construct	Components of future time perspective	Lecture	PPT slides (T10)
2.2	10 min	Knowing a qualitative instrument to interview and knowing how to categorize the answers	Setting future goals Analysing supports and barriers to future goals implementation	Lecture; instruction Modelling	PPT slides (T10) "My future" interview (T11) Case example 1 (T12)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
2.3	20 Min	Practicing qualitative measures and coding systems	Case studies: exploring future goals, supports and barriers to inclusive work goals and describing future map grid	Exercises in small groups, discussion and feedback to the group	Grid 1 Analysis of Goals (T13) Grid 2 – Future Map (T15)
3.1	10 min	Knowing basic definitions and key concepts	Current definitions of work – Definition of inclusion at work	Lecture Video and UN/ ILO document	Ppt slides (T17) Link to Un/ ILO document and video (T18)
3.2	20 min	Knowing threats to work inclusion and strategies to develop inclusive language, attitudes and goals in cc with refugees and migrants	Labels and stereotypes towards immigrants and refugees Levels of actions	Analysis of examples Practicing with inclusive visions	PPT slides (T17) Grid for the analysis (T19) Texts for the analysis of stereotypes and labels (T20)
3.3	10 min	Providing evidence for positive and successful counselling	A counsellor committed to work inclusion	Interviewing a counsellor	An example of successful counselling (T21)

Seminar plan for the module Moving Beyond Supportive Measures (O4 – 6) (120 minutes per module)

Appendix and References

List of teaching Materials

Module 1: Introduction to Course

No.	Type	Title
T01	PPT slides	O4-1 T01 Lecture Kohn 1
T03	PPT slides	O4-1 T03 Lecture Kohn 3

Module 2: Critical Reflexions

No.	Type	Title
T01	PPT slides	O4-2-1 T021 Module 2 session 1
T02	Fact sheet	O4-2-1 T02 Models of RP
T03	Resource outline	O4-2-2-1 T03 Models of Reflexive Practice
T08	Resource outline	O4-2-1 T08 Case Studies
T10	PPT slides	O4-2-2 T10 Module 2 session 2

Module 3: Language

No.	Type	Title
T03	Scientific paper	04-3-1 T03 Article 1 on language asymmetries in CGC
T04	PPT slides	04-3-1 T04 PPT 2, unit 1.1
T06	Worksheet	04-3-1 T06 Appendix 1
T07	Video	http://www.youtube.com/watch?v=thjhwSqxURU
T08	PPT slides	04-3-1 T08 PPT3, unit 1.3
T09	PPT slides	04-3-1 T09 PPT 4, unit 2.1
T10	Scientific Paper	04-3-1 T10 Article 2 on learning career issues
T11	Fact sheet	04-3-1 T11 Handout 2 career concepts
T12	Video	https://csp.screen9.com/video? auth=6Tn8dOGfssyIBBcBlGbe ONlbQg6gJyFJpWJmmQmlDmlU Cebx2EL8J35eP-oDQCjP19UezjqfxoOsSpT3cd-z0JT2pIOpg7M3rvQReJes-ZXwTjNU1lt1joJm0OwFc0nzsJyws rSJ3wSpfJHXJ25m8GVWsqHNerq5p
T13	Fact sheet	04-3-1 T13 Handout –article 3 Interpreters
T14	PPT slides	04-3-1 T14 PPT 5, unit 3.1

Module 4: Migration Complexity

No.	Type	Title
T01	PPT slides	O4-4-1 T01 Immigrant complexity
T02	Case study	O4-4-1 T02 Case study 1

T03	Case study	O4-4-1 T03 Case study 2
T04	Worksheet	O4-4-1 T04 Culture and worldviews spectrum
T15	Worksheet	O4-4-1 T05 U curve

Module 5: Access and Inclusion into System

No.	Type	Title
T01	PPT slides	O4-5-1 T01 Lecture Engelen-Kefer 2
T02	Worksheet	O4-5-1 T02 Worksheet Access
T03	PPT slides	O4-5-2 T03 Lecture Weber and Conrads
T04	Fact sheet	O4-5-2 T04 Flyer Recognition in Germany
T05	Questionnaire	O4-5-2 T05 Questionnaire Asylum seekers
T06	Fact sheet	O4-5-2 T06 My Skills Information Sheet
T07	Fact sheet	O4-5-2 T07 My Skills Flyer
T08	Card Set	O4-5-2 T08 Competence Cards
T09	List of Resources	O4-5-2 T09 Resources for Recognition
T10	Worksheet	O4-5-3 T10 Worksheet Vocational Training

Module 6: Moving Beyond supportive Issues

No.	Type	Title
T01	PPT slides	O4-6-1 T01 Module 6 Unit 1 The role of courage for resilient clients
T02	Worksheet	O4-6-1 T02 A Courage Interview
T03	Case example	O4-6-1 T03 Interview on Courage to Ms. Aza
T04	Case example	O4-6-1 T04 Analyses of the Answers of Ms. Aza
T05	Case example	O4-6-1 T05 Storyline of Ms. Aza
T08	Worksheet	O4-6-1 T08 Grid for Storyline
T10	PPT slides	O4-6-2 T10 Module 6 Unit 2 Future Orientation for setting and pursuing goals
T11	Worksheet	O4-6-2 T11 "My Future Interview"
T12	Case example	O4-6-2 T12 Case example 1
T13	Worksheet	O4-6-2 T13 Grid N.1
T15	Worksheet	O4-6-2 T15 Grid N.2
T17	PPT slides	O4-6-3 T17 Module 6 Unit 3 Approaching work inclusion
T18	Fact sheet	O4-6-3 T18 Sketching approaches for a work inclusion
T19	Example	O4-6-3 T19 Texts for the analysis of stereotypes and labels
T20	Example	O4-6-3 T20 An example of a successful counselling
T21	Unit Evaluation form	O4-6-3 T21 Unit Evaluation form

List of Additional Materials

Module 1: Introduction to Course		
No.	**Type**	**Title**
A00	List of sources	O4-1-1 A00 Additional materials

Module 2: Critical Reflexions		
No.	**Type**	**Title**
A01	Resource outline	O4-2 A01 Shakespeare's thoughts on the plight of refugees
A02	Resource outline	O4-2 A02 Linden West
A03	Worksheet	O4-2 A03 Exercise of trauma awareness
A04	Resource outline	O4-2 A04 Whispering exercise
A05	PPT slides	O4-2 A05 Arulmani Network for Careers Presentation
A06	Resource outline	O4-2 A06 Gideon Arulmani
A07	Scientific paper	O4-2 A01 Shakespeare's thoughts on the plight of refugees

Module 5: Access and Inclusion into System		
No.	**Type**	**Title**
A01	Handbook	O4-5-2 A01 Praxishandbuch_Multikulti
A02	Scientific paper	O4-5-2 A02 Recognising Foreign Qualifications and Competences
A03	Handbook	O4-5-2 A03 Potenziale erkennen 2016
A04	Case Study	O4-5-2 A04 My Skills Results for Placement Officers
A05	Report	O4-5-2 A05 2017 Report on the Recognition Act
A06	Handbook	O4-5-2 A06 Recognition without documentation
A07	Scientific Paper	O4-5-1 A07 International Economy Employment Policy
A08	Report	O4-5-2 A08 Brain Waste
A09	EU document	O4-5-1 A09 Statement of the EU Commission 20122017
A10	EU document	O4-5-1 A10 European Partnership
A11	Report	O4-5-1 A11 Bosch-Studie
A12	Dictionary	O4-5-2 A12 MOZAIK Dictionary
A13	Report	O4-5-1 A13 Labour Market Integration
A14	Report	O4-5-1 A14 Zukunftsorientierte Wirtschaftspolitik
A15	Scientific paper	O4-5-3 A15 Schreyer, Bauer, Kohn 2018
A16	Report	O4-5-3 A16 Sicilia, McDaniel, Kazziha 2002
A17	Report	O4-5-3 A17 Stoewe 2017

Module 6: Moving Beyond supportive Issues		
No.	**Type**	**Title**
A01	Fact sheet	O4-6-1 A01 Experiences of Courage
A02	Guidelines	O4-6-1 A02 Conducting the Interview
A03	Case example	O4-6-2 A03 Case Examples 2
A04	Worksheet	O4-6-2 A04 'My Future Interview' Extended Version
A05	UN document	O4-6-3 A05 Agenda for Sustainable Development

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