



Intellectual Output 3

Higher Education Course

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Abbreviations

CGC	career guidance and counselling
CGCMR	career guidance and counselling for migrants and refugees
T00	initial T stands for material that is directly required for conducting course lessons (Teaching Material)
A00	initial A stands for resources that function as background material either to prepare or intensify contents in addition to class (Additional Material)



Introduction and Focus

The aim of CMinaR is to provide pilot courses of higher education and further training in public employment services to strengthen vocational and career counsellors in coping with new challenges that arise from a growing refugee population and subsequently rising numbers of clients and settings with refugee background. The expertise for designing this course of higher education stems from the project partners' long experience in career guidance and in migration subjects but also from intellectual outputs (IO) 1 and 2 of the CminaR project, where related literature, media and resources have been reviewed and where requirements and preferences of lecturers, students and career counsellors working in the field of counselling for refugee and migrant integration into the labour market have been surveyed.

Didactical Framework¹

As a result of the partners' reviewing of material (IO 1 and 2 among others) and discussions about choice and order of contents the course is divided in six modules with 270 minutes classroom teaching each (255 minutes for teaching and learning plus 15 minutes for evaluation questions about these pilot modules). Content and order of the modules are shown on the following diagram:



Higher Education Course didactical framework and course units



¹ These first text segments are only about the general didactical framework. The didactics as a whole are unfolding together with all other six segments each introducing our six modules.



Contents

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

The course starts with an introduction module to the course 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. We then deliver basic knowledge on recent migration structures as well as developments in demography and the labour market.

2. *Critical Reflection* (developed by the British team)

Where in our first discussions we were sure to have a module on critical reflection but thought of that as something that usually takes place after you have done some work that you reflect on afterwards and thus having that in the later course we changed to have that topic right after the introduction. 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)

Language is a topic widely perceived and discussed when dealing with questions of migration and the integration of newly arrived immigrants. And, yes, 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. But language also is the main instrument in counselling settings themselves. This is why 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 also, 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 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 then 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 group of pilot course participants will vary a bit between our five course partner countries due to different structures in the higher education organisations we teach and research in. The following characteristics should be common though:

Group size: about 20 participants

Age of participants: Students aged 17-50 years

Sex of participants: Experience is that most participants are to be female.

Educational background of participants:

ranges from that of recent high school graduates to university degree holders (due to educational career before taking on CGC studies)

Participants' experience in counselling (theoretical and practical):

All participants will have at least insight into the (theoretical) basics of career guidance and counselling as we opt for advanced students in CGC studies. Some may also have practical experience stemming from internships in counselling institutions or – as in Germany where CGC studies at the HdBA are altering between theoretical and practical trimesters – even longer phases of practical counselling experience practising themselves or at least sitting in on counselling sessions.

General Learning Outcomes²

- 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.

² In this text segment we outline the overall goals of this pilot course as a whole. The general learning outcomes description is complemented by more differentiated outcome descriptions at the beginning of each module section.



- Participants understand the role of language in counselling settings themselves and as an opener for labour market and social integration and are themselves able to use methods of advanced language in counselling as well as support 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 support 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 themselves can use to support 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.



Module 1: Introduction to the Course

(Germany)

Content

The introduction module consist of two parts. In the first half 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 complemented and transferred into the Delphi-based structure of demands, challenges and topics and the course's programme is presented as a choice of central subjects matching the requested and demanded training.

The second half gives an introduction to the macroeconomic and political framework of CGC for refugees, thus underlining role, use and relevance of this task and its professional completion. As a result of both parts of this introduction module ideally motivation for active involvement in the following course modules derives from individually felt demand as well as from insight in human, social, economic and political necessities.

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.
- Participants know the basic trends in demography and the labour market and understand their interdependency.
- Participants know concepts of benefits and costs of integration of refugees.

Methods and Material

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

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



Structure Plan

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

Seminar plan for the module <i>Introduction to the Course</i>					
(O3-1) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	10 min	Students know lecturers, overall objective and the story of the course as an EU funded project.	Welcome and Introduction Presentation of <ul style="list-style-type: none"> - CMinaR as a project especially cause and objective of the project. - Lecturers who will partake in the course of the week. 	Lecturer's presentation	Short Ppt presentation (T01) of CMinaR project design (this part alternatively by project poster) with pictures of course lecturers
2	80 min	Students know <ul style="list-style-type: none"> - 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) 	Participants' motives to take the course Challenges in CGC for migrants and refugees	Students are asked to write two challenges they expect or have already perceived during internship phases in CGC for migrants and refugees, each on one pin board card Each student is then asked to <ul style="list-style-type: none"> - introduce her- or himself personally to the group, give her or his motive for partaking and - read out her or his two challenges with a short explanation and - handing the cards over to the lecturer 	Pinboard with cards



Seminar plan for the module *Introduction to the Course*

(O3-1) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				Lecturer pins the cards on the pin board trying to cluster them in a structure of challenging topics – if possible using dimensions as <ul style="list-style-type: none"> - knowledge gap - language - access to the labour market - discrimination and traumatisation - supporting measures - potential analysis and empowering - cultural matters and self-reflection short group discussion of used dimensions and developing group talk of missing aspects	
3	25 min	Students know dimensions of challenges in CGCMR shown by two different Delphi surveys and the circulatory system of their effects on the process of CGCMR	Dimensions of challenges in CGCMR shown by German Delphi 2011 and CMinaR Delphi 2017 and circulatory effects	Lecturer's presentation, distribution of 2 articles (T03, T04)	Ppt presentation with Delphi results (T02)
4	12 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	Ppt presentation (T05)
5	53 min	Students have basic knowledge of connections between demography and employment in general/ for regions, professions and target groups	Introduction into development and structure of demography and employment	Lecture Deepening and differentiating the understanding of the comprehensive subjects named by dialogue, cards, pin board...	Ppt presentation (T06 und T07) Article T08 Link collection "International Labour Market Data" (T09)



Seminar plan for the module *Introduction to the Course*

(O3-1) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				Parallel working groups with the following central questions: How are population and employment linked, what is the impact of migration on labour markets? What is the development in your country: population, employment/ unemployment?	Worksheet "Introduction" (T10)
6	45 min	Students have basic knowledge of refugee migration and labour migration: definition, legal framework, practical experience, nationalities / ethnics of migrants / refugees, gender, age, family status, language and cultural background, education, qualification, work experience	Concepts of migration with special focus on refugee migration	Working groups on following topics: migration / refugees differentiated by region, gender, age, migration status – in case of employment also by economic sector, size of company, profession, qualification differences between refugee and labour migration – objectives, legal basis, effects on labour markets competition in the labour markets between migrants / refugees and hard to place domestic groups of employees.	Worksheet "Introduction" (T10)
7	30 min	Students know concepts of benefits and costs for integration of refugees	Evaluation costs and benefits of integration and inclusion into labour markets – short and long term considerations / involving private and public institutions.	Working groups: basic factors for evaluating costs and benefits of integration in general and for specific measures differences for time perspective, regions, sectors, occupations, tasks, special target groups	Worksheet "Introduction" (T10)



Seminar plan for the module *Introduction to the Course*
(O3-1) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
8	15 min		Evaluation	Students fill in	Evaluation form



Module 2: Critical Reflection

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 to clarify and agree to further developments.

Methods and Material

Flip chart and pens, paper and pencils, Post-it notes, materials for creative exercise such as coloured paper, magazines, scissors, glue and A3 white paper, Ppt presentation T01, T07, T11, fact sheets T02, T03, T05, T08, T10, activity sheets T09, audio and video recordings T04 and T06, resource T12 – proforma for individual development plan, and the Evaluation form.



Structure Plan

Seminar plan for the module <i>Critical Reflection</i>					
(O3-2) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	15 min	<p>Participants will agree the best way of working together for this module</p> <p>Participants will share experiences or thoughts on working with this client group.</p>	<p>Introduction to the reflexive practice module</p> <p>Structure of the group and agree ways of working together eg.</p> <ul style="list-style-type: none"> • Non-judgemental • Listen respectfully to all • Engage with all • Maintain confidentiality <p>Share experiences or thoughts about working with asylum seekers and refugees</p>	<p>Lecturer and participants introduce themselves as appropriate.</p> <p>Lecturer leads a discussion about the best ways of working together for this module and these are agreed and recorded</p> <p>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.</p>	<p>Flip chart paper and pens</p> <p>Post-it notes</p>
1.2	45 min	<p>The students will understand a range of models and theories relating to reflexive practice.</p>	<p>Models and Theories of Reflexive Practice</p>	<p>Lecture</p>	<p>Ppt presentation T01</p> <p>Fact sheets:</p> <ul style="list-style-type: none"> - T02 Models of RP - T03 Working with Diversity <p>Resource T04. Interview with practitioner about models in practice</p>



Seminar plan for the module *Critical Reflection*

(O3-2) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.3	30 min	...continued	Explore case studies In small groups read 3 case studies of experiences of refugees <ul style="list-style-type: none"> - Consider the place of the practitioner in these experiences and in particular their own world views/ cultural norms/ background - Individuals consider best practice in such situations and how they think they would have addressed the situation in practice Summary of learning and thoughts	Group work and discussion and feedback to group	Case studies (hand out T05) Resource T06 - Chant/ Ntung interview to be watched/ listened to before module or between sessions
2.1	30 min	Participants will understand the terms Multiculturalism, Interculturalism and Integration. Participants will understand the challenges each of these concepts bring.	Examining Multicultural Competences Multiculturalism, interculturalism and integration Include misunderstanding, misattribution	Lecture with reference to resource T02/ T03	Ppt presentation T07 Resource T02
2.2	15 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 ourselves in relation to other cultures and communities. Use examples if needed	Work in pairs	<ul style="list-style-type: none"> - Flip chart paper and pens - Post it notes - Examples of transformative experiences
	15 min	Participants agree the key 10 multicultural competences needed to work with refugees and asylum seekers.	Clarify Multicultural Competences needed Agree key messages and approaches to overcoming	2 or 3 pairs move together to form larger group and negotiate Compare list with those in resources T08 and T09	Flip chart and pens Post-it stickers



Seminar plan for the module *Critical Reflection*

(O3-2) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			barriers when working multiculturally	on multicultural competence and how to assess them	Resources T08 and T09
2.3	30 min	Participants understand the boundaries of ethical practice and culturally bound practices.	<p>Ethical Practice</p> <p>Examine the boundaries of ethical practice and the values that are not negotiable</p> <ul style="list-style-type: none"> - Refer to example/s of ethical guide-lines from professional bodies - Discussion about the difference between an ethical issue and an ethical dilemma (the latter not easily resolved by codes and guidelines) <p>In small groups list non-negotiable values and consider the contextualised nature of these</p> <ul style="list-style-type: none"> - Discussion about fundamental values and examples of when they are tested (eg FGM, forced marriage, child labour?) 	Lecture Small group discussion	Resource T10/ T11 - Codes of practice from the relevant professional bodies eg IAEVG Post-it stickers Flip chart paper and pens
3.1	15 min	Participants will challenge their own perception of their multi-cultural competences.	<p>Reflexivity in Action</p> <p>A personal engagement with reflexivity</p> <p>Referring back to agreed multicultural competences tutor invites participants to consider their own competences against each of those agreed by the group and on the fact sheets. Assessment of own competence will utilise the Resource T08/ T09</p>	Individual reflection and exercise	Ppt presentation T11 Examples of possible evidence of competence Paper and pens for each participant if needed Use resources T08 and T09



Seminar plan for the module *Critical Reflection*
(O3-2) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			Each competence should be evidenced – tutor provides examples of each		
	15 min	Participants write their own personal development plan.	Discussion about previous exercise – how difficult/ honest/ self-aware? Complete individual plans for development	Large group discussion Individual planning	Format/ proforma for development plans (T12)
3.2	15 min	Participants identify their preferred approach to reflexivity and engage with this in relation to career counselling with asylum seekers and refugees.	Referring back to session one when different models and approaches to reflexivity were discussed the tutor asks the participants to choose one approach. Participants move into groups of the same chosen approach and discuss their reasons why this works best for them.	Tutor led discussion Small or medium sized groups are formed	Room must be conducive to moving around and forming larger groups
	30 min		Participants engage with their preferred reflexive exercise to think about career counselling with asylum seekers and refugees.	<ul style="list-style-type: none"> - Art/ collage - Writing - Stream of consciousness writing - Talking to a partner/ swap after 15 mins 	Art materials Paper and pens The Room must be conducive to each of the methods and allow for confidential spaces for pair to talk.
3.3	15 min		Evaluation	Students fill in	Evaluation form



Module 3: Language

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 the challenges of language asymmetries and intercultural communication in CGC.

A starting point for the module is Kolbs 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 the 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 with 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



Structure Plan

Seminar plan for the module <i>Language and Intercultural Communication</i> (O3-3) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	20 min	<p>Introduction of the module</p> <p>Students know the aim, content and design of the module.</p> <p>Students have formulated a personal learning goal for the module</p>	<p>Presentation of aim, content and design of the module</p> <p>Overview about language conditions and challenges in CGC with refugees.</p> <p>Students develop a personal learning goal for the module</p>	<p>Lecturer introduces the module.</p> <p>Lecturer gives an introduction to language conditions and challenges in CGC with refugees.</p> <p>Individual writing assignment - Personal learning goal</p> <p>After this module I'd like to know more about/ manage... etc</p> <p>Presentation in pairs and summary of key words on flip chart.</p>	<p>PPT 1 (T01)</p> <p>PPT 1.1 (T02)</p> <p>Article 1 (course material) (T03)</p> <p>Flip chart</p>
1.1	30 min	<p>Develop the participants capacity to support refugee clients learning of language of the receiving country and understand the challenges for learning that might exist.</p> <p>The participants become aware of and recognize the experience, knowledge and opinions in the group about how language affect refugees career mobility</p>	<p>Introduction of the unit: Learning goals and content</p> <p>Theme: The impact of language on refugees career mobility</p>	<p>Lecture</p> <p>1.Group discussion on question: "The importance of language for the future of</p>	<p>PPT 2 based on article 1 (course material) (T04)</p> <p>Moderation cards</p> <p>Flipchart</p>



Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				<p>refugees – opinions, experiences, knowledge”.</p> <p>Discussion is summarised on flip chart:</p> <p>Why is it important for refugees to learn the language of the receiving country? In general, and in relation to questions of career mobility.</p>	
1.2	10 min	The students know the opportunities for language education/ training in the receiving country.	Orientation about opportunities for refugee clients language education in the receiving country.	Lecture and group discussion	Handout 1 (T05): opportunities for refugee clients language education in the country. Swedish example to be nationally adapted
1.3	25 min	Participants understand the processes in second language learning and challenges for second language speakers in communication and interaction.	<p>Orientation about individuals learning processes and development of a second language (common language – the language of the world of career)</p> <p>Challenges for second language speakers in interaction</p> <p>Management of linguistic shortcomings in interaction processes (Face work, Goffman)</p>	<p>Introduction</p> <p>Group exercise to create an embodied understanding of emotional and cognitive challenges in communicating on a second language.</p> <p>(Humoristic alternative: film illustrating the complexity of understanding a new language)</p> <p>Lecture: Summary of individuals' second language learning processes and management of linguistic shortcomings.</p>	<p>See Appendix I (T06) on suggested exercises</p> <p>Material: cards, post-it notes, pencils etc</p> <p>Video 1 (T07): https://www.youtube.com/watch?v=RAGcDi0DRtU&t=8s</p> <p>PPT 3 (T08), based on article 1 (course material) (T03)</p>



**Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)**

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.4	5 min		Summary of the course unit	Writing assignment in pairs: Conclusion about the counsellors' role and strategies in supporting refugees/migrant clients learning of the new language.	Paper and pens
2		Develop participants' ability to manage language asymmetries and intercultural communication in CGC with refugee clients			
2.1	20 min	The participants will be able to recognize challenges in intercultural communication and supportive strategies for managing language asymmetries in CGC	<p>Orientation about challenges in CGC with refugee clients:</p> <p>Language asymmetries</p> <p>Intercultural communication</p> <p>Expectations of CGC</p> <p>The language of career issues</p> <p>Strategies for managing intercultural communication and language asymmetries in CGC.</p>	Lecture	<p>PPT 4 (T09), based on O2 report, article 1 (T03) and 2 (T10)</p> <p>Hand out 2 (T11): Example of "career language and concepts"</p>
2.2	30 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	<p>Counselling activity in pairs</p> <p>Interview using mind mapping as a counselling method.</p>	Paper, pens and crayons



Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
				<p>The 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 counsellor and client and map out each other's Strengths and Weaknesses to manage language asymmetries and intercultural communication</p> <p>Group reflection on the activity and conclusion about Opportunities:</p> <p>What skills, knowledge, attitude etc do counsellors need to develop to manage CGC with refugee clients?</p> <p>How to develop this?</p>	
2.3	25 min	<p>"The art of speaking through interpreters":</p> <p>The participants become aware of the success factors for cooperation with interpreters in CGC</p>	<p>Orientation about communication, opportunities and obstacles in CGC with interpreters</p>	<p>Lecture</p> <p>Film about professional conversations with interpreters</p> <p>Individual reading – case descriptions in article Sundelin (2017)</p>	<p>Video 2 (T12): https://csp.screen9.com/video?auth=6Tn8dOG-fssyIBBcBIGbeONlbQg6gJyFJpWJmmQmlDmlUCebx2EL8J35eP-oDQCjP19UezjqfxoOsSpT3cd-z0JRfojxTjc1TxC7-VlvVJPLXhMxkVbfaud9sWp7mihPZnqmb-nsAbu4Zzo-eeOyVDbFqn67T38T8vNfvBx-sAGCpNaqBxQ8EzP_Alw</p> <p>Hand out 3 (T13): Case descriptions from article</p>



Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
					Sundelin (2017), working with interpreters in CGC
	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
3		Develop participants' ability to design CGC activities that support learning about career issues considering the language and learning challenges of refugees/ migrant clients.			
3.1	30 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"	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	PPT 5 (T14), based on article Sundelin (2017)

Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			<p>depending on ethnical background (Example Sweden).</p> <p>Introduction of CGC strategies that support learning on career issues:</p> <p>Activating and visualising methods</p>	<p>something to them. On the third piece they are asked to write a name of a person that is important to them.</p> <p>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.</p> <p>The exercise is rather emotional.</p> <p>Sharing of the experience of the exercise</p> <p>Group reflection: What visualizing and activating methods do you use in your work today? Why?</p>	<p>Flip chart</p>
3.2	45 min	The participants know some visualising and activating methods/tools that support refugees/migrant clients learning about career issues.	<p>Tools and methods for activating clients and visualising career information.</p> <p>Participants' reflections about learning and career issues.</p>	<p>Workshop. Group activity. The methods in Appendix 2 are suggested.</p> <p>Individual summary: I will try this next week...</p>	<p>Appendix 2 (T15)</p> <p>Moderation cards: vocational and educational pictures.</p> <p>Flip chart</p>
3.3	15 min	<p>Learning outcomes: by the end of this module, participants will be able to:</p> <p>In an enabling manner, manage questions in CGC about the impact of learning</p>	<p>Evaluation of module with regard to the learning outcome</p>		<p>Evaluation form</p>



**Seminar plan for the module *Language and Intercultural Communication*
(O3-3) (3 x 90 = 270 minutes)**

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		<p>the language of the receiving country on migrants'/ refugees' career mobility.</p> <p>Use counselling methods that manage language barriers and support migrant clients' participation in CGC</p> <p>design CGC situations with interpreters</p> <p>design CGC activities that support migrant clients learning about career issues (language asymmetries)</p>			



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): Counsellors' 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 a 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 are able 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 are 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 are aware of key issues/rules of main religious groups and place of women in society for different cultures.

Methods and Material

Mix of input presentations, practical exercises, case studies, group discussion, and tutor led discussion.



Structure Plan

Seminar plan for the module <i>Migration Complexity</i> (O3-4) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.	10 min	Participants will have an idea about general framework of “Cultural Awareness” part. And learn the steps of developing cultural awareness.	<p>Introduction to part 1 “Cultural Awareness”</p> <p>The aim of the subject “cultural awareness” will be explained and subtitles will be presented.</p> <p>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 clarified.</p>	Lecture	Presentation T01
2.	15 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.	<p>Group Discussion:</p> <p>Participants will share existing thoughts/ believes about what culture is/ cultural differences are and how it functions.</p>	Participants will share their point of view about definition of culture and functions of it. Keywords are noted in post-its and each group sticks its comments, know-how and experiences on to the flip chart.	Flip chart paper and pens Post-it notes



Seminar plan for the module *Migration Complexity*

(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
3	20 min	Participants will gain both a common view about the “culture concept” and the function of the culture.	Culture Concept <ul style="list-style-type: none"> • Definition • Characteristics • Components <p>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.</p>	Lecture	Presentation T01
4.	10 min	Participants will deepen their knowledge about culture concept and by shared ideas of participants; they will find the chance to see that also a small group of people have different cultural values.	The results of group discussion in no:2 will be analysed in the scope lessons learned in no:3	Tutor-led group discussion	Post-it notes from no:2
5	30 min	Participants will understand the differences between national cultures and the effect of culture on behaviours.	Cultural Differences; Hofstede’s Cultural Dimensions Theory <ul style="list-style-type: none"> • Power Distance • Individualism - Collectivism • Masculinity - Femininity • Uncertainty Avoidance • Long-Term/ Short Term Orientation • Indulgence – Restraint <p>As the knowledge and understanding of cultural differences is essential for career counsellors, “Hofstede’s Theory” which is the most influential and widely used framework in cross-cultural business studies, will be told.</p>	Lecture	Presentation T01



Seminar plan for the module *Migration Complexity*

(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
6	15 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, Group Discussion 3 different groups will be formed and different case studies for each group will be analysed and discussed in the framework of Hofstede's theory.	Case study for each group T02, T03 Flipchart, post-it and pen
7	15 min	Participants will learn about and gain the ability of cross-cultural communication that is essential to provide more effective consultancy service to migrants and refugees.	Cross-Cultural Communication: Hall's Theory <ul style="list-style-type: none"> Context: High vs. low context Time: Monochronic vs. Polychronic 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	Presentation T01
8	20 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 (such as: Arabs, Muslims, Syrians etc.) 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 for the practice referring cultural characteristic and individual differences.
9	15 min	The aim is to make participants have a	To increase cultural awareness of participants, some dimensions	Practice and discussion	Culture and worldviews



Seminar plan for the module *Migration Complexity*

(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		effective during counselling sessions.	attitudes. Participants will be informed about this situation.		
11	10 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 <ul style="list-style-type: none"> • Honeymoon phase • Culture shock phase • Adjustment phase • Mastery phase <p>As one of the most common ways to present the process of cultural adjustment is using U-curve, it is included to the module.</p> <p>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.</p>	Lecture U-curve of cultural adjustment Practice	Presentation T01 Examples about simple ways of explaining U-curve
12	20 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 <ul style="list-style-type: none"> • Assimilation • Integration • Separation • Marginalisation <p>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.</p>	Lecture	Presentation T01
13	20 min	Participants will practise of and develop their abilities of supporting a counselee on employment difficulties stemming from cultural adaptation issues.	Case studies: Counselling for “New-comer, Integrated and Separated counselees” “Counselling session case studies” illustrating three different adaptation attitudes (New-comer,	Case Study: Three groups will be formed and each case study will be analysed in-groups. Then the suggestions offered by the group will be presented to other groups	Case study T02, T03 Flipchart



Seminar plan for the module *Migration Complexity*

(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			Integrated and Separated) will be used.	and will be discussed and criticized. Tutor led discussion	
14	5 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.	Presentation T01
15	10 min	Participants will learn about different experiences and have an idea about the why these topics are delicate.	Share of existing thoughts and experiences about the place of the women and religion difficulties in different cultures that immigrant/ refugees are mostly coming from	Group discussion	
16	20 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.	Special Issues: Religious practices at workplace 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 counselors. As the great majority of the refugees/ immigrants are from Islamic countries, Islamic issues are taken with priority.	Lecture	Presentation T01
17	20 min	Participants will gain an insight about the place of women in society for different cultures.	Special Issues: Women issues in career Basic information about the place of the women in different cultures especially “the women in Islam” (on the assumption of the important amount of refugees are	Lecture	Presentation T01



Seminar plan for the module *Migration Complexity*

(O3-4) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			from muslim countries) will be given.		
18	3 min	Participants will be briefly informed about the whole module and they will give feedback about the module contents	<p>Summary of module and Receiving Feedbacks</p> <p>Summary of the whole module</p> <p>Receiving feedbacks about basic titles and subtitles of the module</p>	<p>Lecturer summary of the whole module</p> <p>Feedback receiving through open questions</p>	
19	15 min		Evaluation	Students fill in	Evaluation form



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. 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, the main focus will lie on the task how the knowledge could be used for the counselling process, and thus the module will be a mixture of lectures and group work.

Learning Outcomes

- Participants understand the most important characteristics of the labour markets in target countries and 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 how to support individuals in the process of recognition of prior qualification.
- Participants know 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 are able to use 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; booklet with possible questions young migrants and their parents may ask and answers that may be given; list of reference professions compared with skills refugees claim to have, list of the most popular and the most unpopular professions in the receiving country that require vocational training; published material that helps refugees to understand the systems of vocational training and labour in the receiving country and of regulations to access; factsheets 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.

Seminar plan for the module <i>Access to and Inclusion into System</i> (O3-5) (3 x 90 = 270 minutes)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1	42 min	Students know the most important conditions, activities and supporting measures preliminary to the integration into the labour market	<p>Preparatives for the access to the labour market</p> <p>1. Transitions from asylum to integration process (infrastructure, procedures, results)</p> <p>1.1 Binding and systematic language support (training and work-related supply situation, modular offers)</p> <p>1.2 Combination of language support with internships / training and further education</p> <p>2. Networking initiatives between employment services, municipalities, institutions for refugees and asylum seekers, social partners and their associations; educational institutions; social and welfare organisations; churches</p>	Lecture, plenary discussion	Ppt presentation (T01), Handout/ worksheet “Access” (T02)
2	10 min	Stimulating and developing knowledge about the basic concepts of the module	Introduction into basic concepts (competence, qualification, formal and non-formal learning)	Lecture	Ppt presentation (T03)
3	20 min	Activating practical experience with the recognition of competence and qualification, getting overview about the strengths and the pitfalls in practice.	What are the experiences of the participants in practice (with recognition in general, working with the target groups, limitations and specialities)	Collection of Cards Moderation	Stimulating question(s) Cards, Board, Pins



Seminar plan for the module *Access to and Inclusion into System*
(O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
4	23 min	Understanding the process of recognition of prior qualification and know how to support individuals in this process	<p>Different target groups looking for recognition of qualification</p> <p>Process of recognition of qualification</p> <p>Actors in the recognition process</p> <p>Link to European instruments and resources (ANABIN database; European Qualifications Framework)</p>	Lecture, dialogue, working with the handouts	<p>Ppt presentation (T03)</p> <p>Working materials (T04)</p> <p>Online information portals (T06)</p>
5	22 min	Understanding Instruments for the initial identification, reflection and recognition of (vocational) competences and know how to support individuals in the guidance session and by linking to recognition services	<p>Different target groups who can benefit from competence reflection and recognition</p> <p>Specific factors influencing the work with recognition instruments</p> <p>An instrument for the initial identification of competences (e.g. "Questionnaire for asylum-seekers" or "Visual competency cards")</p> <p>An instrument for the in depth analyses of competences (e.g. "My Skills")</p> <p>Role of self-reflection and feedback in the competence oriented guidance process</p>	Lecture, dialogue, working with the handouts	Handouts for 2-3 instruments (T05, T06, T07, T08)
6	8 min	Reflecting the content based on prior experience	Linking the seminar to the collected cards (what can I take to my practice ...)	Reflection	Cards on the board
7	2 min	Knowing how to find more materials	Handout with relevant Links (national, international)	Giving a handout	Handout with links to further resources (T09)
8	5 min	Students know content and objective of new sub-topic „Access to VET system“ and know	<p>Introduction: topic access to the VET system</p> <p>Forming work groups</p>	<p>Lecture, group activity</p> <p>Lecturer</p>	



Seminar plan for the module *Access to and Inclusion into System*
(O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		their role within the upcoming 85 minutes of course procedure.		<p>presents topic and objective of sub-topic „Access to VET system“,</p> <p>explains that in the course of this topic VET is to be understood as any training resulting in a professional certificate be it in-plant, dual, schooling or academic</p> <p>asks to form seven groups working together with</p> <p>4 groups of 4 to 6 students each working with material on VET in refugees' countries of origin (groups 1-4)</p> <p>3 groups each working as a reporting team of 2 students focussing on the consequences of content dealt with for</p> <p>A: counselling interviews</p> <p>B: counselling in groups events</p> <p>C: supporting measures (groups A-C)</p>	
9	30 min	Students know main differences in VET system and educational aspirations between	Differences in education especially VET systems of countries of refugees' origin and receiving country and typical	Group work: groups 1-4 working simultaneously with material mentioned	Worksheet "VET" (T10)



Seminar plan for the module *Access to and Inclusion into System*

(O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
		countries of refugees' origin and receiving country and are aware of systematically arising misunderstanding in CGC settings.	misunderstanding in CGC settings (group work)	in adjacent column on the following central questions: 1. Present structures and conditions of VET and labour in the countries of origin. 2. Work out the differences to structures and conditions in your receiving country. 3. Reflect on typical misunderstanding that is likely to emerge. with groups 1 and 2 focussing on options and preferences in the countries of origin 3 and 4 focussing on reasons for taking or rejecting typical VET options in the receiving country reporting groups A-C attend the working process of groups 1-4 taking notes regarding their particular focusses	Working materials T11-T19 Flipchart poster material (for all groups 1-3 and A-C)
10	15 min		presenting results of group works	groups 1&2 and 3&4 present their results with each double team supporting and complementing each other	Flipchart presentation of groups 1-4 to the plenum



Seminar plan for the module *Access to and Inclusion into System*
(O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
11	10 min	Students reflect consequences of differences in VET systems and aspirations between origin and receiving countries and see the importance of critical self-reflection in their role as counsellors, especially regarding the risks of underestimating and steering refugee clients.	Perspective on Refugee Consultants risk of underestimating clients' resources and potentials; risk of controlling rather than counselling	Group discussion	White-/ blackboard or flipchart
12	10 min	Students know and reflect on specific tasks arising from systematic differences in systems and risks in CGC settings.	Specific tasks in counselling refugees dealing with clients' disappointment recognising clients' potential to study academically open up for all professional options of the receiving country counteract gender segregation in the VET system and labour market	Group discussion	White-/ blackboard or flipchart
13	15 min	Students have first impression of methods dealing with specific tasks mentioned above.	Methods of dealing with specific tasks in counselling regarding counselling interviews counselling in group events supporting measures	presentation of results of reporting groups A-C	Flipchart presentation of groups A-C to the plenum
14	43 min	Students 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 Control and organisation 1. Networking of the participating public levels (federation, federal states, municipalities)	Lecture, plenary discussion	Ppt presentation (T01), handout/ worksheet "Access" (T02)



Seminar plan for the module *Access to and Inclusion into System*
(O3-5) (3 x 90 = 270 minutes)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
			<p>2. Clarification of the respective responsibilities for the different areas of integration</p> <p>2.1 Integration in work in progress</p> <p>2.1.1. Responsibility of the employment services</p> <p>2.1.2 Responsibility of the collective bargaining parties and their associations/ institutions</p> <p>2.1.3 Responsibility of public authorities at all levels (federal, state and local authorities)</p>		
15	15 min		Evaluation	Students 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, moving beyond supportive measures.

Theoretical foundations of the module

Among recent approaches, Life design is meant as a lifelong self-construction process that aims to promote skills and competences in overall life planning (Vanhalakka-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, interests 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 meaning from the role of work in their lives instead of merely looking at how they fit into the occupational structure.

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 context (Campbell & Ungar, 2004).

Recent developments in life-design paradigm underlines 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).

Core resources within Life Design are then hope and optimism, self-determination, adaptability, but also courage and concern for the future, connecting past with present and positively projecting towards the future.

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 to 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; develop a positive mindset from real situations, 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 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

Seminar plan for the module <i>Moving beyond Supportive Measures</i> (O3-6) (3 x 90 = 270 minutes per module)					
No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
1.1	5 min	Stimulating and developing knowledge about the construct	Description of the goal of the session	Lecture	Ppt presentation (T01)
1.2	10 min	Knowing definitions and models of courage	Models and Theories of courage	Lecture	Ppt presentation (T01)
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	Ppt presentation (T01) Coding system sheet example N. 1 Analysis of the answers (T04) Coding system sheet example N.1 Storyline (T05)
1.4	30 min	Developing a positive mindset from real situations	Explore case studies. In small groups read a case study describing courage experiences of refugees	Group exercise and discussion; feedback to the group	Case Example N.2 (T06) Coding system sheet. Grid for answers analysis (T07)
1.5	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 Lecturer summary	Ppt presentation (T01) Coding system sheet. Grid for storyline (T08)
1.6	15 min	Verifying learning	Questions on contents and counseling issues	Written answers and discussion	Evaluation form (T09)



Seminar plan for the module *Moving beyond Supportive Measures*

(O3-6) (3 x 90 = 270 minutes per module)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
2.1	5 min	Stimulating and activating the relevance of the construct	Description of the goal of the session	Lecture	Ppt presentation (T10)
2.2	10 min	Knowing definitions and key findings related to the construct	Components of future time perspective	Lecture	Ppt presentation (T10)
2.3	15 min	Knowing a qualitative instrument to interview and know how to categorize the answers	Setting future goals Analysing supports and barriers to future goals implementation	Lecture; instruction Modelling	Ppt presentation (T10) "My future" interview (T11) Grid 1 Analysis of Goals (T13)
2.4	30 min	Practicing qualitative measures and coding system	Case studies: exploring future goals, supports and barriers to inclusive work goals	Exercises in small groups, discussion and feedback to the group	Case example 1 (T12) Examples of future goals analysis (T14)
2.5	30 min	Knowing strategies to support a client in a career counselling session	Suggestions to deal with supports and barriers in future goal construction	Instructions and examples Group discussion Lecturer summary	Grid 2 – Future Map 2.6 (T15)
2.6	15 min	Verifying learning	Questions on contents and counselling issues	Written answers and discussion	Evaluation form (T16)
3.1	5 min	Participants will challenge their perception of work and inclusion, the potential levels of action	Description of the goal of the session	Lecture	Ppt presentation (T17)
3.2	15 min	Knowing basic definitions and key concepts	Current definitions of work – Definition of inclusion at work	Lecture Video and UN/ ILO document	Ppt presentation (T17) Link to Un/ ILO document and video in the unit description



Seminar plan for the module *Moving beyond Supportive Measures*

(O3-6) (3 x 90 = 270 minutes per module)

No.	Time	Learning goals (general and detailed)	Contents	Methods	Material/ Media
3.3	25 min	Knowing threats to work inclusion and strategies to develop language, attitudes and goals in cc with refugees and migrants	Labels and stereotypes towards im-migrants and refugees Levels of actions	Analysis of exam-ples Practicing with in-clusive visions	Ppt presentation (T17) Grid for the analy-sis (T18) Texts for the analy-sis of stereotypes (T19)
3.4	15 min	Providing positive and successful evidence	A counsellor committed to work in-clusion	Interviewing a counsellor	An example of suc-cessful counselling (T20)
3.5	30 min	Unit and course learn-ing outcomes			Evaluation form



Appendix and References

List of Teaching Materials

Module 1: Introduction to the Course		
No.	Type	Title
T01	Ppt presentation	O3-1 T01 Lecture Kohn 1
T02	Ppt presentation	O3-1 T02 Lecture Kohn 2
T03	Article	Kohn, Specific Career Counselling for Refugees
T04	Article	CMinaR O2 Transnational Report
T05	Ppt presentation	O3-1 T03 Lecture Kohn 3
T06	Ppt presentation	O3-1 T04 Lecture Engelen-Kefer 1
T07	Ppt presentation	O3-1 T05 Lecture Engelen-Kefer 2
T08	Article	O3-1 T06 Engelen-Kefer, Blätter für nationale und internationale Politik
T09	Fact sheet	O3-1 T07 International Labour Market Data
T10	Activity sheet	O3-1 T08 Worksheet Introduction
Module 2: Critical Reflexion		
No.	Type	Title
T01	Ppt presentation	O3-2-1 T01 Module 2 session 1
T02	fact sheet	O3-2-1 T02 Models of Reflexive Practice
T03	fact sheet	O3-2-1 T03 Working with Diversity
T04		O3-2-1 T04 Reflections on models in practice



T05	case study	O3-2-1 T05 Case studies
T06		O3-2-1 T06 Alex Ntung
T07	Ppt presentation	O3-2-2 T07 Module 2 session 2
T08	fact sheet	O3-2-2 T08 List of multicultural competences
T09	case study	O3-2-2 T09 Assessing multicultural competences
T10	handbook	O3-2-2 T10 NICE Handbook on Ethical Standards
T11	Ppt presentation	O3-2-3 T12 Module 2 session 3
T12	worksheet	O3-2 -3 T13 Personal Development Plan for Multicultural Competences
	fact sheet	Table for description of materials
Module 3: Language		
No.	Type	Title
T01	Ppt presentation	O3-3-1 T01 PPT 1 pptx
T02	Ppt presentation	O3-3-1 T02 PPT 1.1
T03	scientific paper	O3-3-1 T03 Article 1 On language asymmetries in CGC
T04	Ppt presentation	O3-3-1 T04 PPT 2, unit 1.1
T05	Fact Sheet	O3-3-1 T05 Handout 1 Swedish for immigrants
T06	worksheet	O3-3-1 T06 Appendix 1
T07	video	https://www.youtube.com/watch?v=RAGcDi0DRtU&t=8s
T08	Ppt presentation	O3-3-1 T08 PPT 3, unit 1.3
T09	Ppt presentation	O3-3-2 T09 PPT 4, unit 2.1
T10	scientific paper	O3-3-2 T10 Article 2 On learning career issues
T11	fact sheet	O3-3-2 T11 Handout 2 Career concepts

T12	video	https://csp.screen9.com/video?auth=6Tn8dOGfssyIBBcBIGbeONibQg6gJyFJpWJmmQmIDmlU_Cebx2EL8J35eP-oDQCjP19UezjqfxoOsSpT3cd-z0JT2plOpg7M3rvQReJes-ZXwTjNU1It1joJm0OwFc0nzsJywsrSJ3wSpfJHXJ25m8GVWsqHNerq5p
T13	fact sheet	O3-3-2 T13 Handout-Article 3 Interpreters
T14	Ppt presentation	O3-3-3 T14 PPT 5, unit 3.1
T15	worksheet	O3-3-3 T15 Appendix 2

Module 4: Migration Complexity

No.	Type	Title
T01	Ppt presentation	O3-4 T01 Immigrant Complexity
T02	case study	O3-4 T02 Case Study 1
T03	case study	O3-4 T03 Case Study 2
T04	worksheet	O3-4 T04 Culture and worldviews spectrum

Module 5: Access and Inclusion into System

No.	Type	Title
T01	Ppt presentation	O3-5-1 T05 Lecture Engelen-Kefer 2
T02	Activity sheet	O3-5-1 T02 Worksheet Access and Inclusion
T03	Ppt presentation	O3-5-2 T03 Lecture Weber and Conrads
T04	Fact sheet	O3-5-2 T04 Flyer Recognition in Germany
T05	Activity sheet	O3-5-2 T05 Questionnaire Asylumseekers
T06	Fact sheet	O3-5-2 T06 MySkills Information Sheet
T07	Fact sheet	O3-5-2 T07 MySkills Flyer
T08	Activity, practical method	O3-5-2 T08 Competence Cards
T09	Fact sheet	O3-5-2 T09 Resources for Recognition
T10	Activity sheet	O3-5-3 T10 Worksheet Vocational Training



T11	Activity sheet	O3-5-3 T11 IQ Eleven Questions – Eleven Answers
T12	Fact sheet	O3-5-3 T12 MySkills Basics - Professions
T13	Fact sheet	O3-5-3 T13 Data Report for Vocational Training Report 2018
T14	Fact sheet	O3-5-3 T14 Behnke 2017, So einfach funktioniert Deutschland
T15	Fact sheet	O3-5-3 T15 Basic Data – Afghanistan
T16	Fact sheet	O3-5-3 T16 Basic Data – Eritrea
T17	Fact sheet	O3-5-3 T17 Basic Data – Iraq
T18	Fact sheet	O3-5-3 T18 Basic Data – Iran
T19	Fact sheet	O3-5-3 T19 Basic Data – Syria
Module 6: Moving beyond Supportive Measures		
No.	Type	Title
T01	Ppt presentation	O3-6-1 T01 Module 6 Unit 1 The role of courage for resilient clients
T02	worksheet	O3-6-1 T02 A Courage Interview
T03	case example	O3-6-1 T03 Interview on Courage to Ms. Aza
T04	case example	O3-6-1 T04 Analysis of the Answers of Ms. Aza
T05	case example	O3-6-1 T05 Storyline of Ms. Aza
T06	case example	O3-6-1 T06 Interview on Courage to Mr. Eba
T07	worksheet	O3-6-1 T07 Grid for Answers Analysis of Courage Interview
T08	worksheet	O3-6-1 T08 Grid for Storyline
T09	Unit Evaluation form	O3-6-1 T09 Unit Evaluation form
T10	Ppt presentation	O3-6-2 T10 Module 6 Unit 2 Future Orientation for setting and pursuing goals
T11	worksheet	O3-6-2 T11 “My Future Interview”
T12	Case example	O3-6-2 T12 Case example 1



T13	worksheet	O3-6-2 T13 Grid N.1
T14	worksheet	O3-6-2 T14 Analysis of goals
T15	worksheet	O3-6-2 T15 Grid N.2
T16	Unit Evaluation form	O3-6-2 T16 Unit Evaluation form
T17	Ppt presentation	O3-6-3 T17 Module 6 Unit 3 Approaching work inclusion
T18	fact sheet	O3-6-3 T18 Sketching approaches for a work inclusion
T19	example	O3-6-3 T19 Texts for the analysis of stereotypes and labels
T20	example	O3-6-3 T20 An example of a successful counselling
T21	Unit Evaluation form	O3-6-3 T21 Unit Evaluation form



List of Additional Materials

Module 1: Introduction to the Course		
No.	Type	Title
Module 2: Critical Reflexion		
No.	Type	Title
A01		O3-2 A01 Shakespeare's thoughts on the plight of refugees
A02		O3-2 A02 Linden West
A03	worksheet	O3-2 A03 Whispering exercise
A04		O3-2 A04 Gideon Arulmani
A05	scientific paper	O3-2 A05 Reid and Oliver Paper on ethics
Module 5: Access and Inclusion into System		
No.	Type	Title
A01	Article	O3-5-1 A01 International Economy Employment Policy
A02	Fact sheet	O3-5-1 A02 Press Release of the European Commission
A03	Fact sheet	O3-5-1 A03 A European Partnership for the integration of refugees into the European labour market
A04	Official report	O3-5-1 A04 OECD Labour Market Integration of refugees in Germany
A05	Article	O3-5-1 A05 Struggle for Refugee Integration: Evidence from Europe
A06	Official report	O3-5-1 A06 Effects of Immigration
A07	Official report	O3-5-1 A07 Integration of Refugees in Austria, Germany and Sweden
A08	Official report	O3-5-1 A19 Integration of Refugees in Greece, Hungary and Italy
A09	Official report	O3-5-2 A09 Praxishandbuch Multikulti
A10	Article	O3-5-2 A10 Recognising Foreign Qualifications and Competences



A11	Official report	O3-5-2 A11 Potenziale erkennen – Kompetenzen sichtbar machen. Chancen für Menschen mit Migrationshintergrund
A12	Case study	O3-5-2 A12 MySkills Results for Placement Officers
A13	Official report	O3-5-2 A13 2017 Report on the Recognition Act
A14	Fact sheet	O3-5-2 A14 Recognition without documentation
A15	Official report	O3-5-2 A15 Brain Waste
A16	Fact sheet	O3-5-2 A16 MOZAIK Dictionary
A17	Article	O3-5-3 A17 Schreyer, Bauer, Kohn 2018
A18	Official report	O3-5-3 A18 Sicilia, McDaniel, Kazziha 2002
A19	Article	O3-5-3 A19 Stoewe 2017
A20	Ppt presentation	O3-5-3 A20 Wissenswertes über Afghanistan
A21	Ppt presentation	O3-5-3 A21 Wissenswertes über Irak
A22	Ppt presentation	O3-5-3 A22 Wissenswertes über Iran
A23	Ppt presentation	O3-5-3 A23 Wissenswertes über Syrien
Module 6: Moving beyond Supportive Measures		
No.	Type	Title
A01	fact sheet	O3-6-1 A01 Experiences of Courage
A02	guidelines	O3-6-1 A02 Conducting the Interview
A03	case example	O3-6-2 A03 Case Examples 2
A04	worksheet	O3-6-2 A04 'My Future Interview' Extended Version
A05	UN document	O3-6-3 A05 Agenda for Sustainable Development

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