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## Intellectual Output 1 Counselling migrants and refugees

# Counsellors Study and Training Exchange Programme (C-Step)

## Unit 1: Intercultural Awareness

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## Table of contents

<b>1. Content of the Unit 1: "Intercultural Awareness" .....</b>	<b>3</b>
<b>2. Learning outcomes.....</b>	<b>4</b>
<b>3. Structure plan.....</b>	<b>4</b>
<b>4. Detailed description of the structure plan.....</b>	<b>7</b>



## Unit 1: Intercultural awareness

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### 1. Content of the Unit 1: "Intercultural awareness"

The unit description for all online training days in the Academia+ project should be understood as a helpful basis if you would like to hold a similar training for the covered topics within the online training days of the project. Therefore this unit description is written in present tense and anonymous (although you find names of all speakers and lecturers of the online training in the original material on Moodle) and gives you detailed information about how to use the presentations, group excersises, conference meeting tools and group work tools.

The first online training day from the first Counsellors Study and Training Exchange Programm (C-STEP) in the Academia+ project focused on the topic „intercultural awareness“. It stands for the „challenges that arise from a lack of knowledge that both sides in counselling, the consulter and his or her counsellor, have to tackle. On the one side, the refugee client cannot be expected to bring all the basic information about systems and processes in education and labour into counselling that session with native researchers are built on. On the other side counsellors lack substantial information about systems and processes of the refugees' countries of origin to adequately assess on what kind of qualifications and potentials a career in the receiving country can be based on; among others" (Kohn, et al., 2019).

Therefore the first unit should cover the contents multiculturalism, interculturalism, integration and challenges that arise with these topics. Furthermore the unit should focus on language aspects and the importance and difficulties of intercultural communication. This will be the basis for cultural and intercultural awareness.



The complete unit will always combine determination of participants' experience in conducting, sitting on or just hearing or reading about career guidance and counselling sessions with refugees and migrants with evidence on specific challenges and demands in such settings on the hand side and deliver basic knowledge on the other hand side.

## 2. Learning outcomes

By focusing on the above mentioned contents unit 1 aims to meet the following learning outcomes:

- Analyse challenges arising for access to and designing and handling of supportive measures and labour market schemes.
- Promote the language acquisition in supportive measures and labour market schemes.
- To know training measures for the adaptation of vocational skills for refugees and migrants.
- Find out about legal aspects of support measures

## 3. Structure plan

Unit 1 is a whole day online training which combines input sessions with group work and self-learning sessions as well as plenary discussions. In the morning it focuses on an introduction to cultural awareness. The afternoon, emphasizes the role of culture and language.

An overview of the structure plan can be seen below and is explained in detail afterwards.


**Table 1: Overview of the structure plan Unit 1. Intercultural awareness**

Time	Topic	Method, media and material	Outcome	Comments
10.00	1. Introduction of the facilitator and the participants and the course topic & goals	Zoom session Plenary video session	Getting to know each other	Lecturer enters Zoom session and shows welcome slide from ppt presentation  Lecturer introduces him/herself and explains the agenda for the day  Lecturer asks for volunteers to say their name, their institution and what they would like to learn  (time depends on the number of participants – flexibility needed)
10.30	2. Intercultural awareness I- Culture	Ppt presentation	Basic knowledge about cultural differences relevant for counselling situations	Lecturer presents small case studies and connects them with basic knowledge about cultural differences which could be needed in counselling situations
11.15	break			
11.30	3. Intercultural awareness II- Cultural differences	Ppt presentation & discussion and/or group work	Basic knowledge about cultural differences relevant for counselling situations	Based on Case Studies  Lecture presents a critical incident that takes place in a particular guidance session. The group discusses cultural differences important for counselling sessions
12.15	Short break			
12.20	4. Intercultural awareness III- Language and culture I	Input and exercise	To sensitize for language issues	Lecturer introduces the exercise: Explaining ... Language and culture: How to explain well?  1) Participants split into breakout rooms: They should clarify who will be the 'explaining person'; This person will get access to a drawing he/she has to explain to the others in order to make the reproduce it; The others will draw (while not seeing the picture); They can ask questions; Do not show it to the others before or while they are drawing  2) When finished the pictures are uploaded
13:00	lunch break			
14:00	5. Intercultural awareness IV- Language and	Examples & discussion	Developing action strategies	The group has to collect action strategies, which are helpful when explaining something abstract to somebody.



	culture II			Exercise: How was it like?; What worked well?; What wasn't helpful?
14:30	6. Intercultural awareness V- Sharing of know how and experience	Group work	Knowledge about differences	Group work: 20 minutes, then presentations  The group-working task is about „Exploring different education and labour market systems“. To this end, participants carry out a group work sharing „Knowledge about differences“. The speaker raises the following issues: discuss what „intercultural“challenges you meet in your daily work?; How do you cope?  ; What strategies/skills are needed when counselling migrants?  This opens up a discussion group among the participants.
14:50	break			
15:00	Presentations	Via a whiteboard tool	Knowledge about differences	“What are the key words?”  Relationship, focus on the person, acceptance and sincerity, communication techniques, empathic, open minded, tolerant, patiently, language/communication, strategies language barriers, learn person’s culture, promote appreciation of cultural differences,active listener, interculture challenges, respect personal values, understanding, etc.
15:40	7. Intercultural awareness V: Summary	Plenary session	Summary & Sharing	Wrap up and final discussion  Lecturer suggests a set of literature and provided a list of additional material and resources available to participants through the Moodle working tool.
16:00	8. Inclusive employment and the diversity advantage - a Bradford approach	Lecture with the opportunity for questions  See on Moodle the ppt speakers full presentations		The presentation is held as an example where intercultural awareness is the basis of work e.g. in a refugee cafe

**Several people and professionals support in the design and development of the training sessions**, among others: guest speakers/lectures (those who do the whole presentations, in charge to provide the training input/contents); moderator/s (usually support with the introduction by the speaker, the interventions, the closure of the sessions and sometimes, with certain technical aspects...); a person who is taking care to make notes and support participants by the email (academia.info@gmail.com) and help with phone numbers; a personal technician who is in charge of recording the sessions and to split/distribute the groups in breakout rooms for the group work, etc.; a person responsible to provide links on the chat and/or other additional material, taking care of checking and answering the chat.



#### 4. Detailed description of the structure plan

All the material are provided via the **Moodle learning platform of Academia + project**. More information on:

<https://www.academiaplus.eu/moodle/course/view.php?id=6&section=1>

- **The Moodle Structure**

Moodle was chosen as the platform on which all the material is provided. One of the advantages of Moodle is a clearly arranged overview with which the material can be presented.

The chosen structure on Moodle follows generally the respective structure of each day of the online training. Every speaker with his or her session have their own section on the course page. You can find the presentations, videos, exercises, sample solution etc., always in the respective section of the speaker. The files you can find there are always numbered in ascending order. So the session can be worked through like a learning module. There are longer input presentations, exercises on various aspects and also smaller contributions from our speakers.

For Unit one you will find the first documents numbered 0. These are the complete presentations of our speaker from unit 1.

- **How to use the documents on Moodle:**

The provided documents are always available as PDF files to ensure a usage on most devices. Videos are inserted as a stream directly from the Moodle page so you don't need a separate flash or media player. Sometimes we added a YouTube link on the page or on the additional material. In most cases, when our speakers have shown a video on their session, you can find this on the video (recording of the session) we prepared on Moodle. So the external YouTube link is additional; maybe if you want to watch it again or with different subtitles. You also find the links for the YouTube videos in every presentation as you work through them.

In general there are 7 different types of documents on Moodle.

### 1. The videos

Each session has at least one video that consists of the recording of the online training day. As these are made available directly on Moodle, every participant/ interested party can access the videos directly on the platform. No extra software or similar is necessary, so that easy access can be guaranteed.

### 2. The presentations

On every session you can find the presentation used by our speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, you will find one document with the whole presentation or a splitted presentation. These include a smaller input session from our speaker or preparations for a group work or an exercise. These documents are always named with 'presentation' and the specific name of this short session.

### 3. The exercises

In different sessions our speakers prepared some exercises and group work. These documents are named with 'exercise' and the specific name of this exercise and they contain two different didactic levels. On the one hand they are prepared for participants and interested people who want to work through the material for themselves. For those there is a small introduction into the exercise and the numbered tasks you have to do. Furthermore there is also a note how you need to save/ share or send the outcome of this exercise. Depending on the situation you can share your screen or present your outcome or result on Padlet, Sticky notes, etc.

On the other hand you can find a didactic level prepared for potential trainers, speakers or lecturer who want to host further education/ training, maybe in their own institution or company. For those people and for such use of the material you can find italic additional information in the exercises which are marked with 'Editorial note'. These notes includes hints, tips and instructions only for lecturer or teacher. For the most part these are didactic hints or assistance, which software can be used for the presentation of the work results, etc. These notes also contain information on what needs to be prepared in advance of the session/ training. As an



example if you as a trainer want your participants to share their work results on a Whiteboard or with sticky notes, you can find a recommendation about the software we and our speakers used in the online training.

#### 4. The sample solutions

Safeguarding of work results is extremely important for the success of a further education session/ training. When your participants come from different countries, backgrounds or at least cities/ companies etc. you will receive a huge mass of productive work results and outcome. In addition to the exercises we provide a specific sample solution. On one side the sample solution we provided on the Moodle platform are the main work results of our participants from the online training. According to privacy policy it's needed to blurry all personal data etc. On the other side, these sample solutions are only intended as additional information. They are not all-encompassing or to be seen as the only solution of the exercise.

#### 5. Additional material (links, texts, handouts etc.)

According to the respective session of our speakers we provided additional material like links, additional texts or handouts. If additional material be available for the specific session, it will be referred to at the respective place in the video or presentation.

##### ▪ **Preparation before the unit:**

It is important for a good start to the training, whether it takes place in presence or online, that there is enough time for getting to know each other. So as you can see in the Moodle structure the first part of the session will be an introduction part where the participants introduce themselves and get a first overview about the schedule for the session. After a short introduction made by the speaker it is also necessary to establish some rules for the session. Especially for an online training with many participants some specific rules of conduct can structure the session and thus contributes to the success. It is necessary to mute/ turn off all the microphones while the speaker is talking. Otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding. Depending on the number of participants it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it's useful to switch on the video signal.



While using the common platforms (zoom, MSTeams, etc.) you have two different options for asking questions while an input session. On the one hand you can use the chat. It is very helpful to collect and channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand zoom and MSTeams provide different actions for participants who want to say or ask something. There is a raise your hand symbol with which you can indicate that you have a question or want to say something. The little hand will then pop up at the speakers desktop so he knows that someone wants to say something.

The following is a detailed description of the structure plan, which provides an overview of the Unit 1: Intercultural awareness.

### 1. Introduction

The seminar begins with a brief introduction by the speaker (professional profile, institution, lines of research, etc.) in order to get closer to the group (lecturer enters Zoom session and shows welcome slide from ppt presentation) and explains the agenda for the day. Moreover, lecturer asks for volunteers to say their name, their institution and what they would like to learn.

The lecturer then presents a few brief indications on how to make the course a success. To this end, he/she mentions that they are a very large group (68 people enrolled) and it is assumed that this is a new experience for everybody (that is why a technical test with participants and speakers in advance is highly recommend).

As mentioned above in the „Preparation before the unit section“, the lecturer proposes to turn off the participants' microphones, except when they want to contribute and say something. Moreover, is suggested, if possible, switch on participants'camera, at least during group work.

Participants are welcome to use the chat, but they should be aware that the speaker will not be able to read their comments on the chat while he/she is speaking. So the participants in the chat can raise their hand symbol with which they can indicate that they have a question or want to say something. The questions asked in the chat can then be answered in special Q&A sessions. In addition, to keep discussions alive participants will be invited to share with the team afterwards.



## ▪ Exercise introduction with sticky notes

### General information

As it was already pointed out, in order to put the group of participants into contact with each other right at the beginning (Getting to know each other), it is worthwhile to start the online training day with an interaction exercise. The "sticky notes" of jamboard can be very suitable for this. The participants have to write certain aspects of themselves (name, place of work/organization/Institution or Employer/job title, country of origin, etc.) on a sticky note. This way all participants (if they don't know each other yet) get an overview of who is participating in the event. If it is desired you can put your participants into smaller groups (via breakout rooms) to let them introduce themselves and get more in touch with the other participants (5 min.)

**Name /  
Country of  
origin /  
Institution or  
Employer / job  
title**

### How to create and use a jamboard

*Editorial note: To create a jamboard you need a free account as you can see in the screenshot. If you do not already have a google account you can create one (as seen below in the screenshot).*



After creating an account you can go to: <https://jamboard.google.com> and create a jamboard. You can design/arrange it however you prefer.

After creating your jamboard you have to share the link with your participants. So they can add their personal sticky note (on the left hand side you can see the symbol of a sticky note; just click, choose your colour and fill out).

You can see a sample solution document on Moodle („3 sample solution introduction with sticky notes“).

## 2. Intercultural awareness I- Culture

The introduction session is followed by a lecture which starts with a presentation by the speaker in relation to „Intercultural awareness“. Topics such as learning about cultural differences; discovering core competences (change of perspective, empathy) as well as exploring strategies how to deal with differences, are discussed with the participants.

Subsequently, a conceptual framework about „Culture“ is introduced by the speaker. Several themes are analysed: a core challenge in the field of intercultural communication, using culture as an explanation source,



but not creating/ strengthening stereotypes, simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics.

In addition, as features of culture – „Basic Concepts“- are mentioned: culture is invisible to its members, much of culture is below the surface, cultures are dynamic, cultures are heterogeneous, cultures overlap and intersect, individuals within cultures differ.

Finalizing with this conceptual framework, the lecturer presents an image coming from Bosse (2011, 102), that represents the different levels onto the Intercultural awareness: cognitive level (knowledge), action level (skills), affective level (emotions, attitudes).

To conclude this thematic section, lecturer introduces the following critical incident as an example, which could take place in a guidance session, where is seen cultural knowledge as a resource for understanding.

In the Student Guidance and Counselling Centre of a German university, the administrator in the International Office, Frau Reiser\*, has a consultation meeting with an Iranian couple. They have come because the wife has questions about studying at a university. During the conversation, the administrator notices that the husband is carrying on the conversation with her instead of the wife. He replies to the questions she poses to his wife and asks questions in place of his wife. This is very irritating to the administrator and results in her taking a negative stance.

\* Names amended

#### ▪ Exercise 'the silent wife'

After this first input of a possible impact of critical incidents in counselling it is time to have a small exercise on that. The first exercise will be a group work (5-8 people; depends on the number of participants). So please follow the instructions below and share your work with the other participants (You can use again jamboard for presenting your group work).

*Editorial note: While using zoom, you as a host can create breakout rooms. Depending on how many participants you have you can choose the number of breakout rooms and distribute them automatically.*

#### Your task

1. Please discuss in your group what challenges do you face with when counselling migrants and refugees?



2. Are you familiar with this kind of problem like the example of the “silent wife”? Or do you know/ imagine different challenges?

3. What kind of cultural differences do you observe?

Please write down the most important things in one sticky note (Jamboard).

For this exercise we recommend a discussion time about 15-20 minutes.

### 3. Intercultural awareness II- Cultural differences

The aim of this following learning session is to gain a basic knowledge about cultural differences relevant for counselling situations. To this end, following Tuschinsky 2004, the speaker first presents an approach to what Cultural differences could entails for guidance sessions: relationship vs task orientation, time, communication style, hierarchy, space, individualism/collectivism, gender roles.

Subsequently, the lecture provides as an example, a critical incident that could take place in a particular guidance session. From this, the group discuss cultural differences important for counselling sessions.

*Ahmed\**, trained lawyer, about 45 years of age and with Egyptian roots, returns to a German university after spending some time in the United States. He would like to apply for an English-speaking degree, so he goes to see Frau *Hecker\** during her office hours. He begins by complaining about how long he had to wait. Frau Hecker apologises and asks for the reason for this consultation. Instead of replying, Ahmed describes his own life situation and family problems and explains that his German wife wants to divorce him. He also pays compliments to Frau Hecker regarding her age and her first name (Rosemarie). He then asks whether he can call her by the short form of her name (Rose). Frau Hecker is taken aback and feels her sense of privacy violated. She does not allow him to call her Rose. Ahmed apologises, explaining that he has been living in the United States for a long time where it is customary to call each other by first name. Frau Hecker terminates the consultation and actively asks Ahmed to leave. Ahmed expresses his thanks and leaves.

\* Names amended

#### ▪ Critical Incident – Analysis: CPS + I

The lecturer and the participants analyse this described situation (critical incident): Institution: person, situation, Culture (values, communication, routines) and then they carried out a further discussion by the following group work exercise:



▪ **Exercise „the consultation“**

*Editorial note: This is supposed to be a group work so you need to create again breakout rooms in your meeting. It can be recommended to mix the groups continually. Depending on your group size and if the participants know each other well or not, you can arrange different groups. The advantage of this is that as many participants as possible can get into conversation with each other, discuss productively and thus exchange information. We recommend groups with 5-8 people and 25-30 minutes of time for the following task.*

The task (group work)

After the case of Ahmed was read out and how his consultation went wrong, please discuss the following questions in your group. Write down the most important things so that you can present them later.

Please discuss:

- Why does the counselling fail?
- What could be explained by different personal features? Or institutional features? Or situational features?
- Can you identify cultural differences?
- (are there different social functions in terms of complaining, compliments, addressing by a short name and so on)

You can prepare the most important things on a word document or if you want it's also good to create just one (max. 2) slides of a PowerPoint presentation. While presenting the group result you can share your screen so everyone can see your notes.

*Editorial note: It's always good for participants to make some notes of the most important thoughts, of main arguments from the discussion or questions. On the one hand they collect their main outcome of the group work and they can discuss their notes with the other groups and participants. On the other hand, this material enriches the quality of the session/ online training, so it is advisable to keep such notes.*

You can see a sample solution document on Moodle („9 sample solution the consultation“).



#### 4. Intercultural awareness III- Language and culture I

The online training continues with a learning session in which it is presented the theme „The role of culture and language“ by a brief proposal for bibliographical references from the speaker and a critical incident example. The aim of this lecture is to sensitize for language issues.

##### Language and culture

Lin\*, a Chinese student, comes to the office hours of the Studentenwerk and declares that she would like to change her field of study. The administrator, Frau Krüger\*, knows by her files that this is not a simple process and explains to the student the steps to be taken in a certain order in detail. Lin comments on every sentence with “Yes, yes!” and emphatic nodding. Frau Krüger finds this behavior somewhat strange and occasionally makes sure: “Did you understand that?” Lin’s reply is another enthusiastic “Yes, yes!”. After everything has been explained, Lin leaves the office, thanking the administrator several times. Frau Krüger has the sense that the student did not properly understand what is asked of her.

\* Names amended

After this first input of a possible impact of critical incidents in counselling it is time to have a small exercise on that.

##### ▪ Exercise language and culture: How to explain well?

*Editorial note: This is supposed to be a group experience so split your participants into small groups (4-7). It is important to explain this exercise first to all participants. After dividing them into their groups every group need to choose one person who’s explaining the drawing. He’s the only person in this group who should open the 12 template (only for the person who will explain) document (see on Moodle). The other participants in each group will listen and try to repaint the picture according to the instructions of the person explaining.*

##### The task:

- First: Please clarify who will be the ‘explaining person’ (It’s important to have just one person per group who will explain; the others will try to repaint the picture according to the instructions of the person explaining).
  - For the ‘explaining person’: Please open the document 12 template (only for the person who will explain) on Moodle.



- For the other participants: You need a pencil and a piece of paper.
- The ‘explaining person’ will explain what he sees in the picture. Your task is to draw according to his/her instructions.
- If you do not understand something feel free to ask the ‘explaining person’ (It is a communication experience)
- Important: Do not show your pictures to the others before or while they are drawing.
- When finished drawing please upload the pictures or share your screen.

*Editorial note: Please prepare something for the participants to share/ show their pictures. The next exercise builds on this so it's good to talk about the drawing/ the procedure etc. You can use a jamboard to collect all pictures or if it is ok for your participants they can share their screen.*

You can see a sample solution (with examples from our group) on a document on Moodle („13 sample solution language and culture“). Also you can find there the “original” template.

## 5. Intercultural awareness IV- Language and culture II

The afternoon training session begins with an exercise in relation to the theme that has been developed in the morning session, „Language and culture: How to explain well?“. The aim is to develop action strategies. See the practical exercise below:

- **Exercise: Explaining ...:** How was it like?, What worked well?, What wasn't helpful?

The team has to collect strategies which are helpful when explaining something abstract to somebody. As an additional resource, you can have a look at the handout of Spencer-Oatey (see on moodle: „16 text Helene Spencer Outey: The Global People Competency Framework“).

## 6. Intercultural awareness V- Sharing of know how and experience

During the following learning session in the afternoon, a group discussion exercise is conducted where participants have the opportunity to interact and exchange various perceptions and experiences on „Exploring different education and labour market systems“. To this end, they carry out a group work sharing „Knowledge about differences“.



The speaker raises the following issues:

- Please discuss what „intercultural“ challenges you meet in your daily work?
- How do you cope?
- What strategies/skills are needed when counselling migrants?

This situation opens up a discussion group among the participants.

You can see a sample solution document on Moodle („18 sample solution sharing of know how and experiences“).

### **7. Intercultural awareness V: Summary**

This learning session ends with a brief summary on the topic „Intercultural awareness“ (wrap up and final discussion). In addition, the lecturer suggests a set of literature and provided a list of additional material and resources available to participants through the Moodle working tool.

The full presentation of this training module is available on Academia + project’s Moodle tool together with additional material and resources on the theme (see „99 additional material Folder“ and the Document: „A Matter of Perspective“).

### **8. Inclusive employment and the diversity advantage - a Bradford approach**

The last speakers at today's online training do several interventions. The first one, makes a broad presentation about „Inclusive Employment and the diversity advantage“ from a Bradford Approach’ (see full presentations on Moodle („0c Full presentation M.Henderson“ and „0d Full presentation B.Cusack“). Participants are able to gain specific knowledge on this topic („Inclusive Employment Project“) from a different context and situation („Bradford For Everyone Programme and Projects“). Specifically, the following experiences are presented and discussed during this working session: Inclusive Employment Project; Inclusion Maturity; Creating an Inclusive and Diverse Workforce; Graduate Employment projects; Sector Based Academy; Refugee Café; ESOL Provision.

The next lecturer on this British team shares with the participants the experience about the „Intercultural Cities (ICC)“proposal, which is a Council of Europe programme, making an interesting presentation about: Intercultural Cities and Diversity Advantage and Inclusive Employment 'a Bradford approach'.



The specific issues carried out by the speaker on this regard are: What is Intercultural Cities (ICC)?; Why did Bradford join ICC?; What is an “Intercultural City”?; ICC Index Reports; Next steps for Bradford as an ‘Intercultural District; What are the key values of an “Intercultural City”?; The Diversity Advantage. Benefits to employers; The Diversity Advantage. Counselling Migrants and Refugees.

After this presentation, participants are able to exchange similar proposals and acquire a great deal of knowledge on the matter.

Today’s online training session ends with a group reflection task in order to exchange views and particular situations: „Take Away: What is YOUR level of ‘interculturalism’“

1. Does your project, service or policy design consider ‘Interculturalism’?
2. Could your business or organisation do more to ensure that it truly considers the Equality – Diversity – Interaction triangle when developing or commissioning projects, recruiting and valuing employees?
3. Does your business or organisation recognise and utilise its ‘diversity advantage’?
4. Is your counselling style for refugees and migrants helping them to maximise, and demonstrate, the ‘diversity advantage’?

The seminar concludes with thanks from the moderator to each and every one of the participants, lecturers and experts by focusing on the highlights of the day.