



Intellectual output 1

Counselling migrants and refugees

Counsellors Study and Training Exchange Programme (C-STEP)

Didactical Framework

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Preface

Migrants and refugees face numerous tasks and challenges once they arrive in their host countries and attempt to integrate into mainstream society and the labour market (Yakushko, et al, 2008). They have to apply for asylum status and potentially seek reunification with their families, learn the language and culture of their host countries, and find work to support themselves and potential dependents (Fleay, et al., 2013).

Refugees often experience the transition from an agrarian or industrial society in a developing country to a post-industrial Western and developed country as very challenging (Abkhezr & McMahon, 2017). At the same time, as governments in the host countries have to develop policies, practices, and procedures to support the integration of refugees into mainstream society and the labour market. Education and employment are central mechanisms to achieve this goal, but it often takes time until refugees are (formally) able to work in their host countries (Gericke, Pundt, & Deller, 2017). For example, in Germany, only refugees who are officially granted asylum are allowed to work, and they have to pass an integration course that entails 600 hours of German lessons and 100 hours of civics (The Economist, 2017). However, these efforts seem to pay off; research shows that stable employment not only reduces welfare dependency and facilitates integration of refugees into the host society but also improves educational and health-related outcomes of children of refugee families (Pernice & Brook, 1996).

As Zacher (2018) points out, vocational or career counselling interventions for migrants and refugees, and career guidance education particularly when designed for younger refugees, can play an important role for refugees' feelings of belonging, adaptation, acculturation, mental wellbeing and long term-resettlement success. Career guidance and counselling is particularly important given that most refugees have experienced traumatic events in their home countries and many experience their new situations in the host countries as challenging (Moehling, 2008). Effective career guidance education has the potential to offer the same educational, social and economic benefits to refugee youth as for general student populations.

The varied circumstances in which migrants navigate their way into and through labour markets indicate how different groups will require different levels and types of career guidance and counselling support that take account of context.

In addition, careers counsellors work within a multicultural framework and provide migrant clients with the support and encouragement necessary to develop coping strategies - such as career adaptability - by counselling them and providing guidance in a proactive way, touching on social justice and advocating the integration of minority groups calls for career guidance and counselling professionals to espouse, proactively, a social justice approach, requiring advocacy.

Introduction

The aim of Academia+ is to support the provision of better services and guidance on competencies and qualifications by focusing on the development of training programmes that address urgent issues and current key challenges in the European labour market and career counselling. The topics for the three Counsellors' Study and Training Exchange Programmes (C-STEP) were chosen according to their importance for the current labour market: Counselling migrants and refugees, Future jobs and Demographic change.

The first C-STEP refers to the topic "Counselling migrants and refugees", as one of the current challenges of the European labour market and societies. By a specific transnational developed curriculum a variety of training seminars/ learning modules are provided in order to strengthen the competencies of guidance professionals and increase their knowledge in this theme as well as to improve the quality of guidance and counselling they delivered in the public employment services or related settings for migrants and refugees.

To this end, Academia+ strongly refers in these didactical guidelines to the EU project CMinaR¹ (CSTEP 1 builds on outcomes and products having been developed in this previous EU-funded project), a project that dealt with creating seminars for staff and counsellors in public employment services and also for the target group of counsellors, which attend higher education courses. More specifically, in the 'CMinaR' project partners from DE, IT, SE, TK and the UK developed Higher Education courses and courses for

¹ Erasmus+ KA2 Strategic Partnership project 'CMinaR' - Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services". More information on the project website: <https://www.cminar.eu/>

practitioners of counselling to teach and train (future) counsellors in educational and vocational guidance for their work with refugee clients.

Basing on the outcomes of the analysis of the target group's specific needs carried out in these outputs first phase as well as specifics of the Academia+ (i.e. considerably shorter training periods), the materials from the CMinaR project have been adapted to the more practical training for guidance practitioners.

That said and as mentioned above, the didactical framework presented here refers to the topic "Counselling migrants and refugees", issue which is of high importance in Europe in recent years. The content it refers to in this C-STEP 1, generally speaking, deals with the general situation a migrant and/or refugee must deal with coming to a new country and where the counsellor plays a key role in his/her counselling process.

Career counsellors more often have to cope with new challenges that arise from a growing refugee population and subsequently rising numbers of clients and settings with a refugee background. The client has a variety of challenges and only a few of them are connected to labour market issues. As a result, the counsellor must reflect on the complexity of the client's situation and that their challenges also refer to a variety of issues.

The following overview of topics are the product of combined aspects, which afford a didactical reflected implementation.

1. Content of the C-STEP 1: Counselling migrants and refugees

Refugees bring a wide variety of concerns into the setting of career guidance and counselling. Those arriving from outside of Europe - especially after having a long and dangerous journey to their destination - need adequate reception and assistance, particularly those with specific needs, including unaccompanied and separated children and survivors of sexual and gender-based violence. Refugees seek fair and efficient asylum procedures and are often confused or misinformed about entry requirements.

Sometimes legal advice or even, legal protection is not given when counselling with refugees takes place. Talks about vocational training, higher education and all questions of life planning are affected by more urgent personally issues to be resolved immediately or as priority issues to be resolved at that time. Those are concerning, for example, the speedy family reunion and relocation by a complex condition of deprivation, poverty and even individual psychological problems related to traumatic experience of violence, among others.

The settings of counselling of refugees has a slightly different meaning than the usual daily-based work with clients. Questions of life planning, of occupation and training facilities might be a completely new way of viewing the overall and individual workforce. Counselling and career guidance are likely to be a new cultural approach for the clients in general on how to reflect what to do and how to decide to move on. The awareness of substantial problems arises for the refugees and migrants very often from a counselling setting. For example, problems are the mismatch of qualifications, the legal uncertainties of residence permit and how to get access to different systems of benefits or working permits. To have quick access to a workplace is a common goal for many refugees and may contrast with policies of a national government to offer vocational training and education to avoid low income or even poverty in the long run.

As this is a complex issue, the complete situation of refugees and migrants can only be slightly analysed in this didactical framework. The brief introduction of the learning units reflects on the necessary elements of knowledge and competencies which are needed to attend professional counselling towards refugees and migrants.

The contents and the learning outcomes of each Unit are described consecutively:

1.1. Unit 1: Intercultural awareness

The first online training from the first Counsellors Study and Training Exchange Programm (C-STEP 1) in the Academia+ project focuses on the topic „Intercultural awareness“. It stands for the „challenges that arise from a lack of knowledge that both sides in counselling, the consuler 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 one hand and deliver basic knowledge on the other hand side.

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

1.2. Unit 2: Recognition and access to the labour market

The second online training from the C-STEP 1 is about the „Recognition and access to the labour market“. The unit points to the core field of what educational, vocational and career guidance is all about, naming the overall topic and the primary goal of (the mostly publicly funded) service. The unit should reflect on general laws and regulations of access to the educational and vocational system and to the labour market.

Therefore the second learning unit covers the contents process of recognition of qualification and actors in the recognition process. The recognition of foreign qualifications and supportive measures as labour market schemes are deeply analysed and discussed.

Furthermore the unit focuses on European instruments and resources. The certifying systems of educational systems are also covered in this training session. The lecturers emphasise that the knowledge of formal or informal

recognition of qualifications at the national level have to be combined with knowledge about the countries and educational systems of the country of origin of the clients. In addition, laws and regulations in many of the EU countries have changed in the recent years. Besides regulations also labour market policies change constantly, therefore a transnational awareness about boundaries and effects of transnational policies are important to discuss. This will be the basis for the recognition and access to the labour market.

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 one hand side and deliver basic knowledge on the other hand side.

By focusing on the above mentioned contents unit 2 aims to meet the following **learning outcomes**:

- Analyse challenges arising from both the residence status and the recognition of foreign vocational and academic qualifications.
- Discuss on the access to the labour market

1.3. Unit 3: Analysis of client potential and empowerment

The third online training from the C-STEP 1 concerns to the "Analysis of client potential and empowerment". The assessment of clients' potential to enter the labour market successfully is a main task of career guidance and counselling in general. The recognition of formal qualifications and competencies, the detection of hidden informal skills and the creative connections to the demands of the labour market is a daily task.

The well-established deficit-oriented perspective must be replaced by a resource-oriented approach, which also integrates cultural specifics and the aspect of the native language as the efforts, which are needed by the migrant client to learn the (perhaps) new language of the receptive country. Narrative methods of counselling and language methods of self-reflection should focus both the individual as broader aspects of the life of the refugee/migrant. Especially biographical approaches combined with group-oriented methods of counselling (to integrate the social background of the client) can be part of the lesson and reflected towards the own situation of each participant of the unit.



The empowerment-oriented approach also incorporates a broader understanding of the clients' situation and the networks offered and supported. Encouraging and empowering the client in a professional way is also connected to transferring the client to a psychologist (or working hand in hand) if therapy is needed due to traumatic experiences encountered on the way to the new country or because of war/other traumatic experiences.

Therefore the third learning unit should cover the contents methods of testing/assessment of competencies (culturally and language neutral) and methods of empowering refugees and migrants. Furthermore the unit should focus on the benefits of using methods and tools that support clients learning and understanding of career issues. This will be the basis for the analysis of client potential and empowerment.

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 one hand side and deliver basic knowledge on the other hand side.

By focusing on the above mentioned contents unit 3 aims to meet the following **learning outcomes**:

- Get to know several methods of assessing clients' potential and empowerment
- Analyse challenges arising in the framework of assessing clients' potential and in empowerment (being driven by all challenges named before).
- Find out about methods of testing / assessment of competences (culturally and language neutral).
- Discuss several methods of empowerment of refugees and migrants.

1.4. Unit 4: Specific supportive measures

The fourth online training from the C-STEP 1 focuses on the „Specific supportive measures“. It stands that in all countries, a specific socio-political and governmental situation defines the possibilities and challenges of entering into the labour market. Sophisticated social security systems with specific measures for the integration of unemployed people do not exist everywhere. Even though most western and northern European countries have more sophisticated systems than the global south, they are still not used everywhere. There is a

need for counsellors to be aware of, use and promote more efficient and inclusive integration procedures to prevent the chances of challenges interfering, preventing labour market participation of migrants and refugees.

Supportive measures must be known to all counsellors, for example training facilities or state supported jobs, as well as where obstacles and possible solutions lie. Counsellors should therefore know about the rapidly changing portfolio of measures and the sustainable outcome for the successful integration of the job-seeking refugee or migrant into the labour market.

Therefore the fourth learning unit should cover the contents language acquisition in supportive measures and labour market schemes and training measures for the adaptation of vocational skills for refugees and migrants. Furthermore the unit should focus on legal aspects of support measures. This will be the basis for specific supportive measures.

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 one hand and deliver basic knowledge on the other hand side.

By focusing on the above mentioned contents unit 4 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.

2. Structure Plan

The first online training week (C-STEP 1) is divided in four learning units, with 360 minutes classroom teaching/lessons each day (340 minutes for teaching and learning plus approx. 20 minutes for wrap up, questions by the lecturer/open questions from the participants or final discussion within each learning units).

The overview of topics addressed in the learning units that make up the CSTEP1 are presented into the following flowsheet of the one-week online training:

Table 1: Overview of the learning units in C-STEP 1

Learning Units	Unit 1. Intercultural awareness	Unit 2. Recognition and access to labour market	Unit 3. Potential analysis and empowerment	Unit 4. Specific Supportive Measures
Contents	<ol style="list-style-type: none"> 1. Introduction of the facilitator and the participants and the course topic & goals 2. Intercultural awareness I- Culture 3. Intercultural awareness II- Cultural differences 4. Intercultural awareness III- Language and culture I 5. Intercultural awareness IV- Language and culture II 6. Intercultural awareness V- Sharing of knowhow and experience 7. Intercultural awareness V: Summary 8. Inclusive employment and the diversity advantage - a Bradford approach 9. Wrap up and final discussion 	<ol style="list-style-type: none"> 1. Introduction 2. How we use some key terms 3. Migration is here to stay – and thus will stay a sustainable topic in career counselling 4. Cross-country comparison of educational structures in migrants' main countries of origin 5. Competence analysis, procedures of formal recognition 6. Challenges in counselling migrants 7. Access of migrants in the labour market I 8. Exercise the „Tree of time management“ 9. Wrap up and final discussion 	<ol style="list-style-type: none"> 1. Refugees and migrants in Luxembourg I: Counselling 2. Refugees and migrants in Luxembourg II- Personal thoughts and recommendation 3. Skill analysis: Recognition procedure if documentation is missing or incomplete 4. Application and recruitment processes/ skills empowerment 5. Exploring Empowerment 6. Wrap up and questions by the lecturer 	<ol style="list-style-type: none"> 1. Specific measures in Portugal I: Language acquisition in supportive measures 2. Specific measures in Portugal I: Labour market schemes 3. Specific measures in Portugal II: Training measures for the adaptation of vocational skills for refugees and migrants 4. High Commission for Migration Portugal. ACM- Integration of refugees in Portugal: role and practises of host institutions 5. Legal aspects of support measures on Portugal 6. Specific supportive measures in Germany, Luxembourg and UK 7. Legal aspects of support measures on other European countries 8. Wrap up, open questions and final discussion

All learning units are structured to fit in the one-week-C-STEP. The lessons can follow the pictured schedule pattern in Table. 1. A different structure of the whole C-STEP 1 is possible.

3. Didactical principles for procedure of learning units

The target group's specific needs can be put to the formula that, practitioners in career guidance and counselling need practical knowledge, skills and experience to fulfil their job properly². As this is clear in the sense of the expectations of the participants, the didactical principals must refer to general principals of adult learning and vocational training. Besides the content-based knowledge pointed out above in chapter 1, following an international competence model on Career Guidance and Counselling (CGC)³, the online training refers in general to a competence-based approach (Cedefop 2009) and addresses the following questions:

- What CGC key competencies guidance professionals (career counsellors, practitioners, advisers, etc.) have/need on his/her professional practice?
- What CGC key competencies guidance professionals (career counsellors, practitioners, advisers, etc.) have/need for his/her successful career development?
- What knowledge and core competencies can the practitioner learn from these topics for her or his practical work?
- How can practitioners reflect transnational topics of the learning units on a national level for her or his practical field?
- How can the participant of the online trainings bring in important topics derived from a national perspective?
- How can counsellors transfer the acquired knowledge and competencies by this training to their professional practice?, What can I take to my professional practice?
- How is the didactical mixture of inputs and active work in groups, online study elements and so on with reference to the lecturers and to the participants?

² The model based on **Lifelong Guidance** entails the assumption of new methods, forms of organization, resources and innovative materials which involves the confluence of different core competencies in professional work (Schiersmann, et al., 2012).

³ The development of **common European Competence Standards (ECS)** for the academic training of career practitioners in Europe and how to implement and establish such competences in the practice is required. Hence, quality standards of guidance services and the professional profile of guidance practitioners should be framed according those ECS for the academic training of career practitioners (NICE, 2016).



- How an online training involves the acquisition of new digital skills by career counsellors, both for their training and for their work?
- **Critical reflection**

As all participants are predetermined by a specific culture and have been raised in and by a specific socialisation due to professional, public and political discourse on common topics especially in issues of migration, refugees and integration of new immigrants, we have to create first of all an awareness of the impact of all of the implicit subjective knowledge each participant brings along to the online training. All participants need a critical reflection on her or his perspectives, experiences and points of view.

- **Migration complexity and culture awareness**

The learning units are introduced as intercultural situations taking the different backgrounds of the participants into account and deals then with an intercultural sensitive subject. The intercultural understanding is therefore linked to the learning units themselves and the content of teaching and learning. Processes of cultural adaptation of new immigrants in their receiving societies and of cultural change in those societies influences the growing diversity of those countries. Especially for Europe, a more and more democratic society is connected to values of social and cultural diversity. Different concepts of cultural awareness, cultural differences, etc., are not only presented in theoretical lectures but also made practically perceived by exercises and case studies to deepen the personal perspectives and attitudes of the career guides and counsellors who participate.

- **The double meaning of language**

Language is a topic widely perceived and discussed when dealing with questions of migration and the integration of newly arrived immigrants. Have language skills in the new host country is a base for the effectivity of all further steps in refugees' and migrants' integration into society and the labour market. However, language also is the main instrument in counselling settings themselves. Therefore, the training 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.

4. Anticipated learning outcomes

The participants should develop the following competencies and close knowledge gaps within the C-STEP 1 or afterwards with the help of the online sources:

- Participants know and are aware of the wide range of specific challenges, topics and needs in career guidance settings with refugees and migrants - for both counsellors and consultants and are motivated and prepared for specific training addressing these demands.
- Participants understand the high importance of critical reflection when working in career guidance for refugees and migrants, know central concepts of critical reflection and can work with appropriate reflexive instruments.
- 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 successful intercultural communication and interaction work. They can 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 recognition and access to and integration into the educational and vocational system and to the labour market systems of their receiving country. They can 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 can develop realistic but ambitious perspectives both for their clients' social and labour market integration and advancement and for their own counselling practice. They can support their clients' in identifying related goals and to design paths of pursuing them.

5. Organisational aspects

The participants of the online training vary a bit between our partner countries of the EU project due to different structures in the organisational structure. The following characteristics are common though:



- Modality: online training
- Use of common platforms: Zoom, MS Teams
- Temporality: each training unit is developed in one week
- Schedule: the online training week (C-STEP) is divided in four learning units, with 360 minutes classroom teaching/lessons each day
- Group size: about 68 participants enrolled
- Sex of participants: Mixed group
- Educational background of participants: university degree (career guidance studies, pedagogy, psychology, psycho-pedagogy, sociology, law, economics, etc.), Vocational Educational Training (VET), etc. The participants have some kind of experience in career guidance and counselling (either theoretical or practical, or both).
- Profession/professional role: career counsellor, guidance practitioner, career guidance specialist, adviser, teacher, lecturer of career guidance, trainer, etc., and guidance professionals which are part of the Academia Network⁴.
- Organisation/Institutions of origin: Public Employment Services, Vocational Educational Training centres, Euroguidance Network, Universities, Psycho-pedagogical offices/departments, Associations, NGOs, Social services, etc.

6. Methods and material

⁴ <https://www.euroguidance.eu/international-mobility/academia>

Due to the COVID-19 crises, the first C-STEP “Counselling migrants and refugees” has been converted into a four-day online training taught by a series of webinars⁵.

With the intention of performing an active, interactive and dynamic methodology with the class participants, so that the entire group is kept on board without the risk of possible dropouts due to lack of interest or motivation, lack of awareness, etc., various are the activities and dynamics addressed in these learning units.

The four units that make up the first CSTEP are a whole day online training, which combines input sessions with group work and self-learning sessions as well as plenary discussions. Thus, a mix of lectures, presentations, videos, group work, practical examples, text analysis, reflexive exercises, conference meeting tools and group work tools are proposed.

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§ion=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. One can find the presentations, videos, exercises, sample solution etc., always in the respective section of the speaker. The files can be found there, they 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 the speakers.

- **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 one does not need a separate flash or media player. Sometimes it is added a YouTube link on the page or on the additional material. In most cases, when the speakers have shown a video on their session, can be found this on the video (recording of the session) was prepared on

⁵ <https://academiaplus.eu/c-step-1/>

Moodle. So the external YouTube link is additional; maybe if one wants to watch it again or with different subtitles. Can be found the links for the YouTube videos in every presentation as one works through them.

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

Table 2. Documents on Moodle

Moodle learning platform of Academia + project	
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
Presentations	On every session can be found the presentation used by the speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, can be found one document with the whole presentation or a splitted presentation. These include a smaller input session from the 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
Exercises	In different sessions the 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 one has to do. Furthermore there is also a note how one needs to save/ share or send the outcome of this exercise. Depending on the situation one can share his/her screen or present his/her outcome or result on Padlet, Sticky notes, etc. On the other hand can be found 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 can be found 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 one as a trainer want his/her participants to share their work results on a Whiteboard or with sticky notes, can be found a recommendation about the software we and the speakers used in the online training
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 is 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
Additional material (links, texts, handouts etc.)	According to the respective session of the speakers it is 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. In the Moodle structure the first part of the session is 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.) there are two different options for asking questions while an input session. On the one hand one 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/she knows that someone wants to say something.

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