



IO1 C-STEP 1 'Counselling migrants and refugees' Fact sheet for lecturers: Unit 1 "Intercultural Awareness"

Objectives and learning contents

The first online training from the first Counsellors Study and Training Exchange Program (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 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.

Overview of the learning contents in Unit 1:


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


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

- Analyze challenges arising for access to, 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

Material for use



- Didactical framework, Unit descriptions and List of additional material and resources ([OUTPUTS – Academiaplus](#))
- List of learning material and resources (all materials can be found on Academia+ Moodle platform)

-  [AGENDA 28th May, 2020](#)























-  [0b Full presentation „Intercultural Awareness“](#)






-  [0c Full presentation "Inclusive Employment 'a Bradford Approach'"](#)
-  [0d Full presentation "Intercultural Cities"](#)

Speaker 1

-  [1a Introduction](#)
-  [1b Introduction](#)
-  [2 exercise introduction with sticky notes \(information\)](#)
-  [3 sample solution introduction with sticky notes](#)
-  [4a Intercultural awareness I- Culture](#)
-  [4b Intercultural awareness I- Culture](#)
-  [5 exercise 'the silent wife'](#)
-  [7a Intercultural awareness II- Cultural differences](#)
-  [7b Intercultural awareness II- Cultural differences](#)
-  [8 exercise the consultation \(information\)](#)
-  [9 sample solution the consultation](#)
-  [10a Intercultural awareness III- Language and culture I](#)
-  [10b Intercultural awareness III- Language and culture I](#)
-  [11 exercise language and culture \(information\)](#)
-  [12 template \(only for the person who will explain\)](#)
-  [13 sample solution language and culture](#)
-  [14a Intercultural awareness IV- Language and culture II](#)
-  [14b Intercultural awareness IV- Language and culture II](#)
-  [15 sample solution language and culture II](#)
-  [16 text Helene Spencer Outey: The Global People Competency Framework](#)
-  [17 b Intercultural awareness V- Sharing of know how and experience](#)
-  [18 sample solution sharing of know how and experiences](#)
-  [19 Intercultural awareness V: Summary](#)



- [99 additional material Folder](#)
-  [Document: A Matter of Perspective](#)

Speaker 2



[1a Intercultural Cities and Diversity Advantage](#)



[1b Intercultural Cities and Diversity Advantage](#)



[2a Inclusive Employment 'a Bradford approach'](#)



[2b Inclusive Employment 'a Bradford approach'](#)

Additional material

Preparation work

It is important for a good start to the training, whether it takes place in presence or online, to consider some preparation steps in order to make the Unit a success:

- To do a technical test with participants and lecturers in advance is highly recommend
- To have enough time for getting to know each other (participants and lecturer/-s)
 - o To start the training with a brief introduction by the lecturer about him/her professional profile, institution, lines of research, etc., in order to get closer to the group
 - o To ask for volunteers/participants to introduce themselves (name, institution and what they would like to learn) depending on the size of the group
- Lecturer explains the agenda for the day and get a first overview about the schedule for the session
- Lecturer presents a few brief indications and establishes 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):
 - o It is recommended 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)
 - o 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 is useful to switch on the video signal.
 - o While using the common platforms (Zoom, MS Teams, etc.) there are two different options for asking questions while an input session. On the one hand, it is possible to 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 MS Teams provide different actions for participants who want to say or ask something. Participants can raise their hand symbol when they 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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