



MIGRANTS &
REFUGEES AS
RE-BUILDERS



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programme of the European
Union

ADULT EDUCATORS' CURRICULUM for inclusion and economic engagement





**MIGRANTS & REFUGEES
AS RE-BUILDERS**

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INTRODUCTION

The main focus of this curriculum is to enhance the teaching experience of adult educators working with migrants and refugees.

The vision is that among migrants and refugees are some who, with training and support, have the potential to contribute to rebuilding their communities in their host countries, and eventually, in their countries of origin.

We offer the curriculum as a resource for adult educators. Subsequent elements of the three-year project will include an online tool for self-assessing competence in delivering the material, and an online tool for evaluating its effectiveness.

The curriculum is based on learning and teaching approaches from both the formal and non-formal educational sectors. It considers the community as the natural teaching and learning space for achieving meaningful engagement and inclusion of migrants and refugees within their host communities. This teaching and learning is enriched through daily encounters within the community as well as formal educational settings, such as classrooms. Adult educators, migrants and refugees together play a crucial role in the efforts to build social inclusion through meaningful community engagement.

As the community is considered as the focal learning and teaching point, the effectiveness and transformational power of the curriculum will be assessed by the improvement in well-being experienced directly by the migrants and refugees and members of the host communities, but also indirectly on their communities in their countries of origin.

QUESTIONS WE ADDRESSED AS WE WERE BUILDING THIS CURRICULUM:

As migrants and refugees, ourselves:

- How could a people-centred teaching model curriculum transform the lives and communities of migrants and refugees?
- How could the training of adult educators of migrants and refugees be effective in enabling their inclusion and engagement in their countries of adoption?
- How could migrants and refugees become responsive and develop a transformational relationship with their countries of origin?

As cross-sector training institutions:

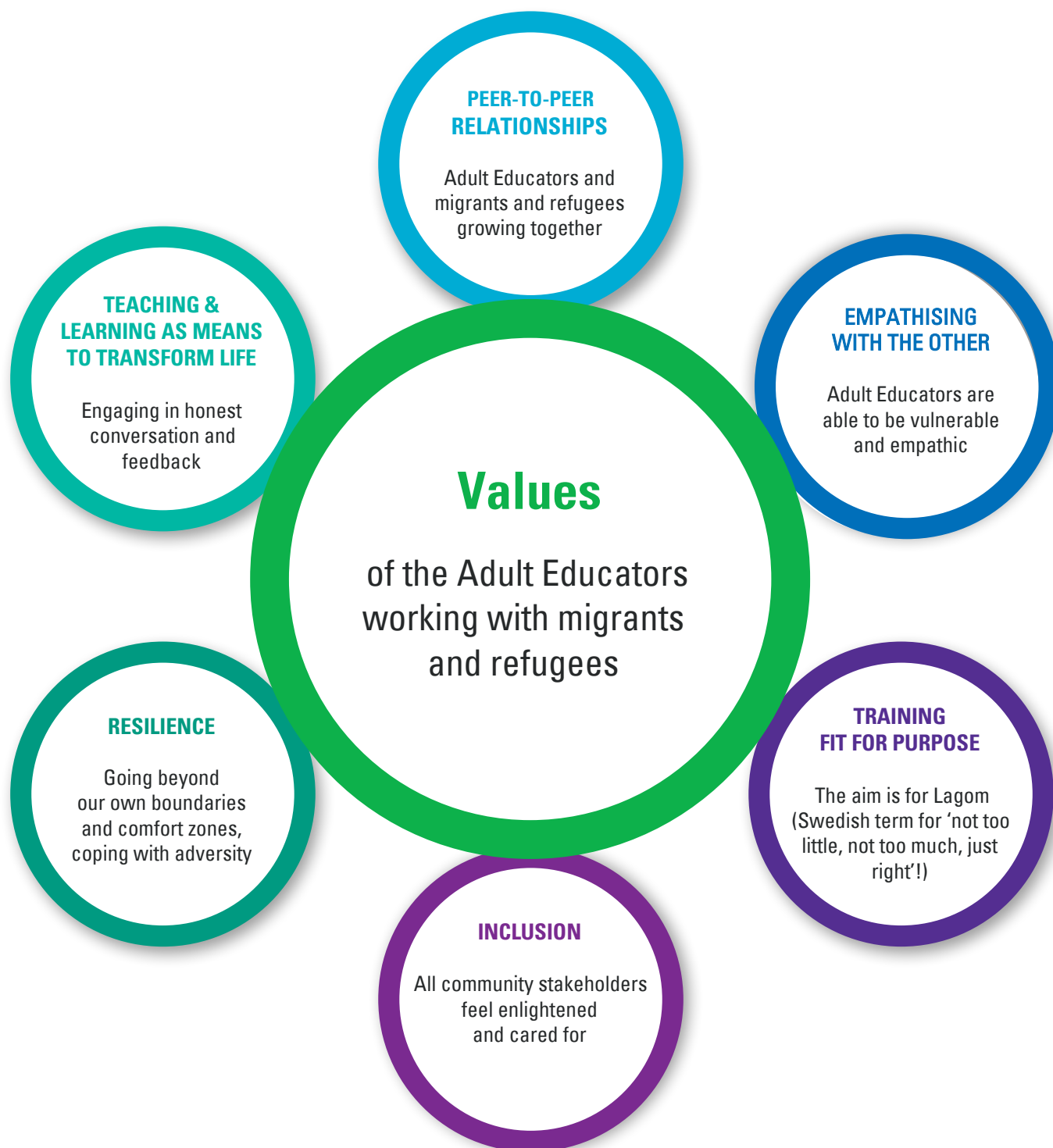
- What educational approaches should cross-sectorial education and training organisations bring to the migrant and refugee phenomenon?
- How can informal education become a powerful space and means towards the inclusion and engagement of migrants and refugees?
- How can we transform the informal spaces where we live together into teaching and learning environments to build on the capabilities and experiences of migrants and refugees?





OUR EDUCATIONAL VALUES

In discussions between the partner organisations, which are working with migrants and refugees in Spain, Sweden, Turkey and UK, certain values emerged for adult educators, which are expressed in the following diagram:





OUR APPROACHES

The curriculum is based on the following people-centred educational approaches:

- Human development needs towards a holistic view of personal fulfilment.
- Human development capabilities to bring social change in host communities and countries of origin.
- The cognitive, affective and psychomotor learning taxonomies as effective teaching and engagement processes.

These approaches are further expanded within this handbook.

The 'Migrants and Refugees as Re-Builders' curriculum also takes into consideration the United Nations' Sustainable Development Goals (SDGs) from the Agenda 2030. The objectives and outcomes of the training modules have been aligned with the SDGs, targets and indicators.

Comparison of Educational Approaches

	Migrant & Refugees as Re-Builders educational and training approach	Banking* educational and training approach
Educational approaches	Human rights and capabilities-based	Standardisation and capacities
	Balanced between affective and cognitive dimensions	Cognitive predominance
	Driven by fundamental human needs and sustainable development goals	Market-driven
	Community of adoption and origin context-driven	Content-driven
Emphasis	Process-driven (knowing what for, how and with whom)	Knowledge-driven (accumulation)
Role of teacher	Facilitator, peer, coach, mentor	Expert, consultant
Adult migrant and refugee	Capable, resilient, learning person	Needy person
Training modules	Inter-dependent and relational	Atomised
Assessment	Impact on the individual and his/her community	Performative
Vision	Multi-centred (ie. including host country and country of origin)	Individual-centred

*Banking education is a term used by Paulo Freire to describe and critique the traditional education system. Freire, P. (1996). Pedagogy of the Oppressed, London, Penguin Books



OUR APPROACHES

In the following pages, there is a brief explanation of the educational approaches selected for the curriculum. More information may be found in the references provided.

HUMAN RIGHTS

Human rights and fundamental freedoms allow us to develop our human qualities, capabilities, intelligence, talents and conscience. Denying them does not only affect the individual, but society as a whole, and potentially sows the seeds of hatred, violence and conflict within and between societies.

The right of education for all is a fundamental human right and has been recognised worldwide since the Universal Declaration of Human Rights in 1948. The Declaration itself has been enshrined in a number of international conventions, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), and the International Covenant on Economic, Social and Cultural Rights (1966). Education as a human right forms the basis of all other human rights, promoting individual freedom and empowerment and yielding important development benefits for society as a whole.

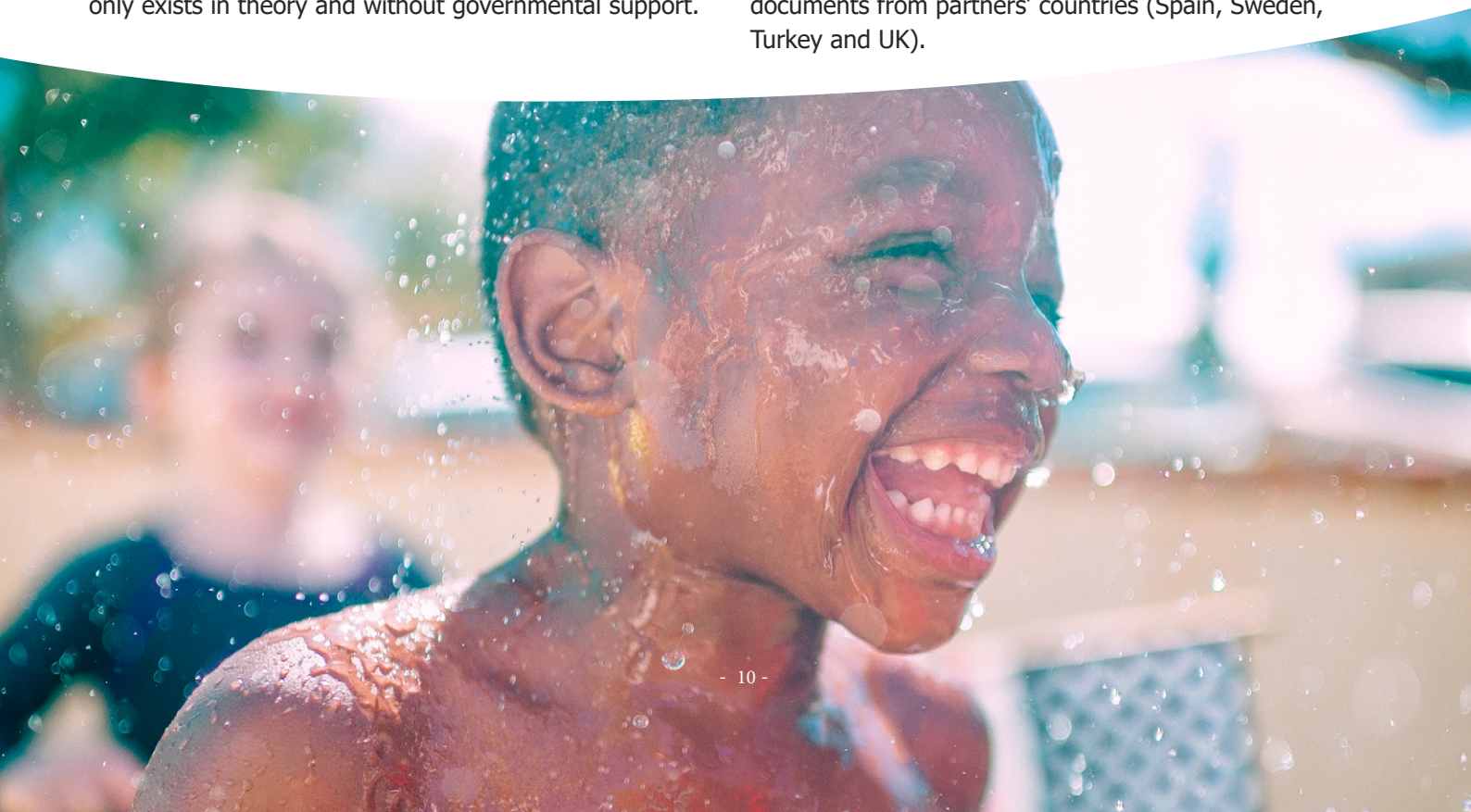
However, human rights are far from being practised in many countries, while in others, the right to education only exists in theory and without governmental support.

Often people in contexts of poverty are the hardest hit, and millions around the world today are still being denied access to education. In a world where migration and displacement as a result of war is rapidly increasing, migrants and refugees are bearing the brunt of many direct and indirect erosions in this basic human right. Other human rights, such as to freedom and safety from persecution, as underlined in the UN Refugee Convention, are often denied or wrongly applied to families who want to re-unite in particular European countries.

Education in itself is an 'enabler' of rights. It helps to create the voice through which rights can be claimed and protected. It provides access information on systems of governance; and enables people to negotiate equally with power holders. People lacking education do not have the capacity to fully develop their potential.

This curriculum, based on the human rights approach, aims to equip adult educators of migrants and refugees with the ability to up-skill their critical and constructive thinking to support social and economic engagement in their host country, as well as their countries of origin.

This project has developed a database in which adult educators can find relevant legislation on migration, adult education curriculum frameworks and training documents from partners' countries (Spain, Sweden, Turkey and UK).





OUR APPROACHES

HUMAN FUNDAMENTAL NEEDS

Manfred Max-Neef's Human Scale Development (1991)

The curriculum is also based on Manfred Max Neef's Human Fundamental Needs framework. The needs are interrelated and interactive within a coherent system which is shared by all cultures. What changes, over time and through cultures, is the means by which the needs are satisfied. Max-Neef's framework consists of existential needs such as: subsistence, protection, affection, understanding, participation, creation, leisure, identity and freedom; together with their satisfiers which are embedded in individual or collective forms of being, having, doing and interacting.

The curriculum for adult educators has been inspired by this framework and it has been adapted by partners and diaspora members into the following five axiological needs categories, which have been named five life teaching topics: sustainable livelihood, affection and belonging, prevention and protection, understanding, and participation in social entrepreneurial initiatives. Key features of these needs are their highly relational nature, by which each complements the other and enhances a human scale development.

THE CENTRAL HUMAN CAPABILITIES

Amartya Sen's Development as Freedom (1999);

Martha Nussbaum's Creating Capabilities: The Human Development Approach (2011)

The curriculum aims to expand the interpersonal skills of adult educators to enhance the relational capacity of migrants and refugees within their communities of adoption and origin. It also pays attention to the opportunities that are strongly influenced by social circumstances and public policy (Dreze & Sen, 2002, p.6). The crucial role of educational-social opportunities is to expand the realm of human agency and freedom for migrants and refugees. Human agency is understood as the capability of people to change, transform and take control of their own well-being.

This 'capability approach' of the curriculum is focused on training adult educators to empower and enable migrants and refugees to regain control over areas of their own lives, families and communities, in both their countries of adoption and origin. As Nussbaum asserts, generating capabilities requires resources and institutional support. These, in turn, need constant and consistent inquiry and advocacy work by both adult educators and the migrants and refugees themselves, in the public, political, civic, economic and social spheres.

The following Central Human Capabilities list is relevant for the kind of training modules selected for this curriculum, as our main aim is to transform lives through teaching.

- Life
- Bodily health
- Bodily integrity
- Senses, imagination and thought
- Emotions
- Critical and constructive thinking
- Practical reasoning
- Affiliation
- Relationships
- Leisure
- Control over one's environment, e.g. a) political, being able to effectively participate in political choices that govern one's life; b) material: being able to hold property rights on an equal basis with others.

Source: Adapted from Martha C. Nussbaum (2011) *Creating Capabilities. The Human Development Approach*.



OUR APPROACHES

THE COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DIMENSIONS

Krathwohl's Affective dimension of the Learning Taxonomy (1964)

We have adopted the three learning taxonomic dimensions, placing emphasis on the affective dimension, as it brings to the teaching and learning experience a full sense of personal and collective engagement. The way affective learning enriches the training modules of the curriculum could be described as follows:

- The **will** to accept and receive new stimuli, data and information, is as important as the **capacity** to acquire knowledge from different perspectives.

- The art of **becoming responsive** to one's context

and learning to question the status quo, is as important as the **ability** to understand new contexts.

- Having an **ethical stance** to valuing and organizing life and work on a daily basis, is as important as developing the **capacity for analysing, synthesising and evaluating** those experiences.
- The capacity to **embed values** into daily life actions, is as important as the **capacity to create** goods or services within one's context.

Learning and teaching taxonomies

Cognitive dimension	Affective dimension	Psychomotor dimension
Knowledge	Behaviour (the will to receive)	Observing Initiating Practising Adapting
Understanding	Responding	
Analysing	Valuing and organising	
Synthesising		
Evaluating		
Creating	Characterisation (embedding values into daily life)	





OUR APPROACHES

There follows a word-bank of verbs, from simple to complex, for each of the dimensions outlined in the chart above. We hope this list will be useful for educators in their efforts to write learning and experiential outcomes for their training modules. (The list is not exhaustive.)

COGNITIVE VERBS

Simple to complex (1 - 6) verbs for stating learning outcomes at the cognitive dimension:

1. Knowledge	2. Comprehension	3. Application	4. Analysis	5. Synthesis	6. Evaluation
Define Repeat Record List Recall Underline Name Relate	Discuss Paraphrase Describe Recognise Explain Express Identify Locate Report Review Restate Translate Tell	Employ Use Demonstrate Predict Dramatise Practise Illustrate Operate Schedule Buy Sketch Interpret Apply	Differentiate Appraise Calculate Experiment Test Compare Contrast Criticise Chart Inspect Debate Infer Question Relate Solve Examine Categorise Distinguish Analyse	Compose Plan Propose Design Formulate Arrange Assemble Collect Construct Create Set up Organise Manage Prepare Compile Visualise	Select Judge Assess Appraise Evaluate Rate Compare Value Revise Score Choose Estimate Measure Determine

AFFECTIVE VERBS

Simple to complex (1 - 5) verbs for stating experiential outcomes in the affective dimension.

1. Behaviour	2. Responding	3. Valuing	4. Organisation	5. Characterization
Recognise Be sensitive to Demonstrate will to receive Tolerate Accept Listen to Attend to Appreciate Prefer Be alert to Risk	Participate in Engage in Know how to Accept responsibility for Comply with Volunteer Practise rules Perform Enjoy Ask Cooperate with Be responsive to Be responsible for	Feel strongly Be loyal to Be devoted to Examine Value Prefer Apply values	Relate Form judgments Balance Identify characteristics Find out and crystalise plan	Change judgments Address facts and draw conclusions Revise judgments Approach problems objectively Develop a conscience Develop a philosophy of life



OUR APPROACHES

PSYCHOMOTOR VERBS

Simple to complex (1 - 4) verbs for stating learning and teaching outcomes for the psychomotor dimension. These have been embedded in the learning and experiential outcomes of the training modules offered in the curriculum.

1. Observing	2. Initiating	3. Practicing	4. Adapting
Watch Pay attention Read instructions Be attentive to Examine Observe	Be enterprising Follow instructions Perform hesitantly Carry out consciously Initiate Discriminate Take risks	Repeat Go through the motion Perform with a degree of skill	Use action as needed Fit action to a new situation and context Perform smoothly and efficiently





OUR APPROACHES

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Pearce, J. (2003) *Social Enterprise in Anytown*, London, Calouste Gulbenkian Foundation.

Sen, A. (1999) *Libertad y Desarrollo*, Barcelona, Editorial Planeta

More references are available in the project's resources webpage: <https://uk.iofc.org/resources-erasmus>

Special reference to the award winning Blog from our Spanish partner Progestion, which deals with Migration Law. Over 2.5M people have visited the blog since 2011.

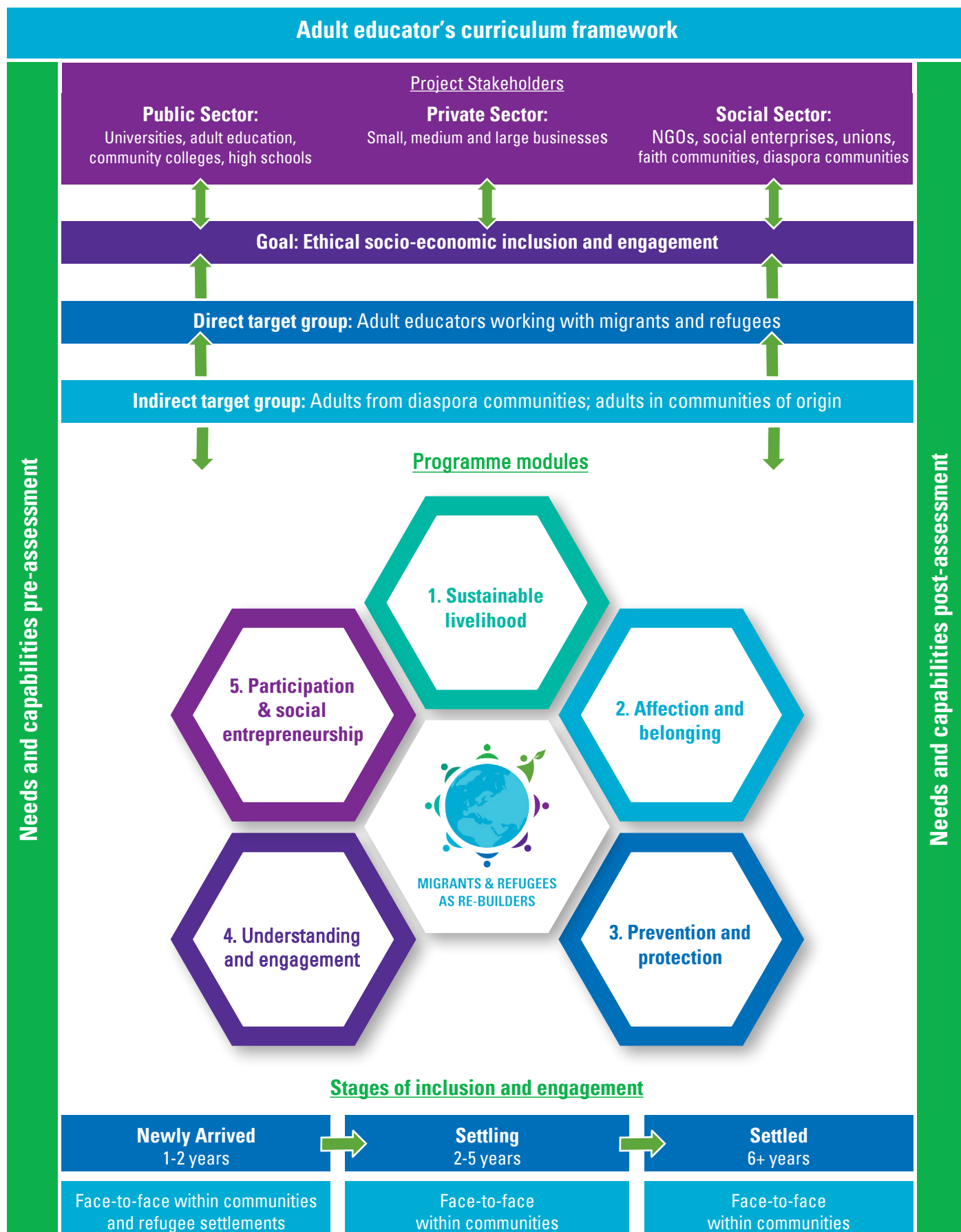
—
Progestion Blog Extranjería

<https://blogextranjeriaprogestion.org/>

Commonwealth education hub data base <https://www.thecommonwealth-educationhub.net/>



CURRICULUM FRAMEWORK





CURRICULUM CONTENT

The curriculum is arranged according to three phases:

- **Newly-arrived (0-2 years):** Those who have arrived at a camp and/or community, under different statuses.
- **Settling (2-5 years):** Those who are in the process of settling in a location with the intention of staying.
- **Settled (5+ years):** Those who consider themselves settled in a specific community, have developed strong links

and relationships, and are ready to support others as well as members of their country of origin.

The time-scales for the different phases are not rigid, however it is necessary to differentiate them in order to establish the different teaching goals and learning outcomes for each phase. Each context-driven level has five life-oriented programme topics, expressed in the diagrams below:





TRAINING MODULES

The training modules of this curriculum have been designed taking into the account the following steps:

1. The level of context: Newly arrived, Settling and Settled.
2. Name of category and subcategories of the five life-oriented curriculum topics.
3. Name of training module, its description and the values it fosters.
4. The intended learning outcomes (LOs): what the adult educators should learn, understand, analyse, compare and assess.
5. The intended experiential outcomes (EOs): what the adult educators should be able to do, value and organise. Also taking into account the learning outcomes previously described, within their context/community.
6. Time and duration of the training module.
7. General requirements for the activity.
8. The content of the module, selecting one specific activity for piloting purposes.
9. The methodology and methods recommended for the delivery of the training module.
10. The outcomes we expect from the training module regarding new skills, capacities, capabilities and agency acquired.
11. The assessment to verify that the adult educators' IOs and EOs have been accomplished. This means activities based on new skills and capabilities acquired to transform and improve living, working and learning conditions and contexts. This improvement is expected to be experienced by both adult educators and migrants and refugees in host countries, and in their country of origin.
12. References for further reading.





SAMPLE TRAINING MODULE

HEXAGON 1: SUSTAINABLE LIVELIHOOD FUSION CUISINE

Level	Newly-Arrived
Teaching topics: <ul style="list-style-type: none"> Sustainable Livelihood Participation in social entrepreneurial initiatives 	<ul style="list-style-type: none"> Physical health Mental health Ecological health Numeracy literacy
Sustainable Development Goals	Zero hunger; good health and well-being; gender equality; responsible consumption and production.
Time and duration of training module	3 hours, once a week, for 4 months



2. Zero hunger



3. Good health and wellbeing



5. Gender equality



12. Responsible consumption and production

1.1 Description of module

Adult educators will have the opportunity to learn traditional recipes from migrants and refugees' countries of origin, whilst teaching. Organising cooking sessions will mean learning the nutritional values of meat, vegetables, legumes, spices and cooking habits of migrants and refugees. Group bonding through food-cooking activities will develop a sense of co-responsibility and gender equality in tasks usually only assigned to women. Adult educators will develop numeracy and economic literacy activities related to food budgeting.

1.2 Values fostered

- Well-being
- Self-care
- Transnational identity and inclusive relationships (including people, ecology and ways of living)
- Interculturality
- Social links
- Gender equality
- Co-responsibility

II. Learning outcomes for adult educator

- To learn what products of host country and country of origin can be used in a balanced diet
- To learn how to design numeracy and literacy activities regarding food budgeting
- To learn how to introduce basic language and expressions about food from host country
- To learn basic terms about food in migrants and refugees' own languages
- To learn how to use the food pie chart. (see p17)

III. Experiential outcomes for adult educators

- To be able to help migrants and refugees transfer numeracy and economic skills to other aspects of life.
- To be able to create safe spaces to reduce anxiety and stress through cooking activities.
- To feel they can support migrants and refugees in adapting to change.

IV. Time and duration of training module

- Once a week, 3 hours for 4 months.

V. General requirements for the activity

- Interpreters
- Engaging with social and medical services to run cooking sessions about:
 - Balanced diets
 - Prevention of food poisoning and illness
 - Signs of malnutrition
 - Dietary requirements for specific medical conditions
 - Personal hygiene when cooking, e.g. hand-washing techniques
 - Awareness of dangers of cross-contamination between raw and cooked meats.
- Venue with disabled-access facilities
- Location: Training activities for adult educators could be delivered within community centres (where allowed) and camps.
- Size of group: 10 to 12 adult educators
- Language level* required for adult educators: Between B1 and C1 of migrants' and refugees' own languages.



SAMPLE TRAINING MODULE

VI. Content of training module

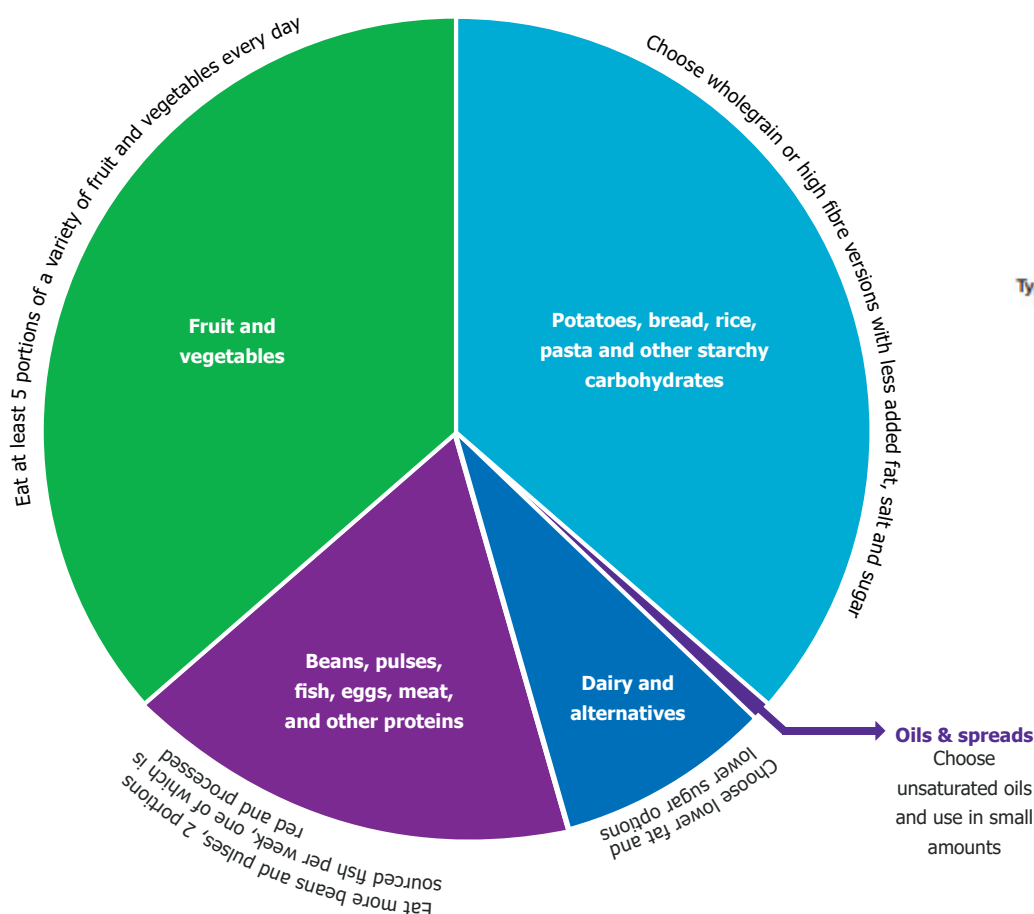
Organisational and networking skills to have social and medical services offering sessions about:

- Balanced diets
- Prevention of food poisoning and illness
- Signs of malnutrition
- Dietary requirements for specific medical issues
- Personal hygiene when cooking for preventing poisoning and illness
- Hand washing techniques
- Awareness of dangers of cross-contamination between raw and cooked meats

- Identifying meats, vegetables, legumes, spices of country of origin and adopted country
- Numeracy and economic literacy related with food purchase
- Numbers and basic calculations with numbers
- Comparing prices and making best choices
- Handling money with caution
- Preparing a basic food budget.

VII. Methodology and methods

Participatory, gender balance, intergenerational, interactive, intercultural and rights-based approach. Method: Eatwell Guide



Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

6 - 8
a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Activity to pilot:

- Design pie charts of food, representing food and spices from countries of origin and host country, with the advice of social health services.
- Organise informative sessions with health services about food and cooking regulations.
- Write bilingual food vocabulary tags (language of host country and origin).
- Map local markets and supermarkets with the support of migrants and refugees.
- Get brochures for price comparison among different supermarkets and local markets.
- Prepare material for numeracy and literacy activities, e.g. local currency (if allowed photocopied) in envelopes for local market simulation.
- Get visuals of vegetables, legumes, spices from brochures of supermarkets.
- Show videos about personal hygiene and handwashing techniques.



SAMPLE TRAINING MODULE

VIII. Outcomes

The adult educator will be able to:

- Feel confident in coordinating and supporting the health services to carry out activities within camps and communities.
- Create recipes for a balanced diet with migrants and refugees.
- Support migrants and refugees in their food budgeting.
- Weekly savings due to food budgeting.
- Food vocabulary and expressions are used regularly by migrants and refugees.
- Basic questionnaire completed.
- Case studies written about experiences of organising the food cooking and sharing events.
- Case studies about good practices coordinating with social and health services.

IX. Assessment

- Sample menus documented by adult educators with migrants and refugees.
- Cooking events have become a regular activity.
- Regular visits scheduled by social and health services to migrants' and refugees' communities.
- Malnutrition cases identified and dealt with by the health services.

X. References

European language levels - Self Assessment Grid <http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

The Eatwell Guide

<http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx>





SAMPLE TRAINING MODULE

HEXAGON 2: AFFECTION AND BELONGING

MOTIVATING MIGRANTS' AND REFUGEES' FURTHER STUDIES

Level	Settling
Teaching topic: • Affection and belonging	• Psycho-social and labour
Sustainable Development Goals	Quality of education; gender equality; reduced inequalities; decent work and economic growth.
Time and duration of training module	12 weeks, full-time – 6 hours daily.



4. Quality of education



10. Reduced inequalities



5. Gender equality



8. Decent work and economic growth

1.1 Description of module

Adult educators' responsibilities go beyond enabling migrants and refugees to acquire new knowledge and skills. They need to know and apply different coaching techniques in order to enable migrants and refugees to value their efforts for achieving their educational and training goals. The big challenge for the adult educator is to coach the migrants and refugees to get a balance between three factors: a) their personal labour experience, b) their training interests, and c) the market demand within the host country. Learning and applying coaching skills to motivate and encourage migrants and refugees to keep their study and career goals on track, is a vital art that all adult educators need to develop.

1.2 Values fostered

- Education for all
- Caring
- Trust
- Confidentiality
- Honesty
- Equality
- Decent work*

* Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. International Labour Organization (ILO) <http://www.ilo.org/global/topics/decent-work/lang--en/index.htm>

II. Learning outcomes for the adult educator

- To have a comprehensive understanding of the national educational system.
- To learn what the national educational systems offer migrants and refugees as well as alternative educational and training pathways.
- To know about national, regional, local funding and scholarships for starting and continuing studies.
- To learn strategies on how to network with different key stakeholders within the educational/training and labour markets.
- To learn how to organise networking activities between migrants and refugees and educational institutions, local socially-oriented businesses and cooperative members, trade union representatives and social organisations.
- To know about the relevant skills and jobs needed in the labour market.
- To learn what hinders and what motivates migrants and refugees to opt for further studies, through coaching techniques.

III. Experiential outcomes for the adult educator

- To experience the power of networking with key stakeholders within health, social business, educational sectors to support migrants' and refugees' study and working interests.
- To value migrants' and refugees' motivation and willingness to further their education.
- To be able to apply relevant coaching techniques to support migrants' and refugees' educational aspirations.



SAMPLE TRAINING MODULE

IV. Time and duration of training module

- 12 weeks, full-time - 6 hours daily

V. General requirements for the activity

- Interpreters
- Official educational and training curriculum pathway diagrams
- Coaching and mentoring sessions diary (see 'Grow' coaching model below)
- Venue with disabled access facilities
- Language level* for adult educator: from B2 to C1

*See reference on page 21

VI. Content of training module

- Educational and training system, policy and implementation
- Alternative educational systems
- Psychology of motivation and failure

- Coaching models
- Networking skills to engage in dialogue with different key stakeholders within the educational/training and labour market.
- Organisational skills for planning exploratory visits to training institutions.
- Basic computer literacy.
- Strengths, Weaknesses, Opportunities, Threats ('SWOT') analysis technique grid to assess personal and family limitations and possibilities for further studies.

VII. Methodology and methods

Participatory, gender balance, intergenerational, interactive, intercultural and rights-based approach.

Activity to pilot: Apply the GROW coaching model:

'GROW' (Goals, Reality-checking, Options, Wrap-up) Coaching Model	
	Questions to the migrant/refugee
GOALS – the migrant/refugee decides what the goal should be	What kind of studies and training motivate you? What level would you like to achieve? What would you like to achieve through your studies?
REALITY-CHECKING – the migrant/refugee assesses the situation	What studies and/or training have you done in your country of origin? What makes it difficult to keep studying or receive further training? How is this impacting on you? Who else knows about your current situation? What support would you like in your efforts to further your studies?
OPTIONS – the migrant/refugee tries to choose an option	What have you done so far about this? What could you do differently? Who else could you talk to about the situation? What would an ideal outcome look like? How could you be best supported in achieving that outcome?
WRAP-UP – the migrant/refugee and the educator agree ways forward and monitoring	What do you think you should do now? What could be the first steps? When do you think you may start with those first steps? What might get in the way? How could you prepare yourself to tackle any new obstacles? How would you like to be supported? When could we meet again?

Simultaneously, organise potential community events for:

- Training providers to talk about the studies they offer and the levels of language and skills required to access those studies.
- Local social entrepreneurs, cooperative members to explain to migrants and refugees their trades and the kind of training and skills needed to get an appropriate job or to start their own business.



SAMPLE TRAINING MODULE

VIII. Outcomes

The adult educator will be able to:

- Explain in a simple way the complex formal and non-formal educational systems of the adopted country.
- Know the psychology of an early leaver of education and know what could motivate him/her to go back to studies.
- Know the factors (internal and external) that inhibit and motivate migrants and refugees to further their studies.
- Work with migrants and refugees on how to overcome factors inhibiting them from continuing their studies.
- Know how to successfully organise networking activities between migrants and refugees and educational institutions, local socially-oriented businesses and cooperative members, trade union representatives and social organisations.

IX. Assessment

- Coaching sessions asked for by migrants and refugees interested in furthering their studies.
- Successful enrolment of migrants and refugees in further studies within their own community.
- Successful campaigns organised for training providers in community centres.
- Training providers invited to community centres.
- Trade union members, social and economic organisations offering coaching to migrants and refugees.
- Migrants and refugees regularly attending coaching sessions.
- Fairs organised to link adult migrants and refugees with social enterprises, cooperatives, non-governmental organizations.

X. References

European language levels - Self-Assessment Grid

<http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

Coaching for teaching and learning

http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf

<http://www.discoveryinaction.com.au/latest-news/classic-coaching-questions-using-grow/>

Educational systems

ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications

http://www.oecd-ilibrary.org/education/isced-2011-operational-manual_9789264228368-en

Education at a Glance 2015: OECD Indicators

http://www.oecd-ilibrary.org/education/education-at-a-glance-2015_eag-2015-en

What are the benefits of ISCED 2011 classification for indicators on education? Education Indicators in Focus, issue No. 36, by Etienne Albiser and Éric Charbonnier

http://www.oecd-ilibrary.org/education/what-are-the-benefits-of-isced-2011-classification-for-indicators-on-education_5jrqqdw9k1lr-en





SAMPLE TRAINING MODULE

HEXAGON 3: UNDERSTANDING ANTIDISCRIMINATION FACILITATION SKILLS

Level	Settling
Teaching topic: • Understanding	<ul style="list-style-type: none"> • Dialogue facilitation and language. • Political, intercultural and religion. • Identity and gender.
Sustainable Development Goals	Quality of education; gender equality; reduced inequalities.
Time and duration of training module	8 x 6 hours full-time or 16 x 3 hours part-time.



4. Quality of education



10. Reduced inequalities



5. Gender equality

1.1 Description of module

This module aims to develop the dialogue skills of adult educators to help them explore the knowledge and understanding of how to address complex issues related to discrimination, such as: age, disability, race (including colour), nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, sexual orientation and disability. Complex issues related with any type of discrimination arise in camps and in communities that could develop into serious conflicts. Adult educators need to know how to engage people in a sufficiently deep way in order to deal with these potential areas of conflict. Understanding elements of human behaviour in such conflict situations is essential.

1.2 Values fostered through the activity

- Honesty
- Understanding the other
- Interculturality
- Trust-building
- Trustworthiness
- Social cohesion
- Listening empathetically

II. Learning outcomes for the adult educator

- To understand the different levels of hate and how they can escalate through the pyramid of hate.
- To learn about hate crimes and discriminatory practices that are being experienced by migrants and refugees.
- To know how to use dialogue facilitation methods in handling sensitive conversations dealing with prejudice and discriminatory practices.
- To understand and neutralise behaviours resulting from

discriminatory attitudes through dialogue facilitation.

- To know how to use the 'Pyramid of Hate' for personal and community action to reduce all types of hate.

III. Experiential outcomes for the adult educator

- To assess potential personal and community actions to reduce and confront different levels of hate.
- To develop greater self-confidence in the qualities and skills of migrants and refugees in using dialogue facilitation to deal with prejudice and discrimination.
- To build deeper commitment to personal values and principles against prejudice and discrimination.

IV. Time and duration of training module

- 8 x 6 hours full-time or 16 x 3 hours part-time.

V. General requirements for the activity

- Venue with disabled access facilities.
- Pre- and post-self-assessment documents.
- A safe and neutral space.
- Language level* for adult educators and migrants and refugees: B1 and above

*See references on page 24

VI. Content of training module

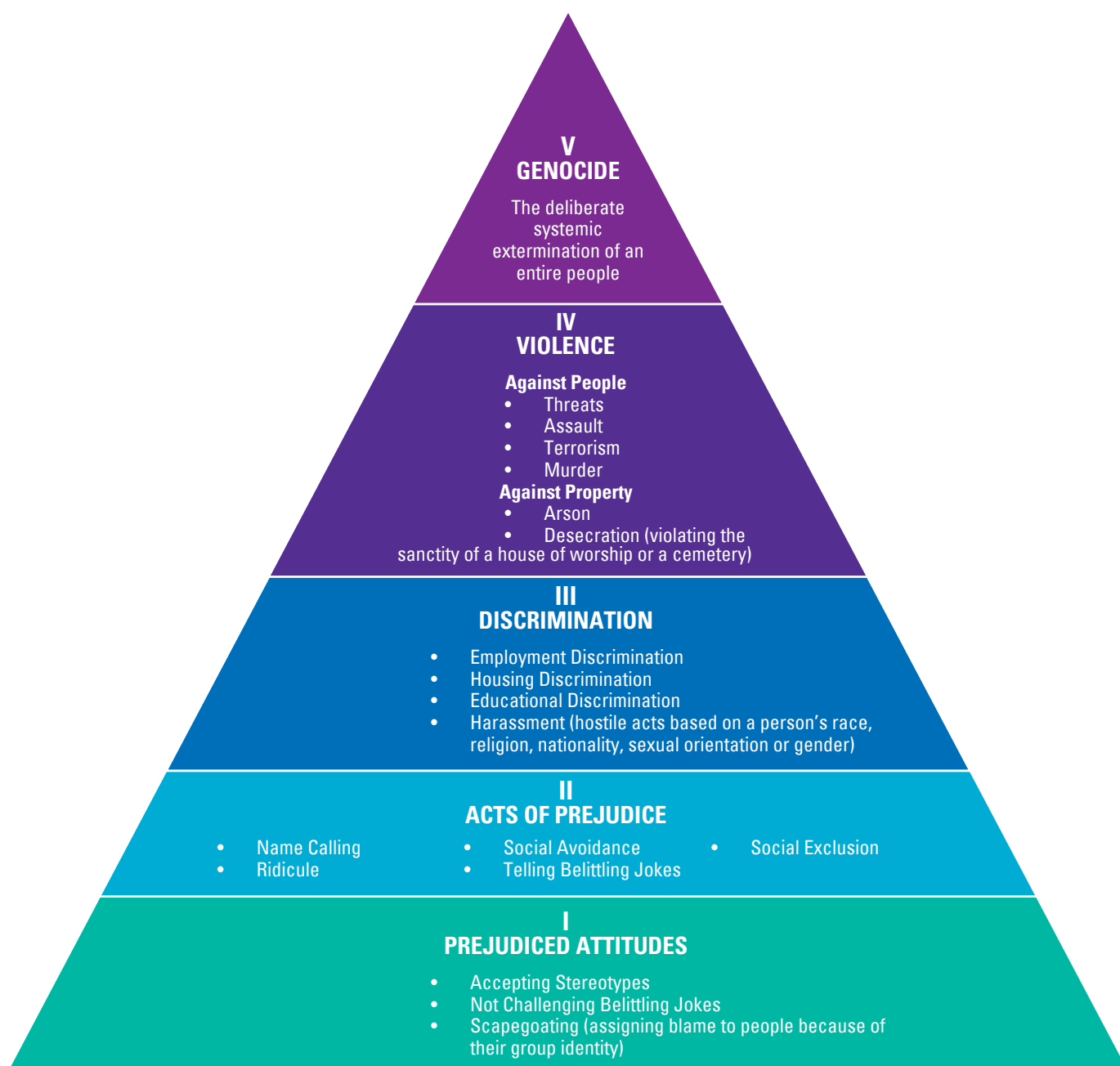
- Reviewing definitions: race, ethnicity, culture, minority, majority, racial and ethnic minority groups.
- Prejudice and racism: definition, nature, behaviours.
- Dialogue facilitation processes to deal with prejudice and racist behaviours.
- 'Pyramid of Hate' method.



SAMPLE TRAINING MODULE

VII. Methodology and methods

- Participatory, fostering critical thinking, gender balance, intergenerational, interactive, intercultural and rights-based approach.
- Max number 20-25 participants per session
- Method: *The pyramid of hate <https://sfi.usc.edu/education/pyramid/exercise.php>



*The Pyramid of Hate was developed by the Anti-Defamation League as part of its curriculum for its A WORLD OF DIFFERENCE® Institute. This exercise was created jointly by the Anti-Defamation League and the USC Shoah Foundation Institute using video testimony from the Institute's archive.