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Curriculum of the integrated learning methodology that addresses the needs of educators





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Contents

INTRODUCTION	3
1. LEARNING OBJECTIVES	5
2. METHODOLOGY.....	6
3. TRAINING MODULES OVERVIEW	7

INTRODUCTION

As an answer to the increasing number of early school leavers, many countries in the EU have developed Second Chance education programs in order to reintegrate children and youths in schools so that they can obtain minimum qualifications. Children enrolled in Second Chance programs are mostly underqualified early-school leavers, who have difficult access to employment and often lack basic social skills to adequately integrate into the society, thus making them more vulnerable and exposed to abuse, exploitation and mistreatment.

Many of these children and youths have migrant background (children on the move) which makes them especially vulnerable. Therefore there is an immediate need to develop inclusion programs and adequate teaching methodologies to encourage migrant children to stay enrolled in education programs and lower their marginalisation.

ROBIN's training curriculum is the foundational document of the envisaged training of teachers. It provides second chance teachers with a comprehensively organized set of tools to develop those competences of their pupils that, even though important, are often unattended by official education curriculums.

The selection of the modules has been made on the basis of the findings of the needs assessment conducted with education professionals in 5 different European countries- Italy, Bulgaria, Austria, Romania and Spain. In the needs assessment process several different tools were used: online questionnaires for teachers, focus groups and personal interviews with teachers.

One of the most important and frequent claims of the professionals that became apparent during the needs assessment process was the need of improvement of learning methodologies, to make learning in Second Chance programs more attractive to students. The consulted education professionals also coincided in the opinion that there is need of tools that would help develop social and cultural integration of the students as much as their technical knowledge. The data collected from the online questionnaires highlighted the need for second chance programs to build students' self-esteem, to create trust between students themselves and between teachers and students, and to motivate students and help their attitude towards tasks.

Most of the interviewed teachers feel that it would be helpful to receive specific training in new tools and methods to be applied in programs for early school leavers. A common complaint among the teachers was the insufficient offer (in some countries/regions even the complete lack) of training courses for teaching professionals in this area. The professionals state that there is a relatively wide offer of technical courses and seminars for teachers

regarding the subjects taught, meanwhile there is a poor or very poor offer of training in supporting the development of soft skills and transversal competences of young people with fewer opportunities.

The curriculum is organized in nine teaching modules that represent learning areas essential to be embraced by second chance education.

The mainstream education curriculums tend to focus mainly on the development of technical skills of the students, giving little weight to other important aspects of children and youth development such as emotional health, building healthy relationships, motivation, etc. Robin curriculum centers precisely on those aspects that are neglected in the mainstream education curriculums. All the skills and competences covered by ROBIN are transversal. These are competences and attitudes that every person- by the time she becomes an adult- should develop in order to shape a full life for her or himself.

The modules contained in the present curriculum are the following:

- I. Leadership and Motivation.
- II. Learning to learn.
- III. Emotional and physical health.
- IV. Communication.
- V. Accepting differences.
- VI. Building IT awareness.
- VII. Building healthy relationships.
- VIII. The psychosocial games.
- IX. Peer support for teachers.

The ROBIN training curriculum is the base of ROBIN`s integrated learning methodology, which is a collection of training materials and methodological suggestions for the implementation in second chance educational measures.

To reach the project`s main aim: to contribute to dropout prevention among children and young people on the move and with migrant background- and in addition to this training curriculum- the partnership created several products, such as the *Research study report on the current methodologies used within second chance programs in the partner countries* and the *Report on the needs of the educators to better support the social inclusion of children on the move*.

1. LEARNING OBJECTIVES

The learning objectives were established on the basis of the information gathered from the focus groups, online questionnaires and in depth interviews with the educators. The main and general objective of the ROBIN curriculum is to open second chance students to social, educational and occupational opportunities through leaning competences that are essential for the development of life skills in the new homeland.

Among the specific objectives there are:

- ✓ Being able to facilitate opportunities for the students to improve their ability to learn, promoting awareness of learning, fostering the most important competences of ‘the ability to learn’
- ✓ Being able to support students’ social skills development (conflict resolution competencies, interaction in the classroom with peer students and teachers, communication skills adapted to a context)
- ✓ Being able to support the development of students’ personal skills (emotional health, resilience, empathy, self-motivation, self- esteem, self-evaluation skills)
- ✓ Being aware of the benefits of peer support in second chance education context and being prepared to introduce effective techniques and approaches for conducting peer support interventions
- ✓ Being able to integrate appropriate information technology and digital devices into the learning process
- ✓ Being able to make learning attractive and accessible

2. METHODOLOGY

ROBIN training curriculum is the base for the ROBIN training course that is going to be delivered to teachers and trainers- working with children on the move at risk of dropout- in each partner country. The course will be on-site. It will be highly practical. Based on experiential learning approach, it will involve first-hand experience and reflection on the processes and products of the undertaken activities. It will be interactive. The participants will be considered not only as learners but also as professionals, expert in the field of education. As such the participants will be encouraged to take an active role in the training sessions in order to share own experience, knowledge and ideas with the rest of the group.

The methods implemented during the training course will be, among others:

- Discussions
- Role plays
- Team work
- Small researches
- Games

3. TRAINING MODULES OVERVIEW

MODULE	TRAINING AREAS AND COMPETENCES	METHODS/TOOLS	LEARNING OUTCOMES
LEADERSHIP. MOTIVATION.	<ul style="list-style-type: none"> ✓ Understand leadership qualities and values ✓ Self- motivation ✓ Goals setting 	<ul style="list-style-type: none"> ✓ Work in groups ✓ Workshop ✓ Storytelling ✓ Worksheets ✓ Discussion 	<ul style="list-style-type: none"> ✓ Be able to make the students understand and define leadership; learn and reflect upon the qualities of a positive leader; identify leadership values in practice. ✓ Be trained to show the students ways to assess one’s own competences as a leader and to motivate oneself through having clear own personal goals
LEARNING TO LEARN	<ul style="list-style-type: none"> ✓ Learning modalities and strategies ✓ Application of knowledge ✓ Learning management 	<ul style="list-style-type: none"> ✓ Plastic activity ✓ Quiz ✓ Discussion ✓ Work in groups ✓ Game 	<ul style="list-style-type: none"> ✓ Be able to show the students to: organize one’s own learning, motivate oneself and persist in learning objectives ✓ Be prepared to teach the strategies to gain, process and assimilate new knowledge in an effective way and to use prior learning and life experiences to further learn ✓ Be trained to show the students to self-evaluate learning outcomes

<p>PROFESSIONAL AND PERSONAL GROWTH AND WELLBEING</p>	<ul style="list-style-type: none"> ✓ Emotional management ✓ Resilience ✓ Stress relief methods ✓ Children and migrants rights ✓ Building a life plan 	<ul style="list-style-type: none"> ✓ Work in group ✓ Discussion ✓ Game 	<ul style="list-style-type: none"> ✓ Have the skills necessary to show the students to recognize, manage, and express own emotions using positive thinking and stress relief methods; to build empathy; to understand resilience, how to better face difficulties and build self-esteem ✓ Be trained to raise students awareness of the benefits of a healthy lifestyle; of the internal and external resources available to increase one’s own well-being; of children’s and migrant’s rights ✓ Be qualified to Protect oneself from dangerous environments, being able to recognize risky situations ✓ Be able to guide students to build life plans (career, personal goals, role model etc.)
<p>COMMUNICATION</p>	<ul style="list-style-type: none"> ✓ Quality communication ✓ Understand communication as a form of exchange and share, conducting to reciprocal enrichment 	<ul style="list-style-type: none"> ✓ Work in group ✓ Discussion ✓ Game ✓ Reciprocal Maieutic Approach 	<ul style="list-style-type: none"> ✓ Be able to explain to the students the importance of correct communication ✓ Be trained to help the students to improve their listening skills and quality of own communication; ✓ Be prepared to stimulate the students to communicate with respect towards other people
<p>COMMUNITY AWARENESS</p>	<ul style="list-style-type: none"> ✓ Accepting differences ✓ Patience and tolerance ✓ Empathy ✓ Social and cultural 	<ul style="list-style-type: none"> ✓ Work in group ✓ Discussion ✓ Presentation ✓ Artistic activity 	<ul style="list-style-type: none"> ✓ Be prepared to raise awareness of the differences and similarities between people and ethnicities ✓ Be empowered to build tolerance and patience ✓ Have the capacity to break stereotypes and promote

	adaptation	✓ Role play	empathy ✓ Be prepared to create social and cultural adaptation skills
BUILDING IT AWARENESS	<ul style="list-style-type: none"> ✓ Digital communication ✓ Search for information ✓ Digital learning 	<ul style="list-style-type: none"> ✓ Project based learning ✓ Online forum ✓ Outdoors activity ✓ Community reporting ✓ Small research 	<ul style="list-style-type: none"> ✓ Be prepared to apply digital means to support the learning process ✓ Be able to encourage the learners to use digital means to communicate with a larger public ✓ Be able to instruct in the use of digital means to search for information
TEAM BUILDING	<ul style="list-style-type: none"> ✓ Teamwork ✓ Freedom of speech ✓ Interpersonal skills ✓ Respect for other people work ✓ Problem solving 	<ul style="list-style-type: none"> ✓ Game ✓ Work in groups ✓ Role play 	<ul style="list-style-type: none"> ✓ Be able to teach the students to appreciate differences between persons and recognize and value everyone's abilities ✓ Know how to make the learners act as a part of one group where everyone can express freely his/her opinion ✓ Be prepared to help the students improve their interpersonal skills
PSYCHOSOCIAL GAMES	<ul style="list-style-type: none"> ✓ Supportive tools for the teaching process ✓ Alternative teaching methods ✓ Students personal development 		<ul style="list-style-type: none"> ✓ Understand the characteristics of the games ✓ Know how to organize psychosocial activities ✓ Know new practical exercises to implement and raise awareness of other available teaching methods ✓ Be familiar with different creative activities that enable students' personal development and learning

PEER SUPPORT	<ul style="list-style-type: none"> ✓ Appreciate the value of peer support ✓ Recognise support needs of involved professionals ✓ Develop peer supporting strategies for the professionals involved ✓ Enhance professionals engagement in peer supporting measures ✓ Apply peer support techniques 	<ul style="list-style-type: none"> ✓ Work in group ✓ Discussion 	<ul style="list-style-type: none"> ✓ Have a clear and practical understanding of the impact of peer support on the quality of the educational work in the ROBIN context ✓ Have the ability to recognize peer-support needs and options ✓ Have an understanding of and ability to apply a range of peer support mechanisms
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