



inClusion of Refugee
ChiLdren in Education

Play and Learn

TRAINER'S
MANUAL



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THE PROJECT

The CIRCLE project aims at enhancing the access, participation and learning performance of newly arrived migrant and refugee children in primary school education in Greece, Italy, and Spain as well as at a European level in order to promote their overall integration in the host societies. The project will help teachers and school staff in realizing the learning level of migrant and refugee children and provide them with valuable skills to integrate. The project will contribute to the enhancement of participation and improvement of performance of newly arrived migrant and refugee students in primary schools:

- by building the competences of teachers and school leaders to promote equity, diversity and inclusion in schools;
- through the provision of support to schools to facilitate inclusion and success of migrant and refugee students along with the strengthening of the collaboration among all members of the school community.

1. Objective

Assessing the children's previous learning proves difficult in most cases. Many refugee children have no documentation of their previous school attainment and grades. Not only prior education must be considered, but also their gaps in education, trauma and the family situation. In order to address this challenge, the project aims at:

- Increasing the spread and use of state of the art, effective tools for the assessment and validation of prior learning of newly arrived migrant/refugee students in primary & secondary education



- Enhancing the competences of educational leaders and educators on the use of tools for assessing knowledge and validating prior learning, and
- Increasing the awareness, knowledge and competence of policy makers, educational leaders and educators with regard to inclusive educational approaches

2. Partners



3. Introduction

This document is developed within the framework of the CIRCLE – Inclusion of refugee children in education – CIRCLE. It involves the framework for the **training of educational leaders** and educators (teachers, regional directors, school principals, school advisors/ counsellors etc.) on the use of the project tools. It will include the **training approach**, objectives and desired outcomes, methods of delivery, **curriculum** and **training materials**. Once the general framework has been designed, the adaptation requirements per country will be defined, along with a set of concrete instructions on how to better define the adaptation requirements for a specific country context, and implementation guidelines.

4.



The main objective of the CIRCLE project is the social inclusion of refugee children in education. It aims to establish new diagnostic tools in all levels of primary school for the assessment of prior learning of newly arrived refugee children. The CIRCLE activities are expected to support educational leaders and education on the use of project tools. The training modules are based on the findings of the previous WP2 to develop innovative and flexible techniques that respond to specific education needs and promote inclusive learning and equality.

The main objective of the modules is firstly to define the CIRCLE training, assessment and accreditation framework; secondly to develop the training material, the training modules to remove or reduce inadvertent barriers which prevent disabled students from successfully participating in courses and programmes of study; and finally, design the assessment and accreditation, in order to assess the competences acquired by the trainees.

The training manual consists of 4 Modules for educators:

Module	Duration
Module 1 – Review of interculturality	60 minutes
Module 2 – Methodologies and approaches	90 minutes
Module 3 – The use of the assessment tools	30 minutes
Module 4 – Trainer of Trainers	60 minutes
Summative Assessment	10 minutes
Total	4 hours 10 minutes



MODULE 1: Review of interculturality

1. Preface

In order to define class diversity, we realize that it is a term that can have several meanings for each individual and multiple applications. In contemporary education, there are many different parts of diversity that are obvious, including race, social status, gender and sex, ethnic background, religions, and many more.

To ensure that all of the students of the school are able to gain the full benefit of the education, Educators are called out to show understanding, and to behave to each student like the unique, individual person that they are. By treating each student as such, they make the first step in supporting diversity in the classroom.

According to the words of Comenius, education is much more than the training of the children at the school or at its home; it is the process that affects a person's entire life and the many social adjustments they must make.

The great principles of peace and the international organization of education that make him a forerunner of so many modern institutions and trends of thought likewise stem, in his work, from this unique synthesis between nature and man.

Today, aspects of Comenius's ideas are conceptualized within terms such as intercultural education, which gained attention in the first half of the 20th century, with intercultural competence appearing only recently. Intercultural competence can be conceived as one of the long-term goals of intercultural education, if not its primary objective. Intercultural competence is a multifaceted concept involving aspects of



emotional and interpersonal intelligence to combine to form “a person who is emotionally caring yet controlled, sensitive to interpersonal dynamics, and genuinely perceptive when in complex and highly interactive situations” (Gardner, 1993). Brislin (2000) in Cushner’s “Intercultural Competence in teacher education”² identifies four criteria for intercultural success: positive feelings about intercultural relationships, reciprocity of those feelings from others in the culture, task achievement, and stress minimization³.

1 Gardner, H. (1993). *Multiple intelligence: The theory in practice*. New York: Basic Books.

2 Cushner, Kenneth & Mahon, Jennifer. (2009). Intercultural competence in teacher education. *The Sage Handbook of Intercultural Competence*. 304-320. Available in https://www.researchgate.net/publication/292017517_Intercultural_competence_in_teacher_education/citation/download

3 Brislin, R.W.(2000). *Understanding culture’s influence on behavior*. Fort Worth, TX: Harcourt Brace.



2. Culture and civilization

It is a fact that if one searches the literature, one will read a number of different definitions and interpretations, in relation to how people perceive the concept of culture. This differentiation has to do with different human perceptions and with the meaning of concepts and values, the variety of which depends to a large extent on the place and the time period in which they are formed and expressed (Kanakidou & Papagianni, 1997).

But we could simply adopt the term of anthropologist Herskovits that culture is the man-made part of the human environment.⁴ We could therefore argue that through culture, people give meaning and content to the reality they are experiencing directly (Herskovits, 1948). But they realize this reality and transfer it thanks to symbolic systems that develop within the environment itself. Institutions, standards, control, positions, roles are some of these symbolic systems which can be considered as products of this meaning but also to further determine its character and nature. Thus, culture is characterized by its objective side, which, however, is ultimately structured through the subjective beliefs of the people who create this objectivity. And for this reason, we can classify it as a **dynamic social phenomenon** since it may be subject to changes at different times but at the same time it may retain various structural elements unchanged.

So, we see some meanings, values, beliefs that remain intact in their passage from generation to generation, while others disappear or change radically. So, during these changes and their maintenance, within the human groups in which they occur, a belief of identification and a common ground of perceptions develops. At the same time, they create a similar behavior in this group that differentiates it from the others. This particular behavior of the group, which consists of common activities (cultural practices) and common meanings (cultural interpre-

⁴ Plato.stanford.edu. 2020. Culture And Cognitive Science (Stanford Encyclopedia Of Philosophy). [online] Available at: <https://plato.stanford.edu/entries/culture-cogsci/> [Accessed 20 July 2020].



tation) (Chrysochoou, 2005), we call the culture of this particular human group. This perception of a common culture that may be nothing more than **an imaginary construction** (Anderson, 1997), develops a sense of homogeneity in that particular human group.

GENERAL CHARACTERISTICS OF MIGRATION

A few years back, the entire EU was called to deal with a world challenge, when millions of people had arrived to the shores of Europe, in an attempt to seek refuge and an opportunity to start their life anew, possibly risking their own lives to avoid the war in their country, oppression of political parties, or simply extreme poverty.

Being affront of this humanitarian crisis in the shores of the Mediterranean, the EU has made significant efforts and actions in their decisions, to be pro-active regarding people who may lose their lives at sea⁵.

THE MIGRATION CRISIS IN EUROPE

From roughly 2014, the European Union has been receiving a large influx of migrants, according to which the crisis was named 'a migratory crisis'

Below you can see that the European Council has provided with infographics regarding the Migration flows through Eastern, Central, and Western Mediterranean routes:



⁵ European Commission – Communication from the Commission to the European Parliament, The European Council and the Council – Progress report on the implementation of the European Agenda on Migration <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2019:0481:FIN:EL:PDF>



3. The terms Intercultural and multicultural


The objectives of **Intercultural Education** are distinctly different from the objectives of Multicultural Education, since **the concept of interculturalism is active** while the concept of multiculturalism is passive.

On the one hand, Intercultural Education is based on the concept of interaction and interdependence between students in order to provide equal opportunities. More specifically, it promotes special educational programs that promote human rights and thus contribute to the peaceful coexistence and cooperation of students of different nationalities in the same school context. It does not aim at assimilation but at accepting and respecting diversity and recognizing students' cultural identity in a climate of dialogue and cooperation. In other words, it contributes to the cultivation of a positive attitude and perception towards the differences of cultures, heterogeneity, diversity and resists the creation of stereotypes, prejudices and nationalistic behaviors, pushing students to realize the power and value of cultural diversity. In addition, it aims to develop intercultural awareness. In particular, students gain a sense of belonging to a wider community, thus developing a sense of responsibility for what is happening to minority students.

On the other hand, **Multicultural Education** simply aims at the coexistence of students who differ linguistically and culturally within the school community, teaching them to act within the culture of the host country. It includes educational programs that take into account the linguistic and cultural peculiarities of the students with the aim of tolerating and respecting the different cultural identities. It also aims to return students to their country of origin. However, it focuses only on the cultural peculiarities of the students without controlling their influence on the educational process but also on the life of the students in general.



INTERCULTURAL EDUCATION

The University of New Brunswick has developed a video available on  **YouTube** regarding Competencies for Teaching in Multicultural Classrooms found below:





4. Check your knowledge - Module 1

▶ Question 1

The idea that concepts are socially constructed and vary across cultures. Therefore, individuals and groups must always view other cultures objectively and not judge them using the values and norms of their own culture as a measure of right or wrong.

- a. Cultural Heritage
- b. Cultural Transmission
- c. Cultural Shock
- d. **Cultural Diversity**

▶ Question 2

The preconceived view of the characteristics of a group held by individuals who are not members of that group.

- a. Identity
- b. Self-confidence
- c. **Stereotypes**
- d. Race

▶ Question 3

How would you describe an interculturally competent person?

- a. **“a person who is emotionally caring yet controlled, sensitive to interpersonal dynamics, and genuinely perceptive when in complex and highly interactive situations.”**
- b. “a person who is able to explain the concept of cultural superiority.”
- c. “a person who can explain their own culture.”



▶ **Question 4**

What does intercultural competence involve?

- a. **It involves aspects of emotional and interpersonal intelligence.**
- b. It involves the ability to speak many languages.
- c. It involves having travelled to many countries.

▶ **Question 5**

How would you define the culture of a certain human group?

- a. Culture is the crops and fruits that a group cultivates.
- b. **Culture is the group behavior, their common activities (practices), common meanings (interpretations).**
- c. Culture of a group is the set of facts about it, compiled by another human group.



MODULE 2:

Methodologies and approaches: how to enable multiculturalism in education

1. Intercultural communication

It could be described as a dynamic process in which human behavior, both verbal and non-verbal, is perceived by both individuals or groups belonging to different ethnocultural groups and allows individuals and groups to respond.

The development of intercultural or multicultural communication, where culture and communication converge in a valid cognitive area, is the result of recognizing that cultural diversity causes difficulties in the effectiveness of communication. According to Samovar and Porter (2013), intercultural communication involves interaction between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event.⁶

The reader can be downloaded in pdf form by clicking on the book here:



⁶ Samovar, L.A. Porter, et al., Communication Between Cultures, 2013.

Available here: <https://bit.ly/2TNfiuG>



2. Intercultural understanding

What is intercultural understanding? It can be defined as “the ability to apply the available information and perceptions to specific multicultural situations in order to achieve the correct interpretation of the message being communicated.”

The variety of cultural identities throughout the world, based on diverse human experiences, are an endless source of our culture on a world-wide level. This idea of intercultural understanding skills, are stemming from the need to help students to acquire knowledge and manners, ideas and attitudes that will allow them to appreciate and be respectful towards citizens of various communities and cultures.

The Department for Education and Child Development of South Australia⁷ sums up this general capability in 3 parts:

- Recognising culture (values, beliefs, customs, ways of thinking and behaving) and developing respect for cultural diversity in their school and community lives
- Interacting and empathising with others from different cultures
- Learning from intercultural experiences, challenging stereotyping of cultural groups, and taking responsibility for understanding why other peoples' choices can be different from their own because of cultural perspectives.

You can help the children develop intercultural understanding by:

- Understanding the influence of your own cultural values, attitudes and beliefs

7 Education.sa.gov.au. 2020. Intercultural Understanding | Department For Education. [online] Available at: <<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/australian-curriculum-general-capabilities/intercultural-understanding>>



- Showing interest in and learning about other cultures
- Interacting positively with people from diverse backgrounds
- Talking about the ways that different cultural groups are presented in the media.

3. Increasing Inclusivity in the Classroom

Teaching and learning with inclusivity involves styles of teaching and learning that are purposefully carried out and planned in such a way to involve and challenge all the students.

An instructor can benefit from this manner of teaching because they can expand their own comprehension their own subjects that are taught, and of course. Please see below the summed up points from The Teaching Center strategy regarding inclusive teaching and learning:

INCLUDE DIVERSE CONTENT, MATERIALS, AND IDEAS

- In the preparation of your class material, the questions for discussion in the class, the scenarios and assignments, there will be languages, examples, case studies, socio-cultural contexts and images that will show human diversity. Be sure to include topics and materials reflecting contributions and views from groups that have been historically under-represented in the area of concern.
- Be open to new ideas and questions from the students in the classroom that can broaden your own horizons regarding the knowledge of your discipline, and its relevance. Be sure to assist the students in understanding that knowledge if sometimes produced through conversation and collaborations between persons from different experiences and views.



- Be mindful of how your professional training have shaped the choices of the materials you choose to include in the course.

CREATE AN INCLUSIVE ENVIRONMENT

- From the beginning of the classes, make sure that you communicate clearly the rules and boundaries inside the classroom, regarding your expectations or respectful and inclusive interactions.
- Be sure to enforce ground rules and do not fear to intervene when needed (see chapter on **Ground Rules**). If a student's ways of speech or behavior are degrading, or denigrating intentionally or not, remind the entire class about the rules of the class. Then, speak with the specific student individually outside the class about the potential issues of his behavior. Always remember that lack of intervention can potentially function as endorsement.
- To the extent that it is possible in a classroom with a number of students, try to get to know your students and their individuality, regarding their skills, experiences and the ideas that they bring into the classroom. Always ask your students directly how they want to be addressed. No student should feel pressure to take on a western version of their name for acceptance or the convenience of others.
- In case you are teaching about topics that are likely to cause disagreements or generate controversies, try to set a clear objective and identify the class structure accordingly. Also, communicate the objectives and the designed structure with the students, in order to allow them to know what to expect. In case of a conflict or tension, be sure to address the issue



at its core in that moment (see the following chapter on Facilitating Challenging Conversations in the Classroom.) Do not be afraid to react. See if you can pause for a short time to ask the students to discuss what happened in groups, and then among them. Sometimes, it would be advisable to make such conversations with individual students outside of class. Again, make sure you address the issue early enough to dissolve the conflict as soon as possible.

GROUND RULES IN THE CLASSROOM

As mentioned above the creation of ground rules in the classroom help to foster community by balancing the learning needs of the students with the needs of the group. The Center for Teaching Innovation of the Cornell University has developed tools and techniques that can help the educator teach in a democratic classroom.⁸

Why are ground rules important?

- Ground rules can hold each student accountable for their own behavior.
- Incidents of incivility can be prevented.
- The expectations of the educator become clearer and more understood.
- The ground rules and their transcription can function as a contract among the students and the educator. They can be referred to in cases where the 'terms' are being broken.

⁸ Teaching.cornell.edu. 2020. Establishing Ground Rules | Center For Teaching Innovation. [online] Available at: <<https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/establishing-ground-rules>>



- A safe environment is encouraged through commonly agreed rules, where everyone knows their ideas and views will be respected.

What should you consider when establishing the ground rules?

- Introduce the ground rules early in the school year.
- Include your student's feedback in the development of the ground rules.
- Do not hesitate to politely point out the set of the rules when you deal with cases of misbehavior.
- Remind the students of the agreed ground rules before introducing a topic that may generate conflicts.

Ready to set the ground rules!

- As a trained educator, you have to decide which rules are non-negotiable.
- You can present your proposal and give students the opportunity to come up with modifications.
- You can ask your students to share experiences regarding positive and negative learning environments. What were the characteristics of their past learning experiences?
- You can have the students create a draft list of rules for the classroom. Collect them, adjust them, and present them to the class. Once everyone agrees, you can include them in your syllabus and post them in the classroom. Revisit them for adjustments if needed.



FACILITATING CHALLENGING CONVERSATIONS IN THE CLASSROOM

The Center for Teaching and Learning of the Washington University in St. Louis has published a useful article on the conversations in the classroom that might spark controversies.⁹ The classroom can be a place for open and respectful discussions, even in sensitive or controversial topics, such as identity, inequality, religion, ethnic background. The role of the educator involves the facilitating of such discussions, but this can be a challenging prospect. The following guide is intended to help educators guide such challenging discussions, which can be great learning opportunities. Click below to read the full guide:

Facilitating Challenging
Conversations in the Classroom

More useful articles and guides are available at the website of The Center for Teaching and Learning of the Washington University in St. Louis. Click below to access the website:



Washington University in St. Louis

CENTER FOR TEACHING AND LEARNING

⁹ The Teaching Center. 2020. Facilitating Challenging Conversations In The Classroom. [online] Available at: <<https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/facilitating-challenging-conversations-in-the-classroom/>>



4. Check your knowledge – Module 2

▶ Question 1

It occurs when members of one cultural group adopt the beliefs and behaviours of another group. It may involve direct social interaction or exposure to other cultures through mass media.

- a. Abduction
- b. Adaptation
- c. Admission
- d. **Cultural transfer**

▶ Question 2

The process whereby individuals learn their own group's culture, through social interaction, experience, observation, and instruction.

- a. **Enculturation**
- b. Acculturation
- c. Transmission
- d. Adaptation

HINT: Acculturation is learning another group's culture.

▶ Question 3

Deeply held **ideas** and **beliefs** that guide our thinking, language and behaviour.

- a. Customs
- b. Traditions
- c. Rules
- d. **Values**



▶ **Question 4**

What is the ability to apply the available information and perceptions to specific multicultural situations in order to achieve the correct interpretation of the message being communicated?

- a. Emotional Intelligence
- b. Artificial Intelligence
- c. Intercultural Understanding**
- d. Social Awareness

▶ **Question 5**

Shared expectations of behaviour that are considered to be culturally and socially desirable and **appropriate** are

- a. Norms**
- b. Values
- c. Beliefs
- b. Desires



Module 3: **The use of the assessment tools for prior learning**

1. The Booklets

On the basis of the results of the evaluation of assessment practices and tools used in the partner countries, and following a review of international literature on state-of-the-art prior learning assessment tools, three booklets of diagnostic tools developed by the partners, specifically designed for assessing the prior learning of newly arrived migrant/refugee primary and secondary school age children. The tools enable the assessment of the level of knowledge of children with minimal native (and/or English) language skills.

The tools that were designed include different assessment methods and techniques (oral, written, visual), tailored to address challenges and needs faced by migrant/refugee children (minimal native (and/or English) language skills, cultural differences, psychological trauma etc.). The tools enable the identification and differentiation between gaps in children's knowledge, which are the result of language barriers, those due to interrupted or to the lack of previous schooling and those due to special education needs.

The design of the diagnostic tool was based on the premise that newly arrived migrant and refugee students have little or no knowledge of the host country language and/or English. For this reason, the tool introduces exercises that have strong visual characteristics (e.g. symbols, images, illustrations) and the minimum amount of text possible. This enables to a degree the assessment of the reasoning and prior knowledge of every field tested than the knowledge of the language. Lack of language skills may interfere with the understanding of the given task



even if the student is able based on his/her prior knowledge to fulfil it. Another design principle of the diagnostic tool presented is its alignment with the curriculum. A detailed mapping on the common learning objectives of the curricula of the partner countries was used as the base upon which the exercises were created for primary and secondary education. What is more as tests can be intimidating for any student, the diagnostic tool takes the form of a playful booklet so that it is more friendly and welcoming.

The exercises in the tool vary. Some are selected response exercises that enable students to recognize the answers instead of recalling the relevant information and are used to match the learning outcomes. Some are problem solving exercises in order to diagnose errors and misconceptions in reasoning. And others are more task oriented, the student has to follow the instructions and complete a task to arrive at a specific result / or to create a specific product (e.g. ICT).

The table below shows the subjects that are attributed to primary and lower and higher secondary education in the diagnostic tool:

Subjects	
Primary	Entry Interview
	Social and Communication Skills
	Logic and Arithmetic
	Orientation in Space
	Generic Sciences
	English Elements



Lower Post Primary- Lower Secondary	Entry Interview
	Social and Communication Skills
	Math
	Physics
	Geography
	English Elements
	ICT
Higher Post Primary- Higher Secondary	Entry Interview
	Social and Communication Skills
	Geometry
	Math
	Physics
	Geography
	English Elements
ICT	

In particular, the first part of every booklet is the entry questionnaire and the social communication skills. The educator is called to observe the student and his/her interaction with the booklet in the course of the completion of the exercises of the diagnostic tool and note his/her observations. The second part of the booklet is different depending on the grade and the subjects vary.

The educator has to be prepared to:

- Introduce the booklet to the student and explain with simple terms (and/or English) that the student has to complete as many items of the exercises as possible.
- Once the student starts the entry questionnaire, the educator observes student's interaction with it:



- In the case that the student has only oral knowledge of the host country language, the educators helps him/her to fill in the questionnaire
- In the case that the student has no knowledge of the host country language (in oral or written form) and it is impossible for him/her to fill it, the educator can give the questionnaire and Entry Questionnaire the booklet in one of the other languages available (the available languages are: English, host country language, French, Arabic).
- Assist students with the instructions of the exercises if needed and help a student who might face a difficulty in completing an exercise or an item due to language difficulties.
- Observe students':
 - Attention (to task/listener)
 - Initiation (requesting help/ ask for guidance)
 - Communication (using language for different functions, which language the student is using: mother tongue, language of the host country, English)
 - Adherence to basic rules and conventions during the completion of the diagnostic tool's questionnaire and exercises
- Complete the social and communication skills assessment while the student is completing the questionnaire and the diagnostic tool's exercises. The educator can fill in a small questionnaire about student's social and communication skills as well as keep notes of his/her observations for future use and support to the student. This questionnaire can be found on the same section of the booklet as the social and communication skills subject.



2. Tools and equipment needed for the completion of the diagnostic tool:

- Coloured pencils or coloured markers (red, yellow, orange, green, brown, pink, light blue, purple, blue, black)
- Pens and pencils
- Access to computer/ laptop with an active internet connection for the ICT subject (for lower and higher secondary)

3. The Framework

OBJECTIVES

1. Assess the prior learning and the social and civic competences of newly arrived refugee children
2. Identify gaps and differentiate learning needs of refugee students on
3. Get to know the background experiences of refugee children and their families
4. Support the inclusion of newly arrived migrant/refugee children in education by effectively assessing and validating prior learning.
5. Reduce their chances of early school leaving and promoting their successful progression through the education system
6. Guide educational authorities and institutions in the development and implementation of the most appropriate educational methods and material to better address their needs.



DESIRED OUTCOMES

1. Better address the actual needs of the refugee students
2. Facilitate the knowledge acquisition of newly arrived students
3. Facilitate the integration process of refugee students in the educational system
4. Identify students' strengths and challenges with respect to the desired level placement.
5. Detect the challenges and weaknesses of instruction in order to support student learning better.
6. Assess the student's prior knowledge.
7. Determine the appropriate year of school according to their knowledge.

METHODS OF DELIVERY

1. Initial interview/questionnaire with newly arrived students and their families
2. Assessment of the student in the selected topics through the exercises provided in the booklets
3. Evaluation of the results and placement of the student in the appropriate school year according to their levels of competence.
4. Based on problem-based learning and Game-based learning



Module 4: Trainer of Trainers

1. Introduction

The main focus of this present Module is to provide you, the mentors and trainers with skills that can help you to be effective mentors, to facilitate the knowledge acquisition, application, and skills. One of the prerequisites to effective teaching, is to know how to work with adults instead of children.

As a ToT, your idea of yourself shall be that of the facilitator of the learning process, and as a resource, and not as a mediator who conveys knowledge and information.

The trainer must support a growth process that includes the following behaviors (Brookfield 1986):

- Ensure a class climate that is conducive to learning.
- Utilize principles of adult learning, in planning how and what these adults will learn Encouraging learners to formulate their own learning objectives.
- Support learners in their attempt to identify identify and utilize a variety of resources to reach their goals.
- Encourage the learners in assessing their own learning process and results.¹⁰

¹⁰ Csu.edu. 2020. [online] Available at: <https://www.csu.edu/TLMP/documents/TLMPTraining-the-TrainerManual2.pdf> [Accessed 20 July 2020].

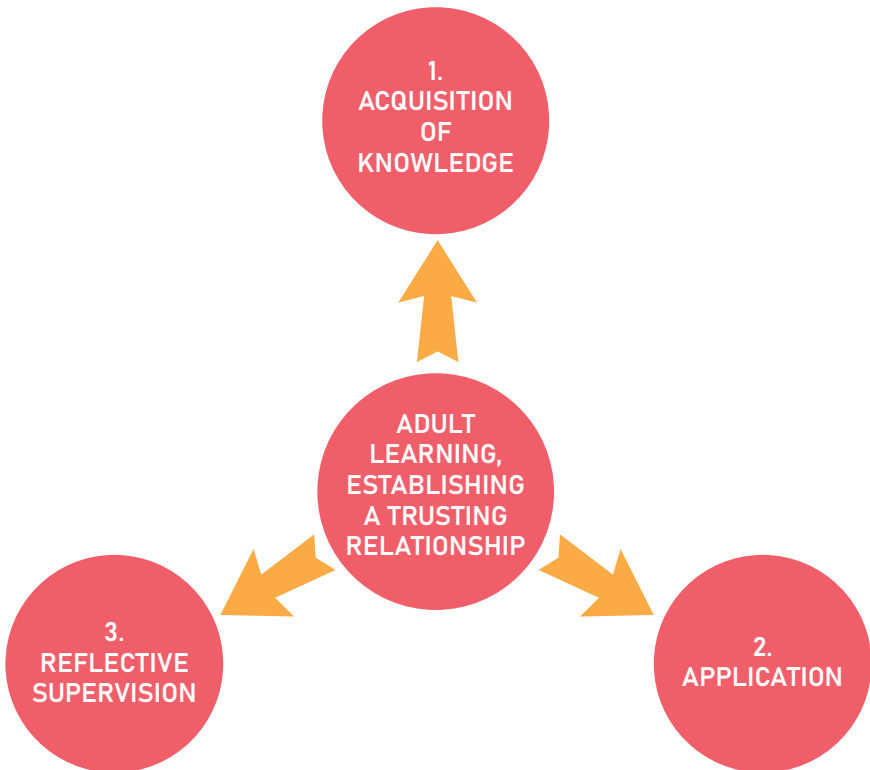


2. The mentoring process

The mentoring process involves knowledge acquisition, application, and reflective supervision.

Mentoring is a process that goes two ways; it has to be mutual. It is the joint, shared and cooperative reciprocal relationship among persons, that both are considered responsible and accountable in assisting a new trainer identify a clearly defined learning goal.

Positive and effective mentoring relies largely on human relationships based on trust. This reciprocal relationship has to be refined during the mentoring partnership procedure.





3. Adult Learning Principles

Knowles, in his book “The Modern Practice of Adult Education¹¹” has stated that the practices that are considered most fruitful, involve adults that are engaged in diagnosing, designing, applying, and assessing their learning on their own. Therefore, the role of the trainer is to make and support a climate of constant support that fosters learning.

Keep in mind the following tips when working with adults:

- Adult learners need to feel that they are self-directing.
- Their willingness and eagerness to learn is increased when they feel a specific need to learn
- Life's tank of experiences is a prime learning source; the lifetime experiences of others can offer an added-value in the learning process.
- Adult learners may feel an intrinsic need to immediately apply their knowledge

4. Preparing for the Training

ADVANCE PREPARATION AND INSTRUCTIONAL DELIVERY

Fruitful training processes are usually deliberate. The trainer spends hours to become familiar with the contents and materials of children education, principles of adult learning, and instructional tools.

- Take the time that you need to prepare; the recommended time for class preparation is around 3 hours

¹¹ Knowles, M.S. (1980). The Modern practice of adult education: From pedagogy to andragogy. (Rev. and Updated.). River Grove, Ill: Follet.



- Know the material well. Make notes and highlight the parts that you will focus on. This will give the impression that you are a skilful and confident trainer. Also, you will be able to answer questions more easily, and correctly.
- Use your own words that come into your mind, if you know the important parts that well, that you can convey them in your own way.
- The integration of experiential learning is very important. By matching your own experiences as a teacher in the past, and some of the main points, and by asking the participants to share their past experiences, make the teaching process more personalized.
- Do not hesitate to refer to the lesson overview and objective, because they clearly establish the framework for the topic that is discussed.

SETTING THE TONE - WORKSHOP MANAGEMENT RULES

Decent management in the workshop helps in effective training sessions. The most efficient training sessions rely on a set of strategies and rules. The rules shall be set at the beginning and establish in which ways the trainees will interact among each other, and with you. Some examples are:

- Practice reflective/active listening.
- Be respectful to all opinions.
- Consider what trainees are trying to say.
- Stay truthful and reliable.
- Disagreeing is different than being disagreeable.
- These rules could either be established by you before the



training and presented to the trainees, or collectively develop them in common. If you choose to make the rules before the training, remember to consult the trainees for their feedback and additions. You will make them feel that they can be heard and that their opinion matters (which is a basic principle of adult learning described in this course).

FACILITATING DISCUSSION - FACILITATING VS. DIRECTING

It is highly likely that the knowledge shared in the workshop is disseminated outside the classroom. This is basically the goal of the ToT sessions, to spread the knowledge.

A basic element to achieve this is to keep in mind that your role there is to lead and channel the discussions, but not to direct it. Focus on bringing up the ideas, but do not impose your own ideas and experiences on the trainees.

- Always speak and listen with respect.
- Show your excitement about the themes of the training and the project.
- Support the trainees in asking questions and sharing their thoughts.
- Be straight and honest.
- When you add your own thoughts and contributions, keep them short during group discussions.
- Wait when you ask a question. Count to 10. If nobody responds, rephrase your question and ask again.
- Invite the participants that are mostly quiet to participate. Politely call the participants' names and ask an open-ended question, like "What do you think about this assessment tool?"



EVALUATION

The part of the assessment of the training session is significant in understanding how effective the training was. It is useful not only for the ToT who can benefit for future trainings; but also for the trainers who were trained in giving a voice to their thoughts. Below you can read some key points for a fruitful evaluation:

- Revise the main points of the course during the training. This helps the trainees clarify their key ideas that were pointed out in the session.
- Let the trainees give their feedback in writing. They can take a short evaluation that can end with open-ended questions on how to improve the training sessions and material.

5. Check your knowledge - Module 4

► Question 1

What is the purpose of preparing yourself as a trainer?

- To be able to know the material taught to the school children.
- To be able to facilitate knowledge among educators.**
- To increase your competences in math and calculations.

► Question 2

Which of the following does NOT indicate growth process in learning?

- A climate conducive to learning.
- Encouraging learner to create their own learning objectives.
- Assisting learners in evaluating their learning.
- Letting the educators decide on the school material taught in the classroom.**

HINT: School material is usually decided and approved by the Ministry of Education or such a Governmental Authority.



► Question 3

Which of the following does NOT indicate growth process in learning?

- a. A climate conducive to learning.
- b. Encouraging learner to create their own learning objectives.
- c. Assisting learners in evaluating their learning.
- d. **Letting the educators decide on the school material taught in the classroom.**

HINT: School material is usually decided and approved by the Ministry of Education or such a Governmental Authority.

► Question 4

How can you successfully facilitate discussion when you ask a question but you are getting no responses?

- a. **Give the trainees some time to think, then rephrase the question.**
- b. Ask the same question to all trainees, one by one.
- c. Ask the trainees to get a blank piece of paper and test them with a written exam.
- d. Stop the conversation and forget about the question.

► Question 5

Why is written feedback important?

- a. **To help the trainees evaluate themselves.**
- b. To improve subsequent trainings.
- c. To help the trainees develop critical skills.
- d. To help the trainees improve their written expression skills.

SUMMATIVE ASSESSMENT

Evaluation form – Training of educators

Please evaluate the criteria given below for the training material and assessment tools by using 5-point rating scale to indicate the extent to which you agree or disagree with each statement. Please select the number that applies. Evaluate the course, the training material and the assessment tools of Module 3!



Aspect to evaluate	1	2	3	4	5
Clarity of the material for educators	1	2	3	4	5
Usefulness of the content for educators	1	2	3	4	5
Connection of tests with school material	1	2	3	4	5
Tasks are relevant to school material	1	2	3	4	5
The exercises are user-friendly	1	2	3	4	5
The tasks can be comprehensible for low-achievers	1	2	3	4	5
The exercises promote critical thinking and creativity	1	2	3	4	5
Would you use these assessment tools in your classroom?	1	2	3	4	5



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Play and Learn

**TRAINER'S
MANUAL**



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