



inClusion of Refugee
ChiLdren in Education

Validation Guide



Co-funded by the
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Project Partners:



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Introduction

The present educational material is designed to be used as a diagnostic tool for the assessment of the prior knowledge of newly arrived migrant and refugee primary and secondary school age students with minimal host country language skills. The diagnostic tool aims to facilitate the procedure of classification of the students in the formal education system, in primary and secondary education of the host country. The results of the assessment of the prior knowledge of this student population can then be used by educational authorities and institutions in order to develop and implement educational methods and materials to address students' needs and gaps.

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.



1. The role of the educator in the diagnostic tool

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 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.

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)



Generic Science

Evaluation Matrix		Scale		
Criteria		1	2	3
1	Temporal order	Does not recognize the temporal order of the images	Can recognize the temporal order of one of the two sequences of images	Can recognize the temporal order of the all images
2	Casuality	Can't connect any casuality of the pictures	Can connect 1 of casuality of the pictures	Can connect all the casuality of the pictures
3	Recognition of time units	Can't recognize any of the the time units	Recognizes the time unit by doing 1 of the 2 exercises	Recognizes all the time units
4	Distinction of living/non-living beings	Can't distinguish between living and non-living beings	Distinguishes between living and non-living beings by doing 1 of the 2 exercises	Can distinguish all living from non-living beings
5	Recognition of landscape elements	Can't recognize and put the words right in the landscape image	Can recognize and put some words right in the landscape image (by doing 3 words)	Can recognize and put all words right in the landscape image



English

Evaluation Matrix		Scale		
Criteria		1	2	3
1	Recognition of colors	Doesn't know any colors	Recognizes some colors (3 or 4 colors)	Recognizes all colors
2	Names of animals	Doesn't know any animals	Recognize some animals (3 animals)	Recognizes all animals
3	Recognition of numbers	Doesn't know any numbers	Recognize some numbers (3 numbers)	Recognize all numbers
4	Recognition of family relationships	Doesn't know the family relations	Recognizes some family relations (3)	Recognize all family relationships
5	Recognition of days of the week	Doesn't know the days of the week	Recognizes some days of the week (3 days)	Recognize all days of the week



The process of validating the instruments submitted for each target age cluster should respect the following points:

1. General competencies - what children should have acquired, in the past, in terms of global competencies for Primary School Kids

- Logical and Arithmetic
- Orientation in space
- Generic Science
- English
- Communication and Social skills

2. General competences and their specific objectives for Primary

General Competence: **Logical and Arithmetic**

Specific objectives:

- Recognition of number sequence up to 52
- Recognition of number sequence up to 100
- Basic operations with natural numbers
- Recognition and representation of geometric shapes
- Understanding the notion of sequence

General Competence: **Orientation in the space**

Specific objectives:

- Spatial structuring
- Distinction of Left and right



- The cardinal points
- Drawing elements and objects in the space indicated

General Competence: **Generic Science**

Specific objectives:

- Temporal order
- Causality
- Recognition of time units
- Distinction of living/non-living beings
- Recognition of landscape elements

General Competence: **Elements of English**

Specific objectives:

- Recognition of colors
- Names of animals
- Recognition of numbers
- Recognition of family members
- Days of the week

General Competence: **Communication and Social Skills**

Specific objectives:

- Attention
- Initiation
- Communication
- Basic Rules and Conventions
- Observation of the effort in completing the questionnaire, the exercises, the familiarity with the information requested and the student behavior (e.g. avoids eye contact).



3. Scale of evaluation

It is suggested to use a **scale of 1 to 3**:

- **1 being the lowest** value of the scale on which the child can't do the exercises and **doesn't have acquired the general competence**.
- **2 being the value** where the child has **some difficulties** in the exercises and can't complete them. Have **some knowledge of the general competence**;
- **3 the highest value** of the scale on which the child can complete the exercises and undoubtedly **has acquired the general competence**.

4. Positioning on the evaluation scale of the different results obtained according to each of the specific objectives

Each exercise should be evaluated on a scale of 1 to 3. Each specific objective may correspond to more than one exercise. In these cases, it is indicated in all values of the scale how to evaluate these specific objectives of a competence.

5. Average of the results obtained for each of the specific objectives

Once values have been assigned to each specific objective, they should be averaged so that a single value is assigned to each general competence.

6. Average general skills/competences

Once a result has been found for each general competence, an average of these results should be determined to find a final score. It is this final score that will allow us to position our children/youngsters according to each of the target age clusters.



7. Conclusions

The final step it is to verify whether the children present the competences that characterize each of the target age clusters:

1. Primary education
2. Lower Post-primary education
3. Upper Post-primary education

If so, the child/youngsters will be placed in the adequate year according to his/her knowledge. The scores must be a number to help and guide professionals place the child in the adequate year and school and also for the purpose of statistics. These tools should serve as a guide for teachers or technicians who apply them to better target the child/youngster in the appropriate school year. In addition, these tools will always depend on the national legislation and local regulations of the schools in each partner country.



Validation table (the table below exemplifies the aforementioned):

General Competence 1	Specific competence 1.2	Outcome x	Average of results $x e z$	Final Average Corresponding to all skills assessed
	Specific competence 1.3	Outcome z		
General competence 2	Specific competence 2.1	Outcome x	Average of results $x e y$	
	Specific competence 2.2	Outcome y		

Note - The information regarding the evaluation of these tests it's **only for professionals**. The children performing these tests must be aware that the objective is to assess their skills and competences to enter school.

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