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**Beyond Retirement – A Migrant Integration Resource [BRAMIR]**

**O3: Induction Training Programme – Additional contents**

February 2018

**Project Title:** Beyond Retirement – A Migrant Integration Resource

**Project Acronym:** BRAMIR

**Project Number:** 2016-1-DE02-KA204-003275

**Module 1: Overview of the BRAMIR Project and General Approach**

**Resource 1.1**

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| **Introduce the Resource/Purpose of the Resource:**  *Facilitation Skills and Methods of Adult Education* - The guide is a comprehensive manual for trainers and facilitators of civic education activities. It contains basic information on the concepts of civic education and adult learning and gives practical instructions on how to organise and implement trainings at grassroots level. Specific attention is given to facilitation skills and methods that can help the trainers apply an appropriate and effective methodology to facilitate learning. |
| **Resource Content (Include link if applicable):**  <http://www.kas.de/uganda/en/pages/10853>  <http://www.kas.de/wf/doc/kas_29778-1522-2-30.pdf?111219190929>  Main topics to follow:   * civic education * adult education * facilitation skills * adjusting the training * planning the training |
| Outline the benefits of using this resource for the senior volunteer:   1. This resource is a complex one, providing information on the many aspects that should be addressed by senior volunteers. It helps the senior volunteers to better understand civic education and its importance to the society. Civic education, together with social education, is quite necessary for the migrants, because these two things assure the success of their integration. The resource addresses all the key social and civic competences highlighted in the Research Report IO1. 2. Moreover, the resource provides useful information about adult education: facilitation skills, adjusting the training and planning the training. It is important for the senior volunteer to know how to adapt their activity, how they can organise it, in order to be not just a trainer, but a true facilitator in the integration process. |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Apply proper methods and strategies in the learning process |
| 1. Develop the target group’s necessary competences |

**Module 1: Overview of the BRAMIR Project and General Approach**

**Resource 1.2**

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| **Introduce the Resource/Purpose of the Resource:**  *Training Course for Intercultural Mediators for Immigrants - Part II Training Methodology*  The link between training form, content and delivery methods, what we call teaching methodology and techniques, constitutes one of the basic educational principles. In this light numerous guidelines containing teaching methodology and training tools have been issued to help course providers. With so many choices out there, it can be daunting to decide which methods and tools to use and when to use them. Thus, the objective of this document is to provide trainers and training institutions with guidelines and suggestions regarding teaching methodology and training tools suitable for delivering a comprehensive course. In explaining how various methods can be combined into an effective constructivist approach, we employ the principles of adult and intercultural education, the role of ICT tools as well as their advantages and disadvantages for training intercultural mediators. It is also demonstrated how the proposed methodology builds on existing good practices in the field of intercultural education. |
| **Resource Content (Include link if applicable):**  <http://www.mediation-time.eu/images/TIME_O4_Part_II_Training_Methodology_.pdf>  Main topics to follow:   * Recommended Teaching Methodology: Introduction, Theoretical Background, Good Practices * Recommended Teaching Techniques * ICT Tools * Communication * Collaborative Working * E-Learning Platforms |
| Outline the benefits of using this resource for the senior volunteer:   1. This resource was designed through a project for trainers and immigrants. Thus, the information provided fits the needs of the senior volunteers, as future trainers and facilitators for immigrants. The senior volunteer will find examples of good practices, useful methods and techniques they can apply. 2. It also helps the senior volunteers to combine the traditional way of teaching/ training with the use of new ICT tools, through a good communication and collaboration during the class. |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Address the educational needs of the target group in a proper way |
| 1. Apply proper methods and strategies in the learning process |
| 1. Develop the target group’s necessary competences |

**Module 1: Overview of the BRAMIR Project and General Approach**

**Resource 1.3**

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| **Introduce the Resource/Purpose of the Resource:**  *Self-study Course for Trainers of Intercultural Mediators Module 2 Adult training methodology and techniques*  This module is addressed at intercultural mediator trainers who have not received so far specialized training on adult training methodology. The module presents the characteristics of the adult learner, principles of adult training and effective techniques for leading and managing the adult classroom. At the end of this module, the trainer should be able to: 1. Conduct needs assessment and embed these needs in the design and organization of learning activities 2. Organize training activities and choose the appropriate training techniques for their implementation 3. Create an engaging, interactive learning environment in the classroom 4. Choose and use the necessary educational material and equipment 5. Apply assessment techniques emphasizing on learning outcomes 6. Apply principles of group dynamics and crisis management |
| **Resource Content (Include link if applicable):**  <http://www.mediation-time.eu/images/TIME_O5_Trainer_Course_Module_2.pdf>  Main topics to follow:   * The characteristics of adult learners * Principles and theories of adult learning * The role of the adult trainer * Methods and techniques in adult training * Communication in adult education * Group dynamics * Crisis management * Course design and delivery |
| Outline the benefits of using this resource for the senior volunteer:   1. This individual training will help the senior volunteer better understand and review what they have discussed in the F2F Session. 2. The senior volunteer may find good information and ideas about communication, adult education specific characteristics, and their role as adult trainers. They find out how to manage the class, and how to properly design their course. These resources perfectly fit the F2F Session, addressing many of the issues discussed there. |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Address the educational needs of the target group in a proper way |
| 1. Apply proper methods and strategies in the learning process |
| 1. Develop the target group’s necessary competences |

**Module 1: Overview of the BRAMIR Project and General Approach**

**Resource 1.4**

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| **Introduce the Resource/Purpose of the Resource:**  *Self-study Course for Trainers of Intercultural Mediators Module 5 Cultural and anthropological issues*  This module helps the trainer become aware of the impact cultural and anthropological factors have on the host society, the migrant attitudes and behaviours, and the intercultural mediation process. The trainer will be assisted in knowing, analysing and reflecting on characteristics of his own society and the origin countries of the most populous migrant communities. This will enable the trainer to design his presentation in a cultural-sensitive and practice-related manner. |
| **Resource Content (Include link if applicable):**  <http://www.mediation-time.eu/images/TIME_O5_Trainer_Course_Module_5.pdf>  Main topics to follow:   * Culture – the diversity of the concept * Material and non-material aspects of culture * The dimensions of cultural differences * Multiculturalism * Cultural integration and assimilation (integration, assimilation, acculturation, culture shock) * Cultural relativism and tolerance in intercultural communication * Conflict of cultures and ethnic conflict * Anthropological sources and barriers to intercultural communication |
| Outline the benefits of using this resource for the senior volunteer:   1. This resource helps senior volunteer to understand the cultural aspect of migration and the dimensions of multiculturalism. Firstly, they learn about all the steps of the cultural integration and the difficulty of this process, both for the host country and for the immigrants. Secondly, the senior volunteers learn how to manage the cultural integration. 2. This resource help the senior volunteers develop their social and civic skills which are quite necessary when working with immigrants. |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Develop the target group’s necessary competences |
| 1. Address the educational needs of the target group in a proper way |

** Module 2: Introduction to TTT Curriculum**

**Resource 2.1**

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| **Introduce the Resource/Purpose of the Resource:**  During the six hours of self-study learning the adult educators can examine in depth the site [www.bramir.eu](http://www.bramir.eu) especially the section abut TTT Curriculum.  Furthermore, they can read the following texts to have a more comprehensive knowledge about this tool. |
| **Resource Content: Induction Training Programme Development Guidelines**  **Introduction to TTT Curriculum**    The BRAMIR project proposes a number of new, innovative resources to support senior volunteers in their proposed role as migrant integration workers. This is the reason behind IO4 the Train the Trainer curriculum. The Train the Trainer Curriculum was developed to harness the potential of senior volunteers to support migrant integration and to ensure quality outcomes for both senior volunteers and migrant communities involved in the BRAMIR matching partnerships. To achieve these aims, the BRAMIR consortium have worked to develop targeted training curricula and resources which address the identified needs of senior volunteers and migrants. The Train the Trainer Curriculum is aimed at senior volunteers solely and aims to develop the knowledge, skills and competences of senior volunteers so that they can build quality mentoring partnerships with individual migrants and support their social, cultural and economic integration locally.  A first version of the curriculum was tested by European stakeholders and adult educators from all the partner’s organizations. They experimented and shared their impressions and evaluations in order to improve the curriculum, and their feedback allowed BRAMIR partners to establish this final version of the BRAMIR Train-the-trainer curriculum.  **Structure of the TTT Curriculum**  The BRAMIR Train the Trainer Curriculum comprises eight modules of learning outcomes, which take into account the complexity, range and level of learning and competence development expected. All eight modules focus on developing the core skills and competences which senior volunteers will require in their new roles as migrant integration advisors; as well as seeking to enhance the self-confidence and awareness of senior volunteers so that they maintain self- care through their mentoring partnerships with migrant communities.  The total duration of this curriculum is 150 hours of total learning. Each module comprises 18 hours of learning; five hours of face to face instruction and thirteen hours of self – directed learning. Each module concludes with a 45 minute assessment as a prescribed assignment, learner journal or skill demonstration. Finally all modules will be available on the e-learning portal in all partner languages.  Each unit is presented in the following format:   * Overview of learning hours * Learning outcomes * Training Delivery and Methodologies to be used * Time required * Materials and resources required * Proposed evaluation techniques * Assessment, if applicable * Links to further reading   The first four modules were conducted in that way so as to develop and enhanced the soft skills of senior volunteers so that they can show empathy, patience and tolerance in helping migrants to feel more integrated. Modules 4 to 8 focus on the practical skills which senior volunteers will need to lead diverse groups and facilitate informal where relevant.   |  |  |  | | --- | --- | --- | | **Module No.** | **Module Title** | **Average**  **duration** | | 1. | Intercultural Awareness, Understanding and Communication | 18h | | 2. | Relationship and Interpersonal Skills | 18h | | 3. | Personal Effectiveness and Self-management | 18h | | 4. | Critical thinking and Problem solving | 18h | | 5. | Communication, Language and Group Work Skills | 18h | | 6. | Facilitation Skills | 18h | | 7. | Tutoring Skills | 18h | | 8. | Basic IT Skills | 18h | |  | Assessment | 6h | |  | **Total** | **150h** |   Guidelines  The partnership has identified certain guidelines that will help the tutors to carry out the training more efficiently and effectively.   1. Don’t overload learners with theoretical content and presentations, keep learners engaged and active through group discussions and role-play activities where possible. 2. When delivering theoretical content, consider including anecdotes and stories which will contextualise the theory in a real-life setting. 3. When using anecdotes and examples, ensure that they relate directly to the group. 4. This is a modular curriculum which does not have to be delivered in any particular sequence. When determining which units will be delivered, begin with the learner’s previous learning, their background and their skills previously developed and use this as a guide to what should be taught. Progress from the known to the unknown. 5. Use logical sequencing of topics. 6. Allow ample opportunities for learners to ask questions and to provide feedback. 7. Be flexible and if learners show more interest in one topic than another, be prepared to spend more time answering their questions and giving examples. 8. Use a variety of sensory modes and visual cues to appeal to the various learning styles in the room. 9. Respect the past experiences of the learners. 10. Practice active listening techniques when engaging the learners in group discussions and activities. 11. Speak clearly and bridge one topic to the next. 12. Summarise and recap at the end of each session. 13. Be aware of the learners' body language. If learners begin to show signs of boredom, introduce an activity or a group discussion. Ensure that all learners are engaged and stimulated at all times. 14. As the learners progress through the curriculum, gradually begin to ask them questions to test and reinforce their learning. 15. During the curriculum, ask questions such as: Why are we doing this exercise? What does the experience mean to you? What did you learn from doing this exercise? 16. At the end of the curriculum, learners should be able to relate the experience of what they learned to how it can be applied in real life. At the end of the curriculum, ask questions such as: How can you use what you have learned in your life? What can be done differently in a similar situation? What might help or hinder the use of what you learned?   Recommendations and tips  It is highly recommended that the Curriculum is used in conjunction with the Induction Training Programme manual (IO3) and the e-learning Portal (IO3) that contains an easy-to access online catalogue where senior volunteers and adult educators can access training materials, templates, information for migrants and resources contained in the Digital Toolbox. The curriculum along with all resources are available for free use and download from www.bramir.eu.  Moreover, the curriculum has been designed to be flexible and modular in nature. This means that senior volunteers and adult educators are free to choose the pedagogical and evaluation methods considered as the most appropriate to assist learners and they can decide to omit certain modules or activities, or to dedicate more time to certain modules, dependent on the needs and preferences of their learner group. Moreover units can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the learners.  The best method to deliver the training was decided by the partnership to be a blended one, which combines both the face to face and online training. This method would allow senior volunteers and tutors to establish a differentiated pedagogical relationship, dynamic and effective with migrant communities in order to facilitate the development of knowledge, skills and competences for a more effective integration to the labour market. |
| Outline the benefits of using this resource:  1. Became familiar with the TTT Curriculum |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Completely understand how the Train the Trainer Curriculum was conducted |
| 1. To use the guidelines decided by the partnership |
| 1. To use recommendations and tips provided in order to implement the whole training more effectively |

**Module 3: Introduction to Psychographic Profiling Tools**

**Resource 3.1**

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| **Introduce the Resource/Purpose of the Resource:**  During the six hours of self-study learning the adult educators can examine in depth the website <https://www.16personalities.com/> and check the content below. |
| **Resource Content (Include link if applicable):**  This overview can be used by trainers and multiplicators as a working material in workshops or by participants as a reflection- and self-learning tool in addition to their self-studies.  **Theoretical approaches and Aims of the Psychographic Profiling Tool in BRAMIR**  ***Theoretical approaches of Psychographic Profiling***  **John Holland**  According to John Holland's theory, most people are one of six personality types:  Realistic, Investigative, Artistic, Social, Enterprising, and Conventional  riasec  [[1]](#footnote-1) Figure 1: John Holland's theory - six personality types  **Carl Gustav Jung** (1875 – 1961) was a Swiss psychiatrist and psychoanalyst (very much theory).  In the 1920s, Jung’s theory was noticed by **Katharine Cook Briggs**, who later co-authored a personality indicator still used today, the Myers-Briggs Type Indicator® (MBTI®)  This approach allowed us to achieve to define and describe distinct following personality types.   * **Analysts** * [Architect” INTJ (-A/-T)](https://www.16personalities.com/intj-personality)   Imaginative and strategic thinkers, with a plan for everything   * [“Logician” INTP (-A/-T)](https://www.16personalities.com/intp-personality)   Innovative inventors with an unquenchable thirst for knowledge.   * [“Commander” ENTJ (-A/-T)](https://www.16personalities.com/entj-personality)   Bold, imaginative and strong-willed leaders, always finding a way – or making one.   * [“Debater” ENTP (-A/-T)](https://www.16personalities.com/entp-personality)   Smart and curious thinkers who cannot resist an intellectual challenge.   * **Diplomats** * [“Advocate” INFJ (-A/-T)](https://www.16personalities.com/infj-personality)   Quiet and mystical, yet very inspiring and tireless idealists.   * [“Mediator” INFP (-A/-T)](https://www.16personalities.com/infp-personality)   Poetic, kind and altruistic people, always eager to help a good cause.   * [“Protagonist” ENFJ (-A/-T)](https://www.16personalities.com/enfj-personality)   Charismatic and inspiring leaders, able to mesmerize their listeners.   * [“Campaigner” ENFP (-A/-T)](https://www.16personalities.com/enfp-personality)   Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.   * **Sentinels** * [“Logistician” ISTJ (-A/-T)](https://www.16personalities.com/istj-personality)   Practical and fact-minded individuals, whose reliability cannot be doubted.   * [“Defender” ISFJ (-A/-T)](https://www.16personalities.com/isfj-personality)   Very dedicated and warm protectors, always ready to defend their loved ones.   * [“Consul” ESFJ (-A/-T)](https://www.16personalities.com/esfj-personality)   Extraordinarily caring, social and popular people, always eager to help.   * **Explorers** * [“Virtuoso” ISTP (-A/-T)](https://www.16personalities.com/istp-personality)   Bold and practical experimenters, masters of all kinds of tools.   * [“Adventurer” ISFP (-A/-T)](https://www.16personalities.com/isfp-personality)   Flexible and charming artists, always ready to explore and experience something new.   * [“Entrepreneur” ESTP (-A/-T)](https://www.16personalities.com/estp-personality)   Smart, energetic and very perceptive people, who truly enjoy living on the edge.   * [“Entertainer” ESFP (-A/-T)](https://www.16personalities.com/esfp-personality)   Spontaneous, energetic and enthusiastic people – life is never boring around them.  **Profiling is based**   * on lifestyles, beliefs, values and personality * the use of personal characteristics or behavior patterns to make generalizations about a person   ***Aims of the Psychographic Profiling Tool in BRAMIR***  **Profiling Tool in BRAMIR**   * will be help of matching senior volunteers and migrants to create sustainable learning partnerships * the results will allow us to have a deeper understanding of the profiles encountered among migrants and seniors * if these variables agree will help to find out a common starting point   https://www.16personalities.com/ offers a personnality test, available in several languages, following Myers-Briggs methodology that help us to define the profile of both migrants and seniors volunteers. Interviews/Questionnaires to target values and hobbies should be implemented in order to create binomas getting along well  **How to use the Psychographic Profiling Tool and the additional questionnaire**  Features of a successful profiling are: Preparing, conducting and interpretation  It should be clear for everybody involved what happens when and for what purpose.  ***Principles and tasks to use the Psychographic Profiling Tool***   * **Transparency**   to consider the participants' situation, that means to offer them the knowledge they need to understand the situation and the meaning of the profiling. For this reason, the purpose should be explained.   * **Positive climate**   to create a friendly-free atmosphere. To put benevolence and appreciation in the foreground.   * **Optimally conducive conditions**   to be aware of the conditions the participant needs in order to (better) handle the tasks (e.g. visualization, language support, repetition).   * **Perception of and handling of emotions**   (Potential) to perceive and eliminate concerns (e.g. "What happens to the results?", "What are the consequences of a mistake?")   * **Appreciation**   Appreciating success ("You have done well, thank you!") and responding to uncertainties encouragingly.   * **Voluntary and self-determination**   to signal respect for self-determination (e.g. in case of resistance), but in reflection to offer possibilities of conversation about it.   * **Feedback / Evaluation / Interpretation**   The feedback should be concrete. The emphasis is on the strengths of participant.  Time for self-reflection: offering a traceable self-reflection. |
| Outline the benefits of using this resource:   1. Overview and Aims of the Psychographic Profiling Tool in BRAMIR 2. How to use the Psychographic Profiling Tools and the additional questionnaire / Recommendations and tips |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| * Understand some theoretical relationships of Psychographic Profiling |
| * Understandof significance of profiling tools in BRAMIR |

**Module 4: Introduction to e-learning**

**Resource 4.1**

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| **Introduce the Resource/Purpose of the Resource:**  During the six hours of self-study learning the adult educators can examine in depth the site [www.bramir.eu](http://www.bramir.eu) especially the digital toolbox and the e-learning platform of BRAMIR.  Furthermore, they can read the following links to have a more comprehensive knowledge about online learning. |
| **Resource Content (Include link if applicable):**  <https://elearningindustry.com/10-study-tips-for-online-learners-getting-the-most-out-of-your-elearning-course>  <https://en.wikipedia.org/wiki/Educational_technology>  <https://erasmusplusols.eu/it/>  <https://iversity.org/en>  <http://dsq-sds.org/article/view/3815/3830>  <https://elearningindustry.com/5-advantages-of-online-learning-education-without-leaving-home>  <https://www.weforum.org/agenda/2016/09/is-online-learning-the-future-of-education/>  <https://depts.washington.edu/etuwb/ltblog/two-big-issues-with-online-learning/>  <https://www.coe.int/en/web/north-south-centre/elearning-course-global-education-the-citizenship-dimension-> |
| Outline the benefits of using this resource for the senior volunteer:   1. Increase their knowledge about online learning 2. Become familiar with the e-learning platform of BRAMIR Project |
| **Which Learning Outcomes from the F2F session will this resource address?** |
| 1. Understand what is online learning. |
| 1. Understand how to use an online platform for learning. |

1. https://www.careerkey.org/choose-a-career/holland-personality-types.html#.Wf3duLpFyM9 [↑](#footnote-ref-1)