



Learning Skills for Refugees and Immigrants with low or no educational background

WP2. R2 Curriculum

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Introduction

The LEARN curriculum that has been carefully designed to address the educational disparity among refugees and migrants, while also acknowledging the inherent worth of each person and their potential societal contributions.

Our educational approach transcends traditional learning methods by incorporating practical skills and knowledge, cultural sensitivity, and societal engagement into a comprehensive framework. The Curriculum is divided into two Courses.

The first course 'COURSE I' aims to get a basic introduction of how to master life in a new country while allowing the participants to have more focus on the process of learning. It includes basic living skills, such as how to run a household in a new country and how to manage different family issues. Moreover, it included mandatory information about how to achieve mental and physical health, hygiene and prevent health incidents.

The second course 'COURSE II' aims to emphasize into three main living skills immigrants and refugees with low or no educational level should develop in order to achieve their integration into their new home country. After the basic living skills mentioned in the first course, it is important to emphasize on different skills, important for the Western World. These include Financial Skills and Entrepreneurship, Education, and Social and Cultural Skills, which sum up the pillars of Life Competences which are important for immigrants and refugees.

The learning programme will last between 6-8 weeks. The Introductory Course is estimated to last around 2-4 weeks, depending on the course segmentation, and the 2nd course is estimated too last all together between 3-4 weeks all together as well.

I. Curriculum Overview

This section includes the comprehensive structure of the Curriculum.

COURSE I: Introduction Course

COURSE I: Introduction Course	
Description	The pre-course aims to prepare newly resettled immigrants and refugees with no or little education for the learning process of a new language. Getting a basic introduction of how to master life in a new country, allows the participants to have more focus on the process of learning.
Estimated Duration	2-4 weeks
Course Units	Unit 1: Basic Living Skills <ul style="list-style-type: none"> – Basic household skills in a new country – House appliances – Electricity, water, and indoor environment – Food – Clothing – Garbage sorting – Transport – Basic financial knowledge – Security
	Unit 2: Family <ul style="list-style-type: none"> – Information about school and kindergarten – Expectations (requirement) and cooperation with external organisations – Clothing and equipment for school and kindergarten – Extracurricular activities – Raising children in a new country – Transport – Family planning and contraception – Different family types – Governmental support for families
	Unit 3: Physical and mental health <ul style="list-style-type: none"> – Hygiene – Diet and nutrition – Illness education – Basic Health Examinations and yearly check-ups – Health checks for children – Vaccination – Dental health – Sexual health – Mental health and wellbeing

		<ul style="list-style-type: none"> – The migration process and emotions – Preventative health considerations
	Unit 4: Basic Social and Cultural understanding	<ul style="list-style-type: none"> – Basic Geography – Language and dialect – Values and beliefs – Rules and expectations – Gender equality – Roles and relations
	Unit 5: Basic Learning Skills and Strategies	<ul style="list-style-type: none"> – The classroom – Roles and relations in an educational environment – Practical skills – Learning Strategies – Basic digital skills

COURSE II: Key Living Skills

COURSE II: Key Living Skills		
Module 1: Financial literacy and entrepreneurship		
Description	The pre-course aims to prepare newly resettled immigrants and refugees with no or little education for the learning process of a new language. Getting a basic introduction of how to master life in a new country, allows the participants to have more focus on the process of learning.	
Estimated Duration	1 week	
Course Units	Unit 1: The basics of Financial Literacy	<ul style="list-style-type: none"> – The origin of money – Understanding the use of money – Different currencies – Gaining money – Spending money – Budgeting – Needs and Wants – Retirement
	Unit 2: The banking system	<ul style="list-style-type: none"> – Understanding the use and services of banks – Bank Accounts & Bank Cards – Distance Banking – Credit – Investments and Stocks
	Unit 3: Digital Finance	<ul style="list-style-type: none"> – Digital Banking – Online Transactions – Data Protection

	Unit 4: Entrepreneurship	<ul style="list-style-type: none"> – What is Entrepreneurship? – Barriers and Challenges – How to overcome barriers – Strategies to build confidence and resilience. – How to get ongoing support – Entrepreneurship in Europe
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COURSE II: Key Living Skills		
Module 2: Education		
Description	<p>This module aims to enable students to access, participate in, and benefit from educational opportunities. It is based on a thorough understanding of fundamental educational ideas.</p> <p>By adopting a comprehensive education approach to the learner, which includes several subcategories the module offers the knowledge, abilities, and mindset they need. This will lead them to get past obstacles, improve their language skills, use technology to learn, and successfully integrate into communities and educational systems.</p>	
Estimated Duration	1 week	
Course Units	Unit 1: Foundation of Education	<ul style="list-style-type: none"> – Overview of education systems worldwide – Key concepts in education – Importance of education for personal and community development
	Unit 2: Access to Education	<ul style="list-style-type: none"> – Barriers to education for refugees and immigrants – Legal frameworks and policies related to education access. – Strategies to overcome access challenges
	Unit 3: Language learning	<ul style="list-style-type: none"> – Importance of language skills for integration – Language learning strategies – Practical language skills for daily life and education
	Unit 4: Technology in Education	<ul style="list-style-type: none"> – Introduction to digital literacy – Access to online education resources - Using technology for language learning and skill development (Important skills / courses / certifications to find a job (transition to employability)

COURSE II: Key Living Skills		
Module 3: Social and cultural skills		

Description	<p>This module is crafted to empower individuals with the knowledge, skills, and attitudes essential for fostering social inclusion and empowerment within diverse communities. Comprising four units, it navigates through the intricacies of social structures, collaborative partnerships, community engagement, and advocacy for the betterment of marginalized populations.</p>	
Estimated Duration	<p>1 week</p>	
Course Units	Unit 1: Social Structures and Networks	<p>Participants delve into understanding community dynamics, recognizing the importance of social structures and networks. They develop skills to analyze and enhance social networks, fostering empathy for individuals facing challenges within these structures.</p>
	Unit 2: Collaborative Partnerships for Inclusion	<p>Emphasizing the strength of collaboration, this unit explores the role of partnerships in fostering inclusion. Participants learn to establish and maintain effective partnerships with community organizations, coordinating projects that address diverse needs and leveraging collective efforts.</p>
	Unit 3: Social Integration and Community Engagement	<p>This unit focuses on strategies for promoting social integration and effective community engagement. Participants acquire skills to facilitate inclusive community-building activities, recognizing the value of diverse contributions to community life.</p>
	Unit 4: Advocacy and Empowerment	<p>The final unit underscores the importance of advocacy in community development, offering knowledge on legal and social rights. Participants develop skills in advocating for policy changes, empowering individuals, and amplifying the voices of marginalized communities.</p>

II. Learning Objectives

COURSE I: Introduction Course

Unit 1: Basic Living Skills	<ul style="list-style-type: none"> – How to use the different appliances in the new country and take care of the household. – How to choose and buy food in the supermarket, as well as clothing based on different weather conditions – The use of transportation – How to be secure – How to be financially independent and how to manage money and currencies.
Unit 2: Family	<ul style="list-style-type: none"> – Basic information about school segmentation as well as expectations in each level. – Equipment and clothing for school – How and which extracurricular activities can you choose for your children; – Family types, governmental support for families, contraception planning.
Unit 3: Physical and mental health	<ul style="list-style-type: none"> – Important vaccination, hygiene and health examination and checkups. – Mental health support and wellbeing. – Preventative health procedures.
Unit 4: Basic Social and Cultural understanding	<ul style="list-style-type: none"> – Basic geography knowledge and orientation – Which are the basic beliefs, values and language of the new country and their role for integration. – Gender roles and integration.
Unit 5: Basic Learning Skills and Strategies	<ul style="list-style-type: none"> – Which are the main roles and relations in an educational environment? – Communication between the school, the family, and the community – Learning Strategies – Basic digital skills for school.

COURSE II: Key Living Skills

Financial literacy and entrepreneurship

Module I	
Learning Objectives	
Unit 1: The basics of Financial Literacy	<ul style="list-style-type: none"> – How to use money and make transactions, how money works, and how it should be used. – Gain an understanding of different currencies. – Learn how to gain money and how to spend it based on your needs and wants. – Count money, make payments efficiently, and budget based on income and expenses.

	<ul style="list-style-type: none"> – Estimate the value of money and the cost of different activities. Choose a job that suits your financial goals. – Estimate expenses and savings based on your wants and needs.
Unit 2: (Banks)	<ul style="list-style-type: none"> – Name and realise the use of bank institutions. Identify the use of bank accounts and bank cards. – Distance Banking – Credit – Investments and Stocks
Unit 3: Digitalization	<ul style="list-style-type: none"> – Digital Banking – Online Transactions – Data Protection
Unit 4: Entrepreneurship	<ul style="list-style-type: none"> – Recognize the concept of entrepreneurship, the costs (taxes, expenses, etc.) and responsibilities in the Western World.

Education

Module II	
Learning Objectives	
Unit I: Foundation of Education	<ul style="list-style-type: none"> – Understanding of global education systems: Learners will gain insights into various education systems worldwide, including their structures, policies, and key features. – Critical thinking and analysis: Learning to evaluate educational practices, policies, and institutions from a critical perspective. – Respect for diversity: Realising the benefits variety brings to learning environments and its significance in education.
Unit II: Access to Education	<ul style="list-style-type: none"> – Understanding educational barriers: Recognising and appreciating the different challenges that immigrants and refugees with little or no educational experience may encounter when trying to obtain education. – Communication skills: Acquiring the ability to effectively communicate in order to interact with communities, educators, and legislators in order to advance educational access. – Collaboration and networking: Developing the abilities to form alliances with businesses and people to improve educational chances. – Empathy and cultural sensitivity: Developing an understanding of the difficulties faced by immigrants and refugees and using culturally sensitive methods to solve these difficulties.
Unit III: Language learning	<ul style="list-style-type: none"> – Understanding the significance of language: Acknowledging the essential function of language in everyday life, education, and communication. – Getting the fundamentals of speaking, listening, reading, and writing in the language or languages that are relevant to their new surroundings is known as basic language competency. – Positivity towards language learning: Fostering a positive attitude and drive for learning a new language, knowing it as a means of communication and integration.

Unit IV: Technology in Education.	<ul style="list-style-type: none"> – Recognizing digital literacy and being knowledgeable about online resources: Discovering and assessing reliable online sources for support and information in education. – Online research skills: Developing the ability to carry out efficient online research to collect data for assignments and education. – Being open to the use of technology in education and acknowledging that it can improve student learning outcomes are important elements of being open to technology integration.
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Social and cultural skills

Module III	
	Learning Objectives
Unit 2: Collaborative Partnerships for Inclusion	<ul style="list-style-type: none"> – Understanding the role of collaborative partnerships in promoting inclusion. – Knowledge of community organizations and their initiatives. – Identification of opportunities for collaboration in immigrant inclusion efforts. – Establishing and maintaining partnerships with community organizations. – Coordinating collaborative projects that benefit immigrant communities. – Leveraging partnerships to enhance support systems for immigrants. – Appreciation for the collective effort in fostering inclusion. – Willingness to engage in collaborative problem-solving. – Empathy towards the needs and aspirations of immigrant communities.
Unit 3: Social Integration and Community Engagement	<ul style="list-style-type: none"> – Understanding the role of community in fostering social inclusion. – Knowledge of inclusive community development strategies. – Identification of barriers to community inclusion for immigrants. – Facilitating community-building activities that promote inclusion. – Addressing community challenges through collaboration. – Creating welcoming spaces for diverse community members. – Valuing the contributions of immigrants to community life. – Advocacy for policies that support inclusive community development. – Empowerment of community members to actively participate in inclusive initiatives.
Unit 4: Advocacy and Empowerment	<ul style="list-style-type: none"> – Understanding the importance of advocacy in immigrant inclusion. – Knowledge of legal and social rights of immigrants. – Recognition of power dynamics affecting immigrant communities. – Advocating for policy changes that support immigrant rights. – Empowering individuals to navigate legal and social systems. – Building platforms for immigrant voices to be heard. – Commitment to advocating for social justice and equality.

- Empathy towards the challenges faced by immigrants in advocacy efforts.
- Recognition of the agency and resilience of immigrant individuals and communities.

Annex I

(Extra modules for further research and development)

Module V	
Learning Objectives	
<i>Unit I Understanding Cultural Diversity</i>	<ul style="list-style-type: none"> – <i>Overview of various cultures, traditions, and customs.</i> – <i>Historical context of immigration and its impact on cultural diversity.</i> – <i>Recognition of cultural nuances and differences.</i> – <i>Cross-cultural communication.</i> – <i>Cultural sensitivity in daily interactions.</i> – <i>Ability to navigate diverse cultural environments.</i> – <i>Open-mindedness towards cultural differences.</i> – <i>Appreciation for the richness that diversity brings.</i> – <i>Valuing perspectives shaped by various cultural bac</i>
<i>Unit II Cultural Competence in Inclusive Settings</i>	<ul style="list-style-type: none"> – <i>Understanding cultural competence and its importance in inclusion.</i> – <i>Knowledge of cultural competence frameworks and models.</i> – <i>Identification of potential cultural barriers in inclusive environments.</i> – <i>Application of cultural competence in educational and social contexts.</i> – <i>Creating inclusive spaces that celebrate diverse cultures.</i> – <i>Collaborating effectively with individuals from different cultural backgrounds.</i> – <i>Commitment to fostering an inclusive and culturally competent environment.</i> – <i>Willingness to adapt teaching and communication styles to diverse audiences.</i> – <i>Empathy towards the challenges faced by individuals from different cultures.</i>
<i>Unit III Intercultural Communication Strategies</i>	<ul style="list-style-type: none"> – <i>Understanding the impact of language in cross-cultural communication.</i> – <i>Knowledge of common communication challenges in diverse settings.</i> – <i>Awareness of non-verbal cues and their cultural significance.</i> – <i>Developing effective intercultural communication strategies.</i> – <i>Adapting communication styles to different cultural contexts.</i> – <i>Resolving misunderstandings and conflicts in a culturally sensitive manner.</i> – <i>Valuing linguistic and cultural diversity in communication.</i> – <i>Willingness to learn from diverse communication styles.</i> – <i>Confidence in engaging in intercultural dialogu</i>
<i>Unit IV Advocacy and Empowerment</i>	<ul style="list-style-type: none"> – <i>Understanding the importance of advocacy in immigrant inclusion.</i> – <i>Knowledge of legal and social rights of immigrants.</i> – <i>Recognition of power dynamics affecting immigrant communities.</i> – <i>Advocating for policy changes that support immigrant rights.</i>

- *Empowering individuals to navigate legal and social systems.*
- *Building platforms for immigrant voices to be heard.*
- *Commitment to advocating for social justice and equality.*
- *Empathy towards the challenges faced by immigrants in advocacy efforts.*
- *Recognition of the agency and resilience of immigrant individuals and communities.*