

# PROMISE

promoting refugee & migrant integration through education

## LEARNING FRAMEWORK, OPEN EDUCATION RESOURCES and EDUCATORS GUIDE



Erasmus+

This project has been  
funded with support from  
the European Commission




*The number of refugees and asylum-seekers entering Europe has risen dramatically in recent years. The goal of our **PROMISE** Erasmus+ project is to support and empower communities to help them integrate effectively.*

Education has been consistently shown to provide a route to long term stability, enabling refugees and asylum seekers to fulfil their potential for meaningful social and economic inclusion, and engagement within their countries of adoption. The PROMISE open education resources for educators working with refugees, migrants and asylum seekers acknowledges the key role that educators and service providers have in using intercultural education to enable the conditions for integration.


**This PROMISE Learning Framework, Open Education Resources and Educators Guide sets out a new approach to develop and further enhance the competences of educators and service providers across the key integration themes most needed for refugees and newcomers to successfully transition to a new life and engage fully in their new communities.**

To enable you to make full use of our resources, this document is divided into three sections:

**ABOUT THE  
FRAMEWORK  
AND EDUCATORS  
GUIDE**



**THE  
FRAMEWORK  
AND EDUCATORS  
GUIDE**



**MAKING THE  
MOST OF THIS  
RESOURCE**



# WHO SHOULD USE THE FRAMEWORK?

The PROMISE Framework, Open Education Resources and Educators Guide will benefit adult educators and service providers working with refugees and asylum seekers from their arrival throughout their settling-in process. Our Guide is packed with resources to upskill these organisations to become **Agents of Inclusion**. An Agent of Inclusion is a changemaker who takes responsibility for the inclusion and wellbeing of everyone in their community. In the context of PROMISE, we will look solely at Agents of Inclusion who work with refugees and migrants. Agents of Inclusion are usually the service/education providers who are most active in grass roots community development and the provision of social/education services.

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# **1. ABOUT THE FRAMEWORK OPEN EDUCATION RESOURCES and EDUCATORS GUIDE**



*There is no standard model for the education of refugees or asylum seekers: each person can differ considerably in terms of their personal situation, their needs and capacities, prior educational and language learning history, time needed or availability for learning the language.*

*As such, the PROMISE Framework, Open Education Resources and Educators Guide are designed to provide educators and service providers with a flexible set of tools to approach the intercultural education of refugees, migrants or asylum seekers which they can tailor to the specific needs of their own students and learning environment. It offers a more holistic approach to education for integration by presenting an overall picture of the desired learning outcomes and enabling educators to “connect the dots” between the topics and levels best suited to their students.*

#### FEATURES OF THE FRAMEWORK, OPEN EDUCATION RESOURCES AND EDUCATORS GUIDE

- A flexible resource from which educators can create many individualized learning paths
- Recognises the complex and fluid characteristics of migration and the effect on the learning processes
- Encourages learner-centric approaches to competence development
- Features best practices on refugee and migrant inclusion in education, community and civic life.

## 1.1 Rationale for the Framework & Open Education

### Resources

The integration of migrants, refugees and asylum seekers is often defined as a functional adjustment to living in a foreign society, including employment, education, social inclusion, and active citizenship. In the PROMISE project we focus on integration, rather than assimilation:

- Assimilation describes the process, in which the individual gives up his values and adopts those of his environment.
- Integration describes the extent, to which the individual contributes to society and is accepted by society, regardless of the individuals’ set of values, religious beliefs et cetera.

*For this reason, in developing the PROMISE Learning Framework and Open Education Resources, we consciously go beyond widespread existing approaches which focus only on introductory orientation to a new society and focus on the competences and skills to enable refugees and asylum seekers to fulfil their potential in their adopted communities and countries.*

As part of the wider field of adult education, the Framework and OER’s naturally reflect many of the tenets of education for adults. In line with best practice of intercultural education for adults from third countries, the PROMISE Learning Framework has been built on the following principles:

- i) **Learner-centred and interactive.** The one-size-fits-all criterion is not effective in providing education to meet the learning needs of refugees, as they may have vastly different educational backgrounds, professional



experience and knowledge of the adopted country. Instead, education services must be delivered in such a way as to enable individual learning paths. In addition, given the end goal is to achieve individuals' autonomy and self-realization in a new environment in a short period of time, learning must necessarily focus on the practical application of knowledge as well as fostering critically reflective thought, imaginative problem solving and self-evaluation.

**ii) Participation based on meaningful outcomes.** In contrast with children's education, in which active participation often depends largely on authority-based relationships, active adult engagement in learning is based on educational services that are attractive and result in the acquisition of meaningful knowledge and skills for those who take part. In other words, for effective learning to take place, there must be sufficient incentives to inspire commitment and active participation.

**iii) Inclusiveness.** An effective learning environment for refugees and asylum seekers must, at its heart, be intercultural, enabling respect for and contribution by individuals with vastly different social and demographic profiles and ethno-cultural backgrounds. Moreover, it has to be sensitive regarding all grounds of discrimination—not only on the grounds of race or ethnicity, but also religion or belief, gender, sexual orientation, disability, nationality/citizenship, language, social origin and residence status.

## 1.2 Profile of learning participants

The PROMISE Learning Framework and OER's was built to encompass responses to learning needs of as wide a possible group of refugees and asylum seekers, while allowing flexibility and personalization of learning paths. It recognises that individual integration needs vary widely and so educators should take into consideration participants':

- Reason for coming to the EU and migratory experience.
- Skills, level of education and working experiences.

As such, the PROMISE Learning Framework caters for all types of refugees and asylum seekers, from those third-country nationals with high educational attainment and specialized skills, to those from disadvantaged backgrounds with low educational attainment and skills.

It also recognises that newly-arrived refugees face specific complex psychological and social obstacles which must be navigated in ways which build, rather than damage, their emotional wellbeing.

## 1.3 How the PROMISE Learning Framework and OER's were developed

The PROMISE Learning Framework and OER's have their foundations the Common Basic Principles for Immigrant Integration (EU, 2004) and were subsequently built on the basis of our partner's personal experience and research into intercultural education best practice and input from subject matter and refugee integration experts.

It was then developed using learner-centric backward design principles. In contrast to classic approaches to instructional design in which the educator decides what content should be taught before developing activities and assessments for the resulting learning, we instead focused on the skills and competences that refugees and asylum seekers require for successful integration and long-term fulfilment of their potential, and used this to determine the specific learning outcomes and topics of teaching. Based on this work, the following learning strands and topics were identified and developed:

LEARNING STRAND 1:	<ul style="list-style-type: none"> <li>• The importance of language in adult refugee integration</li> <li>• Tools to help you teach and encourage language learning</li> </ul>
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Become an Agent of Inclusion through <b>Language and Communication</b>	<ul style="list-style-type: none"> <li>• Collaborating for language teaching success – key country contacts and resources</li> <li>• Communicating with adults who speak a different language</li> <li>• Spotlight on Non-Verbal Communication</li> <li>• Communicating with Empathy</li> <li>• Technology – a New and Innovative means of Communication</li> <li>•</li> </ul>
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LEARNING STRAND 2:  Become an Agent of Inclusion through <b>Civic Life, Culture and Community</b>	<ul style="list-style-type: none"> <li>• Spotlight on Social Integration and Inclusion</li> <li>• Active Citizenship – Educating and Supporting Community Champions</li> <li>• Best Practices in Orientating New Communities</li> <li>• Creating Inclusive Communities</li> <li>• The role of Culture in Integration – focus on key projects and programmes</li> <li>• Creating Inclusive Community Cultural Spaces</li> <li>•</li> </ul>
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LEARNING STRAND 3:  Become an Agent of Inclusion through <b>Education and Enterprise</b>	<ul style="list-style-type: none"> <li>• Role of Adult Education in promoting Diversity and Inclusion</li> <li>• Understanding the training needs of Adult Refugees and Migrants</li> <li>• Innovative Adult Teaching Methods for Refugees and Migrants</li> <li>• Employment as a mean to Integration and Inclusion</li> <li>• Spotlight on Refugee and Migrant Entrepreneurship</li> <li>• Useful resources to support and promote Refugee/Migrant Enterprise and Employment</li> <li>•</li> </ul>
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LEARNING STRAND 4:  Become an Agent of Inclusion – focus on <b>Family and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Understanding the Core Stressors of Refugees and Migrants</li> <li>• Overcoming Trauma – the role of resilience, wellbeing and a sense of purpose</li> <li>• Building Supportive Relationships with Refugees and Migrants</li> <li>• Family Strengthening in the Inclusion Process</li> </ul>
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# THE LEARNING FRAMEWORK and EDUCATORS GUIDE





# THE PROMISE LEARNING FRAMEWORK AND EDUCATORS GUIDE

## 2.1 Knowledge-based competencies

Language has traditionally been the cornerstone of integration education. Yet, in addition to being able to communicate effectively, refugees and asylum seekers also need to understand how society works if they are to be able to transition into employment or education, access health and welfare services and become active citizens.

For this reason, the PROMISE Learning Framework sets out four knowledge-based competence areas which are based on experiences of migration across all regions and countries:

- 1. Language**
- 2. Employment and education**
- 3. Wellbeing and family**
- 4. Civic life and culture**

Within each area, learning outcomes are categorized into three levels relating to the overall integration process:

**Level 1: Entry**

**Level 2: Transition**

**Level 3: Autonomy**

Each level includes “can do” descriptors of the learning outcomes which should be achieved before moving to the next level. In line with the recognition of the heterogeneity of refugee and asylum seekers, educators can decide where the starting point is for each individual or group.

### HOW WERE THE COMPETENCES DEVELOPED?

A large body of work exists across the EU regarding methodological approaches to teaching competence development. The language and communication competences in the PROMISE Learning Framework equate to the three levels of the Common European Framework of Reference for Languages (CEFR) (2001), as it has been specifically designed for multiple contexts and applied for all languages.

The three levels of language and communication competency in the framework equate broadly to the three levels of the CEFR: basic, independent and proficient use. The remaining three knowledge competency areas were developed based on extensive research and the authors’ own experience in the education of refugee and asylum-seekers over a long period of time.

**Table 1: Summary of Knowledge-Based Competence Areas: Learning outcomes**

<b>KNOWLEDGE-BASED COMPETENCE AREAS: LEARNING OUTCOMES</b>				
	<b>1. Language</b>	<b>2. Employment and education</b>	<b>3. Wellbeing and family</b>	<b>4. Civic life and culture</b>
<b>Overall</b>	Participants communicate in the language of host community, in social, civic and workplace scenarios.	Participants are equipped to secure employment (or self-employment) and achieve financial autonomy.	Participants understand and can care for their physical wellbeing, mental health and personal fulfilment.	Participants understand public services, civic structures and wider culture and are enthusiastic about participating in society.
<b>Level 1: Entry</b>	Participants are effective in making themselves understood at a basic level.	Participants understand the education system and labour market and the ways to gain entry.	Participants understand and can access support for physical wellbeing.	Participants confidently engage with the organizations and routines of everyday life.
<b>Level 2: Transition</b>	Participants communicate with confidence in everyday life and social/recreational situations.	Participants are equipped to seek employment.	Participants are equipped to care for their/their family's emotional wellbeing and mental health.	Participants understand the rights and obligations of citizenship and the values that underpin the society's culture.
<b>Level 3: Autonomy</b>	Participants speak and write with ease and use language effectively and flexibly in professional circumstances.	Participants demonstrate basic entrepreneurial competences required to embark on self-employment.	Participants are equipped to deal with discrimination and other external challenges to their wellbeing and sense of identity.	Participants are aware and enthusiastic about opportunities for civic engagement and political participation.



### 2.1.1. Language

Languages are an essential instrument for integration, intercultural understanding and social cohesion. The language or languages of an individual’s new community and the languages which are already part of their individual linguistic repertoire, shape their identities. Prioritizing language skills early on can help increase participants’ autonomy and are essential to their overall integration process opening doors to further education, job opportunities and their participation as active citizens.

	Learning Outcomes	Competence descriptors
<b>Overall</b>	<b>Participants communicate in the language of host community, in social, civic and workplace scenarios.</b>	
<b>Level 1: Entry</b>	Participants are effective in making themselves understood at a basic level.	Participants can: <ol style="list-style-type: none"> <li>1. Understand and use familiar everyday expressions</li> <li>2. Introduce themselves and ask and answer questions about personal details and family information</li> <li>3. Understand and use sentences relating to daily activities eg. shopping, local geography, employment status.</li> <li>4. iv. Describe aspects of their background, immediate environment and matters in areas of immediate need.</li> </ol>
<b>Level 2: Transition</b>	Participants communicate with confidence in everyday situations.	Participants can: <ol style="list-style-type: none"> <li>1. Speak on familiar matters regularly encountered in everyday life, travel, education and leisure scenarios.</li> <li>2. Describe experiences and events, hopes and ambitions and give reasons and explanations for opinions and plans.</li> <li>3. iii. Communicate on a wide range of topical issues and explain their viewpoint.</li> </ol>
<b>Level 3: Autonomy</b>	Participants speak and write with ease and use language effectively and flexibly in professional circumstances.	Participants can: <ol style="list-style-type: none"> <li>1. Express themselves spontaneously, fluently and precisely, differentiating finer shades of meaning.</li> <li>2. Summarise information from different spoken and written sources in a coherent presentation.</li> <li>3. iii. Produce clear, well-structured texts for academic and professional purposes.</li> </ol>



## 2.1.2 Employment and Education

Depending on their current skills' status and educational profile, in addition to their legal status and economic requirements, refugees and asylum-seekers may need to prioritise either education, employment or both. Employment especially is vital to an individual's financial autonomy, but it is also important that educators understand how the right approach to facilitating the job-seeking process can result in employment that also strengthens an individual's self-worth and dignity, with powerful knockon effects for the other spheres of their life.

	Learning Outcomes	Competence descriptors
<b>Overall</b>	<b>Participants are equipped to secure employment (or self-employment) and achieve financial autonomy.</b>	
<b>Level 1: Entry</b>	<b>Participants understand the education system and labour market and the ways to gain entry.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Explain the levels of the school, vocational and higher education system and evaluate their own educational in relation to it.</li> <li>2. Identify opportunities for skills development based on a structured appraisal.</li> <li>3. Identify opportunities for employment in the local community based on their current knowledge, skills and interests.</li> <li>4. Compare the advantages and disadvantages of employment vs. self-employment via entrepreneurship.</li> </ol>
<b>Level 2: Transition</b>	<b>Participants are equipped to seek employment.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Understand the process to accredit their foreign qualifications or acquire new qualifications.</li> <li>2. Carry out a job search using a range of tools.</li> <li>3. Create a strong CV</li> <li>4. Perform well in job interview scenarios.</li> <li>5. Understand their legal rights such as unemployment services and working conditions' rights.</li> </ol>
<b>Level 3: Autonomy</b>	<b>Participants demonstrate basic entrepreneurial competences required to embark on self-employment.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Present the main benefits and obstacles to creating a successful enterprise.</li> <li>2. Develop a viable business plan based on market research.</li> <li>3. Identify providers of entrepreneurship support and education and how to access them.</li> <li>4. Understand sources of finance and be in a position to access them.</li> <li>5. Comprehend the legal and fiscal framework of self-employment and are equipped to fulfil obligations.</li> </ol>



## 2.1.2 Wellbeing and Family

In addition to the “normal” pressures of modern life, newly-arrived refugees face specific and complex problems relating to their lived experiences and process of forced displacement. They have often suffered bereavement, physical harm and psychological trauma and throughout the integration process are likely to encounter discrimination and stigmatisation in education, in employment and the housing market.

Psychological aspects (vulnerability, sensitivity, psychological instability etc.) cannot be divorced from learning outcomes; they can be identified and reflected on when educators allow an open awareness of emotion and build shared trust. It is imperative that the education process is sensitive to such experiences and provides refugees and asylum-seekers with strategies to overcome them.

	Learning Outcomes	Competence descriptors
<b>Overall</b>	<b>Participants understand and can care for their physical wellbeing, mental health and personal fulfilment.</b>	
<b>Level 1: Entry</b>	<b>Participants understand and can access support for physical wellbeing.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Understand the key components of physical health.</li> <li>2. Understand local food and drinks and shop for and consume a balanced diet.</li> <li>3. Explain the system of public services that relate to wellbeing and family, including public health services, childcare services, housing provision etc. and how to access them.</li> <li>4. Identify appropriate sources of assistance regarding physical and mental health and communicate their needs confidently.</li> </ol>
<b>Level 2: Transition</b>	<b>Participants are equipped to care for their/their family’s emotional wellbeing and mental health.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Understand and communicate the emotional impact of the migration experience on a personal level.</li> <li>2. Identify the symptoms of trauma and stress behaviour in themselves and others.</li> <li>3. Identify appropriate sources of assistance regarding emotional and mental health and communicate their needs confidently.</li> <li>4. Develop strategies to facilitate resilience and recovery.</li> </ol>
<b>Level 3: Autonomy</b>	<b>Participants are equipped to deal with discrimination and other external challenges to their wellbeing and sense of identity.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Identify the presence of anti-migrant sentiment and discrimination.</li> <li>2. Understand basic human rights and legal frameworks in their host country and formal means of making complaints.</li> <li>3. Make a coherent case for the fair and inclusive practices regarding the integration of refugees and asylum-seekers, both skilled and unskilled.</li> <li>4. Develop strategies for balancing their own beliefs and practices with those of their new community.</li> <li>5. Build and sustain varied social and professional relationships in the local community.</li> </ol>



### 2.1.4 Civic Life and Culture

In addition to understanding the services and structures of community life to be able to fulfil their basic needs, adult education policies should prepare refugees and asylum-seekers for effective integration in the cultural and civic life of their new communities. Civic participation promotes real-life face-to-face interaction between individuals and between individuals and the community. It creates a feeling of belonging through inclusion in the social network, thus fostering social cohesion.

Through civil participation at the local level, refugees and asylum-seekers can express their expectations and needs, highlight their contributions, and avoid overdependence on society. Furthermore, this can positively affect the way migrants view institutions and actors in society.

	Learning Outcomes	Competence descriptors
<b>Overall</b>	<b>Participants understand public services, civic structures and wider culture and are enthusiastic about participating actively in society.</b>	
<b>Level 1: Entry</b>	<b>Participants confidently engage with the organizations and routines of everyday life.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Use public transportation unaccompanied.</li> <li>2. Make payments and access banking services.</li> <li>3. Understand and adapt to the culturally influenced behaviour and attitudes, manners and social etiquette of their new community.</li> <li>4. Explain in basic terms the geography, history and political system of their new community.</li> </ol>
<b>Level 2: Transition</b>	<b>Participants understand the rights and obligations of citizenship and the values that underpin the society's culture.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Explain their own legal status, that of their family, and the path to citizenship.</li> <li>2. Present an overview of the governance system at national and EU level and their rights and obligations.</li> <li>3. State and justify the principles of liberal democracy, individual and collective rights and gender equality.</li> <li>4. Understand the difference between multicultural societies and intercultural societies.</li> </ol>
<b>Level 3: Autonomy</b>	<b>Participants are aware and enthusiastic about opportunities for civic engagement and political participation.</b>	Participants can: <ol style="list-style-type: none"> <li>1. Access sources of news and information and evaluate their objectivity.</li> <li>2. Engage in debate regarding the issues on the public agenda.</li> <li>3. Identify and communicate with public representatives and civil society organizations.</li> <li>4. Carry out volunteer work in support of community-based groups and/or public service providers (libraries, health services etc.)</li> </ol>



## 2.2 Skills and Attitudes

In order to successfully integrate into their new communities on all fronts, refugees and asylum-seekers require more than just knowledge. Having experienced the psychological effects of forced displacement, and facing the challenge of adapting to new societal structures and value systems, they must develop the skills and attitudes that will enable resilience, self-improvement and build up strong social networks, while maintaining self-esteem and a strong sense of self.

Whereas the knowledge-based competences presented in the previous section are based on information and factual concepts, the competences outlined below blend both skills and attitudes, in the understanding that:

- Skills refer to the ability to apply knowledge for practical purposes, complete tasks and solve problems.
- Attitudes are the dispositions or mind-set that motivate a person's actions, and include the values, aspirations and priorities that enable us to react to ideas, people or situations.

The four skills and attitudes-based competences which should be taught transversally across all competence areas are:

1. **Communication**
2. **Digital proficiency**
3. **Problem solving**
4. **Learning autonomy**

Rather than incorporating these concepts as content within the learning framework, as “what to learn”, educators should integrate them as methods, strategies and tools, more of a “how to learn.”

The PROMISE Learning Resources that accompany this Framework have been designed with a wide range of content delivery techniques and pedagogic strategies in order to assist educators in consolidating participants' skills and attitudes at each step.

### HOW WERE THE SKILLS AND ATTITUDES DEVELOPED?

A growing body of work across the EU presents methodological approaches to the development of skills and attitudes, but none systematise or relate specifically to education leading to the integration of refugee and asylum-seekers.

The skills and attitudes presented in the PROMISE Learning Framework therefore draw on diverse sources, but have been adapted and enhanced based on authors' own experience in the education of refugee and asylum-seekers over a long period of time. Useful documents in the preparation of this section include:

- Dig Comp 2.1: The Digital Competence Framework
- EntreComp: The Entrepreneurship Competence Framework
- EU Key Competences for Lifelong learning

### 2.2.1. Communication

Communication is one of the key competences that refugees and asylum-seekers require if they are to integrate into their new community and society. Linguistic competence is a component of communication, but is largely knowledge based; instead effective communication is a skill that enables individuals to express and interpret concepts, thoughts, feelings, facts and opinions according to one's wants or needs.

It is important to note that, given the heterogeneity of refugee and asylum-seekers' previous educational attainment, this may involve maintaining and further developing mother tongue competences, as well as developing communication skills in their new language.





Learning objective

Participants display clarity of thought and interpersonal skills to transmit information, thoughts and opinions confidently to others and gain the expected results.

	Skills	Attitudes
<b>Competence descriptors:</b>	Participants: <ol style="list-style-type: none"> <li>1. Communicate their ideas clearly and with enthusiasm.</li> <li>2. Modify their communication to a range of societal and cultural contexts.</li> <li>3. Can use communication as a route to collaboration and the construction of social networks with people from diverse cultural backgrounds.</li> </ol>	Participants: <ol style="list-style-type: none"> <li>1. Display a positive attitude towards literacy and a willingness to use language in a socially responsible manner.</li> <li>2. Appreciate cultural diversity, critical and constructive dialogue as part of intercultural communication.</li> </ol>

### 2.2.2 Digital proficiency

As digital technologies increasingly pervade every aspect of modern life, the ability of refugees and asylum seekers to integrate fully necessarily requires strong digital competencies. Having experienced the rupture of their everyday routines and jobs which may or may not have involved digital technology, and coming from countries where the use of digital and communication technologies may not be as widespread as in their new communities, it is imperative that educators adopt an inclusive approach to integrating digital skills into the Learning Framework and catering for all levels of proficiency at the outset.

Learning objective	Participants demonstrate a confident, critical and responsible use of digital technologies for learning, employment, and civic participation.	
	Skills	Attitudes
<b>Competence descriptors:</b>	Participants: <ol style="list-style-type: none"> <li>1. Can access, use and share digital content, especially in websites and digital technology of use to their further education, employment and civic activities.</li> <li>2. Are digitally literate, displaying the ability to evaluate the reliability of digital content and protect their personal information.</li> </ol>	Participants: <ol style="list-style-type: none"> <li>1. Are open-minded, curious and forward-thinking regarding their use of digital technology.</li> <li>2. Display critical abilities and commitment to an ethical, safe and responsible use of digital content.</li> </ol>

### 2.2.3 Problem Solving

Having overcome many obstacles in the physical migration, refugees and asylum-seekers are still likely to face numerous obstacles in the process of settling in to their new community and society. While entitled by law and principles of human rights to receive protection, the real component in determining the success of their integration, especially the acceptance of their host communities and ability to contribute to society, will be their self-reliance and ability to handle the process of change.



Problem solving skills, linked to initiative, creativity and also logical thinking and perseverance, are therefore essential.

<b>Learning objective</b>	Participants find solutions to problems encountered in everyday life, leveraging the resources available to them and displaying a sense of initiative.	
	<b>Skills</b>	<b>Attitudes</b>
<b>Competence descriptors:</b>	Participants: <ol style="list-style-type: none"> <li>1. Can engage in critical reflection and apply knowledge, experience and resources to weigh up risks and opportunities in the decision-making process.</li> <li>2. Find creative ways to overcome obstacles both individually and collaboratively, in a team.</li> </ol>	Participants: <ol style="list-style-type: none"> <li>1. Are willing to learn from their own experience and that of others.</li> <li>2. See possibility, rather than threats, in uncertainty and ambiguous situations.</li> <li>3. Value agency, pro-activity, courage and perseverance.</li> </ol>

### 2.2.4 Learning autonomy

Often described as learning to learn, learning autonomy refers to an individual’s ability to organise and persevere in order to engage in lifelong learning that is productive for one’s future. It is an essential skill for refugees and asylum-seekers for whom the initial “education for integration” will only take through the initial settling in phase; their ability to fulfil their potential, especially in terms of income generation and personal wellbeing, will depend on their capacity to effectively manage their future skills’ development and career.

<b>Learning objective</b>	Participants manage their learning and career in a constructive way.	
	<b>Skills</b>	<b>Attitudes</b>
<b>Competence descriptors:</b>	Participants can: <ol style="list-style-type: none"> <li>1. Evaluate their skills, achievements and failures and learn from these, identifying paths to improved personal and professional development.</li> <li>2. Seek support and manage the social interactions required to engage in learning.</li> <li>3. Communicate constructively in different environments, collaborate in teams showing tolerance, expressing, and understanding different viewpoints.</li> </ol>	Participants: <ol style="list-style-type: none"> <li>1. Are receptive to life-long learning across all aspects of life: personal, social, professional, and civic.</li> <li>2. Value reflection and constructive criticism as a means to self-improvement.</li> </ol>

### THE EC SKILLS PROFILE TOOL

The multilingual [EU Skills Profile Tool for Third Country Nationals](#) can help map the skills, qualifications and work experiences of refugees and asylum-seekers and give them personalized advice on further steps for lifelong learning.



## 2.3 EDUCATORS GUIDE TO OER'S

### 2.3.1 Methodological Approach

The objective of the PROMISE Open Education Resources (OERs) is to equip educators and service providers with the ability to provide high quality, highly relevant education for refugees and migrants in a flexible way based on their learning and integration needs.

It is based on the belief that while many educators will find the Promise resources very useful, a significant number will require more in-depth guidance and support in order to fully implement it. These Promise OERs, Learning Framework and Educators Guide have been carefully formulated to address the training needs of educators and service providers working with refugees and asylum seekers from their arrival throughout their settling-in process.

### 2.3.2 General Instructions

This training guide is designed for use by educators and service providers for in-service internal training in classroom, or as part of a flipped or blended delivery.

Please read this guide thoroughly and ensure you are very familiar with the materials before conducting any training.

For classroom, flipped or blended delivery please:

- Download, review and revise course resources for the training as necessary
- Allow adequate training time for sessions
- Localise training content with case studies and information on local supports or country specific legalities for refugees, asylum seekers and/or migrants
- Spend time for review during the training course


### 2.3.3 Instructional Approach


The OER's have been designed as **LEARNING STRANDS** to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- a) Topics are introduced in a simple, concise way.
- b) Information and current best practice on the topic is presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- c) Knowledge is reinforced, and skills are developed as students participate in practical exercises or study questions.




### 2.3.4 Course Content Detailed Overview

Course Introduction	Getting Started: Become an Agent of Inclusion - Your Role as a Service/Education Provider
	<p>This module offers a practical introduction to the course topic and sets the scene. To get started, we hone in on the important role educators and service providers play in the refugee integration process. We meet some Agents of Inclusion already active and working in their communities/regions and we introduce the four PROMISE learning strands of inclusion and integration.</p>
<p>Learning Topics</p>	<p>Introduction to Refugee and Migrants Inclusion                      Understanding the challenges Refugees and Migrants face                      Introduction to the PROMISE four strand approach to Inclusion                      What is Agent of Inclusion? And why should you strive to become one?                      Spotlight on Cultural Competence and Relationship Building                      How our PROMISE Agents of Inclusion operate in Communities</p>
<p>Activities/Downloads/Learning Resources</p>	<p>Activity: Agent of Inclusion Quiz                      Video: What Does it Mean to be a Refugee</p>


Learning Strand 1	Become an Agent of Inclusion through Language and Communication
	<p>In this module, we explore the key role language has to play in the integration of adult refugees and migrants and how language learning environments can offer safe spaces for refugees to tell stories and any traumas they may have encountered. We take a look at the many ways people communicate and work on building key skills like empathy which are particularly relevant for those working with refugees who may be suffering as a result of trauma or other issues.</p>
<p>Learning Topics</p>	<p>The importance of language in adult refugee integration                      Tools to help you teach and encourage language learning                      Collaborating for language teaching success – key country contacts and resources                      Communicating with adults who speak a different language                      Spotlight on Non-Verbal Communication                      Communicating with Empathy                      Technology – a New and Innovative means of Communication</p>
<p>Activities/Downloads/Learning Resources</p>	<p>Video: Importance of Language from Refugee Perspective                      Council of Europe <a href="#">Language Support for Adult Refugees Toolkit</a>                      UK Initiative: <a href="#">English My Way Resources</a>                      Erasmus+ <a href="#">Online Linguistic Support for Refugees</a>                      Italian <a href="#">Language Portal</a>                      Video: <a href="#">Tandem Nights Explained</a></p>




	<a href="#">Free Language Exchange Websites</a> <a href="#">Inclusion Europe – Easy to Read Resources</a> Video: <a href="#">Syrian Refugee communicates through art</a>
Further reading	<a href="#">Failte Isteach</a> Language Programme Ireland <a href="#">Dublin City Library Conversation Classes</a> <a href="#">The Importance of Non Verbal Communication</a> <a href="#">Developing Empathy</a>

Learning Strand 2	Become an Agent of Inclusion through Civic Life, Culture and Community
	<p>This module offers a practical insights into the social integration process which helps newcomers and other minorities be incorporated and accepted into society, both as individuals and as groups. We also look at how refugees and migrants can benefit greatly from becoming active citizens in their communities and we meet some Refugee Active Citizens and Migrant Community Champions who are doing great work.</p>
Learning Topics	Spotlight on Social Integration and Inclusion Active Citizenship – Educating and Supporting Community Champions Best Practices in Orientating New Communities Creating Inclusive Communities The role of Culture in Integration – focus on key projects and programmes Creating Inclusive Community Cultural Spaces
Activities/Downloads/Learning Resources	Video and Quiz: <a href="#">What Is Social Structure of Society?</a> Video: <a href="#">We Cultivate Integration Project</a> Italy Leeds Map Project Resources: <a href="#">Buddy Referral Flyer</a> , <a href="#">Buddy Application Form</a> <a href="#">Guide to implement inclusion theatre projects with refugees</a>
Further reading	<a href="#">Integration: The Role of Communities, Institutions, and the State</a> <a href="#">Community Integration Fund Ireland</a> <a href="#">Blendin App</a> Apps for <a href="#">Tech Savvy Refugee</a> Leeds UK <a href="#">Online Orientation Guide</a> <a href="#">Breaking Bread and Barriers in Sligo as global kitchen serves up a taste of the world</a> <a href="#">Syrian refugee horticulture project Ireland</a> <a href="#">United Invitations</a> Sweden Integration through Community Theatre: <a href="#">REACT project</a> UK Integration through Sport – <a href="#">Ballyhaunis Ireland</a> <a href="#">Amnesty International Football Welcomes Programme</a> <a href="#">Full case study on the Parc Central de Nou Barris</a> <a href="#">Full case study on Cultural Interest Centres in Madrid’s Libraries</a> Inclusive Community Spaces: <a href="#">Spitalfields City Farm</a>



Learning Strand 3	Become an Agent of Inclusion through Education and Enterprise
	<p>This module offers a practical insights into the social integration process which helps newcomers and other minorities be incorporated and accepted into society, both as individuals and as groups. We also look at how refugees and migrants can benefit greatly from becoming active citizens in their communities and we meet some Refugee Active Citizens and Migrant Community Champions who are doing great work.</p>
<p>Learning Topics</p>	<p>Role of Adult Education in promoting Diversity and Inclusion                      Understanding the training needs of Adult Refugees and Migrants                      Innovative Adult Teaching Methods for Refugees and Migrants                      Employment as a mean to Integration and Inclusion                      Spotlight on Refugee and Migrant Entrepreneurship                      Useful resources to support and promote Refugee/Migrant Enterprise and Employment</p>
<p>Activities/Downloads/Learning Resources</p>	<p><a href="#">Land of Hope Project Resources</a>                      Video: <a href="#">Failte Isteach Peer Learning</a>                      Learning through Games (Italian) <a href="#">Introduction:FRO intro fonti.pdf</a>  <a href="#">An example: 3.1.13 fisico bestiale.pdf</a>  <a href="#">12 Danish initiatives to get refugees off to a better start with non-formal adult education</a>  <a href="#">Storytelling as a Teaching Tool</a>                      Video: <a href="#">Ethnic Women Stories through Craft</a>  <a href="#">ENGAGING WITH EMPLOYERS IN THE HIRING OF REFUGEES</a> A 10-point multi-stakeholder action plan for employers, refugees, governments and civil society                      Skills to Work <a href="#">Case Studies</a>  <a href="#">Refugee Inclusion in the Workplace: A Guide for Employers</a>  <a href="#">Policy Guide in Entrepreneurship for Migrants and Refugees</a></p>
<p>Further reading</p>	<p>EPALE – <a href="#">Role of Education in the Refugee Crisis</a>  <a href="#">Immigrants face Education Barriers Ireland</a>  <a href="#">Active Learning</a>                      Active Learning Example: <a href="#">Creative English</a>  <a href="#">Differenced Instruction</a>  <a href="#">The Refugee Employment Crisis</a>  <a href="#">Syrian refugee entrepreneurs boost Turkey’s economy</a>  <a href="#">Refugee Entrepreneurs Denmark</a>  <a href="#">The Refugee Talent Hub</a></p>



Learning Strand 4	Become an Agent of Inclusion – focus on Wellbeing and Family
	<p>The move to a new country whether that is as a Refugee or Migrant, can be a difficult and sometimes traumatic experience. This is particularly the case for refugees who as we know flee their country as a result of war or persecution. In this module, we examine the core stressors particularly of refugees via a very useful online tool called the Refugee and Immigrant Core Stressors Toolkit, and we look at ways educators and service providers can build supportive relationships and improve refugee family wellbeing.</p>
<p>Learning Topics</p>	<p>Understanding the Core Stressors of Refugees and Migrants                      Overcoming Trauma – the role of resilience, wellbeing and a sense of purpose                      Building Supportive Relationships with Refugees and Migrants                      Family Strengthening in the Inclusion Process</p>
<p>Activities/Downloads/Learning Resources</p>	<p><a href="#">Strategies for Responding to Trauma in Refugee Children</a>                      Self Reflection Exercise – What If It Was Me?  <a href="#">Refugee and Immigrant Core Stressors Toolkit</a>  <a href="#">Overcoming Barriers Toolkit for Helping Refugees Adjust</a>  <a href="#">Yoga and Sport for Refugees</a>  <a href="#">Mobile App to help refugees avoid addictions</a>  <a href="#">Intercultural Gardens Germany</a>  <a href="#">Introduction to Family Strengthening</a>  <a href="#">Parent Café Tool</a></p>
<p>Further reading</p>	<p><a href="#">Building your resilience</a>  <a href="#">Art Therapy in Schools</a>  <a href="#">Refugee Association Physical Rehabilitation and Psychological Support Center Turkey</a>  <a href="#">Cross Cultural Bridge Building</a>  <a href="#">What does it mean to be culturally competent?</a>  <a href="#">Mentors for Migrants</a> Germany</p>

## 2.4 Assessment

The assessment of learning outcomes achieved by participants is an essential component of the PROMISE Learning Framework. Learning outcomes have been described with clear “can do” descriptors. In addition, the PROMISE Learning Resources that accompany this Framework have been designed to assist educators in assessing participant progress: each resource includes a suggested assessment technique.

Assessing achievements and providing feedback or validation of the same generates value both for participants and educators:

### Participants:

- Recognise their own progress which can increase motivation;
- Gain insights into their preferred learning styles, helping them become autonomous and confident in learning.





- Become more proficient in communicating their competences when seeking further learning opportunities or employment.

### **Educators**

- Receive signals as to the effectiveness of their pedagogic techniques and implementation of the resources.

In line with the principle of inclusiveness and heterogeneity, educators are encouraged to recognise that each group of refugees or asylum-seekers brings diverse experiences and one size does not fit all. Therefore, educators should be open to changing approaches if students do not appear to be reaching the learning outcomes as desired, using feedback from the assessments and observations to reflect upon why this is the case

In addition to structured assessment of each individual's performance against the learning outcomes for knowledge and skills/attitude-based competencies, educators are encouraged to take a wider stakeholder approach, which could involve, for example:

- the direct participants, refugees and asylum seekers, can provide feedback regarding the learning process in focus groups and/or questionnaires.
- employers or education providers who collaborate as part of the integration process can offer qualitative commentary on the competences displayed by refugees and asylum seekers.



# MAKING THE MOST OF THIS RESOURCE



# MAKING THE MOST OF THE PROMISE LEARNING FRAMEWORK

*The PROMISE Learning Framework and Open Education Resources are not a prescriptive set of rules; it is structured set of competences than can be taught and facilitated in a wide range of ways across a wide range of learning settings.*

*The following tips and strategies will help you use the resources flexibly, in a way that is best suited to the particular needs and circumstances of the refugees and asylum seekers you are working with.*

## 3.1 Language considerations

Given the predominant role of language in enabling integration, language studies are, in most circumstances, the starting point within the framework.

Once basic language competency has been achieved (level one), then ideally the other competence areas should be taught in the host-country language to reinforce those language skills. Nevertheless, educators should be aware that flexibility is required: level one classes across competences can and should be delivered in participants' native language to fast track essential skills and cultural immersion as needed.

Educators are encouraged to note that full language proficiency (full fluency or equal fluency across listening, reading, spoken and written language) is not a necessary end goal for all groups, since the aim of the overall education programme is integration, not fluency per se.

A number of publications and academic studies corroborate this point and highlight that integration programmes should also provide adequate provision for those individuals who are functionally illiterate or lack advanced linguistic skills in their native language.

### THE EUROPEAN LANGUAGE PORTFOLIO

Did you know that the European Language Portfolio is also a useful tool for refugees and asylum seekers from outside the EU? It consists of a personal document in which learners of all ages can record their language learning and cultural experiences both within and outside formal education. It also provides a framework for learners to assess their own language competences. Find out more information at: <https://www.coe.int/en/web/portfolio>



## 3.2 Personalized Learning Paths

The vast range of social, political and economic crises that force individuals and families to leave behind their homes and travel vast distances to new countries means that today's refugees and asylum-seekers are vastly different in their educational backgrounds and skills' profiles. An effective learning process for refugees and asylum seekers must therefore not only be intercultural, sensitive to the different social and ethno-cultural backgrounds of participants, but also be inclusive of educational requirements and aspirations.

For this reason, the PROMISE Learning Framework and the accompanying learning resources, have been structured around three distinct levels in each of the four knowledge-based competencies. Educators will benefit from carrying out a comprehensive skills' appraisal and review of qualifications with their participants so as to determine the correct starting point for each individual or group.

From the starting point, educators do not have to guide participants in a direct linear path through the Framework but can adopt a more personalized approach. For example, an individual with high educational attainment in their home country may start at level three language, level two employment and level 1 wellbeing.

In addition, some learners may require a longer learning period and the use of a large number of learning resources to achieve proficiency, while others will accelerate through them requiring only a few learning resources before moving on to the next level.

**Using this method, it is possible to appreciate very different learning paths for the following learner profiles:**

1. Individuals who have a poor educational background in their home country and who are functionally illiterate in their mother tongue.
2. Individuals who have only fulfilled the basic compulsory education in their home country (primary and lower secondary school), who can be expected to learn the language of the receiving society relatively slowly and require more support for knowledge based competencies.
3. Individuals who have reached high school or higher education in their home country, who can be expected to learn the language of the receiving society relatively quickly and will be more adept at acquiring new knowledge and skills in general.

## 3.3 Intercultural education in practice

Teaching refugees and asylum-seekers the skills they need to integrate and thrive into a new cultural environment under context of interaction, not assimilation, requires that educators display the values of intercultural respect, empathy and tolerance as integral part of the learning experience. By excelling at this, educators can consolidate progress towards learning outcomes especially in the areas of civic life and culture, and communication.

It is highly recommended that educators are aware of and apply the principles of non-discrimination and gender sensitivity in all education processes.



### 3.4 Peer learning

Traditional education is teacher-led, but in adult education there is a growing questioning of who should be doing the teaching. Increasing research shows that by facilitating peer-to-peer learning, educators can facilitate many beneficial outcomes, and that these are especially relevant in relation to intercultural education. For example, it is known that:

- Peer learning values the cooperation over competition and raises self-awareness and reflection amongst the involved students and migrants
- Peer learning generates emotional gains that are just as important as cognitive gains.

The PROMISE Learning Resources, and Open Education Resources include many options for peer-to-peer activities and educators can apply their own expertise and creativity to maximise peer learning where possible.

### 3.5 Useful Links

Get involved and connect with us and use our other resources...

<b>Official PROMISE Website</b>	<a href="https://www.promise-project.eu/">https://www.promise-project.eu/</a>
<b>PROMISE Social Inclusion Toolkit</b>	<a href="https://www.promise-project.eu/social-inclusion-toolkit/">https://www.promise-project.eu/social-inclusion-toolkit/</a>
<b>PROMISE Online Course</b>	<a href="https://www.promise-project.eu/courses/">https://www.promise-project.eu/courses/</a>
<b>Facebook</b>	<a href="https://www.facebook.com/PROMISEproject2020/">https://www.facebook.com/PROMISEproject2020/</a>

### 3.6 Sample 5 Day PROMISE Training Timetable

<b>Day</b>	<b>Training Content</b>
<b>Day 1</b>	09.00 – 13.00 Getting Started 14.00 – 15.30 Strand 1
<b>Day 2</b>	09.00 – 13.00 Strand 1 14.00 – 15.30 Strand 2
<b>Day 3</b>	09.00 – 13.00 Strand 2 14.00 – 15.30 Strand 3
<b>Day 4</b>	09.00 – 13.00 Strand 3 14.00 – 15.30 Strand 4
<b>Day 5</b>	09.00 – 13.00 Strand 4 14.00 – 15.30 Recap

It is recommended to keep the days maximum the length indicated in the table above. Since the learning materials are quite intense and new to the trainers and learners, it is recommended to spread the information across multiple days. Alternatively, you can choose to spread the days across weeks, so for example one day per week.