SOFIE

Support for empowerment and integration of refugee families

Curriculum
for Trainers Training

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SOFIE-Support for empowerment and integration of refugee families
KA204 - Strategic Partnerships for adult education

IO4- Curriculum for Trainers Training

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Information about the Guide

This guideline aims to develop the Trainers Training for three target groups which consisting 1. Adult educators 2. second language teachers 3. social workers working with refugee women and children. The focus will be on the methodology of SOFIE project Mother and Child course, on how to foster the host country language/the second language "L2" skills and acquisition of relevant information for refugee families by learning interaction between mother and children.

The guideline is separated into different titles and provide knowledge such as the objective of the contribution of training to course for mother and children, methodology, expected outcomes, target groups and detailed information about training program, tools for self-evaluation and assessment methodology for learners in order to make Adult educators, second language teachers, social workers and trainers ready for Mother and Child course.

It consists of three main sections which contains efficient information in order to enable the target groups to understand the effectiveness of the guideline and to adopt the methodology in the guideline for Mother and Child course. The sections in training program (section 2) are based on the results of IO1 consisting of activities such as national report, interviews with trainers, focus groups and questionnaires with volunteers. While forming a frame for the curriculum for trainer, the main objective was to consider on the results of steps in IO1 and create a source which made contribution to trainers to be implement Mother and Course.

Glossary:

Target group: Adult educators, second language teachers, social workers and trainers who will be involved in the training.

Adult educator: is one who practices the profession of facilitating the learning of adults by applying the principles of androgogy.

Second language teacher: is one who teach learners second language with pedagogical approaches.

Social worker: a person who works for the social services or for a private organization providing help and support for people who need it.

Mother and Child course: The training developed by the Swedish partner for Mothers and Children aims to foster language skills and integration of refugee. he curriculum for 50 hours training will be based on the results of IO1 and the partners experience with the targets families.

Trainer: The person who is responsible giving the content of training
The facilitator/trainer will be recruited by project partner organization according to their knowledge and experience. The trainer should have experience on these main areas: planning, delivery, evaluation and working with refugees. More comprehensive information is given section 2. Training programme below.

Refugee: is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. This curriculum was created to make the biggest contribution to integration of women and children refugees of by increasing of three target group's skills.

However, the definition of these terms above can vary according to national legislation, it reflects just the general overview of the terms.

1. Preparation kit for trainer

1.1. General objectives of the training program

The main objective of the training is to enable the trainers to understand the methodology in the guideline during training and to adopt it for effective implementation of Mother and Child Course.

Moreover, other objectives of the training programme can line up as the following;

- to increase awareness about the SOFIE project and the framework of the training program for Mother and Child Course
- to familiarize the target groups with different approach on verbal and non-verbal communication and increase their ability to transmit the content of training to the trainees effectively;
- to raise awareness about the tasks and responsibilities of the trainers for Mother and Children Course;
- to equip the trainers with tools for overcoming with obstacles arising different learning levels (considering the fact that the education level of participants to be involved in the course will vary, possibly some of them haven't had any opportunity to take education so far)
- to envisage the potential problems in the course and to encourage the trainers to deal with the problems
- to familiarize the trainers with the extensive types of training methods, with the process of choosing the right training methodology according to learners' learning styles and levels and also to train the trainers to use right methodology that affects the motivation to learn in effective way.
- to raise awareness about assessment tools for monitoring of learners and for self-evaluation (for trainers).
- To enable the trainers to be aware of their professional skills and competences.

1.2.   Anticipated outcomes of the training program

At the end of the training in each project partner countries, the target groups (Adult educators, second language teachers, social workers) will:

- recognize the nature of learning and teaching according to different styles and needs,
- know what the contents of multiculturalism in learning are, what the difficulties resulting from different cultures are and what the most effective strategies to overcome them are
- frame and implement a learning plan and a training session for Mother and Children course;
- be aware of the role and responsibilities of the trainer in order to implement a successful training;
- realize that there is a wide array of training tools and know how to choose the right training method for learners having different needs;
- know different communication channels (considering the fact that there is no common language between trainers and learners) and use them effectively,
- know about the different types of evaluation addressing questions to the learners for effective feedback;
- motivate their learners to learn and attract their attention and reduce distractions during the learning process;
- transmit their message across to their learners successfully;
- overcome difficulties related to communication in the learning process;
- understand the differences between training methods and choose the right method for every training situation;
- recognize the tools about conflict management and benefit from them to prevent obstacles in training and in case they happen, deal with them in a positive way;
- benefit from the methodology and tools in the guideline for their implementations in the future;
- increase their professional competences and skills while working with the target group;
- improve their awareness on the issue of immigration and get to know refugees closely and have more knowledge about their background, learning styles, concerns, expectations and needs arising different intercultural aspects.

1.3.   SOFIE Project

SOFIE project refers to the empowerment and integration support of refugee families with the development and implementation of hig quality tools. The project will be carried out in 4 EU countries (AT, IT, SE, CY) and Turkey. The outputs will be based on a profound need analysis in order to meet the real needs of newly arrived refugee families and to optimize their integration process in host societies. The project thus contributes to the social inclusion of refugees by provision of educational trainings targeting women and children on the one hand, and on the other hand by training trainers and volunteers in order to better prepare them for the needs of the refugee families coming to their country or newly have arrived. Trainings for women and children will be a combination of teaching basic second language skills, skills combined with relevant key information for the integration in the host society (health system, education system, social rights, support services, labour market) and the host country language. The training will tenable women and children to deal better with the challenge of orientation in the host society and thus contribute to more equal opportunities and inclusion of refugee families into receiving societies.

1.4.   Target Group

Trainers Training for Adult educators, second language teachers, social workers who want to increase their competences and skills linked to with their work with refugee women and children.

1.5.   Methodology

The course will allow technical and didactical learning to be better prepared to work with and support the targets, refugee mothers and their children in order to empower them and to promote their integration on the one hand. Target group will know how and be able to choose the right training method according to the training goal, the learners' levels, the training content, the time and resources available and so on. The course will be piloted with a group of min. 20 people in each project partner country.

There are two main part in the guide

1. General part for all target groups (adult educators, social workers and second language teachers) which has the framework and this framework consists of

- Introduction in order provide overview on section
- Suggested activity consisting the implementation of the activity, brainstorming
- Self-evaluation after each section

- Activity related to the content of the section which participants will complete after the session to review points taught

2. Specific part including the information about IO2- Curriculum for Mothers and Children course and the exercises related to IO2

This curriculum provides essential titles including effective activities which are the tools the participants will use when they become trainers. It is essential that the presentation of the guide provides them with a base of tools to use in the Mother and Children Course that they are going to implement. This section familiarizes them with the concept of method and makes them aware of the extremely wide variety of training methods that they can use.

Moreover, each section gives step-by-step process for choosing the tool considering the refugees' needs and implements training methods effectively for Mother and Children Course. Proposed training methods aim to transfer professional knowledge skills and attitudes while working with refugees. It is recommended that the presented training methods (or at least some of them) are demonstrated and tried by the participants during the delivery of this section or during the work on the other sections. This will lead to better understanding of the methods and better chances that the trainees feel comfortable and secure to apply them later in practice. All sections introduce the concept of method and the different types of training methods. Trainers will raise awareness about the wide variety of training methods.

1.6. Duration of the training programme

The Trainers Training will last 10 hours for each target group totally 30 hours and will explain the methodology, the teaching techniques, didactical approach and the contents of IO2. The content with 10 hours is divided for three target groups, however there are common sections to be carried out for three target groups. These sections will be delivered for all target group, due to these sections are essentials for them regardless their different professional needs.

The common sections will be delivered for the all target group:
- Section - Get to know each other, the presentation about SOFIE project
- Section - Key component of learning
- Section - Communication
- Section - Monitoring, Evaluation and Feedback
- Section - How to structure a course session and build a course plan
- Section - Cultural Diversity

- Section - Specific instruction for effective learning

After these common sections, the framework of training with 4 hours is shaped in 3 different concept considering each target group's needs and is given in three section which each of them is for different target group.
1. Target group '' Adult educators''
2. Target group ''Second language teachers''
3. Target group ''Social worker''

The time for activities can be rearranged according to learners' needs and expectations and it is foreseen the flexibility for the activities of the programme.

However, **suggested timeline** for the training:

2 session days consisting 5 hours for first session and 5 hours for second section, totally 6 session days with 30 hours. However, notice that the suggested timeframe is flexible, as it depends on a variety of parameters (e.g. the participants' background and experience levels)

1.7.   Materials proposed for the training

For the implementation of the training programme with the suggested methodology the following materials are needed:

- PowerPoint presentation & Multimedia projector *(for presentation of the project)*
- Handouts *(for homework which will be given to trainers)*
- Flipchart papers, markers and flipchart *(for reflection of session and brainstorming)*
- The Curriculum for Training Trainers *(review the content which will be given to trainers)*

2. Introduction to the training programme (65 minutes)

2.1.   Get to know each other

Trainer start the first session by introducing himself/herself briefly and explaining the link between his or her professional background and this training (maximum 5 minutes). Thereafter, the trainer carries out the proposed ice-breaking activity below to enable participants in target groups to get to know each other.

2.2.   Ice-breaking activity: (40 minutes)

Objectives:

- To enable participants to be involved in training programme
- To give a chance to recognize themselves
- To decrease stress or anxious before training programmes

Steps:

Tip: The trainer should choose an ice-breaking activity suitable to the group size and the level to which the learners know each other.

1. Ask participants to stand in a circle facing each other.
2. Explain that you will read a statement, and participants will decide if that statement applies to them or not. If the statement applies, the participant will take one step forward toward the centre of the circle. If the statement does not apply, the participant will remain standing where they are.
3. Ask participants to reflect on each statement before making the decision to step forward or not.
4. Remind participants that the interpretation of statements is completely individual, and that there is no right or wrong interpretation.

2.3.   Presentation about SOFIE project (20 minutes)

The learners are informed by the presentation consisting detailed information about SOFIE project (the background of the project, the current process, next steps, etc.) and the objectives of training programme, the tasks and responsibilities of trainers and learners. The presentation can be prepared in line with the information on SOFIE project website and by the support from the project staff.

3. The key component of learning (70 minutes)

3.1.   Introduction to the learning concept

This section introduces the components of learning in order to have better awareness on training objectives and the role of the trainers in order to reach the training objectives. It enables trainers to get to know the factors that affect learning process and to be aware of the importance of the motivation in the learning process. Trainers will adopt the tools for increasing attention and decreasing distraction in the training process. However, this section gives understanding the specific characteristics of refugees. Trainer give information about the importance of this section for the course **(10 minutes)**

3.2.   Cultural Awareness Activity

Objectives:
- To allow participants to identify similarities and differences, whether between cultures, countries of origin, or individuals.

Materials
- Flipchart to write the statements
- Board markers

Steps

Tip: Select statements that relate directly to your topic, or some low-risk statements such as those below:

- Write the statements on the boards and read the statements one by one.
- Give time for participants to make their decision, time for discussion if needed, and then ask participants to step back if they have stepped into the circle (**10 minutes).**

1. I had breakfast today.
2. I like the snow.
3. I consider where I live to be my home.
4. I like to play or watch sports.
5. I was born in the United States.
6. I speak more than one language.
7. I like to cook.
8. I like to eat.

9. I have children.
10. I like how I sing, even if other people don't.
11. At some point during this exercise, I chose not to respond even though the statement applied to me.

Brainstorming: (20 minutes)

The trainer implements a brainstorming activity by asking

"What are the main factors that according to you influence the motivation to learn?"

"What motivates you to learn? Think about various aspects of the learning process."

Each learner has to write the 4 most important factors on the cards distributed by the trainer and pin them on the board. The trainer will suggest other factors if some types have not been mentioned by the learners.

The group has to identify for each of the factors tools that a trainer can use to boost the learners' motivation to learn and regroup the factors in relevant categories. The trainer will orient them towards the main motivation tools.

The trainer will put in evidence the fact that almost everything can be a subjective reason of motivation. It shows once again the major importance of taking into account the learners' personal/subjective characteristics.

Discussion: (20 minutes)

The trainer moderates a discussion on the characteristics of adult learners and the process of teaching adult people how to learn. The trainer may draw the following table on the white-board to moderate the discussion and identify the main characteristics of adult learning:

Pedagogy How children learn	Andragogy How adult people learn

The trainer leads the participants to identify the main characteristics of the training and learning process of adult learners, which must be kept in mind when preparing and conducting training of adults. This activity is essential is to determine the needs of adult and children considering the fact that the target group in Mother and Children will consist of Mother and Children.

Time for Self-evaluation (10 minutes)

Participants are asked to reflect their gains and to be aware of their progress by the questions below. The papers are distributed to participants to reflect their feedback about the section.

- What is the most important thing you've learned about active learning so far?
- Which learning strategies you've experienced today might be useful in your own teaching?
- How might you integrate this new knowledge/idea into your teaching in the future?

Homework to summarize the section

The participants are instructed to think of the best trainer they have had in their life. They should try to remember why they consider him/her their best trainer and what they have learned from him/her. As the next step, for instance they could write a letter to this person and later share it with the group. They will be presented at the beginning of the next session.

4. Communication (90 minutes)

4.1. Introduction to Communication

According to Merriam-Webster online dictionary communication is: "the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else".[1]

The communication process:

- a Sender – the person who has a "First Thought" that he/she wants to share with the other person/s;
- a Message – which is the result of the Sender Coding his Thought in words, gestures, tone of voice and so on;
- a Medium – the way the Message is delivered (written, by phone, personally....);
- a Receiver – the person who receives and Decodes the message into a "Second Thought";
- Feedback – the information that the Receiver returns to the Sender, related to the Message.
- the Sender uses for coding his/her own vocabulary, experience understanding, state of mind, expectations and so on;
- the Receiver decodes according to a different set of determinants that relate to his/her own vocabulary, experience, etc.;
- the Message may be changed by interferences through the Medium or the Context/Situation, called "Noises". For example, these noises can be real noises that prevent the receiver from hearing well the spoken words.

A. Communication may have many different goals, among which:

- to express a feeling
- to present a fact
- to call attention
- to inform
- to persuade
- to intimidate
- to manipulate
- to explain

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[1] https://www.merriam-webster.com/dictionary/communication

- to change attitude
- to train or educate, which includes many of the other forms

B. Therefore, in order to achieve effective communication in training the trainer must pay attention to:
- the coding he/she uses in both verbal and non-verbal communication,
- the possible interferences (noises),
- the answers/reactions (or feedbacks in training situation).

Coding in verbal communication

The main form of coding are words. They convey the main part of the message, when it is in written form. When the communication is in person, as it is usually in training, an important part of the message is conveyed also through non-verbal communication.

The words we use depend on our vocabulary, experience, personal understanding of the world.

For example; the word "dangerous" would mean one thing to a person that likes driving racing cars and climbing high mountains, but completely another thing to a person who tries to avoid all possible risks.

The trainer must be very careful in choosing his/her words. The language he/she uses must be understandable for the learners. If words that are not familiar to the learners should be used, then they should be explained first. Shorter sentences should be used, especially in verbal (not written) communication. The longer the sentence is, the bigger are the chances to misunderstand it.

Coding in non-verbal communication

Coding in non-verbal communication is extremely important in cases of face-to-face communication as in presentation or training activities. Nonverbal communication (vocal aspects and body signals) represents two-thirds of all communication. Non-verbal communication is also the basis of trust because:
- it either confirms or disconfirms our message. The receivers decide if we tell the truth mainly by subconsciously judging our non-verbal communication;
- it shows how confident we are. If our trainees/mentees perceive us as confident, then there's much better chance that they trust us.

Improving non-verbal communication consists of:

- facial expressions (better smile than frown);
- movements of hands and body (use open gestures, avoid crossing legs and hands, avoid hiding hands in pockets or behind the back);
- body posture (stand or sit with erect body – in this way you will look more confident and your voice will sound better);
- orientation of the body (always face your audience when presenting);
- eye contact (try to have eye contact with all your trainees/mentees, but avoid staring);
- body contact (a pat on the shoulder or the hand can show empathy and understanding, but it may be also misunderstood or may not be acceptable according to the cultural background of the trainees/mentees);
- distance (the appropriate distance between speaker and listeners also depends on the cultural context);
- head-nods (use head-nods to show that you are paying attention, that you listen or agree)
- appearance (clean, well-groomed, appropriate clothes);
- the sound of the voice (voice tone and variations, speed of the speech, stress and so on).

Interferences

Frequently the message is distorted by "noises", which are also called interferences. This means that something changes the message between its sending and receiving. Be careful the receiver may not say there is a problem, but just lose interest in listening. One of the most important tools for attracting and keeping the listeners attention is "the change". It is said that every 7 seconds during presentation we need to change something.

- Verbal: The sender speaks too softly, with a flat voice.
- Language or content: The trainer may use words, terms and expressions unknown to the learner or the information may be in a context beyond the experience of the trainee.
- Differences in perception: Different people view the world in a different way. Try to learn as much as possible about your audience before the communication happens.
- Expectations: They "Confirmation bias" means that we look for confirming evidence of what we expect and tend to disregard the disconfirming evidence.

- Emotions: The emotions of both the trainer and the learner can seriously interfere with the understanding of the message. That is why the trainer should develop his/her Emotional Intelligence in order to be able to better understand and manage his/her own feeling and the emotions of the trainees/mentees.
- Listening: Learner turned off (may be tired or distracted), listens to somebody else or simply suffer of lack of interest or motivation.
- Overloaded message: The learner cannot process all of the information contained in the message.

Ways of avoiding interferences:
- Logical: The structure of the speech is very important in order the trainees/mentees can understand/accept the message.
- speak clearly and enough loudly;
- speak with changing speed and stress important moments by pausing before them;
- use language that the receiver understands (adapt your language to the target group);
- ensure you have the attention of the receiver;
- only transmit your message in suitable surroundings;
- plan the message in logical order;
- structure your message according to your receivers.

Because it's impossible for the sender to know if the message was transmitted (and understood) correctly on his own, he/she needs to look after the reactions of the Receiver(s). Most of the trainers have already experienced what unidirectional communication is, when the learner doesn't show any reaction.

In the case of training, it usually takes the form of lack of feedback. That's why a trainer should regularly ask for feedback from the learners and check what they have understood, in order to be able to correct/adapt the communication if necessary. Furthermore, it is essential to take feedback, comments and suggestions from the learner since the very beginning of the training. Furthermore, listeners feel involved when they are asked for feedback: they are being consulted, and their responses might uncover some problems not earlier foresee to trainers. The best way of checking is by questions.

Communication is mainly interpretation, influenced by both what the Sender effectively shows and says and the subjective personal interpretation system of each receiver. In order to promote a right reception of the message transmitted, it is essential to pay attention to these elements before and during the transmission:

- verbal and non-verbal communication: words, vocal aspects and body signals;
- the possible interferences (Noises): depending on you and the others.

After the transmission, in order to confirm the good understanding of the message, you should not forget to receive feedback from the learners.

Communication is one of the most important tools which support the trainers to facilitate the learning of the learners through learning process. The success of the training process is directly related to the communication between the trainer and the learners. It is foreseen that an interpreter will be involved in Mother and Children in order to prevent communication obstacles and to carry out a successful training process. The real dialogue in the learning process occurs when the participants begin to understand and interpret each other's message correctly. That is why in this section, there is main focus on the process of communication and the basic principles of conveying the message and transmitting the message correctly, it is reflected the possible interferences that may happen and how to avoid them and finally we discuss successful conveying the message. Familiarize the trainers with the elementary principles of successful oral communication of information and to increase awareness of the factors that interfere with communication and reduce its effectiveness;

Trainer give information about the importance of this section for the course (**10 minutes)**

4.2.   Refugee Role-Play Activity (40 minutes)

Objectives:

- To increase empathy competences through roleplay activities.
- To support communication skills with increased awareness on empathy competences

Materials:

- Paper
- Pencils

Steps:

- Give each participant an identity and family group number (of 3-6 people each). Students could select the paper with their identity from a bag at the beginning of the activity.
- Set up the role-play scenario
- Have the participants write down the ten items that they would bring with them, based on who their identity is. They have two minutes to decide. They should write it in large letters so that they can share their list with others.
- For five to ten minutes, convene the family groups These small family units must now decide together what they can take with them. Each person can only carry three things. All the items recommended from individual lists must be considered, but with the interest of the family in mind. Each person should construct a list of the three items he or she should carry. The group must take into consideration any elderly, sick, or very young people in the group who cannot carry items.
- After 30 minutes, tell the families they now have to decide whether they will flee by foot or escape by boat. They need to think about where they will sleep, find food, etc. There are refugee camps in the surrounding states where they can stay.
- Come back together and have each group make a presentation on where they decided to go, how they would get there, and what they decided to take.

Discussion (30 minutes)

Put the group into couples. One of the two is selected as the listener. The listener may make only 3 statements during the 5- to 10- minute time allocation. The listener must somehow get the speaker to continue talking without saying much. I ask the speaker to notify a situation that should be comfortable (an award, a special event, etc.). After the time allocation, I then ask the couples to switch roles. The discussion that follows concentrates on:

- How the speaker felt when the person just listened and did not exchange information
- How the nonverbal signals encouraged the speaker
- How uncomfortable the silence was.
- How it felt to just listen without having the pressure to contribute

- How the speaker felt having the freedom to say whatever he/she felt.

Discussion questions:
- What were your reasons to choose the items? Why did you eliminate other items?
- Did you choose items based on what you thought you would need and/or what would help you remember your life back at home?
- Do you think you could carry all of them?
- Where did you decide to flee and why? How long should it take to get there?
- Who had the most say in the decision-making process? Why was that?
- How do you feel about what is happening?

Time for Self-evaluation (10 minutes)
Participants are asked to reflect their gains and to be aware of their progress by the questions below. The papers are distributed to participants to reflect their feedback about the section.
- What is the most important thing you've learned about active learning so far?
- Which learning strategies you've experienced today might be useful in your own teaching?
- How might you integrate this new knowledge/idea into your teaching in the future?

Homework to summarize the section
The participants are instructed to share their experiences with communication, interference and ways of avoiding interference. They are asked to share their point of views about good communicators and poor communicators they have known, describing why they are memorable. The reasons they give should be related to the types of interference and ways in which interference was or could have been avoided. Then they should write a letter to this person and later share it with the group. They will be presented at the beginning of the next session.

5. Monitoring and Evaluation (20 minutes)
5.1.   Introduction to monitoring and evaluation

The main purpose of this chapter is to provide some useful tools which would help trainers to know to what extent their teaching will be, is, and finally has been, successful. In order to do that rightly and to be able to adapt each activity to the training situation, it will require dedicating a lot of time to monitoring and evaluation activities.

Monitoring should be on following aspects;
- Capacity building—whether linguistic competences were improved according to the concept of mother and children course
- Changes in attitudes and values especially about the integration into the local society.
- Comprehensive information about their rights, needs as having immigration background
- Receive views and vision of development about the host society
- Point of view on the possibilities in the labour market
- Better awareness on;
  - Access to support about the care for their children (in order to be involved in employment)
  - Access to social services provided in the host country

There are three levels of evaluation to monitor progress of target group:

Level1: First reaction of mothers and children to training programme---relevance, materials and exercises provided in the course

Level2: Learning; changes in knowledge and skills

Level3: Behavioural changes**;** how mothers and children will adapt their newly acquired skills coming from the course into their daily life.

Well-designed evaluation process in order receive feedback facilitate the piloting phase.

The course can be evaluated through;
- Pre-course questionnaires
- Post survey feedback
- Post training interviews with participants
- Impact reviews

- Self-assessment in order to determine progress

It is not possible to know if the training was successful and what can or should be improved in the training process if training evaluation is not applied. Evaluation caters to the quality of training as well as to improvement of the trainers' competencies and/or attitudes. This module acknowledges the importance of training evaluation and prepares trainers to implement initial, formative and summative evaluation.

- to raise awareness about the importance of the evaluation of the training activities;
- to present the different types of evaluation (initial, formative and summative) and stress the fact that all three types should be implemented in order to have an effective training;
- to present examples of evaluation tools that can be used for initial, formative and summative evaluation.
- trainers should know about the different forms of evaluation and how to choose between them depending on the aspects evaluated and the characteristics of the training situation;
- they should understand the importance of embedding a continuous evaluation process in the training activity;
- they should be able to implement initial, formative and summative evaluation by using relevant evaluation tools.

The results of this section can be different because of different qualifications of the target group. These qualification as the following;

- size of change of the target group in the course
- contribution level of the mothers and children in the course
- level of resources provided in course programme and available for the evaluation
- degree of importance of the results of the evaluation
- check the fact that target group in the course will feel able or willing to be honest on their level of change
- assess the quality of learning materials and if adopting them is worth it
- comparation about the effectiveness of different learning interventions
- Evaluation about the overall impact of course at a broader level for their career path and organizations for further implementations.

Good monitoring process will enable the adult educators/second language teachers and social workers to become a trusted advisor. They have to follow the effects on participants at a personal level and their progress at short and long term.

The learning is the fundamental objective of the training and logically the best object of evaluation in order to analyse its global quality and efficiency.

Evaluation types

From a timing perspective,

Initial: Evaluation carried out before starting the process of teaching and learning. It is the pre- test to know the starting level and expectations of the learners who will be trained. Its main goal is the adaptation of the global training structure to the group characteristics. It should result in a higher personal engagement of the learners which is one of the most important keys to assure their effective learning.

In order to carry it out rightly, first it is necessary to inform properly the learners about the subject of the training and its main sections.

Two types of information will be gathered during this evaluation:
- Things they already know (individually) about the subject = their past knowledge and experience in order:
  - to establish a baseline from which to start the training courses;
  - to use this baseline to link the theory to its practical application;
  - to use this baseline from which learners' growth can be measured at the end of the training.
- Things they want to know about the subject = their expectations and interests in order:
  - to make a link between the theory and some relevant aspects of the learners personal and professional life;
  - to help learners reach their individual goals and expectations.

Continuous: Evaluation performed during the learning process, including all the comments, answers, and clarifications given by the trainer.

It will allow, on one hand, the trainer to continue the adaptation day by day, hour after hour of his training by the evaluation of its efficiency, depending on the evolution and comments of the learners. Sometimes, it highlights some true understanding/interest issue in the training method which cannot be ignored.

On the other hand, it shows to learners their own evolution (knowledge, behaviour, competence) regarding the subject.

Summative evaluation: It occurs when the learning process has been completed. Its main purpose is the improvement of the training itself according to the results obtained. It will also help the learners to clarify for themselves the main evolution they made and the elements they still want to improve.

Evaluation methods

General advice: Be sure the questions leave no place for misunderstanding or it could lead to unexploitable answers.

Try do restrain the evaluation size as much as possible. A large one could decrease the quality of the answers given by some bored learners and, of course, will be more difficult to analyse, too.

Even if there are many ways to use each of the evaluation methods, it's possible to specify the main advantages of each of them. As usual, the final choice of the right method for each training situation belongs to the trainer.

Pay attention not to influence the answers by asking leading questions. For instance, prefer „what do you think "to „do you think that "form because the first one talk about a subject and the second directly purposes an opinion. Avoid the words which express any judgement.

Closed question can be answered with a short, quick and easy response. It is the best way to gather specific information. True or false, multiples choices, quality scale (for instance 1: Awful, 2: Bad, 3: Normal, 4: Good, 5: Excellent) are some of the most famous question type.

An open question asks the respondents to think and reflect to give their opinions and feelings.

Many questions can be considered as ''semi-open ". In order to realise the difference open question and semi- open, it is suggested to look at this link. [2]Anyway, using both types allow the mentor/trainer to gather the two types of information.

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[2] http://www.law.cmu.ac.th/law2011/journal/e1336466557.pdf

Methods for evaluations

<u>Test and questionnaires:</u> Formal and individual, it allows the trainer to gather some specific information without any social influence of the group. However, it requires knowing what kind of information you want and what questions will lead the learners to give it to you.

<u>Practical exercise:</u> Individual or in group, it's probably the best way to observe the evolution of the learners during the training. A practical exercise:
- allows learners to explore their new knowledge and competencies;
- gives some concrete aspects to the theory learned;
- shows to both learners and trainers the practical competency acquired (or not).

<u>Simulation:</u> Very close of the previous method, the simulation puts the learner in a situation which could really happen in his/her specific working situation. It allows the trainer to see how prepared the learner is for one or another task or responsibility.

<u>Interview and meeting:</u> Informal and individual, it is probably the best way to gather all the information you need because it offers the possibility to ask if something is missing. However, it is more difficult to use without influencing the answers. Moreover, it requires a good level of trust between the people involved to assure the honesty of the answers.

<u>Feedbacks and comments:</u> The learners are probably the best source or information about the right progress of a training course. So, it is very important to promote their comments and feedback about the training. They can be intentionally gathered by the trainer, at least at the end of each section of the training. It is also important to foster spontaneous comments and feedback from the beginning of the training.

<u>Observation:</u> Of course, a lot of information comes from the simple observation of the learner during the training. The trainer can prepare some scale/table to help him/her qualify the learner's behaviour and competencies. Generally, motivation and engagement are good signs of a training that will lead to an efficient learning.

Examples of evaluation tools

Mother and children's expectations and needs about the training

Methodology

- The survey instrument is administered to learner during the start-up phase of the training activity. The survey is preceded by a presentation of the training activity in terms of teaching approach and of the objectives to be pursued.
- The evaluation of the survey is followed by the trainer of the group.
- The survey is applied to the direct beneficiaries of the provided training.

The information collected is processed in order to:

- constantly adjust the quality system to the expectations and needs of the beneficiaries;
- help trainers prepare for the training.

The detection pattern of the needs and expectations of the mothers/children is structured into 6 items, aimed to investigate the following areas:

1. level of knowledge of the objectives of the course
2. justification for the choice of the course
3. needs and expectations with respect to the contents of the course
4. needs and expectations with respect to training methods
5. needs and expectations with respect to the services that can facilitate the ongoing frequency
6. expected results at the end of the course

Question 3 to 5 can be followed by some examples (in order to give some inspiration or to mention important area). However, it cannot be exhaustive and must be short to promote their own choices.

Evaluation of the quality and results of the training

Example of a survey for final evaluation of the training course by the trainee

The purpose of this survey is to test and evaluate the training by the participants, at the end of the initiative.

1. Evaluation of the content
2. Evaluation of the trainer
3. Evaluation of the methodology
4. Teaching materials

5. Timing/duration
6. Climate in the classroom

Questions can be followed by some examples (in order to give some inspiration or to mention important area) according to language levels of mothers and children. However, it cannot be exhaustive and must be short to promote their own choices.

	Bad	Good	Great
	1	2	3
The trainer			
The methodology			
Teaching materials			
The content			
Teaching materials			
Timing/duration			
Climate in the classroom			

Trainer give information about the importance of this section for the course (**10 minutes)**

Time for Self-evaluation (10 minutes)

Participants are asked to reflect their gains and to be aware of their progress by the questions below. The papers are distributed to participants to reflect their feedback about the section.

- What is the most important thing you've learned about active learning so far?
- Which learning strategies you've experienced today might be useful in your own teaching?
- How might you integrate this new knowledge/idea into your teaching in the future?

Homework to summarize the section

The participants are instructed to think of the needs of evaluation and the evaluation types. Depending on the group characteristics, the trainer has to choose a more directive or participative way to address it, amongst them:

- Case study/debate of a bad training experience with or without evaluation
- Case study/debate of a good training evaluation form

Then they should write a letter to this person and later share it with the group. They will be presented at the beginning of the next session.

6. How to Structure a Course Session and Build a Training Plan (30 minutes)

6.1.   Introduction to the structure a training session

When starting a new topic in training process, it is important to grab your learners' interest and to clarify the relevance of the topic of training, for them personally. It is very helpful to start each session differently and review the previous subject, and thus attract the attention of your trainees by making them wonder what is going to happen next.

Trainers should design the training sessions as interesting and lively as possible. And they have to aim for a good balance between concentration and relaxation, serious work and some fun, passive learning and active participation, theoretical discussions and practical application. This means they will need to use a multi-sensorial training approach (let participants see, hear, speak, do) which integrates learners' knowledge and experiences as much as possible.

Thus, previous experience can be used for the following training sessions and a road map should be created according to previous experiences.

It is important to structure each session carefully. As a trainer always ask yourself:
- How much do they already know?
- What do they need to learn?
- How much time do you have to cover the material?

To help in the selection of material, think about what the participants:
- must know
- should know
- could know

At the end of the day after a ten-minute talk, the average member of the learners is unlikely to remember more than one or two major points. It is natural to want participants to learn everything the trainers teach them. But too much detail covered too quickly will hinder the success of a presentation. For a 30-minute talk you should select no more than five main points (they are usually called Learning Points). The rest is detail to keep everyone interested.

The session should then be structured around the Learning Points you think the trainees must know by the end of the session. If the trainers are trying to communicate main points to the group, then they have to try to save the most important for last. Begin by capturing the interest of the group, and then give a taste of what is to come. Deliver the detailed message in the main body of the presentation and build up the most important point.

Whether the trainers are giving a lecture or facilitating a group exercise, planning a session around these three stages will help to ensure that the key issues are remembered. If you are planning to give a lecture, then it will be more effective if you follow these stages:

- introduce the topic and motivate them, tell them why they should learn this
- present your Learning Points and the supporting material
- tell them how to apply what they have learned in life or on the job

For each training session, it is very helpful to prepare a planning sheet which clearly lays out what it is you intend to do and achieve. Try to introduce new topics with a balanced combination of fun, attracting attention, information and application. Such a combination could look like this:

1. Energiser/Eye-opener

- to have fun, create awareness for the problem and so attract the attention of the learners for further information on topic

2. Brainstorming

- collecting learners' ideas and knowledge on the topic

3. Short theoretical input

- information, providing an overview of what is important to know about the topic, always referring back to the trainees' former contributions on the topic

4. Group Exercise

- application - collect trainees experience and elaborate on the topic or apply in practice what the learners have learned.

5. Plenary Discussion
- create a common level of understanding by resolving remaining problems and open questions; establish further connections between the learners and the problem/topic.

6. Closing down the session
- summarise the content of the session, put it into the context of other sessions or the whole workshop or give additional hints which go beyond the actual content of the session

After an exercise, you should take care to debrief your learners about the exercise and their achievement in it. The debriefing is the final part of a training activity and a way to:
- reflect on the process of work
- analyse and explain experiences and results
- answer open questions and clarify difficulties and problems
- draw conclusions and formulate lessons learned from training activities (e.g. exercises, brain-storming, role plays, eye openers, etc.).

A debriefing should be given after each activity. However, there can be no steady rule. Sometimes sub-activities within a session may constitute a logical entity and can be debriefed separately or jointly at the end of a sequence of steps.

The trainer has the responsibility of setting up and managing a useful debriefing. Once trainers have understood the role of a debriefing, they can do it on their own. However even with experienced trainers, the facilitator can support the process by asking guiding questions and leading the stream of discussion to key-points and lessons. See below some examples of introductory guiding questions.
- what happened?
- what did you feel?
- what was your impression of the collaboration?
- how was the atmosphere and why was it so?
- which were the activities/persons that influenced the process?
- what have you learned and what do you feel, you still ought to learn?

6.2. How to build a training plan?

The process of designing a training plan

The key objective of any training process is the transformation of existing situations into desired ones. For this reason, the design of the training is a research in which it becomes critical to generate knowledge in a context to obtain the desired change. In this way, it is possible to involve the various participants in the process making them active so that they directly participate preparing their training.

The design of the training is a process aimed at identifying the methods, content and timing of the training. It starts with the requirements and needs analysis, followed by the phases of the management and monitoring. In this process, changes can be made in order to make the training programme more consistent with the training needs that arise from time to time or which arise from ongoing assessments.

The main steps of this process are:
1. Analysis of training needs, resources and constraints
2. Definition of the objectives
3. Elaboration of tools and methods (teaching and assessment)
4. Definition of content and timing
5. Checking of correspondence between objectives and results

1. **The analysis of training needs**, resources and constraints of the target on which training intends to intervene can be divided into objective and subjective needs. With the first, the training needs emerge from objective analysis and from the demands of the company, while the second is referred to the training needs of the people targeted by the intervention of the training.

2. **The definition of targets** points to identify both the objective and subjective needs, that is, to determine the purpose of the training process.

3. **The development of tools and methods** (training and assessment) consists in the identification of contents and methodologies: content is an information that requires specific ways of learning, but it can also refer to the information derived from the observations of the participants in the training process. Different training methods exist that are chosen depending on the situation and its consistency with the objectives that we set ourselves. Some of the methods will be further addressed in the next Module.

4. **The definition of the content and timing** must be appropriate to the goals set in the previous phase, but also to the learning ability of learners. In designing the training all the variables should be taken into account: the context of the action, the needs, the objectives, the contents, in order to identify the best way to achieve the desired results.

5. The fifth and last stage of the design concerns **the evaluation of the training**, the results and effectiveness of the process, the changes that have occurred in the learners, and so on, besides the degree of enjoyment and satisfaction from the participants. The evaluation phase is important because it not only assesses the fallout of the training process, but also aims to provide guidance and advice to those who are responsible for the design of the training so that it is more and more suited to the demands and needs of the learners.

The sequential steps in the design of a proper training process at work can be summarized according to the following points.

1. Analysis of the issues to be addressed
2. Analysis of functions related to the roles
3. Evaluation of the features of the users
4. Survey about the training needs
5. Finalisation of specific training objectives and interventions
6. Choice of a training methodology
7. Identification of the contents and its articulation
8. Building of the logical structure of the topics, divided in: training cycle, modules and teaching units
9. Quantification of the time of the whole training
10. Choice and acquisition of the adequate equipment and tools according to the chosen methodology
11. Assessment of the learning through tests and examinations: ongoing (intermediate) and summative (final)
12. Dissemination of the training initiative
13. Evaluation of the training (with questionnaires to trainers and learners, for a modification of the training package for the next initiatives)

6.3. Analysis of the training needs of the learners, during the implementation of the Mother and Children course

The analysis of the training needs of the participants is actually a comparative analysis of the competencies the trainer has and the competencies that are required for increasing of learners' integration and language skills. The competency is defined as a set of knowledge, skills and attitudes and can be:

- Professional competency
- Methodical competency
- Social competency
- Personal competency

When a needs analysis for a learner or for a group of learners is implemented, it is foreseen to refer to all 4 types of competencies.

Professional Competency – analysis and evaluation of:

- Range, structure, correctness of the professional knowledge
- Completeness of the process
- Professional attitude

Methodical Competency – analysis and evaluation of:

- Ability to plan activities
- Defining goals, predicting events and results

Social Competency – analysis and evaluation of:

- Effective communication
- Compliance with rules,
- Realistic assessment of own role
- Optimistic attitude

Personal Competency – analysis and evaluation of:

- Will to set goals and adopt targets
- The will to understand assignments, resolve problems and persist in the completion of assignments
- Assertive attitude
- Taking responsibility
- Will for further development

Trainer gives information about the importance of this section for the course (**20 minutes)** and for their daily implementation in the future in order to structure a successful course and build a training plan effectively.

Time for Self-evaluation (10 minutes)

Trainers are asked to reflect their gains and to be aware of their progress by the questions below. The papers are distributed to participant trainers to reflect their feedback about the section.

- What is the most important thing you've learned about active learning so far?
- Which learning strategies you've experienced today might be useful in your own teaching?
- How might you integrate this new knowledge/idea into your teaching in the future?

Homework on training plan

Participants are informed on how to create a training plan and are encouraged to think of a training plan which they would like carry out and asked to fill the handout (table 1) as homework.

The purpose of the training plan is to systematically define goals, tasks and resources needed to achieve them. Planning as opposed to improvisation leads to better quality, timely delivery and efficiency.

In the training plan, we define the training goals and expected results in terms of knowledge, skills and competencies. We define the training content and structure it in learning units. We also plan the resources we need and how we are going to measure the results. We specify the time needed for the training (number of training hours for each learning unit). If required we can specify entry level requirements (for qualification or competencies).

The training plan is the rough planning of the training to be implemented. It is further detailed in the training programme, where it is included the training methods to be used.

Table1: Training plan

Profession:	
Training topic:	
Type of training: initial / upgrading / health and safety / other	
Training objectives:	
Content: main topics, number of training hours by topic (theory/practice)	
Needed resources:	
Evaluation and assessment of results:	
Validation: (Certificate or other documents)	

7. Cultural Diversity (60 minutes)

7.1. Introduction to Cultural Diversity

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Article 1 UNESCO Universal Declaration on Cultural Diversity[3]

Combining it together then 'cultural diversity' can be referred to a person:

- Physical outlook - how young people dress, what symbols they choose to wear, their expressions of body language and other physical features
- Identity - how do young people see themselves, how do they reflect on their identity, self-development phase in their life
- Background - family of a young person, country or region of origin, senses of belonging, life experiences, educational pathway
- Nationality - sense of belonging which young people have and associate with a particular group of people of the same nationality
- Religion and beliefs - which of the beliefs or/and religious young people are influenced, follow and is practicing, what are their needs and concerns based on their religious background and their beliefs

And some of the ideas can be associated with the interaction between the people from different cultures:

- Living context - social relationships of young people, community and surroundings where they live and act
- Tensions - negative feelings and emotions appearing when young people are faced with cultural diversity and (in)ability to deal with it
- Cultural sensitivity - ability to feel the cultural diversity, identify the needs caused of the cultural diversity and ability to choose the adequate response to them

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[3] http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Prejudices and stereotypes - the images which young people have in their mind about people from different cultures

Considering refugees have different cultures and background, the purpose of this section is to go deeper into the idea of culture by having participants explore and discuss tangible and intangible aspects of culture. Participants should be informed on the elements of culture in order to implement an effective Mother and Children course. The trainers should increase their experiences with various cultures and develop a global perspective which seems to emerge as a paramount feature of all of the refugees' backgrounds and experiences. To the trainers, having a global perspective meant being literate about the cultural programming of diverse cultures and knowing how to manage the implications of having more than one culture present in a learning event. This global perspective not only influences the way the trainers approach training; in fact, it is a level of awareness, a broader way of seeing themselves and the people who attend their training sessions, that shapes everything they do as trainers, from the planning stage to the preparation and facilitation stages of training delivery. Rather than adapting their regular training sessions in order to accommodate diverse groups, these trainers assume that every training group they have is going to reflect some type of diversity, and therefore, their training content and facilitation approaches, materials, preparation and every other aspect of training are designed to be inclusive from the start. Then, when they are making adaptations to the basic curriculum, the trainers are customizing it to fit the specific cultures of the groups represented in each specific training group, not simply planning for a homogenous or diverse group in general.

The themes of culture:
- Global Perspective
- Culturally Sensitive Training
- Materials
- Learning Styles
- Training Preparation for Culturally
- Diverse Groups
- Facilitation Style

Theme 1: Global Perspective
Because of their global perspective, the trainers are intentional in learning about the different cultures, religious practices, customs, and beliefs of those attending their

training programs. Most of the trainers learned about cultural programming and the influence of language, food, holidays, religious beliefs, where people lived, etc. and all of the trainers seemed to ground their views in their global perspective. Doing all of these things has become second nature for them; they do not think of it as extra work. This reflects a paradigm shift in workplace training trends. In the past, trainers have juggled analysis, design, delivery, logistics and evaluation.

Theme 2: Learning Styles

Because of their global perspective, developed through their experiences working with culturally diverse groups in multinational companies around the world, the trainers in this study know how to be sensitive to the different learning styles culturally diverse participants bring to the training session. From their global perspective, they believe no matter what the ethnicity of the group, there will always be some differences in learning styles among the participants. To deal with language differences or dialect and differences in communication patterns of a global workforce, the trainers use different teaching strategies to accommodate differences, they bring in interpreters for training sessions, print materials in multiple languages, and adapt and use different teaching and facilitation styles to accommodate these differences.

Theme 3: Facilitation Styles

To be an effective facilitator requires creating a climate that encourages participation for all participants attending their training program. The trainer's facilitation style is informed by their global perspective and experiences which have taught them to use different teaching strategies to accommodate learning style differences as well as cultural differences in communication patterns, and language and dialect differences of the culturally diverse groups with whom they work. They use pictures, written communication, and videos and they vary their facilitation style when they are facilitating an adult education program with a culturally diverse group.

Theme 4: Training Preparation for Culturally Diverse Groups

Another important theme influenced by their global perspective is how the trainers prepare for training culturally diverse groups. This speaks to developing materials that are personally meaningful and consistent with the cultural orientation of the diverse groups with whom trainers work. But it also speaks to making accommodations for holy days, eating restrictions, travel needs, etc. of those attending their training sessions. The trainers have learned to get to know people

before the session and establish relationships with the participants. They all make a point of talking with trainees (frequently) during planning and preparation stages to reinforce purpose, goals, needs, and outcomes. Most of the trainers tapped into their own personal experiences living and working in other countries which taught them to use real life situations in training materials that are based on relevance to participants' actual day-to-day work and life experiences.

Theme 5: Culturally Sensitive Training Materials
To accommodate cultural differences and individual learning styles, trainers use a variety of facilitation styles to present materials. They also emphasize how important it is to design training programs to be more consistent with the cultural orientation of the people attending their training sessions and so they incorporate multicultural information, resources, and materials into the subjects and skills taught. Curriculum materials and the methods and techniques used in a training program must acknowledge the multiple dimensions of culture including race, ethnicity, values, rituals, holidays, holy days, etc. in order to promote development and involvement. Finally, the training materials have to be culturally relevant in order to be meaningful and effective for participants.

Trainer gives information the importance of this section for the course **(10 minutes)**
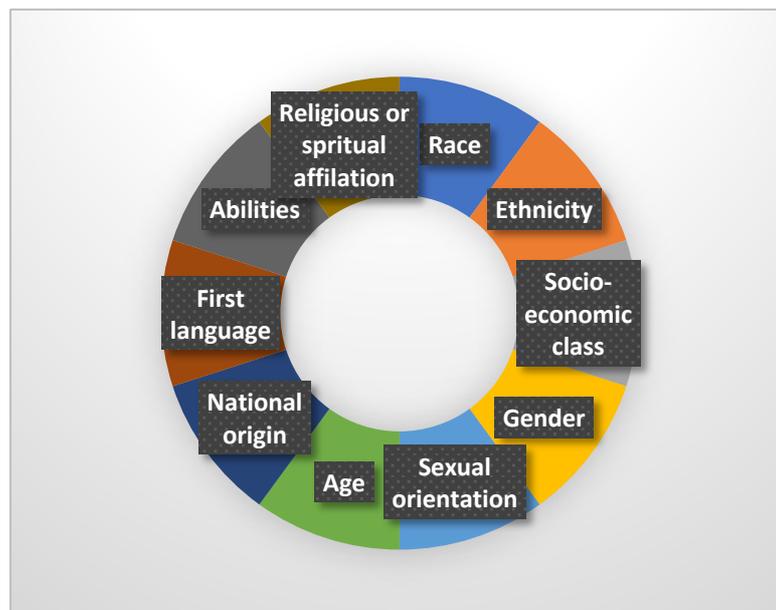
7.2.   The Identity Wheel activity[4]

The Identity Wheel is another useful tool for personal reaction. Complete the wheel by labelling each segment of the wheel using the scale shown below. You may label one segment with more than one number.

Exercise about cultural diversity (40 minutes)

Objectives:

- To describe the strengths and weaknesses of working with individuals like ourselves and individuals different from ourselves.
- To recognize that consciously choosing a team can lead to more creative, more productive results.

Materials:

- Paper
- Pens or pencils

Steps:

1. Identify a facilitator for the discussion.
2. Read the two scenarios.
3. Read the questions aloud and have participants (individual) write down their responses
4. Discuss answers.

- You have the opportunity to work with a group of individuals who are exactly like you in every way. These clones look like you, dress like you, and talk like you. They have the same likes and dis- likes, the same skills and abilities as you. They share the same interests and ideas, the same strengths and weaknesses.
- Your other choice is to work with a group of people completely different from you. They come from different backgrounds, look different, and behave differently. They use different expressions and idioms and have different hobbies, skills, and ideas.

Discussion:

1. Which group would you choose to work with?
2. Why would you choose that group?

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[4] https://www.mcgill.ca/engage/files/engage/social-identity-wheel-handout.pdf

3. Which group will likely be most productive?
4. Which group will probably have more conflict and disagreement?
5. Which group will probably be more fun?
6. Which group will most likely come up with the most ideas? The most creative ideas?
7. Which group would be more comfortable to work with?

Time for Self-evaluation (10 minutes)

Participants are asked to reflect their experience about this section and to be aware of their progress by the questions below. The papers are distributed to participants to reflect their feedback about the section.

1. What is the most important thing you've learned about active learning so far?
2. Which learning strategies you've experienced today might be useful in your own teaching?
3. How might you integrate this new knowledge/idea into your teaching in the future?

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8. Specific instruction for effective learning

8.1.   Introduction to specific instruction for effective learning

This part of the Trainer's Guide is devoted to upgrading the skills of trainers for implementing the more effective learning paths.

Trainer training is based on the process which trainers provides one-on-one to contribution to the knowledge enhancement of the learners to improve his/her professional skill. It is required a relationship based on trust established between the trainer and the learners. Roles and responsibilities should be clearly defined at the beginning of the course. The trainer is the person that facilitates the growth of an individual by sharing the knowledge and insights that he/she has learned through the years.

Stages of effective training process

Training is a long-term process which takes many months or years. For an effective training processes, the steps are described in the next table with identified roles and responsibilities of the trainer and the learners.

Stages of Training Process	Roles and Responsibilities of the Trainer	Roles and Responsibilities of the Learners
Step 1	• Embark on a commitment to relationship • Clarify to the learner the purpose and benefits of training • Explain the training process to the mentee	• Initiate the need for training • Embark on a commitment to the relationship • Identify own language needs • Understand the benefits of training
Step 2	• Clarify and explain her/his own training style to the learners • Present to the learner the training structure	• Outline her/his own expectations of the training process

|		
	• Discuss the training principles, professional values and ethical issues • Establish healthy relationship with the learner	• Discuss and understand the training principles, values and ethical issues • Actively participate in the relationship building process • Get acquainted with the training process
Step 3	• Show genuine interest in learner's needs • Research learner needs • Create documents as per learner's needs	• Formulate own needs and expectations from the initial meeting
Step 4	• Explain tools to the learner • Evaluate the use of these tools to ensure their effectiveness for the learner • Discuss style of training and feedback strategies	• Understand the tools n involved • Report on the working and effectiveness of the tools • Discuss, report and voice expectations of trainers' proposed style and feedback strategies
Step 5	• Assist learner in setting goals and objectives • Suggest the learner an action plan for a certain period of time	• Set goals and objectives with learner's assistance • Discuss and state agreement/disagreement with the action plan proposed • Revise suggested action plan in the light of the his/her own needs • Be responsible for the implementation of the action plan

Step 6	- Observe the learner's learning processes - Frequently consult the learner to evaluate the effectiveness of the process - Learn from learner's issues and experiences - Present criteria of assessment being used - Observe learner's behaviour or signs of dependency or emotional breakdown - Problem management by referring to an alternative support service (if needed)	- Be open to constructive feedback - Analyse own learning practice as per the structure agreed upon - Explore trainer's past experiences of similar situations and evaluate the relevance to the issues being dealt with - Be reflective of practices and relations - Be self-observant of potential dependence on the trainer - Be open and tolerant to suggestions or referrals by the trainer to alternative support service if needed.
Step 7	- Prepare a training plan and documents for reflection on the training process - Get feedback from the learner on what could have been better - Give Feedback to learner on what the learner could have done differently	- Reflect and revise if the plan was fulfilled - Inform the trainer on what could have been done better - Reflect on suggestions from the trainer - Give subjective information about the training process
Step 8	Reflect on the training process and its effectiveness	- Think of future their needs - Reflect on training process and its effectiveness

	• Improve mentoring strategy for future training activities	
Step 9	• Look for possibilities / areas for future implementation • Identify further the needs of the learners	• Show initiative for maintaining collaboration

Building an effective training cycle

The training activity usually consist of training sessions, which take place at intervals according to the tasks that the learner has between the sessions and the current needs.

Max Landsberg in his book "The TAO of Coaching" (1996) defines the cycle of training calls it GROW (Goal – Reality – Options – Wrap-up). This cycle can be used to plan training sessions. [5]

Goal → Reality → Options → Wrap-up → Goal
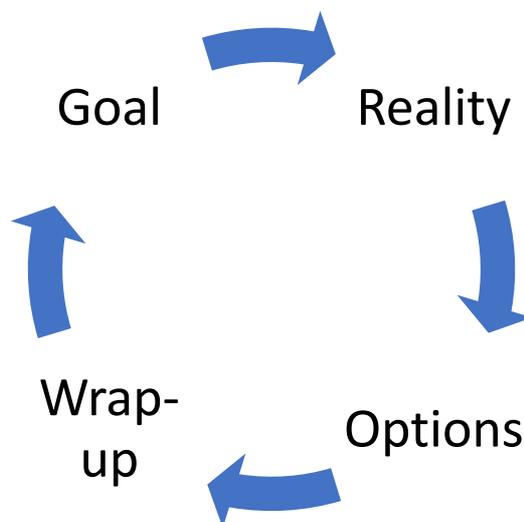
While defining the goal the trainer and the learner agree on certain questions, problems and topics that will be the goal of the particular training session. During reality phase both the trainer and the learner use self-evaluation, examples and analysis to define the problem/deficiency.

In the next step, possible steps for the training process will be lined up. In the final cycle the trainer and the learners define the deadline for reaching the goals and

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[5] https://en.wikipedia.org/wiki/GROW_model

decide on possible courses of actions in case of obstacles arising. From measuring the achievement versus the defined goals comes the next phase of the learning cycle when the goals for the following training session are defined.

Get to know Participants closely

Cases, orientation sessions may be optional and open to broader groups of participants.

Once the trainer knows who will attend the session, information needs to be gathered about the participants within the group, such as:

- What participants know
- What gaps exist
- Culture and ethnicity
- Professional Experiences
- A group's customs and beliefs
- The age of participants
- Abilities   Information about the needs of participants can be gathered in a variety of ways, such as:
    - Reviewing resources describing cultural backgrounds or experiences
    - Conducting interviews, focus group discussions, or observations
    - Considering prior experience working with those with similar backgrounds or experiences
    - Conducting a needs assessment discussion or activity at the beginning of a training session or program

Defining Goals and Objectives

The person designing the training should use the information gathered from the needs assessments to establish clear and attainable training objectives. Training objectives are statements that specify what a participant will know or be able to do as a result of a learning activity. In orientation, these are typically expressed as knowledge, skills, or attitudes. Setting objectives allows trainers to establish a desired outcome and clarify what is to be gained from the experience
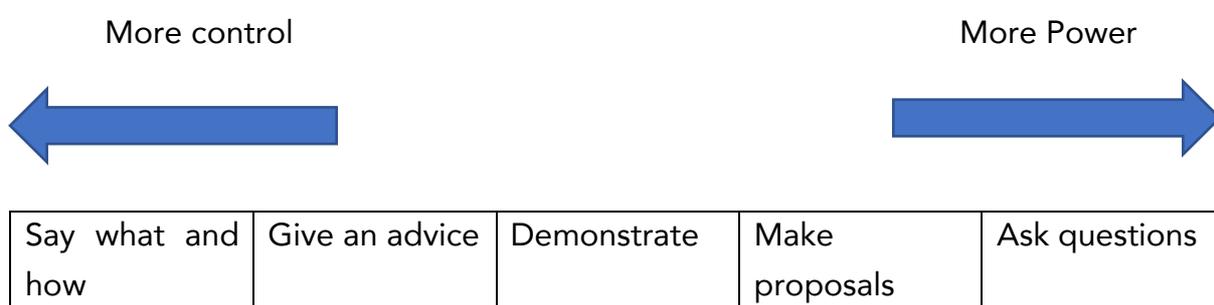
- Provide a roadmap for designing the program
- Establish where the participant should focus attention
- Serve as the foundation for analysis of the teaching and learning   Useful and well-written training objectives are
- » Clearly stated » Realistic » Measurable » Appropriate and relevant

Asking questions versus giving information or solutions

Socrates once said "I cannot teach anybody anything. I can only make them think" and Benjamin Franklin wrote "Tell me and I forget, teach me and I may remember, involve me and I learn."

These two famous quotes illustrate very well the most productive approach in training process.

In the following you will see summarized the effects of the different approaches that we can adopt during our training sessions and when they are best applicable:

More control   More Power

Say what and how	Give an advice	Demonstrate	Make proposals	Ask questions

Source: Max Landsberg "The TAO of Coaching" (1996)[6]

Say what and how: this means to use the method of instruction – to tell the learner what he has to do and how to do it exactly.

Give an advice: this means to suggest a possible course of action but leave the final choice to the learner.

Demonstrate: this means to show the learner how to do something.

Make proposals: this means to suggest different possible courses of action and leave the learner to choose among them.

Ask questions: this means to ask questions to the learner that will help him/her find his/her own solution in the given situation.

Asking questions is an art of its own that is important for a trainer to master. A trainer needs to devise a strategy for asking questions effectively. The main types of questions are open and closed questions. Open questions are the questions that are asked using the question words: What, When, Why, Who, How. They prompt multiple answers and independent thinking on the side of your learner. Closed questions are the questions that are answered with yes or no. They are used to confirm or disconfirm a statement.

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[6] https://cdn.waterstones.com/special/pdf/9781781253328.pdf

Clarifying questions help us better understand what has been said. In many conversations, people speak past one another. Asking clarifying questions can help uncover the real intention behind what is said. These help us understand each other better and lead us toward relevant follow-up questions. "Can you tell me more?" and "Why do you say so?" both fall into this category. People often don't ask these questions, because they tend to make assumptions and complete any missing parts themselves.

Tips for asking questions:
- When you ask questions always bear in mind your learning goals;
- Don't ask leading questions that suggest an answer;
- Ask different types of questions. For example, start with asking open questions in order to encourage the independent thinking of your learner and then confirm with a closed question. Or vice versa, start with a closed question and then follow with an open question (mainly Why? questions) to discover the reasons for this solution.
- Aim for direct, clear, specific questions, rather than beginning with a single question that is complex, use a sequence of questions to build depth and complexity.

Trainers must be able to utilize the whole range of approaches given above according to the situation, the task, the learning point, the time available and the level of competency and motivation of the learner. In mentoring the whole range of approaches is used, while training tends to focus on asking questions. For example, if the level of competency or motivation of the learner is comparatively low it might be better to use instruction, advice or demonstration until the learner has achieved some success and built a sufficient level of confidence to be able to make proposals and suggestions. Then you can go further to the more powerful instruments of making proposals and asking questions to achieve the next level of independence and power in the training approach.

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The right or wrong choices that a trainer makes about the tools to use can lead to a positive or negative cycle of motivation:

Source: Max Landsberg "The TAO of Training" (1996)[7]

Your choice of mode of instruction will be defined by the a.m. motivation cycles and by the level of competence of your learner. By carefully looking at the motivation cycle you can see that the critical moment, which could lead your trainee to the negative cycle or bring him/her to the positive one, is feedback.

Using Varied Materials and Visual Aids

Using a variety of materials with a diverse group of participants helps participants learn key ideas in different ways.

- Use visual resources and incorporate them when possible and applicable to convey key points.
- Translate posters and pictures, and incorporate both pictures and words into materials to accommodate different learning styles.
- Provide a goal or introduction before viewing a video. After viewing the video, ask participants to explain what they saw and to summarize important messages.
- Use storytelling combined with visuals.
- Giving constructive feedback

In training, as in all other training activities, communication is vital to the success of the process and it is extremely important to build trust between the trainer and the learner. If a trainer and a learner trust each other, giving and receiving constructive feedback will be much easier and more productive.

Some basic guidelines for giving effective feedback:

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[7] https://cdn.waterstones.com/special/pdf/9781781253328.pdf

- discuss with learners at the beginning of the training process that honest and constructive feedback is essential to the success of the process;
- when you start giving feedback, try to start with the positive feedback first;
- prioritize, so that too much negative feedback does not come in the same session;
- talk about facts or observations of behaviour, not about emotions and personalities or people;
- support the learner to find the right steps to improve; give a path for solving the situation;
- try to be balanced;
- ask questions to see how the learner perceives the situation and if he/she understands what is to be improved and looks for ways to do it;
- make a link from theory to the particular situation of the learner.

Overcoming the constraints of the trainee

Sometimes it would happen in spite of the goodwill of the company and the trainer to train someone who wouldn't want to be trained. Critical in this situation is to find out why. Here are some common reasons for resisting training and possible actions of the trainer:

- the learner doesn't accept that he/she needs improvement (as a whole or in the sphere of learning). In this case the trainer can illustrate the need of change and training, by using examples or challenging tasks and simultaneously working on building trust;
- lack of time;
- unproductive working relationship with the trainer in the past, differences in style, perception that the trainer is a very demanding person – be open and discuss with the learner the personal issues hindering the process; try to define common rules of conduct in order to avoid the problem; show that you have the best interest of the learner at heart.

Critical situations in training and conflicts resolution

There is no definition of "critical situations" in training and no universal rule for handling them, but every trainer faces such situations sooner or later. Important is the trainer's attitude and positive handling of the situation. If the trainer manages to remain calm and be flexible and creative in solving the problems that have arisen, he or she will be able to sustain the normal learning process.

Critical situations in the training process can be caused by:

- external circumstances: electricity failure, malfunction of equipment, important event, natural phenomenon and other
- the learner: passive or hyperactive behaviour, the mood of the participants or their motivation, personal issues, other
- the trainer: if he or she is not well prepared for the role of trainer or is not very familiar with the topic of training, has problems with communication, personal issues and so forth
- time management: it is required to use time properly in order to carry out effective course process.

The first group of causes is unpredictable and cannot be prevented. But we need to always remember 2 rules of thumb:

1. "Always check everything before the training" – check the equipment, the room where the training will be done, the training materials;
2. "Always have plan B" – for example if you have prepared to do a presentation, using multimedia you have to be able to do it also with the help of a flipchart or whiteboard or whatever other tools are available.

As a trainer, it is your responsibility to evaluate the circumstances and in case they do not allow for a qualitative and effective training process to be implemented, then it is better to postpone the training.

The second group of causes may come from the personal characteristics of the individuals or from groups of participants with different level of knowledge and skills or different goals and expectations from the training. The competencies developed through the previous parts of this Trainer's Guide (communications skills, ability to use training methodology efficiently, understanding the motivation of trainees/mentees and ability to influence it positively and so on) should have equipped the mentors and trainers with tools for solving critical situations originating from this group of causes. Here are some additional ideas and suggestions:

General tools:
- Training rules or "Behaviour Codex". You can discuss with the learners the rules that apply to the training process at the very beginning of the training process. Important is that all participants in the process accept the rules. You can later return to/remind about the rules in order to solve some critical training situations. Examples:

- o respect to others and their experiences and thoughts;
- o respect oneself;
- o honesty with the group;
- o confidentiality about personal things shared;
- o other.
- o "Parking place" for ideas or problems. You can hang a flipchart on the wall and call it "Parking place". You can use it to write down ideas that come up during the training for future overview and discussion. You can also use it for problems that come up during the training that cannot be solved due to time restrictions or for any other reason.

If you have problems with a learner that is:
- Hyperactive – give him/her a task, engage him/her
- Provoking, always arguing – if the dispute helps you achieve the training goals, then use it; if not then you have several possible courses of action:
  - o You can thank for the opinion and remind that the topic of dispute does not directly concern the training topic (if so) and suggest that the discussion continue during the break.
  - o If the dispute is about something within the training topic, argument your opinion once and do not enter into further discussion. If the trainee tries to bring up the question again you can suggest to discuss it after the session, so that you don't lose valuable training time.
  - o You can give the person a task, even to moderate a session or present something.
  - o You can remind about the training rules, or you can introduce them at this point if you did not at the beginning. If necessary you can introduce a new rule. For example: "Your time is valuable. We keep discussions within time limits in order to assure efficient use of time."
  - o Use the "Parking place" to park the discussion topic for later, more suitable time.
- Passive learners– passive learners are actually a bigger problem to the trainer than hyperactive or provoking learners. It is easier to deal with this problem when you implement one-on-one trainings asking questions and giving tasks. Important is to learn how to manage this problem within a group. Every trainer has to carefully observe the learners, identify passive ones and try to involve them. What you should do:

- o Try to identify the reason for this behaviour. Only by understanding why they are passive you can manage to overcome the problem and involve the learners in the process.
- o If the learner is passive because the training material is too difficult for him/her you can: give the trainee a separate task that is more adequate to his/her level of competences; take some time to discuss and explain, to encourage; slowly increase the level of difficulty of the tasks.
- o If the learner is passive, because he or she is unmotivated, try to raise his/her motivation
- o If the participant is passive, because the training material is below his/her level of competencies you can give him or her separate tasks that are at his level of competence or try to involve him/her as leader of a group activity, moderator or presenter.

The third group of causes for critical situations is wholly in the hands of the trainer. The trainers should prevent behaviour that causes problems by:

- Always remembering that they are training adult people;
- Acting as equals with the learners;
- Giving opportunity to the learners to think, create, make decisions and take responsibility for them;
- Accepting differences;

In conclusion, we would like to emphasize that the active and interactive training methodology and the understanding of the specifics of the adult learners and leading the training activity according to them to a large extent prevents critical situations. The learners are engaged in the process of training and their energy is channelled in a positive way towards achieving the training goals and not towards disrupting the training process. But still it could happen that, critical situations sometimes lead to conflicts.

Conflict resolution

Since training has the goal of changing a person's attitude and since people are naturally resistant to change it is very likely that in training situations, conflicts will arise mainly because of this resistance to change. Moreover, mainly personal factors may cause conflicts. That is why it is important for a trainer to have the tools for conflict resolution.

"Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude." William James[8]

Conflict is an ordinary and expected aspect of relationships. As human beings, we are primed to answer to stress with a "fight" or "flee" reaction. Often, neither of these choices is suitable. Therefore, we need to find a way to tackle conflict that is direct and assertive, while also courteous and tactful. Some persons fear conflict and go to great lengths to keep away from it, which can backfire and lead to emotional, relational and medical troubles. If handled effectively, conflict can be an opportunity for learning, growth and positive change.

Here are some possible strategies we would recommend on the matter of conflict resolution aiming at a contributing to address conflict with a constructive attitude:

a. **pause and get grounded;** it's best to take a moment to regroup before having a violent reaction you might regret later; breathe deeply (in through your nose, down to your stomach and out through your mouth) to calm yourself; check in with your body and recognize if there are any physical discomforts that are exacerbating your emotional agitation (i.e., hunger, fatigue, etc.); if possible and appropriate, address those needs - otherwise, raise a mental red flag so you are conscious that your emotions may be inflamed by these conditions; stretching is a good way to quickly release tension and achieve physical comfort and neutral posture;

b. **zoom out to gain perspective;** imagine you are viewing the conflict from a neutral place at a greater distance; imagine emotionally detaching from the situation to increase awareness; ask yourself if you are really upset about the issue at hand or are you displacing your anger (from another issue); make sure you address the appropriate person; identify the real issue and don't argue about the small aspects if there is a deeper core issue that needs to be addressed; for example, don't argue about drawers forgotten open if you are actually mad that you are feeling lonely or unsupported; choose your battles: let the little stuff go and care about yourself enough to address the important matters;

c. **become mindful of your nonverbal communication;** because much of communication is nonverbal, be aware of your facial expressions, hand

gestures, and body language to ensure you are sending the message that you want to be received;

d. **avoid behaviours that add "fuel to the fire";** physical or verbal abuse is never acceptable; more precisely, John Gottman[9], a leading researcher and expert on relationships, identified four additional behaviours that should be avoided during conflict: criticism (attacking the person's character); contempt (insults and nonverbal hostility, like eye rolling); stonewalling (shutting down); and defensiveness (seeing self as victim);

e. **reflect empathy;** the ability to show you understand how the other person feels is perhaps the single most powerful communication skill; it allows the person to feel heard and diffuses conflict; you do not have to agree with their perspective, but you can show you understand their feelings (i.e., "I can understand that you felt upset by that.");

f. **take responsibility for yourself;** save everybody time by owning up to your own poor behaviours; this is not a sign of weakness, rather it demonstrates awareness and integrity and will likely expedite successful resolution; make sincere and timely amends and apologies;

g. **use assertive communication;** avoid being passive ; aggressive; or passive-aggressive stay in the present and don't bring up old issues from the past; ask for what you need, say no to what you can't do, and be open to negotiation and compromise; articulate a complaint about a specific behaviour and express your feelings in a way that is clear, direct and appropriate; whenever possible, communicate directly in-person or over the phone versus email or text battles where misunderstandings breed quickly; use "I" statements rather than "you" statements to reduce defensiveness for example, "I am upset that I did not get the promotion," rather than "You are a bad manager;"

h. **be open and flexible;** listen and really hear the other person; ask questions to gather information that will be clarifying; consider other perspectives or solutions; look for the compromise or "win-win;"

i. **focus on what you can control and let go of the rest;** you can control your own behaviours and responses but you cannot control others or the outcome; you can advocate for yourself in the context of a relationship and if resolution cannot be achieved, you can empower yourself to change the boundaries of that relationship or perhaps even end it altogether;

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[9] https://www.learning-mind.com/how-to-remain-calm/

j. **forgive;** recognize that even negative experiences are opportunities for growth; be grateful for the learning experience, work towards acceptance, forgive and let go of the past; consciously choose how you want to move forward.

Trainer gives information about the importance of this section for the course (10 minutes)

8.2.   Jigsaw Puzzle[10] (60 minutes)

Objectives:
- To create an effective tool for an active learning process
- To increase thinking skills
- To teach some techniques which trainers can apply to them for Mother and Children course.

Steps:
- Divide the participants into 5 or 6 people jigsaw groups
- Appoint one participant from each group as the leader
- Divide the day's lesson into 5-6 segments for example the session on local knowledge (1) Civil society, (2) Transportation, (3) Local organisations, (4) Recreation, (5) Local event
- Assign each student to learn one segment
- Prepare source before the activity (considering participants' language and learning levels) or give segments to learners as homework
- From temporary expert group by having one participant from each jigsaw group
- Give time them to discuss the main points of their segment **(30 minutes)**
- Bring participants the back into their jigsaw groups
- Ask each participant to present his or her segment to the group **(30 minutes)**
- At the end of session, give a quiz on the material.

Time for Self-evaluation (10 minutes)

Participants are asked to reflect their gains and to be aware of their progress by the questions below. The papers are distributed to participants to reflect their feedback about the section.

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[10] https://www.jigsaw.org

- What is the most important thing you've learned about active learning so far?
- Which learning strategies you've experienced today might be useful in your own teaching?
- How might you integrate this new knowledge/idea into your teaching in the future?

9. The differential concept for each target groups

9.1. IO2-Curriculum for Mothers and Children

The training for Mothers and Children is aimed at increasing language skills and integration of refugee families. The training developed by the leader of IO2, Swedish partner FU Uppsala.

The objectives:
- To enhance language skills and competences of mothers and children refugees
- To support the integration of refugee families into the host society in the long-term

The target group:
- 30 mother and children of pre-school aged refugees who need to gain linguistic competences.

Duration:
- 50 hours consisting innovative approaches on language learning.

The methodology:
- The training will be carried out by the content with the aim of increasing interaction between mothers and children.
- It has main focus on integrated learning and different pedagogical models for learning a new language consisting of writing, speaking, reading and listening parts.

The expected outcomes:
- To enable mother and children refugees to increase linguistic skills on
  - Communication in everyday life,
  - Local knowledge
  - Labour market/job searching
  - Education and school system
  - Parenting and communication with school
  - Housing
  - Health/ Psychologic support
  - Rights and obligations/legal aid
  - Understanding society, traditions and behaviours
  - Gender equality

- To ensure they adopt skills and competences for better integration into the host country

The content of IO2-Curriculum for Mothers and Children;

- Introduction
    - o SOFIE project
    - o Need analysis IO1
- Learning the language of the host country
    - o Integrated learning
    - o Different pedagogical models for learning a new language
- Curriculum
    - o The purpose of the course and the specific characteristics
    - o Themes and subthemes covered by the course
    - o Structure of the course
    - o The different levels
    - o Learning outcomes
- Exercises/Activities
- Theme 1: Communication in everyday life
- Theme 2: Local Knowledge
- Theme 3: Labour market/job searching
- Theme 4: Education and school system
- Theme 5: Parenting and communication with school
- Theme 6: Housing
- Theme 7: Health/psychological support
- Theme 8: Rights and obligations/Legal aid
- Theme 9: Understanding local society
- Theme 10: Gender equality

9.2.   Target group - Adult educators

Adult education is import issue which have multiple benefits, specifically plays a role in migration issue. Adult education is a way to enhance social inclusion of refugees. Adult education can be key in welcoming and integration people and it serves the objective of SOFIE project on integration of refugees in the local area. Adult educators are responsible for providing a chance to enhance tolerance and increasing solidarity environment among refugees and the host society. They should be aware of stereotypes, needs of refugees and current attitudes of the host society against to refugees.

- when there is any risk (conflict, communication obstacles, etc) during implementation process on piloting phase, they should be aware of the 2 different options (1. Risk taking or look take a step back).
- when faced with a challenging situation, they should show reflection in positive and realistic way.
- when they talk to refuge women during the ''IO2 Mothers and Children Course'', they should be aware of different communication techniques (they can benefit from the methods which are given in the title of ''communication'.'
- While teaching something, they should be aware of different understanding levels of target groups. (all of them have different educational levels).
- They should be aware of the needs of groups and methodology for teaching in a group.

Table1. Roles and Responsibilities of Adult Educators within Mother and Children course and Attributes for Successful course process

Role	Responsibility	Attributes	The source
Motivating women refugees' further studies	-They are responsible for enabling refugees to acquire new knowledge and skills for education and employment fields	-They should know the ways to support apply different coaching techniques in order to enable refuges to value their effort for achieving their educational and training goals. -They should have understanding of the national education system. -They should know national, regional funds or scholarship for refugees for starting and continuing studies. -They should learn how to organize networking between refuges and educational institutions, cooperative members, trade union representative and social organizations. -They should know about the relevant skills and jobs needed for integration of	-National education system for refugees in your country -National, regional funds or scholarship for refugees -Contact details of some educational institutions, cooperative members, trade union representative and social organizations in your country -Relevant skills and jobs needed for integration of the refugees in the labour market in your country. -Apply to Coaching technique

		the refugees in the labour market. -They should be aware of what motivates refugees for further studies through coaching techniques.	GROW Model[11] to motivate refugees for further studies
Dialogue with women and children refugees	They are responsible for reflecting complex issues related to discrimination, such as: ethnic or national origin, religion or gender.	-They should to know how to engage people in order to overcome these potential areas of conflict or discrimination. -They should develop skills of refugees in using dialogue facilitation to deal with prejudice and discrimination.	-Facilitation skills [12] -Discrimination rights in your country - Look at the ''Specific instruction for effective learning'' on page 44 of the curriculum
Sustainable participation	They are responsible for supporting refugees' participation in the long-term	-They should know the structures about levels of government, and private sector. They should learn on processes about laws, policies and culture in order to give information to the refugees.	-National structure on the government and private sectors -National process about law, policies related to

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[11] https://www.mindtools.com/pages/article/newLDR_89.htm

[12] https://www.k4health.org/sites/default/files/aau-module-5_facilitation_skill.pdf

		-They should strategies to achieve sustainable livelihood such as more income, reduced vulnerability.	refugees' adaptation. -Strategies on increase well-being,[13] better income[14] and reduced vulnerability[15]
Cultural mediators	They do not only act as educators in the classical sense, but in a certain way they also act as cultural mediators.	They should facilitate the relationship between refugees and the host society by using different tools and strategies. This is crucial for the mutual exchange of knowledge and the establishment of positive relations between people of different cultural backgrounds and ethnic origins.	

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[13] https://www.refugeecouncil.org.au/wp-content/uploads/2017/10/Refugee-Wellbeing-Symposium-2017.pdf
[14] http://www.europarl.europa.eu/RegData/etudes/STUD/2016/578956/IPOL_STU(2016)578956_EN.pdf
[15]

https://reliefweb.int/sites/reliefweb.int/files/resources/ODI%20Resilience%20Working%20Paper%20web.pdf

9.3.   Target group Social workers

Social workers have essential role for inclusion of refugees into the society. They should be aware of the issues of educational and vocational counselling and also have knowledge of the relationship between family members. Moreover, they are able to orientate the refugees on public services which they facilitate refugees' daily life. They should have knowledge on human right, working condition and professional values for refugees and need to know legal process and policies about the integration of refugees. Moreover, they are able to give consultation about psychological issues and can orientate them to suitable services.

Role	Responsibility	Attributes	The source
Enabling refugees to access to healthcare and psychosocial support	-They are responsible for strengthening the integration of refugee families through healthcare and psychosocial support	-They should know the ways to orientate the refugees to benefit from healthcare institutions. - They should give psychosocial/psychological counselling for refugees.	-The contact of healthcare institutions in your local area/region or country. They can encourage the refugees to use the online tool of IO3. [16] -The techniques on psychological treatment for refugees[17]
Enabling refugees to access to care	-They are responsible for increasing of	-They should know the procedure of the care for refugees having	-The contacts of services providing safe

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[16]   https://support-refugees.eu/tr/map/
[17]   http://motspluriels.arts.uwa.edu.au/MP2102sbr.html

Co-funded by the Erasmus+ Programme of the European Union

and accommodation	the integration of refugee families through care and psychosocial support	accommodation or financial obstacles -They are able to teach refugees how to reach to land agent and communicate with landlords for having accommodation	and good quality care and accommodation in your local area/ region/ country
Enabling refugees to access to education	They are responsible for supporting of the integration of refugee families to access to education	-They should know diploma equivalency for refugees. -They should orientate the refugees to educational institutions to carry out their educational careers.	-National legislation on diploma equivalency for refugees in your country -Contacts of institutions giving education for refugees. (formal education for their children and informal education for adult refugees) -They can encourage the refugees to use the online tool of IO3 in order to support their children's formal education.[18]
Family reunification	They are responsible for giving	-They should know legal concept for family reunification for refugees	- National legal concept for family

[18] https://support-refugees.eu/tr/map/

	counselling on family reunification for women refugees.	-They should be aware of cultural and other sensitive points about family reunification	reunification for refugees in your country -Family reunification in the context of integration [19]
Empowerment of women refugees	They are responsible for enabling young women refugees to be integrated in the labour market.	- They should learn the ways to include women refugees into the employment area. - They should give orientation on needed skills and competences to women refugees for better integration in the labour market. - They are able to implement skill assessment tools to recognize the skills and competence and to provide employment - They should orientation about child care in order to facilitate their integration into the labour market.	-Contact of companies, organization and institutions which provide employment opportunities for refugees. -EU skill profile tool for refugees[20] - They can encourage the refugees to use the online tool of IO3 in order to get to know child care institutions.[21]

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[19] https://www.unhcr.org/3b30baa04.pdf
[20] https://www.csee-etuce.org/en/news/archive/2126-eu-skills-profile-tool-for-migrants-and-refugees
[21] https://support-refugees.eu/tr/map/

Motivating social skills of refugees	-They are responsible for increasing refugees' social integration.	- They are able to give ideas in order to increase their social skills. (events, sport,	-The contact of recreation centres -They can encourage refugees to use the online tool to benefit from sport centres.
Protecting women refugees from violence	-They are responsible for supporting women who are exposed to violence	-They should know the laws on eliminating of the violence. -They should be aware of accommodation centres providing services women who are exposed to violence to orientate them, if necessary.	-National laws about protecting violence against to women in your country -The contacts of centres providing services women who are exposed to violence

9.4.   Target group - Second language teachers

Second language teachers have crucial role to facilitate the adaptation of refugees, migrants considering the fact that the linguistic requirement is one of the most important concepts for inclusion of refugees. In SOFIE project, the main objective is to enhance refugees' linguistic skills, they will be involved in whole piloting phase of IO2 actively. Second language teachers should show attention to different level of linguistic skills of refugees and be able to apply to the most suitable technique considering the linguistic skills of each refugee. They should have different methodologies for adults and children and should recognize their learning levels.

For them, there are four general orientations for L2 methods and approaches

1. Structural/linguistic---based on beliefs of structure of language
2. Cognitive--- based on theories of learning

3. Affective/interpersonal --- focus on psychological and affective tools
4. Functional/communicative--- base on theories of language acquisition

Role	Responsibility	Attributes	The source
Diversity in the group of learner refugees	-They are responsible for being aware of different language needs and learning styles	-They should be aware of different qualifications of refugees such as age, social identity, language level, gender, etc.	- Good practice in training sessions. [22] - Learning styles[23]
Being in charge of the teaching and supporting teaching process and monitoring of refugees' linguistic progress	-They are responsible for monitoring the progress of refugees and supporting them during the Mothers and Children course. Their task is also to facilitate dialogue, to provide 'language authenticity', to determine vocabulary enrichment, and inter-cultural	-They should follow a teaching and assessment framework	-The Curriculum of IO2 -Additional source: Teaching Framework[24]

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[22] https://www.cambridgeenglish.org/teaching-english/cambridge-english-trainer-framework/planning-conducting-and-evaluating-training-activities/
[23] https://www.cambridgeenglish.org/Images/379538-learning-styles.pdf
[24] https://www.cambridgeenglish.org/Images/165722-teaching-framework-summary-.pdf

	exchanges – always adapted to the target group.		
Cultural mediator	Apart from the language teaching, they are responsible for the creation of a cultural understanding (explaining values, traditions, beliefs, etc.).	Ideally, they have migration background themselves. Generally speaking, they should bring along intercultural competencies as well as a lot of expertise in the field of diversity.	-
Trustful learning environment	They are in charge of creating a classroom environment which is based on trust and that is conducive to learning.	Ideally, second language teachers bring along the experience and tools to establish a good teacher-student relationship.	
Empowerment of refugees	Refugees are empowered when they acquire language skills.	Teachers should also focus on topics during class that are crucial for refugees in everyday life.	

9.5.   Proposed activities about the content of IO2 for all target groups (Adult educators, social workers and second language teachers)

Exercise on good practices at national-local- regional level

Objective:
- To enable trainers to analyse their awareness and knowledge on the fields which are essential for inclusion of refugees

Materials:
- Handout (Handout 1: Good practices at national-local- regional level)
- Pencils

Steps:
- Deliver the handout to the trainers (all target groups) in order to encourage them to fill the table. The time for filling the chart is **30 minutes.**
- Encourage the trainers to identify the good practices at regional or national level for the identified titles below.
- **After 30 minutes**, adult educators will reflect their answers. A **30 minutes** brainstorming will be led by the trainer. Hence, trainers will become familiar with the content of IO2 and get opportunity to increase their professional capacity for course and further implementations.

The field	The name of best practices	The objectives of good practices	The results of good practices.
Local knowledge			
Labour market /job searching			
Education and school system			

Parenting and communication with school			
Health and psychologic support			
Understanding society traditions and behaviours			
Gender equality			

Handout 1: Good practices at national-local- regional level

Exercise on knowledge, skills and attitudes

Objective:

- To enable trainers to recognize their professional methodologies which they use while working with refugees

Materials:

- Handout (Handout 2: Knowledge, skills and attitudes)
- Pencils

Steps:

- Trainers are asked to fill the chart below considering their experience during working with refugees, methods which they apply to in their daily working with refugees.
- Each trainer should write at least 5 knowledge, skills and attitudes. The participants have **30 minutes** to fill the chart
- After filling the charts, they are asked to share their comments, point of views with the others **(20 minutes)**

Example of knowledge	Examples of skills	Examples of attitudes.

Handout 2: Knowledge, skills and attitudes

Exercise on methodologies in daily communication

Objective:

- To enable trainers to be aware of methodologies and tools which they can benefit from during the course.

Materials:

- Handout (Handout 3: Methodologies in daily communication)
- *Pencils*

Steps:

- Trainers are asked to fill the chart below.
- They should list at least 5 techniques which they use while teaching language for women refugees and children refugees **(20 minutes)**.
- After there is discussion session for reflecting their methodologies with other adult educators **(40 minutes).**

The methodology in Daily Communication	For Women	For Children

Handout 3: Methodologies in daily communication

Exercise on potential problems during language teaching with women and children refugees

Objective:
- *To enable trainers to be aware of the tools during language teaching with women and children refugees*

Materials
- *Handout (Handout 4: Potential problems during language teaching with women and children refugees*
- *Pencils*

Steps
- Trainers are given to fill the chart below **(20 minutes)** and to give feedback on their strategies **(30 minutes)**

The potential problems during language teaching process	The strategy which you will apply in order to overcome with the problem
Shy learners	
Criticism each other	
Low participation	
No progress	
Tend to use mother language	

Handout 4: potential problems during language teaching with women and children refugees

Exercise through case studies. (2 hours)

Objectives:
- To give a chance to the trainers to analyse refugees needs and discuss about them through case studies and develop their analytical and planning skills
- To enable the trainers to review their tools and methodologies and to reflect these tools and methodologies considering example case studies.

Materials
- Handout 5: Case Studies
- Pencils

Steps
- They are separated into groups and they are asked to give feedback on the case studies in handout5 through their professional knowledge.
- Each group has to work on each case study by turns. The main objective is to find the best way to support inclusion of the refugee or to eliminate the negative points in their case studies

- After groups finish to work with all case studies, they will discuss on their methodologies.
- The time for filling the chart and working with all case studies **(60 minutes).** Reflection process from each group last **60 minutes**. Because of different national legal regulation in each country, the trainer can receive different feedback from social workers.

Case study	Feedback& comment
1. Fatma is a refugee woman having 2 children who has to work for her family and live alone.	
2. Agah is a refugee child coming from Syria who face with discrimination from his classmates.	
3. Aaron is refugee women who has to face with domestic violence by her husband.	
4. Fatma suffer from psychological problems because of her experiences while the war in her homeland. She doesn't receive psychological support from her family members.	

Handout5: Case Studies

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Support for empowerment and integration of refugee families

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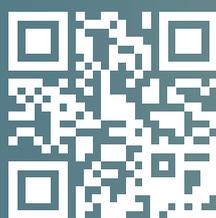**Mozaik Human Resources Development**
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