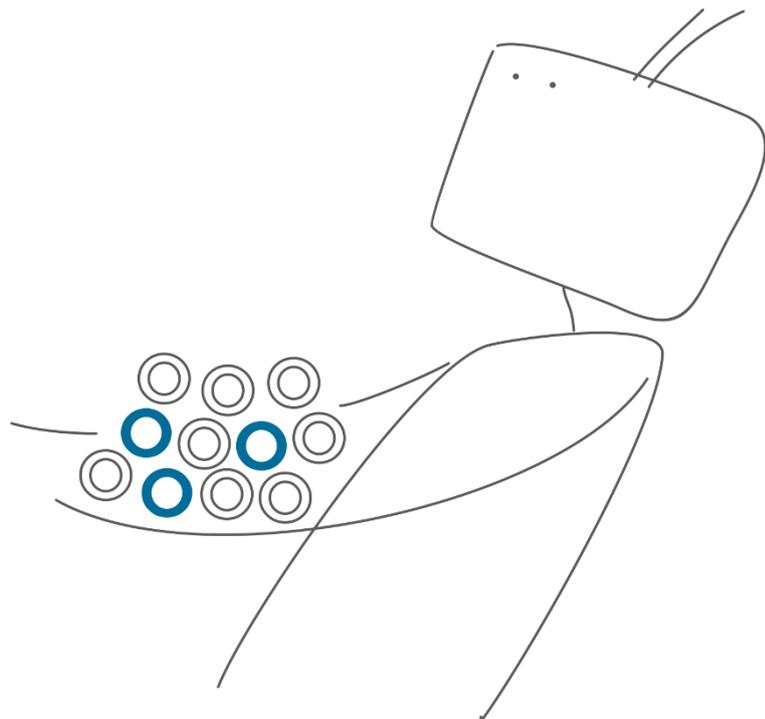




Outline curriculum

“Development of Digital, Social and Civic Competences”

DiSoCi partnership



2017



Outline curriculum

*“Digital, Social and Civic Competences Development for Adult Educators
Working with Migrants and Refugees - DiSoCi”*

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1. Introduction of the Project

The curriculum for adult educators “Development of digital, social and civic competences” has been developed under the Erasmus+ project “Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees” (DiSoCi).

The aim of the project is to develop digital, social and civic competences of adult educators working with migrants and refugees.

The objectives of the project are:

1. To evaluate the level of adult's educators Digital, Social and Civic competences to work with migrants and refugees;
2. To encourage the continuing and professional development of adult educator's by developing innovative education training program for their digital, social and civic competences development;
3. To increase the motivation and reduce disparities in learning outcomes of migrants, refugees and etc. diversified by suggesting digital e-Repository of Open Educational Recourses for their competences development in 4 main training areas: „Promoting of Social Entrepreneurship“, „Promoting Gender Equality and diversity in order to protect human rights of migrants and refugees“, „Promoting personal development“, „Empowerment of integration of migrants to the labor market“.

The intellectual outcomes:

O1 - Assessment model to evaluate the level of adults educators competences to work with migrants and refugees;

O2 - Training program to develop adult educator’s competences (digital, social and civic) to work with migrants and refugees;

O3 - European e-repository of OERs for adult educators to facilitate training for migrants and refugees.

Target groups: adult educators; educators working with migrants, refugees and diversified groups.

Project results

Intellectual project material will be developed for adult educators working with migrants, refugees and diversified groups based on necessary to them competences, i.e. digital, social and civic. The idea of DiSoCi has been adopted from Cyprus and Ireland and will be transferred to other project partner's countries, Spain and Lithuania as good practice working with adult educators. The innovation determined by the complexity of the intellectual outputs: the Assessment Model and the Training Program for adult educators based on Open Education Recourses and integrated into e-Repository. With these outputs the adult educators will be able to develop their competences necessary working with refugees, migrants and diversified groups. New learning methods will suggest a new roles for adult educators such as advisor / counselor / facilitator. The intellectual outputs will be relevant not only in the field of non-formal adult education, but also in formal vocational education and higher education training adult educators.

The project will contribute to meeting the Europe 2020 goals to increase employment rate by 75% and participation target of 15% in lifelong learning through improvement of adult educators' work quality and competences dealing with specific target groups of learners (migrants, refugees, etc.), make use of ICT and OER for better outreach and teaching outcomes.

More information about the partnership, project results and outcomes may be found on the website: www.disoci.eu

2. Outline Curriculum

The aim of the outline curriculum is to develop the framework of the training program for developing adult educators' competences (digital, social and civic) to work with migrants and refugees.

The objectives of the curriculum:

- introduce the training methodology;
- define the assessment strategy;
- describe the content of two training modules
- present the training plan and learning outcomes of the training program.

The curriculum is based on the State of Art review completed by project partners about the existing situation in partner countries regarding the development of adult educators' competences needed to work effectively with migrants and refugees with special emphasis for training available on-line as Open Educational Resource and defining needed skills for the digital competence and at for the social and civic competences in order to be high-qualified adult educator for migrant and refugees.

Digital competence¹

This competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Social and Civic competences¹

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in

¹ *Key Competences for Lifelong Learning — A European Reference Framework, 2006 (<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>)

social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

The training program is divided in two sub-modules: sub-module I „Development of the Digital Competence“ and sub-module II „Development of the Social and Civic Competence“. The total duration of the training course is 35 academic hours (a. h.) comprising 10 a. h. hours for two face-to-face sessions, including 2 a. h. for assessment of adult educators' competences using the on-line assessment tool and 24 a. h. for self-study on-line (theoretical learning via e-platform).

3. Teaching and Learning Strategies

The pedagogical strategy of this training course is based on the blended learning approach: combination of traditional and virtual learning via a created e-learning platform as open educational resources (OER) with the possibility to perform self-study at convenient time and place.

In order to implement blended learning the training course is constructed on the basis of ICT-based **reversed training methodology** using Open Educational Resources (OERs).

Open educational resources (OER)

are digital materials that can be re-used for teaching, learning, research and more, made available free through open licenses, which allow uses of the materials that would not be easily permitted under copyright alone. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

This **reversed training methodology** means that an adult educator has the role of a facilitator and guides trainees/learners to make an initial analysis of the on-line training materials presented as OERs by themselves. After fulfilling their independent learning tasks, the trainees discuss the training results with the facilitator in face-to-face meetings. It means that trainees use the **flipped learning method** to improve their skills and competences.

Flipped Learning

is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides learners as they apply concepts and engage creatively in the subject matter.

In order to facilitate the learning process, the DiSoCi project Facebook group will be created. In this created group and using other social media, networking tools, such as Twitter, Viber, Skype, e-mail learners will have possibility to ask questions or initiate discussions on the topics of training material. Adult educator as facilitator will guide the participants through the modules, answer their questions, lead group discussions, empower them to apply the newly acquired knowledge working with migrants and refugees, summarize their experience and give individual feedback.

4. Technical Requirements for the Training Course

The adult education institutions which will organize the training courses according to the prepared training plan should ensure a convenient learning environment, technical equipment and tools, necessary for providing the teaching and learning process based on the blended learning approach within the following facilities:

- classroom with multimedia projector and a computer with the possibility to use Power Point for face-to-face meetings;
- access to the personal computers with the internet connection to e-learning platform;
- computers for adult educators practitioners for e-learning and self-assessment online;
- other organizational tools for face-to-face meetings (board, handouts, paper and etc.)

The trainers of adult educators should be prepared for the teaching process respectively.

The trainers should:

- create a psychologically friendly learning environment;
- be acquainted with the background of the audiences and be aware of their needs and expectations;
- have experience on how to work with adult people;
- have the knowledge and skills to organize e-learning sessions;
- good knowledge of the teaching content (Modules I-II);
- have essential personal characteristics: positive self – evaluation, have the ability to motivate learners, communicate and be tolerant.

5. Assessment Strategy

Assessment of the participants' knowledge and competences will be performed in three steps: taking a pre- and post- assessment test on-line; reflecting on one's own learning experiences after the training course. Upon successful completion of the course, the participants will be awarded certificates of achievement.

- At the beginning of the training course adult educators will be asked to perform a assessment test on-line to determine the level of their knowledge and competences regarding the training material. At the end of the course they will be requested to retake the assessment test on-line in order to evaluate their progress in learning.
- At the end of the final session, the adult educators will be asked to reflect on their learning experiences during the training course, both face-to-face and via the e-learning platform. The adult educators will share how well they succeeded in applying the knowledge in praxis working with refugees, migrants and diversified groups. This activity will promote further learning and practical usage of the knowledge and competences in everyday teaching/training/advisory activities.

Only those adult educators, who provide the required correct answers to at least of 90 per cent of questions in the final assessment test, are active in discussions and reflection processes, will be certified.

6. Sub-module „Development of the Digital Competence“

The aim: to develop digital competence of adult educators work with migrants and refugees.

The objectives:

1. To provide knowledge about the key components and skills of digital competence;
2. To raise awareness about the possibility of application of the digital skills working with migrants and refugees;
3. To supply adult educators with links and references for deepening their knowledge on digital competence.

In the State of Art Report “Need Analyses of the assessment model to evaluate the level of adult educators’ digital, civic and social competences to work with migrant and refugees” there were indicated 13 digital soft skills in 5 competence’s areas required for adult educators working with migrants and refugees.

The sub-module provides the adult educators with knowledge of the key components of digital competence in 5 areas (The Digital Competence Framework, DigComp, 2017):

- Information and data literacy;
- Communication and collaboration;
- Digital content creation;
- Safety;
- Problem solving.

The first digital competence area “**Information and data literacy**” includes three skills: *browsing (internet), using open educational resources (OERs) for adult’s education, storing and retrieving information*. Adult educators get acquainted with main rules how to access and search for online information, to articulate information needs, to find relevant information, to select resources effectively, to navigate between online sources, and create navigation strategy.

The second digital competence area “**Communication and collaboration**” covers four skills: *interacting through technologies, sharing information and content, collaborating and sharing practices through digital channels, netiquette*. Adult educators get familiar with interacting

through a variety of digital devices and applications; communicating respectfully in on-line situations (for example in on-line collaborative groups and social media/ when using images). They also become aware how to share with others the location and content of information found; to act as an intermediary, to be proactive in the spreading of news, content and resources and to integrate new information into an existing body of knowledge. This sub-module reinforce adult educators' abilities to use technologies and media for team work, sharing practices, collaborative processes, co-construction, co-creation of resources, knowledge and content and to prevent cyber bullying. It also provides with the knowledge and know-how of behavioral norms in online/virtual interactions, to develop active strategies to discover inappropriate behaviour.

The third digital competence area "**Digital content creation**" composes of two skills: *digital content creation and aware about copyright and licenses*. Adult educators get acquainted with content in different digital formats including multimedia, videos and etc. creation and how to express creatively through digital media and technologies. The sub-module raises awareness about understanding how copyright and licenses apply to information and content.

The fourth digital competence area "**Safety**" includes one skill - *protecting devices and personal data* - required for adult educators working with migrants and refugees. Adult educators become aware how to protect own devices and to understand online risks and threats. They also develop understanding about safety and security measures and common terms of service, active protection of personal data.

The fifth digital competence area "**Problem solving**" contains three skills: *solving technical problems, identifying needs and technological responses, innovating and creatively using technology*. Adult educators get knowledge how to identify possible technical problems and solve them with the help of digital means. They also develop understanding how to assess own needs in terms of resources, tools and competence development, to critically evaluate possible solutions and digital tools, to match needs with possible solutions. This sub-module reinforce adult educators' abilities to express oneself creatively through digital media and technologies, to create knowledge with the support of digital tools.

The sub-module provides international links/references for each skill in order to deepen adult educators' knowledge on digital competence. In addition, there will be added national links by project partners, what will help to raise awareness about national context.

Learning Outcomes

After self-studying of the sub-module adult educators will:

1. Gain knowledge about the key components and skills of digital competence required working with migrants and refugees;
2. Develop understanding how apply digital skills working with migrants and refugees successfully;
3. Have possibility to deepen their knowledge on digital competence studying given links and references.

7. Sub-module „Development of the Social and Civic Competence“

The aim: to develop social and civic competence of adult educators work with migrants and refugees.

The Objectives:

1. To provide knowledge about the key components and skills of social and civic competence;
2. To raise awareness about the possibility of application of the social and civic skills working with migrants and refugees;
3. To supply adult educators with links and references for deepening their knowledge on social and civic competence.

In the State of Art Report “Need Analyses of the assessment model to evaluate the level of adult educators’ digital, civic and social competences to work with migrant and refugees” there were indicated 15 social and civic skills in 2 competence’s areas:

- interpersonal, intercultural and social
- civic.

These two above mentioned competence’s areas are of particular importance for adult educators working with migrants and refugees.

The sub-module provides the adult educators with knowledge of key components and skills of social and civic competence in 2 areas.

The first competence area “**Interpersonal, intercultural and social**” covers nine skills:

- *Constructive communication in different environments.* The sub-module reinforce adult educators abilities to communicate constructively in different social situations, to use nonverbal communication in order to better avoid language barrier and to facilitate diverse learner groups to ensure the development of positive intercultural relationships and understanding.
- *Empathy.* Adult educators become aware how it is important to act empathetically in order to create confidence and empathy in other individuals and to express wiliness to help the learners to solve their everyday problems.

- *Capable of coping with stress and frustration in a constructive way.* Adult educators get knowledge how to express one's frustration in a constructive way and to resolve conflict in a classroom situation. They also develop understanding of one's own perceptions and biases, and how to control over these, taking into account the diversity of people in the classroom.
- *Distinction between personal and professional spheres.* This sub-module helps to understand how it is important to maintain a degree of separation between professional and personal spheres of life, and to resist transferring professional conflict into personal domains. Adult educators gain knowledge about boundaries of professional competencies, alertness and resilience of possible manipulations from the side of the learners and how to act with compassion and understanding.
- *Intercultural awareness in education.* Adult educators get acquainted with the basic concepts relating to society and culture of migrants and refugees. The sub-module raises awareness about importance of sourcing and creating education resources those broadly represents and refers to the breadth of cultural identity without favour if possible. Also it emphasizes significance of national cultural identity in interaction with the cultural identity of Europe and the rest of the world.
- *Understanding of intercultural issues.* The sub-module reinforce adult educators abilities to see and understand the different viewpoints caused by diversity and contribute to one's own views constructively by means of integrating it into educational process, to avoid and overcome prejudices, to assist learners in starting from their own cultural and societal experience. Adult educators become aware how it is important for them to have some basic knowledge of culture, religion and language of learners in order to facilitate integration of this experience into further learning.
- *Negotiation.* Adult educators develop knowledge how to negotiate with creation of confidence and making compromises, how to engage open and respectful dialogue in learning processes.

- *Tolerance.* The sub-module raise awareness about importance of fair, objective and open minded attitude toward different opinions of migrants and refugees, their beliefs, practices, lifestyle, racial or ethnic origins, etc.
- *Ability to establish Interpersonal relations.* Adult educators get familiar with possibilities to create a positive in a classroom-setting and on-line attitude towards different religious or ethnic groups.

The second competence area “**Civic**” contains six skills:

- *Problem solving.* This sub-module provides information needed to develop understanding of display solidarity and interest in solving problems of migrants and refugees affecting the local and wider community.
- *Aware about Diversity.* The sub-model contains general information about social stratification and non-discrimination of migrants and refugees, understanding and respecting personal diversity such as: race, age, ethnicity, educational level, socio – economic status, mental and physical abilities, religious and political beliefs.
- *Aware about Gender equality.* Adult educators get acquainted with the main principles of equal opportunities to men and women with especial emphasis on the gender equality problems of migrants and refugees. They develop understanding about stereotypes regarding female or male roles in the society and at workplaces and how to avoid them, learn to recognize gender based discrimination and to react properly in gender discriminatory situations.
- *Aware about the Democracy.* Adult educators become aware what is European democracy about and how does it work in different societies and cultures.
- *Aware about the Civil rights.* Adult educators get acquainted with the foundations of civil and human rights, such as the Universal declaration of human rights. Adult educators gain knowledge how to use and apply the opportunities given by the EU and local society to migrants and refugees and how to interface effectively with relevant institutions in the public domain.
- *Aware about the Justice.* Adult educators develop knowledge about local and EU legislation with regards of migrants and refugees.

The sub-module provides international links/references for each skill in order to deepen adult educators' knowledge on digital competence. In addition, there will be added national links by project partners, what will help to raise awareness about national context regarding migrants and refugees.

Learning Outcomes

After self-studying of the sub-module adult educators will:

1. Gain knowledge about the key components and skills of social and civic competence required working with migrants and refugees;
2. Develop understanding how apply social and civic skills working with migrants and refugees successfully;
3. Have possibility to deepen their knowledge on social and civic competence studying given links and references.

8. Training Plan for Adult Educators Practitioners

The training plan is developed to help the trainer to organize the training course. This plan is based on the content of the Curriculum and gives a step-by-step overview of the training process.

Training session	Type	Duration in academic hours	Content
First training session	Face-to-face	5	<ul style="list-style-type: none"> • Introduction of the training course (~ 1 a. h.) • Assessment of adult educators' competences on-line (~ 1 a. h.) • Short presentation of Modules: Module I (~ 1.5 a. h.) Module II (~ 1.5 a. h.)
Second training session	e-learning via platform	12	Deepening knowledge of the participants via self-study of the I module presented as OER. Communication between facilitator and learners using created closed DiSoCi project Facebook group.
		12	Deepening knowledge of the participants via self-study of the II module presented as OER. Communication between facilitator and learners using created closed DiSoCi project Facebook group.
Third training session	Face-to-face	6	<ul style="list-style-type: none"> • Deepening of knowledge gained by self-study of the two modules' material through practical exercises (case studies)

			(~ 4 a. h.) <ul style="list-style-type: none"> • Assessment of knowledge (self-assessment on-line (~ 1 a. h.)) • Reflection of training courses (~ 0,5 a.) • Certification (~ 0.5 a. h.).
		Total	35

9. Project Partners

- **The Baltic Education Technology Institute (BETI) - Coordinator**

www.beti.lt

- **Kaunas Region Education Centre (KRSC)**

www.centras.krs.lt/en/index.htm

- **H2 LEARNING LTD**

www.h2learning.ie

- **Centre for Advancement of Research and Development in Educational Technology LTD (CARDET)**

www.cardet.org

- **Social Innovation Fund (SIF)**

www.lpf.lt

- **Defoin**

www.defoin.es