Training Curriculum on dropout prevention of migrant students in School Education

Second Intellectual Output

KEEP ON SUPPORTING SCHOOL TEACHERS TO PREVENT DROPOUT OF MIGRANT STUDENTS

2016-1-ES01-KA201-025421
keepon-project.eu

Table of Contents

Introduction

KEEP ON project aims at enhance the professional development of school educators and teachers, equipping them with innovative approaches and methodologies -as Dialogic learning or Peer learning- to foster an active role of students in the teaching and learning process, helping to build intercultural settings in classrooms. This will help school education professionals to **manage Cultural Diversity** in order to **prevent dropout** of migrants and ethnic minorities, as well as refugees and asylum seekers.

KEEP ON project integrates innovative methodologies and approaches aimed at the empowerment of young migrants and ethnic minorities in self related concepts like control, self-monitoring, self-efficacy and social identity, as well as to build strategies to cope with negative social identity and the influence of group membership on self-evaluation.

The **Training Curriculum on Drop Out prevention of migrant students in School Education** is the second intellectual output of the project.

This intellectual output is aimed at defining and developing the necessary **Learning Outcomes**, in terms of **Knowledge, Skills and Competences** in order to help School Education professional profiles (as educators, teachers and trainers) to prevent dropout of migrant students.

The present Training Curriculum will also help to set a framework for the assessment of learning outcomes based on the European **ECVET methodology** and tools. This will facilitate the future transfer and recognition of learning outcomes in dropout prevention of migrant students in School Education.

European Qualification Framework

Based on the complexity, range and level of learning expected from school educators, KEEP ON Training Curriculum has been settled for the **European Qualification Framework Level 6**

Qualification level	Knowledge	Skills	Competencies
EQF Level 6	Deep knowledge for a specific study/work area which demands an critical comprehension of theories and principles	Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area	Management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts. Taking responsibilities in management for individual, professional and collective development

Elements included in the Training Curriculum

- **Aim**

Overall description of the purpose, intention or objective of each Learning Unit.

- **Performance Criteria**

Standards by which an individual is considered competent in each particular Learning Unit. That is, a very brief description of those actions an individual need to demonstrate in the required filed of competence after completion of the Learning Unit.

- **Learning Outcomes**

  - **Knowledge**

  Collection of facts, principles, theories and practices related to the field of studies or professional activity.

  - **Skills**

  Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments).

  - **Competences**

  Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

- **External Resources**

Set of available resources which may help to achieve the foreseen actions.

Furthermore, a proposed allocation of **Learning Hours and ECVET points** has been also included at the end of the present Training Curriculum.

The ten learning units – structured in three modules- have been assigned with a total workload of **101 learning hours**, including 20 contact hours. Considering that for the purpose of ECVET assignments a full year of learning should correspond to 60 points, KEEP ON partners have assigned to this Training Curriculum, based on its workload, a total of **4 ECVET points**.

Curriculum structure

KEEP ON Training Curriculum on dropout prevention of migrant students in School Education includes three modules with their respective learning units, with a total of ten learning units (L.U.), as showed in the following figure.

Module A

Educational counselling, coaching and support

L.U.01
Educational needs and difficulties

L.U.02
Teach to learn

L.U.03
Self-responsibility and self-organisation

Module B

Dropout prevention

L.U.04
Building up a positive school culture

L.U.05
Community engagement and family mediation

L.U.06
Dropout risk factors, preventive measures, supportive systems

L.U.07
Dropout warning systems

Module C

Interculturality in education

L.U.08
Intercultural awareness

L.U.09
Intercultural mediation

L.U.10
School integration

In the following pages, a detailed description of the **Learning Outcomes** is included, for each of the Learning Units -expressed in terms of Knowledge, Skills and Competences- as well as the other elements of the Curriculum: aim, performance criteria and external resources.

Module A. Educational counselling, coaching and support

Learning Unit 01. Educational needs and difficulties

Aim

- To equip school educators with the necessary knowledge, skills and competences related to educational needs and learning difficulties in learning environments

Performance Criteria

- Define extended knowledge on educational needs and educational difficulty
- Identify the educational difficulty and the students' needs
- Collaborate to overcome educational difficulty

LEARNING OUTCOMES

Knowledge

K1. Knowledge on educational needs and educational difficulty

K2. Fundamentals on methodologies and definitions regarding educational difficulty

K3. Extended knowledge about good practices regarding overcoming educational difficulties

Skills

S1. Analyse the educational needs and educational difficulty

S2. Identify necessary tools and methodologies regarding learning difficulty

S3. Apply correct methodology in accordance with the student's needs

S4. Develop appropriate structure to meet educational needs and overcome learning difficulty

Competences

C1. Deal with educational needs of migrant children and problems they undergo

C2. Promote student's adaptation to learning environment

C3. Help educators understand the educational needs of migrant children

C4. Contribute to creation of learning environments that match students' needs

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet

Module A. Educational counselling, coaching and support
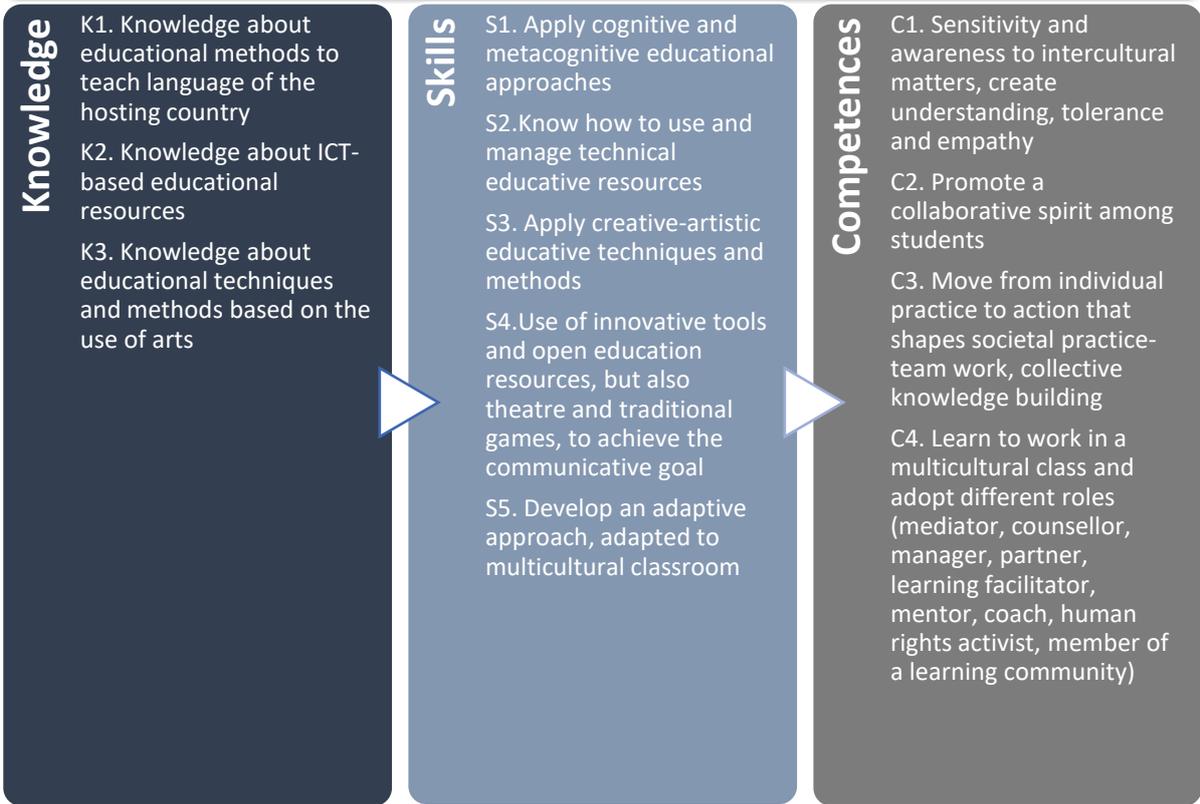
Learning Unit 02. Teach to learn

Aim

- To encourage and support school educators -working with migrant students- to make use of specific practices in order to create a trust-building relationship and to stimulate students' involvement for the process of their learning

Performance Criteria

- Help and guide students in developing or applying teamwork-cooperation and communication
- Help and guide students in giving and receiving feedback and assessment
- Help and guide students in developing professionalism, responsibility, organization and critical thinking

LEARNING OUTCOMES

Knowledge	Skills	Competences
K1. Knowledge about educational methods to teach language of the hosting country	S1. Apply cognitive and metacognitive educational approaches	C1. Sensitivity and awareness to intercultural matters, create understanding, tolerance and empathy
K2. Knowledge about ICT-based educational resources	S2. Know how to use and manage technical educative resources	C2. Promote a collaborative spirit among students
K3. Knowledge about educational techniques and methods based on the use of arts	S3. Apply creative-artistic educative techniques and methods	C3. Move from individual practice to action that shapes societal practice-team work, collective knowledge building
	S4. Use of innovative tools and open education resources, but also theatre and traditional games, to achieve the communicative goal	C4. Learn to work in a multicultural class and adopt different roles (mediator, counsellor, manager, partner, learning facilitator, mentor, coach, human rights activist, member of a learning community)
	S5. Develop an adaptive approach, adapted to multicultural classroom	

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet

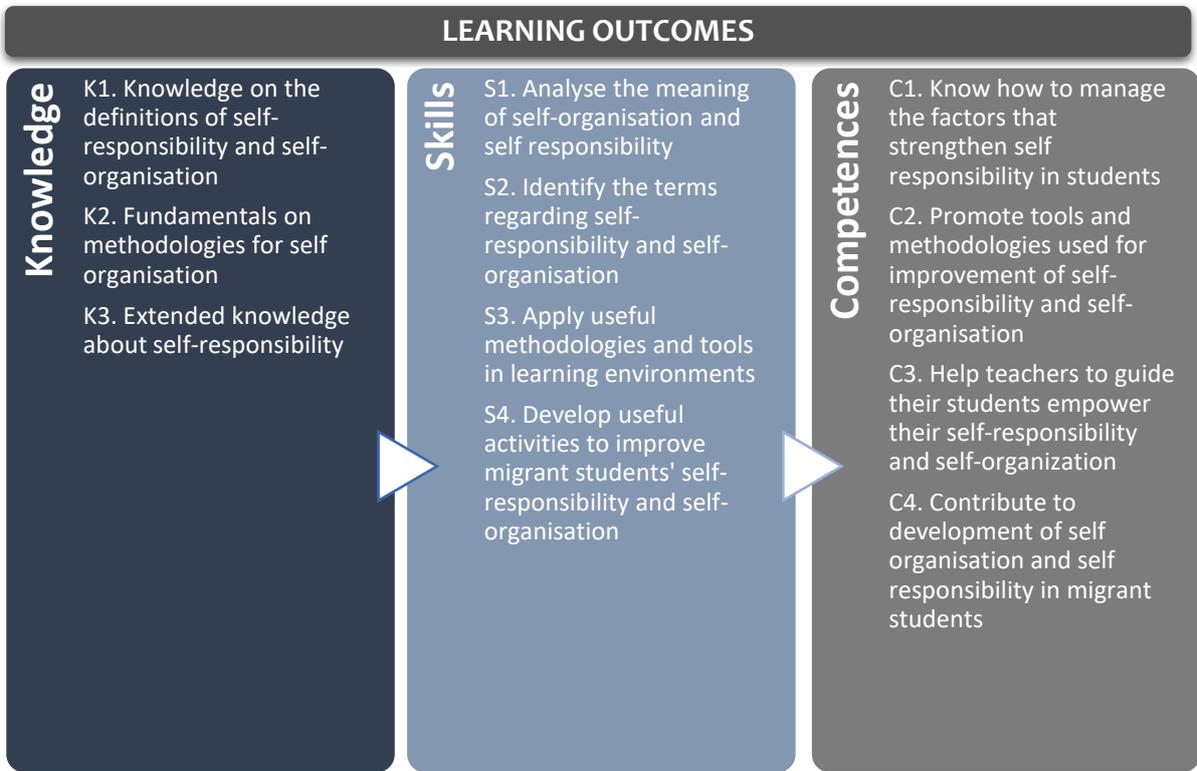## Module A. Educational counselling, coaching and support

Learning Unit 03. Self-responsibility and self-organisation

Aim

- To equip school educators with the necessary knowledge, skills and competences to adjust to learning environments and improve academic and social skills of migrant students through self-responsibility and self-organisation

Performance Criteria

- Identifying the concepts of self-responsibility and self-organisation
- Apply useful tools and methodologies to strengthen self-responsibility and self-organisation
- Contribute to improvement of self-responsibility and self-organisation in migrant students

LEARNING OUTCOMES

Knowledge

K1. Knowledge on the definitions of self-responsibility and self-organisation

K2. Fundamentals on methodologies for self organisation

K3. Extended knowledge about self-responsibility

Skills

S1. Analyse the meaning of self-organisation and self responsibility

S2. Identify the terms regarding self-responsibility and self-organisation

S3. Apply useful methodologies and tools in learning environments

S4. Develop useful activities to improve migrant students' self-responsibility and self-organisation

Competences

C1. Know how to manage the factors that strengthen self responsibility in students

C2. Promote tools and methodologies used for improvement of self-responsibility and self-organisation

C3. Help teachers to guide their students empower their self-responsibility and self-organization

C4. Contribute to development of self organisation and self responsibility in migrant students

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet

Module B. Dropout prevention

Learning Unit 04. Building up a positive school culture

Aim

- To equip school educators with the necessary knowledge, skills and competences to better develop a positive school culture in their settings at different levels: school, classroom and students

Performance Criteria

- Identifying the components of the school culture
- Address students' needs to promote an inclusive learning environment
- Effectively use a variety of approaches and tools to contribute to the development of a positive school culture within a specific school context

LEARNING OUTCOMES

Knowledge

K1. Understand the context -in Europe and abroad- where school culture is being developed

K2. Define what school culture is, its function, effects and persons involved

K3. Have advanced knowledge about different methodologies, approaches, good practices and tools to build up a positive school culture

Skills

S1. Analyse the elements that make up the school culture

S2. Identify needs, behaviours and attitudes of students and school staff contributing to a specific school culture

S3. Apply different tools to foster an inclusive learning environment

S4. Develop activities to promote a positive school culture

Competences

C1. Be responsible for and carry out different activities and application of different approaches that promote a positive school culture

C2. Help and guide positively students in their behaviours and attitudes toward other students and in their individual development

C3. Actively collaborate with all the people involved in the building up of a positive school culture

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Internet

Module B. Dropout prevention

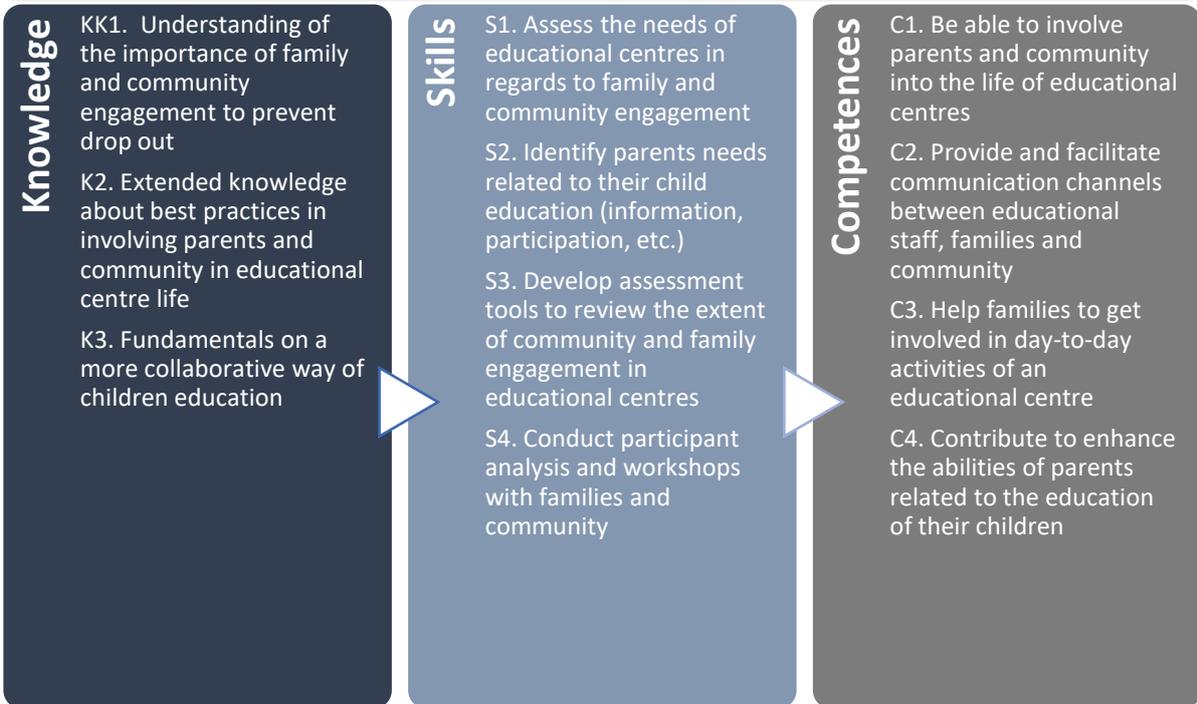### Learning Unit 05. Community engagement and family mediation

Aim

- To provide school educators with methodologies and good practices to improve the family and community engagement in order to prevent dropout of migrant students

Performance Criteria

- Enhance communication between school educators, parents and community
- Involve parents in school life, curricula and activities
- Help parents to develop abilities in relation to childrens' care
- Guide families in using of local services

LEARNING OUTCOMES

Knowledge	Skills	Competences
KK1. Understanding of the importance of family and community engagement to prevent drop out	S1. Assess the needs of educational centres in regards to family and community engagement	C1. Be able to involve parents and community into the life of educational centres
K2. Extended knowledge about best practices in involving parents and community in educational centre life	S2. Identify parents needs related to their child education (information, participation, etc.)	C2. Provide and facilitate communication channels between educational staff, families and community
K3. Fundamentals on a more collaborative way of children education	S3. Develop assessment tools to review the extent of community and family engagement in educational centres	C3. Help families to get involved in day-to-day activities of an educational centre
	S4. Conduct participant analysis and workshops with families and community	C4. Contribute to enhance the abilities of parents related to the education of their children

External Resources

- IT equipment: computers, basic software to collect and disseminate information..
- Office and/or stationary materials (sticky-notes, markers, pens, flyp chart paper).
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet.

Module B. Dropout prevention

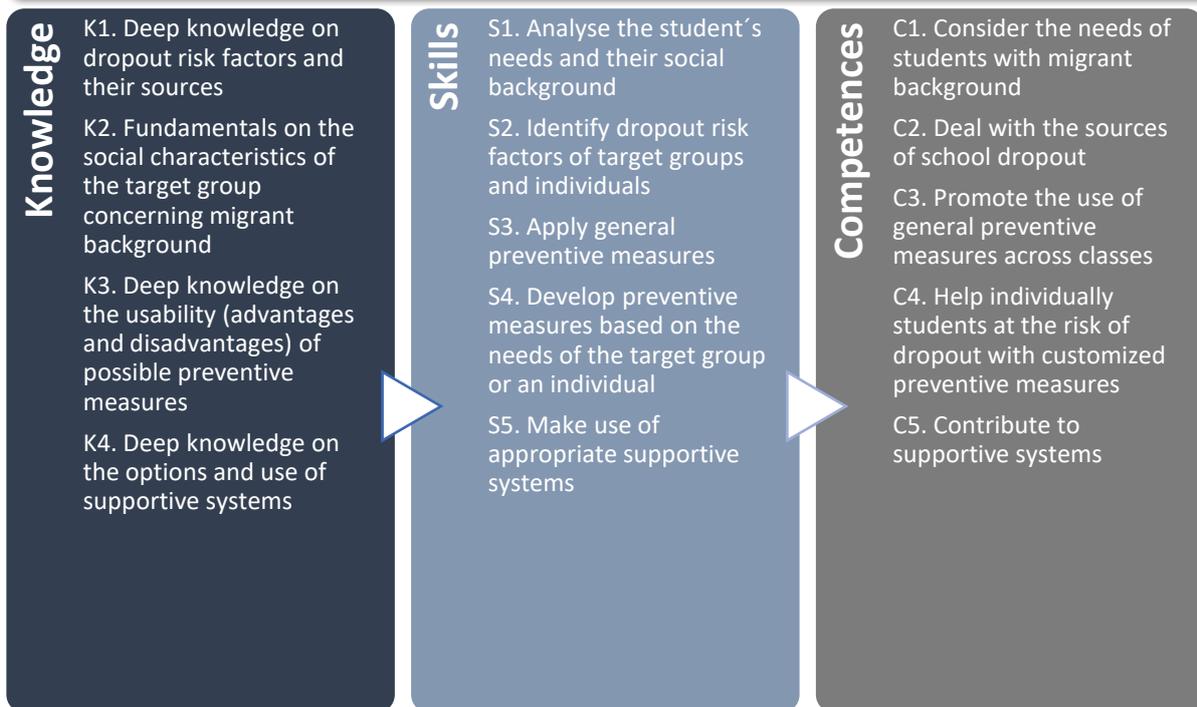**Learning Unit 06. Dropout risk factors, preventive measures, supportive systems**

Aim

• To enable school educators to identify and recognize typical dropout risk factors of students with migrant background, to apply preventive measures inside and outside the classroom and to make use of supportive systems if needed

Performance Criteria

• Describe the most important typical dropout risk factors of students with migrant background
• Identify dropout risk factors in a case study of students with migrant background
• Describe possible preventive measures and to plan the implementation and adaptation to the individual needs
• Describe supportive systems and their use

LEARNING OUTCOMES

Knowledge	Skills	Competences
K1. Deep knowledge on dropout risk factors and their sources	S1. Analyse the student´s needs and their social background	C1. Consider the needs of students with migrant background
K2. Fundamentals on the social characteristics of the target group concerning migrant background	S2. Identify dropout risk factors of target groups and individuals	C2. Deal with the sources of school dropout
K3. Deep knowledge on the usability (advantages and disadvantages) of possible preventive measures	S3. Apply general preventive measures	C3. Promote the use of general preventive measures across classes
K4. Deep knowledge on the options and use of supportive systems	S4. Develop preventive measures based on the needs of the target group or an individual	C4. Help individually students at the risk of dropout with customized preventive measures
	S5. Make use of appropriate supportive systems	C5. Contribute to supportive systems

External Resources

• IT equipment: computers, software, projector
• Office materials
• KEEP ON Handbook
• KEEP ON Toolbox
• Internet

Module B. Dropout prevention

Learning Unit 07. Dropout warning systems

Aim

- To provide school educators with the knowledge about the different dropout warning systems for schools and classes, and teach them in how these systems work

Performance Criteria

- Describe different dropout warning systems for school and their characteristics
- Plan the implementation of one of those systems and adapt it to the needs of the school/class if needed
- Describe the possible consequences of the use of a dropout warning system and appropriate reactions

LEARNING OUTCOMES

Knowledge

K1. Extended knowledge on the characteristics of dropout warning systems at school

K2. Deep knowledge on possible consequences of the use of dropout warning systems

K3. Extended knowledge on the requirements of the planning and implementation of a dropout warning system

Skills

S1. Analyse the different methods of dropout warning systems at schools

S2. Identify the advantages and disadvantages of different systems

S3. Apply dropout warning systems at school or in a class

S4. Develop adaptations of existing dropout warning systems according to the special need of the target group

Competences

C1. Deal with the functions of different dropout warning systems

C2. Contribute to the implementation of an appropriate dropout warning system for a school/class

C3. Promote cooperation between teachers within the use of a dropout warning system

C4. React appropriately supporting the students that are affected by the dropout warning system

External Resources

- IT equipment: computers, software, projector
- Office and materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Internet

Module C. Interculturality in education

Learning Unit 08. Intercultural awareness

Aim

- To provide school educators with the necessary knowledge, skills and competences to avoid stereotypes, prejudices and discrimination toward students with different cultural background

Performance Criteria

- Recognize own and others' cultural identity
- Recognize cultural patterns and habits from students with different cultural background
- Identify and manage discriminatory behaviours and the emotions associated to cultural diversity

LEARNING OUTCOMES

Knowledge

K1. Extended knowledge about the meaning and influence of culture and cultural identity

K2. Extended knowledge about the concepts stereotype, prejudice and discrimination

K3. Extended knowledge about the strategies to manage discriminatory behaviours

Skills

S1. Identify, observe, describe and analyse own cultural identity

S2. Identify and analyse the impact of cultural identity on other cultures

S3. Apply strategies for the management of stereotypes, prejudices and discriminatory behaviours

S4. Analyse the characteristics of other´s culture in order to identify those which will be integrated as part of own cultural identity

Competences

C1. Make a critical revision to refute and overcome stereotypes, prejudices and discriminatory behaviours

C2. Consider the elements enhancing and/or hampering sociocultural integration of migrant students

C3. Promote strategies to avoid discriminatory behaviour among students

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Internet

Module C. Interculturality in education

Learning Unit 09. Intercultural mediation

Aim

- To help school educators to promote the socio-cultural integration of students with different cultural background by means of developing links of sociability between them

Performance Criteria

- Identify and manage intercultural mediation methodologies at school when working with students from different cultures
- Generate and strength sociability links among students from different cultures
- Facilitate and promote communication, cultural sensitivity and open mindness among students

LEARNING OUTCOMES

Knowledge

K1. Extended knowledge about intercultural mediation methodologies such as community integration, intercultural conflict mediation and other social intervention approaches

K2. Extended knowledge about good practices on intercultural mediation at school with students from different cultures

Skills

S1. Analyse the main ways of integration for migrant students relying on intercultural mediation methodologies

S2. Select and apply appropriated intercultural mediation methodologies in school

Competences

C1. Promote and facilitate the socio-cultural adaptation and integration of students with different cultural background

C2. Promote and manage strategies of intercultural mediation in different situations at the school

C3. Develop sociability links among students, on the basis of intercultural mediation methodologies

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet

14

Module C. Interculturality in education

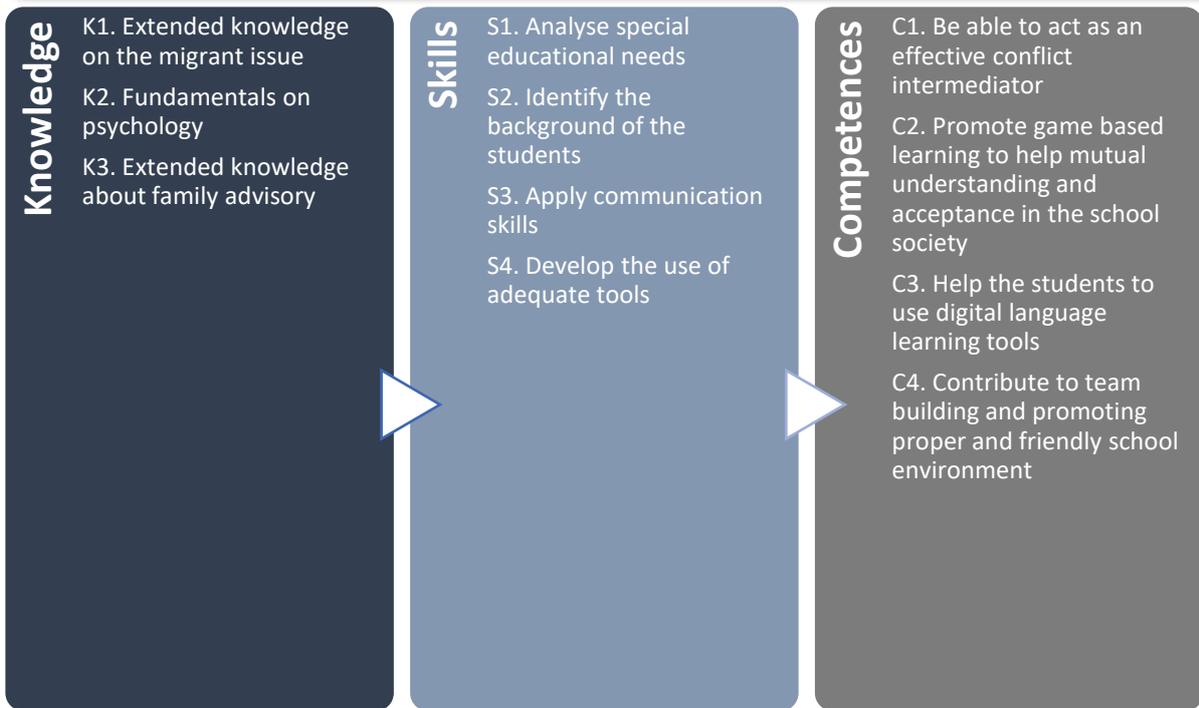## Learning Unit 10. School integration

Aim

- To prepare school educators to promote integration and mutual acceptance between students of different racial, ethnic and minority groups, by involving students, parents and school environment in general, so as to further assist the inclusion of the migrant students and support their families.

Performance Criteria

- Acquire the theoretical background in order to attain basic knowledge on the special emotional and didactical needs of the migrant student
- Be able to use effectively adequate tools to promote school integration
- Acquire the skill of supporting and communicating with students' parents

LEARNING OUTCOMES

Knowledge

K1. Extended knowledge on the migrant issue

K2. Fundamentals on psychology

K3. Extended knowledge about family advisory

Skills

S1. Analyse special educational needs

S2. Identify the background of the students

S3. Apply communication skills

S4. Develop the use of adequate tools

Competences

C1. Be able to act as an effective conflict intermediator

C2. Promote game based learning to help mutual understanding and acceptance in the school society

C3. Help the students to use digital language learning tools

C4. Contribute to team building and promoting proper and friendly school environment

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- KEEP ON Handbook
- KEEP ON Toolbox
- Media, Internet

Allocation of learning hours and ECVET points

Module	Learning Unit	Contact hours	Hands-on hours	Self-study hours	Assessment hours	Total hours (L.U.)	Total hours (Module)	ECVET Points (Module)
A. Educational counselling / coaching / support	01. Educational needs and difficulties	2	3	2	1	8	25	1,0
	02. Teach to learn	2	4	2	1	9		
	03. Self-responsibility and self-organisation	2	3	2	1	8		
B. Dropout prevention	04. Building up a positive school culture	2	4	3	1	10	38	1,5
	05. Community engagement and family mediation	2	4	3	1	10		
	06. Dropout risk factors, preventive measures, supportive systems	2	2	4	1	9		
	07. Dropout warning systems	2	3	3	1	9		
C. Interculturality in education	08. Intercultural awareness	2	5	4	1	12	38	1,5
	09. Intercultural mediation	2	5	5	1	13		
	10. School integration	2	5	5	1	13		
Total		20	38	33	10	101		4,0

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Second Intellectual Output

KEEP ON **SUPPORTING SCHOOL TEACHERS TO PREVENT DROPOUT OF MIGRANT STUDENTS**

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