

# ONLINE ACADEMY TRAINING MODULE

## ON INCLUSION OF STUDENTS WITH REFUGEE BACKGROUND IN EDUCATION

2024

Iceland  
Liechtenstein  
Norway grants

Fund operated by

ΣΟΑ Crowe



Implemented by

THE EUROPEAN  
WERGELAND  
CENTRE



Under the auspices of



## **Online Academy Training Module on inclusion of students with refugee background in education**

*Guide for development of comprehensive online training programs or shorter workshops based on the experience of the "Schools for All" Project in Greece*

The Schools for All project has been implemented by the European Wergeland Centre in 2019-2024, under the auspices of the Hellenic Ministry of Education and Religious Affairs and financed by EEA and Norway Grants.

### **The European Wergeland Centre**

The European Wergeland Centre (EWC) is a resource centre established by Norway and Council of Europe to strengthen the capacity of individuals, educational institutions, and educational systems to build and sustain a culture of democracy and human rights. EWC serves all member states of the Council of Europe and is based in Oslo, Norway

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Photo Cover: The European Wergeland Centre Picture Archive

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## Online Training Module on the inclusion of students with refugee background in education

*Guide for development of comprehensive online training programs or shorter workshops based on the experience of the "Schools for All" Project in Greece*

**Duration:** 9 months - 310 hours, incl 32 hours synchronous (8 Units. 4 hours per Unit)

**The training module is addressed to:** Policy makers, Educators, Trainers, Non-formal education, NGO's, Social and Cultural institutions staff, Student teachers and teachers of all specialties at Primary, Secondary and Vocational Education, Adult Trainers, Workers in Companies CEO, Prefecture, Institutions, Hospitals etc. personnel, Volunteer workers for vulnerable groups, Administrative staff etc.

The online training module is designed drawing upon the insights and the practical experience of the implementation of the "Schools for All" program. The training opportunities that the program offered to all the programs and schools' stakeholders were called "Academies" – a term inspired from the Ancient Greek way of teaching, where learning happened through the creation of an environment where everyone was equally participating, bringing their own knowledge and experience.

As the "Schools for All" project, the Online Academy training module seeks to promote the creation of an equitable educational landscape, where students with refugee experiences can enjoy their rights to dignity, equality and equity education.

It is drafted in order to help educators develop learning activities tailored to the needs of their target audiences and educational contexts.

## **Goals of the training module**

are to help the participants:

### **1. Understand the challenges and opportunities associated with the inclusion of children with refugee experience in the educational environment**

By doing so, participants can be better prepared for the complexities involved. As the need of respecting the rights of refugee students demand not only their participation to school but equally their well-being and achievement.

Challenges like language barriers, cultural differences and trauma-related behaviors must be seriously taken under consideration. At the same time, the diverse perspectives that all students bring to the school community, orchestrated in respecting competences of democratic culture as the fundamental basis of the school structure, create further opportunities for the whole school community.

### **2. Combine theoretical and practical elements**

In the module, participants are encouraged to learn about and effectively use specific educational tools that have been developed and/or adapted during the implementation of "Schools for All" program. Those tools have been piloted and used by the schools that cooperated with the program and form the basis of its two-volume publication: "31 Basic Activities" and "Good practices", which are explicitly used in the module.

### **3. Strengthen pedagogical skills in order to effectively engage with diverse student populations**

Beyond the use of educational tools, the module enhances the overall pedagogical capabilities of educators. It helps the development of a deeper understanding of how to engage with diverse student populations effectively.

This is not exhausted in defining approaches to teaching that accommodates different learning styles and needs, but it is extended to a "Whole School Approach", including elements and practices of a democratic school governance, as well as an effective communication with the local community stakeholders that can support the democratic school life.

### **4. Promote inclusive learning environments**

Promoting inclusive learning environments involves creating school settings where all students feel visible, valued and supported. This aim suggests an in-depth methodical investigation of the special needs and characteristics of every certain school experience on the matter, advocating for environments that not only tolerate but understand and values diversity as a part of the school's treasure.

Working in order to create inclusive learning environments requires the cultivation of an educational culture that dismantles biases, fosters mutual respect and promotes the social and academic growth of all students. This can be worked through the collaboration among all school stakeholders, including students, teachers, parents and institutions that work for students with refugee experience.

### **5. Empower them as policy makers, educators, caregivers and persons involved in the care of children with refugee experience**

Empowerment in this context means providing the knowledge and tools necessary for effective decision-making and intervention implementation. This aim targets those in positions to influence educational policies and practices, but also everyone who deals with students with refugee or vulnerable background, helping them to form the capacity needed to support and sustain inclusive educational initiatives.

Empowering these key figures helps in crafting policies in school and broader level, that facilitate the integration of refugee children and other marginalized groups, fostering an educational environment that is responsive to the needs of diverse student populations.

### **6. Promote sustainable educational practices**

Equitable access for all to quality education and learning achievement, involves to ensure that inclusive and effective teaching methods, as well as communicative democratic ways of cooperate in school are not followed as temporary measures in the framework of a project of a module, but are integrated permanently in the educational school praxis.

Sustainability also involves the creation of an ongoing school self-support, using the resources and creating a commitment at all levels of school, ensuring that the progress made through implementing initiatives like "Schools for All" is enduring and continuously evolving, adapting and responding effectively to social changes and developments.

**Each one of the above-mentioned** aims, builds upon the others, forming a comprehensive approach that educates, equips, and empowers participants to work on promoting effective ways on how education can be offered also to the most vulnerable members of school community, contributing effectively to the ongoing challenge of inclusion in education.

**UNIT 1****WHOLE SCHOOL APPROACH IN THEORY AND PRAXIS**

<b>WHOLE SCHOOL APPROACH IN THEORY AND PRAXIS</b>	The Whole School Approach is a way of dealing with the school as a whole learning community, in all its dimensions, actions and life. Especially when teaching Competences for Democratic Culture. The three pillars of Whole School Approach, namely what happens in classes (Teaching and Learning), out of them (School Governance and Culture) as well as out of the school fence (Communication with the Community) makes it possible to better experience competences in action.
<b>Learning outcomes (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)</b>	<ol style="list-style-type: none"> <li>1. to recognize the Whole School Approach as a theory</li> <li>2. to explain the Whole School Approach as a theory</li> <li>3. to create a positive and safe learning environment</li> <li>4. to challenge and promote the active participation and commitment of all actors in a school</li> <li>5. to effectively investigate a school unit based on the Whole School Approach</li> </ol>
<b>Subsections/Topics</b>	<ol style="list-style-type: none"> <li>1. The theory behind the Whole School Approach</li> <li>2. Whole School Approach - in action</li> <li>3. Whole School Approach and school unit adequacy investigation</li> </ol>
<b>Evaluation</b>	self-evaluation criterion and participation in synchronous session
<b>Synchronous meeting</b>	YES
<b>References</b>	<a href="#">Reference Framework of Competences for Democratic Culture, Volume 3, p. 89-100</a> <a href="#">31 Basic Activities, p. 11-12</a> <a href="#">Schools for All Good practices</a>

**UNIT 2****REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE (RFCDC)**

<b>Description and justification</b>	Competences for Democratic Culture, the Butterfly, is a model that help schools in approaching the issue of inclusion at school in a pragmatic and feasible way. The raison d'être of inclusion is the respect and the implementation of Democratic Values at the entire learning process at school. On that base, knowledge and critical understanding of the Human Rights and the mindset that derives from their respect in action, empowered by the needed skills, and enriched by seeds of attitude, orients inclusion towards not only the participation of refugee students at school, but also the care for their wellbeing. Competences for Democratic Culture is a way to work on inclusion as a means to respect every student's right to education.
<b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)	<ol style="list-style-type: none"><li>1. to explain the concepts related to RFCDC</li><li>2. to explicate the importance of the RFCDC model</li><li>3. to recognize the CDC descriptors</li><li>4. to choose the suitable CDC descriptors for different needs</li><li>5. to make use of the different levels of adequacy of the descriptive indicators of CDC</li><li>6. to combine the descriptors of CDC</li></ol>
<b>Subsections/Topics</b>	<ol style="list-style-type: none"><li>1. Content, concepts and model</li><li>2. CDC descriptors</li></ol>
<b>Evaluation</b>	self-evaluation criterion and participation in training
<b>Synchronous meeting</b>	YES
<b>References</b>	<a href="#">Reference Framework of Competences for Democratic Culture, Volumes 1 and 2.</a>



**UNIT 3**

**THEORETICAL APPLICATIONS OF COMPETENCES FOR DEMOCRATIC CULTURE (CDC) IN EDUCATION**

<p><b>Description and justification</b></p>	<p>There are several kinds of curricula in different educational environments. In their implementation, there are decisions taken by teachers and learners. The CDC Framework can be used with every approach, pedagogy or methodology, if competences are not deployed individually, but in clusters, addressing the certain situation, character and need of every school. Competences for Democratic Culture are not meant to be an extra lesson, but integrated into subjects and practice. As there is no need for teachers to abandon their existing practices, CDC can be developed as part of the main school activities and within all subject matters. This way of approaching learning, brings assessment as a part of the process and not a final examination action. Students teacher training, as well as initial and in-service training on CDC is important. In order to create, teach and follow EDC/HRE through Whole School Approach, teachers need to be acquainted themselves with CDC in theory and praxis.</p>
<p><b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)</p>	<ol style="list-style-type: none"> <li>1. to recognize the value of CDC in their personal and professional development</li> <li>2. to identify the opportunities in the Curricula for the development of CDCs</li> <li>3. to create opportunities in Curricula with the aim of developing CDCs</li> <li>4. to recognize the basic principles of CDC assessment</li> <li>5. to investigate the implications of RFCDC implementation on assessment practices</li> <li>6. to create evaluation guidelines based on the RFCDC to analyze the role of CDC in teacher education and training</li> </ol>
<p><b>Subsections/Topics</b></p>	<ol style="list-style-type: none"> <li>1. CDC and Curricula</li> <li>2. CDC and Pedagogical Assessment</li> <li>3. CDC and Teacher Training</li> </ol>
<p><b>Evaluation</b></p>	<p>self-evaluation criterion and participation in synchronous session</p>
<p><b>Synchronous meeting</b></p>	<p>YES</p>
<p><b>References</b></p>	<p><a href="#">Reference Framework of Competences for Democratic Culture, Volume 3, p. 11-89</a></p>

**UNIT 4****IMPLEMENTATION OF REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE (RFCDC) IN EDUCATION**

<b>Description and justification</b>	The RFCDC is a model that creates methods, strategies and good practices. These cannot be predefined. RFCDC is an applicable model, needing every school or learning institution to create its own way, researching, acknowledging and understanding the special characteristics that the area on map, the teachers and the students depict. RFCDC has a short, but intense history of applications in several countries, educational systems and levels. It also has been applied to address several special issues, like for example the inclusion of refugee students at schools. Once new users are called to create their own way, the critical approach of examples of former implementation and good practices is essential.
<b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)	<ol style="list-style-type: none"><li>1. to be informed about the modern practical applications of CDC</li><li>2. to address the practical applications of CDCs</li><li>3. to study applied CDC examples and practices</li></ol>
<b>Subsections/Topics</b>	<ol style="list-style-type: none"><li>1. SCHOOLS FOR ALL</li><li>2. STEP UP DC</li></ol>
<b>Evaluation</b>	self-evaluation criterion and participation in synchronous session
<b>Synchronous meeting</b>	YES
<b>References</b>	STEP UP-DC <a href="https://www.stepup-dc.eu">https://www.stepup-dc.eu</a>

<p><b>Description and justification</b></p>	<p>Students with refugee background are not usually born as refugees and will not remain refugees throughout their life. Refugee situation is a human wound, created by the failure of our civilization to create peace on earth. The experience of working with and in schools that have students with refugee experience in their student population has shown that welcoming refugee students and making the school also their own needs that the school knows explicitly not only the specific needs of every single student, but also of the school itself. There are tools that help this sensitive research to be thoroughly done, created by the experience itself. To start with, the school community has to reflect on its own special needs and experience and use the existing knowledge, adapting it to new needs. Following the Whole School Approach, this in depth research needs to be done in all three pillars of the school life.</p>
<p><b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)</p>	<ol style="list-style-type: none"> <li>1. To analyze the social and cultural dimensions of the refugee phenomenon.</li> <li>2. To evaluate educational and pedagogical approaches for the education of refugees.</li> <li>3. to apply differentiated teaching methods to support learning.</li> <li>4. to facilitate as teacher in the education of children with a refugee background.</li> <li>5. to manage multilingual classes based on the RFCDC.</li> <li>6. To develop an awareness of the multicultural aspects of refugee education and intercultural communication.</li> </ol>
<p><b>Subsections/Topics</b></p>	<ol style="list-style-type: none"> <li>1. Social and Cultural dimensions of the Refugee condition</li> <li>2. Educational and Pedagogic approaches in Refugee Education</li> <li>3. Differentiated Teaching and Learning</li> <li>4. The role of the teacher in the education of students with refugee background</li> <li>5. Multilingual classes and language management</li> <li>6. Multilingual classes and intercultural awareness</li> </ol>
<p><b>Evaluation</b></p>	<p>self-evaluation criterion and participation in synchronous session</p>
<p><b>Synchronous meeting</b></p>	<p>YES</p>
<p><b>References</b></p>	<p><a href="#">Reference Framework of Competences for Democratic Culture Volume 1</a> <a href="#">31 Basic Activities p. 37 - 65</a></p>

**UNIT 6**

**SCHOOL COMMUNITY PREPARATION FOR THE RECEPTION OF STUDENTS WITH REFUGEE BACKGROUND (31 Basic Activities, BEFORE)**

<p><b>Description and justification</b></p>	<p>The existence of students with refugee experience at school needs a special approach. The first steps towards this include an awareness raising effort, addressed to all school stakeholders. It is essential if all of them have a common understanding about what makes a child a refugee, why he/she has come to the school, what are their characteristics and what pedagogical and psychological needs have to be addressed in order to make their participation to school possible and good. In this preparation phase, the school is better to check the degree of school preparedness and existing experience, and understand that there are interventions that need to be organized and done. The level, the character, the specialty and the speed of those interventions already help the school community to act democratically and broaden inclusiveness for all its members.</p>
<p><b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)</p>	<ol style="list-style-type: none"> <li>1. to interpret the importance of preparing the school community for the reception of children with refugee background.</li> <li>2. to select among the various awareness-raising activities towards refugees within the school community.</li> <li>3. to plan and implement awareness-raising activities regarding the issue of refugees.</li> <li>4. to elaborate strategies for preparing the school community for the reception of children with refugee background.</li> <li>5. to identify the possible challenges and needs of refugee children upon their arrival at school.</li> </ol> <p>to develop strategies for implementing the preparation in practice for the effective reception of refugee children.</p>
<p><b>Subsections/Topics</b></p>	<ol style="list-style-type: none"> <li>1. Awareness raising activities</li> <li>2. Activities of preparing the school community for the reception of refugee students</li> <li>3. Implementation activities</li> </ol>
<p><b>Evaluation</b></p>	<p>self-evaluation criterion and participation in synchronous session</p>
<p><b>Synchronous meeting</b></p>	<p>YES</p>
<p><b>References</b></p>	<p><a href="#">31 Basic Activities p. 15-100</a> <a href="#">Schools for All Good practices</a></p>

**UNIT 7**

**STUDENTS WITH REFUGEE BACKGROUND AND THEIR ENVIRONMENT - INCLUSION IN EDUCATION (31 Basic Activities DURING)**

<p><b>Description and justification</b></p>	<p>At “Schools for All” project, among the several decisions that created its character and action was that dealing with the inclusion of students with refugee experience was a case study in order to deal with all the vulnerable groups and members of the school community . It was also clear that the existence of refugee student population for schools is a part of the solution towards a more democratic school, based on the respect of the right of all students for education.</p> <p>For the schools that have created their own experience in dealing with those parts of the student population, the work on inclusion of refugee students is an opportunity to deepen the democratization of the school. Further exploring the positions and opinions of the school community members on diversity, practice on teaching controversial issues and working for communication skills can use the gained experience in ongoing professional development and teacher well being.</p>
<p><b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)</p>	<ol style="list-style-type: none"> <li>1. To recognize the importance of school community development to strengthen social cohesion and solidarity.</li> <li>2. to adapt and implement the various awareness raising activities towards the development of the school community after the refugee children have joined.</li> <li>3. to plan and implement awareness activities to strengthen participation and solidarity in the school community.</li> <li>4. to implement strategies to promote cooperation and social justice within the school community.</li> <li>5. to develop skills in applying the principles of solidarity and social cohesion in the school environment.</li> </ol> <p>to evaluate the effectiveness of school community development activities in promoting social values and cooperation.</p>
<p><b>Subsections/Topics</b></p>	<ol style="list-style-type: none"> <li>1. Awareness raising activities</li> <li>2. Implementation activities</li> </ol>
<p><b>Evaluation</b></p>	<p>self-evaluation criterion and participation in synchronous session</p>
<p><b>Synchronous meeting</b></p>	<p>YES</p>
<p><b>References</b></p>	<p><a href="#">31 Basic Activities p. 145 – 167</a> <a href="#">Schools for All Good practices</a></p>

**UNIT 8****SCHOOL COMMUNITY DEVELOPMENT  
(31 Basic Activities, AFTER)**

<b>Description and justification</b>	There are several kinds of curricula in different educational environments. In their implementation, there are decisions taken by teachers and learners. The CDC Framework can be used with every approach, pedagogy or methodology, if competences are not deployed individually, but in clusters, addressing the certain situation, character and need of every school. Competences for Democratic Culture are not meant to be an extra lesson, but integrated into subjects and practice. As there is no need for teachers to abandon their existing practices, CDC can be developed as part of the main school activities and within all subject matters. This way of approaching learning, brings assessment as a part of the process and not a final examination action. Students teacher training, as well as initial and in-service training on CDC is important. In order to create, teach and follow EDC/HRE through Whole School Approach, teachers need to be acquainted themselves with CDC in theory and praxis.
<b>Learning outcomes</b> (Basic knowledge, skills and attitudes in teaching unit level that is created by the project)	<ol style="list-style-type: none"> <li>1. to recognize the value of CDC in their personal and professional development</li> <li>2. to identify the opportunities in the Curricula for the development of CDCs</li> <li>3. to create opportunities in Curricula with the aim of developing CDCs</li> <li>4. to recognize the basic principles of CDC assessment</li> <li>5. to investigate the implications of RFCDC implementation on assessment practices</li> <li>6. to create evaluation guidelines based on the RFCDC to analyze the role of CDC in teacher education and training</li> </ol>
<b>Subsections/Topics</b>	<ol style="list-style-type: none"> <li>4. CDC and Curricula</li> <li>5. CDC and Pedagogical Assessment</li> <li>6. CDC and Teacher Training</li> </ol>
<b>Evaluation</b>	self-evaluation criterion and participation in synchronous session
<b>Synchronous meeting</b>	YES
<b>References</b>	<a href="#">Reference Framework of Competences for Democratic Culture, Volume 3, p. 11-89</a>