

IO3: BRAMIR Induction Training Programme



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IO3: BRAMIR Induction Training Programme

*Module 1: Overview of the BRAMIR Project
and General Approach to Training*



Overview of the BRAMIR Project

In 2006, the European Commission estimated that ***“the working age population in the EU will decrease by 48 million, a 16% reduction, between 2010 and 2050, while the elderly population will increase by 58 million, a gain of 77%”***.

If these demographic predictions are correct, Europe's economic output and global competitiveness could radically decrease over the next three decades. Harnessing the skills and life experience of the retiring generations and supporting their continued active participation in society is now a critical priority.

During the second half of the twentieth century, all Western European states became countries of immigration and permanent settlement. Due to a number of circumstances - income inequalities between countries, processes of economic integration and labour market shortages in host countries - immigration will remain an important feature in these, and increasingly all, European countries.

The reality is that immigration has become a 'normal' part of life in Europe. The challenge for Member States moving forward is to enhance migrant integration into host country society and economy.

Overview of the BRAMIR Project

Rationale behind BRAMIR

Civic and social competences are listed among the key competences for lifelong learning. Ensuring that members of migrant communities have the opportunity to enhance their basic skills and develop these key competences is critical to social cohesion in a sustainable European community.

There is a considerable current and future reliance on migrant populations to sustain the European jobs market and underpin future growth. For equity and inclusion, migrant populations must be fully integrated into local communities.

With the growing refugee crisis and a rise in extremist opinion and action, it is fundamentally important to ensure that migrant communities have the opportunity to develop high-value civic and social competences for integration.

Overview of the BRAMIR Project

Rationale behind BRAMIR

The road to inactivity for older workers is more often than not a road of no return. Research shows that prolonging the active engagement of impending and recent retirees' impacts positively on their personal self-esteem, their mental and physical health and well-being, fights social exclusion and offers recognition of their continued importance to society.

Many older people have a life-time of relevant experience to bring to the table and they also have the flexibility to work in less formal environments.

Providing appropriate instruction to build pedagogic skills for seniors and retirees constitutes a significant opportunity to strengthen the recruitment of educators among this target group and harness their tacit knowledge of social, civic and political realities to support the integration of migrants.

Overview of the BRAMIR Project

Aim & Objectives

The BRAMIR Project proposes the development and implementation of a ***multi-layered learning framework designed to support seniors and older workers approaching retirement and those that are recent retirees.***

This framework incorporates a ***tailored train-the-trainer curriculum, a psychographic profiling tool and a digital toolbox*** of teaching resources to enable and support seniors to become volunteer tutors to support the integration of migration in local communities.

BRAMIR is proposing a ***mutually beneficial arrangement*** affording seniors an opportunity to remain active contributors to society while supporting migrants on their integration journey.

Overview of the BRAMIR Project

Aim & Objectives (2)

The project consortium believes that using ethnicity or country of origin to define migrant needs within a host country is no longer a suitable approach.

Instead the BRAMIR project has developed an innovative methodology based on ***an analysis of sinus milieu® groups within migrant communities.***

This psychographic profiling approach can identify ***key variables within migrant communities*** taking into account criteria such as education, social and cultural values, attitudes, interests and lifestyles, and informs the development of appropriate learning resources to support the acquisition of key social and civic competences.

General Approach (1)

Role of Adult Educators and Volunteer Managers

Research conducted by partners has highlighted the vast array of skills and tacit knowledge that the retired people have acquired during their working lives.

The BRAMIR project consortium suggest that Europe's older generations could:

- help alleviate shortages of skilled workers in certain key migrant support areas and with appropriate training Europe's retirees can be counted on to advance the integration of migrant communities;
- improve the qualitative life experience of migrants; and
- enhance the prospects of migrants in the labour market.

General Approach (2)

Role of Adult Educators and Volunteer Managers

The impact of the European Year of Voluntary Activities Promoting Active Citizenship in 2011 and the European Year for Active Ageing and Solidarity between Generations in 2012 can be seen in the significant increase in the numbers of senior volunteers who have registered with volunteer placement services. As a result there is an abundance of raw talent waiting to support the actions of the BRAMIR project consortium.

While developing skills of senior volunteers for reasons of inclusion has a significant social value, it is a fact that this cohort of European society have a continuing contribution to make to European society and Europe's need for their continued participation as active members of society will grow as the number of retirees increase in the coming decades. The alignment of senior volunteers with the development of key competences of migrant communities represents an innovative and sustainable new learning partnership.

General Approach (3)

Explanation of blended approach

Nowadays, it is more and more common that seniors are familiar with using the internet and computers; it seems that the most suitable training delivery method would be a blended one, which combines both *face-to-face* and *online* training.

The two delivery methods work perfectly well together, as the face-to-face session could allow learners to be fully supported to work with new technologies.

General Approach (4)

Teaching Principles	Teaching Techniques
<ul style="list-style-type: none">• Don't overload learners with theoretical content and presentations• Use logical sequencing of topics• Allow ample opportunities for learners to ask questions and to provide feedback• Be flexible• Use a variety of sensory modes and visual cues to appeal to the various learning styles in the room.• Respect the past experiences of the learners• Practice active listening techniques• Speak clearly• Summarise and recap at the end of each session	<ul style="list-style-type: none">• Learning by talking to other people• Learning by working with someone else• Learning from peers• Learning by doing things on your own• Learning by re-applying things that you had already learned• Learning by asking for advice• Learning by being supervised by another person• Learning through trial and error

General Approach (5)

List of General Competences

- Intercultural skills
- Communication skills
- Basic IT skills
- Relationships/ interpersonal skills
- Basic English/ language skills
- Self-confidence skills
- Teaching skills
- Dealing with diversity
- Humour and Patience
- Problem solving

General Approach (6)

List of Civic Competences	List of Social Competences
<ul style="list-style-type: none">• Cultural awareness/ intercultural and diversity• Communication skills• Cooperation & consensus building• Social organising• Democratic decision-making• Assessing the feasibility from social action and commitment• Active citizenship practices• Critical reasoning• Management• Policy formation and analysis• Inquiry and research methods	<ul style="list-style-type: none">• Relationship skills• Social awareness• Self-management• Self-awareness• Responsible for decision-making

BRAMIR Induction Training Programme

Module 2: Introduction to TTT Curriculum



**BEYOND
RETIREMENT**

A migrant integration resource

Content

- Introduction: Findings from the Desk Research
- Key skill areas that need to be addressed
- Introduction to the Train the Trainer Curriculum
- Structure of the Train the Trainer Curriculum
- Guidelines
- Recommendations and tips

Findings from the desk-based research

Migrant support programmes and/or existing tools and resources as examples of best practice that BRAMIR can valorise; as they all focus on supporting the ***social and labour market integration of migrants, refugees or people seeking asylum*** through various perspectives and methods.

Social and legal assistance, language training, vocational training, social and (inter)cultural mediation, (self)-entrepreneurship training, mentoring and identification of suitable employment structures and authorities, networking, support to access the labour market (including job application and job placement), promoting civic participation among migrant communities, preparing political recommendations on migrants' education for integration, helping people to 'help' and 'actively represent' themselves.

Key skill areas that need to be addressed

The most needed key skill areas for the BRAMIR train-the-trainer curriculum are:

- Intercultural skills (but avoiding clichés) (IT, AT, FR, DE, IE, RO, CH)
- Communication skills (IT, AT, FR, CY, DE, IE)
- Basic IT skills (IT, AT, FR, IE, RO)
- Relationship/interpersonal skills (empathy, active listening, tolerance, team management) (IT, AT, FR, RO)
- Basic English / language skills (IT, AT, FR, RO)
- Self-confidence skills (IT, RO, CH)
- Teaching skills (IT, FR, CH)
- Dealing with diversity/enhancing diversity skills (IT, AT, DE)
- Self-analysis/self-reflection skills (IT, CH)

Introduction to the Train the Trainer Curriculum (IO4)

This curriculum aims to harness the potential of senior volunteers to support migrant integration and to ensure quality outcomes for both senior volunteers and migrant communities involved in the BRAMIR matching partnerships.

To achieve these aims, the Train the Trainer Curriculum comprise 8 modules which focus on developing the core skills and competences which senior volunteers will require in their new roles as migrant integration advisors; as well as seeking to enhance the self-confidence and awareness of senior volunteers so that they maintain self-care throughout their mentoring partnerships with migrant communities.

Introduction to the Train the Trainer Curriculum (IO4)

The entire Train-the-Trainer Curriculum comprises **150** hours of study, as follows:

- Face-to-face: 5 hours per module (8 x 5 = 40hours)
- Online and Autonomous content: (digital resources, case studies, handbooks, exercises, video lectures, etc.) – 13 hours per module (8 x 13 = 104 hours)
- Assignments and Demonstrations: the remaining 6 hours will be allocated to the assessment of the whole curriculum – 3 hours for each team to decide how best to assess the learning outcomes.
- Each module comprise 18 hours of learning (with a 45 minute assessment as a prescribed assignment, learner journal or skill demonstration).

Structure of the Train the Trainer Curriculum (IO4)

Aim of the Curriculum

- To develop the social and intercultural competences of senior volunteers **to support them in their new roles as mentors and advisors** to members of migrant communities.
- This part of the curriculum develop the **soft skills** of senior volunteers so that they can show empathy, patience and tolerance in helping migrants to feel more integrated.

- Modules 1-4:

Intercultural Awareness, Understanding and Communication

Relationship and Interpersonal Skills

Personal Effectiveness and Self-management

Critical thinking & Problem solving

Structure of the Train the Trainer Curriculum (IO4)

Aim of the Curriculum

- To develop the applied skills and competences required for senior volunteers **to be competent communicators, mentors and group facilitators.**
- This part of the curriculum will focus on the **practical skills** which senior volunteers will need to lead diverse groups and facilitate informal learning where relevant.

- **Modules 5-8:**

Communication, Language and Group-work Skills

Facilitation Skills

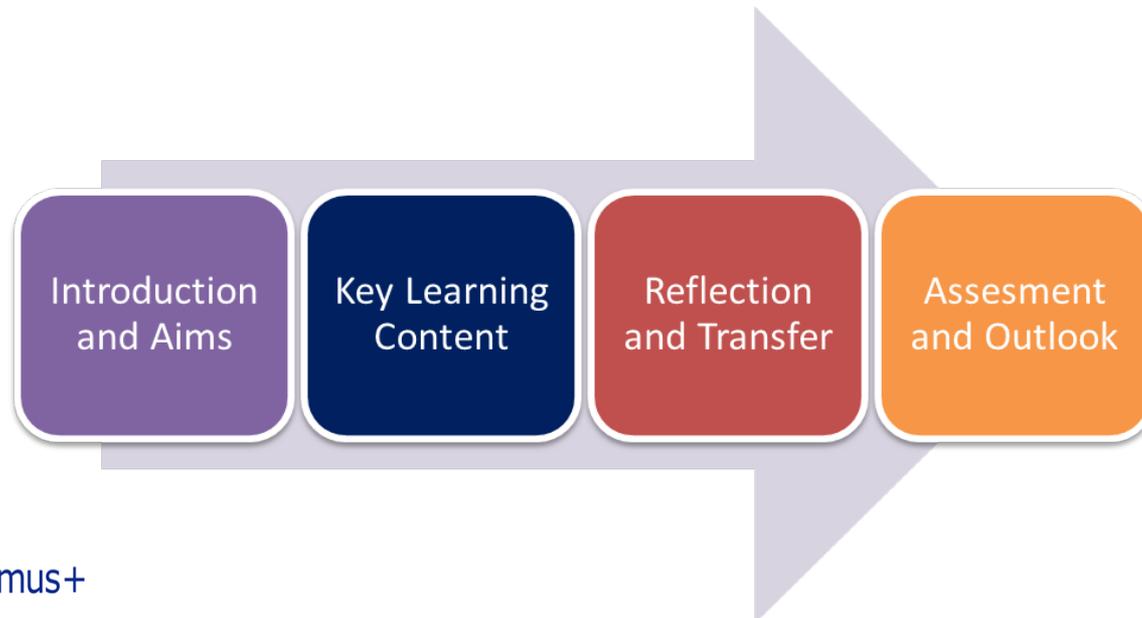
Tutoring Skills

Basic IT Skills

Structure of the Train the Trainer Curriculum (IO4)

Face to Face Workshops:

- Each module will contain 5 hours of F2F instruction. 2 x 2.5 hour lesson plans to be delivered as practical and interactive workshops with senior volunteers.
- Each module will contain 13 hours of self-directed learning (existing online and paper-based resources and handbooks as well as developing their own bespoke digital resources.)



Structure of the Train the Trainer Curriculum (IO4)

Module No.	Module Title	Average duration
1.	Intercultural Awareness, Understanding and Communication	18h
2.	Relationship and Interpersonal Skills	18h
3.	Personal Effectiveness and Self-management	18h
4.	Critical thinking and Problem solving	18h
5.	Communication, Language and Group Work Skills	18h
6.	Facilitation Skills	18h
7.	Tutoring Skills	18h
8.	Basic IT Skills	18h
	Assessment	6h
	Total	150h

Guidelines

- Don't overload learners with theoretical content
- Include anecdotes and stories
- Be aware of the learners' body language
- Use logical sequencing of topics
- Encourage feedback
- Be flexible
- Variety of sensory modes and visual cues
- Respect the past experiences of learners
- Practice active listening techniques
- Summarize and recap
- Ask questions

Recommendations and Tips

- Used the TTT curriculum in conjunction with the Induction Training Programme manual and the e-learning Portal
- The curriculum is designed to be flexible and modular; units can be used independently of each other
- Use a blended method to deliver the training, which combines both the face-to-face and online training.

BRAMIR Induction Training Programme

Module 3: Introduction to Psychographic Profiling Tools



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A migrant integration resource

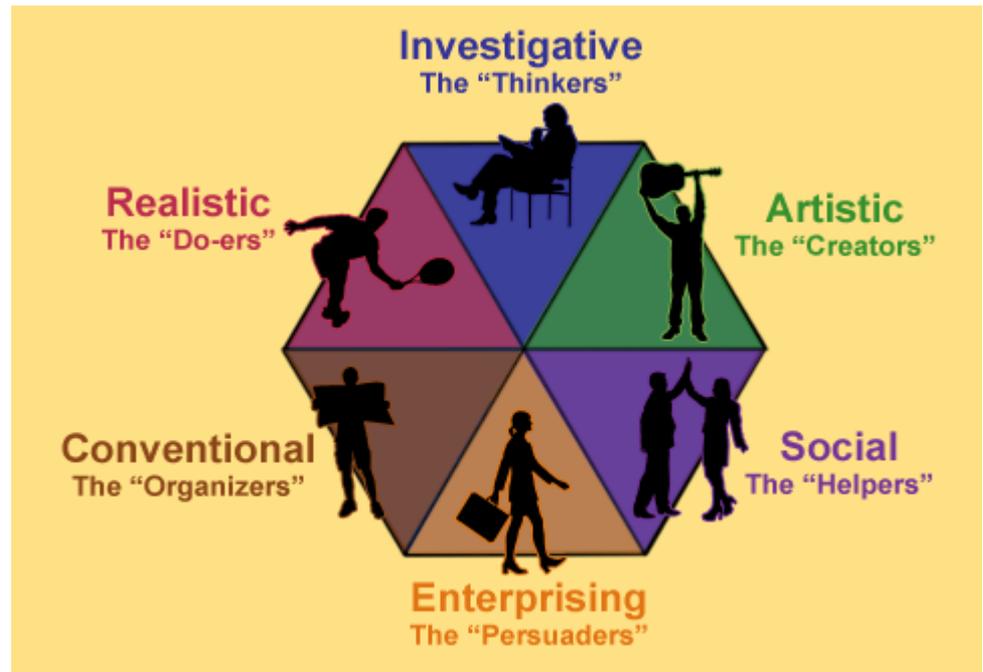
Psychographic Profiling Tools

- **Theoretical approaches of the Psychographic Profiling Tool**
- **Aims of the Psychographic Profiling Tool in BRAMIR**
- **How to use the Psychographic Profiling Tool**

Psychographic Profiling Tools

According to
John Holland's theory,
most people are one of
six personality types:

RIASEC



Psychographic Profiling Tools

- Carl Gustav Jung (1875 – 1961) was a Swiss psychiatrist and psycho-analyst (very much theory)
- In the 1920s, Jung's theory was noticed by Katharine Cook Briggs, who later co-authored a personality indicator still used today, the Myers-Briggs Type Indicator® (MBTI®)

Psychographic Profiling Tools

This approach allowed us to achieve to define and describe distinct personality types

- Analysts - Intuitive and Thinking
- Diplomats - Intuitive and Feeling
- Sentinels - Observant and Judging
- Explorers - Observant and Prospecting

Psychographic Profiling Tools

Definition psychographic profiling tools in BRAMIR

Profiling is based

- on lifestyles, beliefs, values and personality
- the use of personal characteristics or behaviour patterns to make generalisations about a person

Psychographic Profiling Tools

Psychographic Profiling tool in BRAMIR

- matching senior volunteers and migrants to create sustainable learning partnerships
- to have a deeper understanding of the profiles encountered among migrants and seniors
- to find out a common starting point if these variables agree

Psychographic Profiling Tools

- <https://www.16personalities.com/> offers a personality test, available in several languages, following Myers-Briggs methodology that could help us to define the profile of both migrants and seniors volunteers.
- Interviews/Questionnaires to target values and hobbies should be implemented in order to create binomas getting along well.

How to use the Psychographic Profiling Tool

- Features of a successful profiling are:
Preparing, conducting and interpretation

Psychographic Profiling Tools

Principles and tasks

- Transparency
- Positive climate
- Optimally conducive conditions
- Perception of and handling of emotions
- Appreciation
- Voluntary and self-determination
- Feedback / Evaluation / Interpretation

Psychographic Profiling Tools

THANKS!



BRAMIR Induction Training Programme

Module 4 - Introduction to e-learning



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BRAINSTORMING

Introducing E-LEARNING

- What does e-learning means?
- What does “e” stand for?
- Which are the keywords related to e-learning?

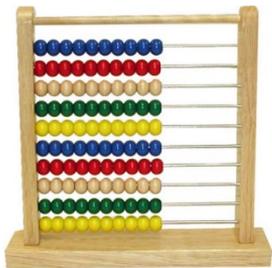
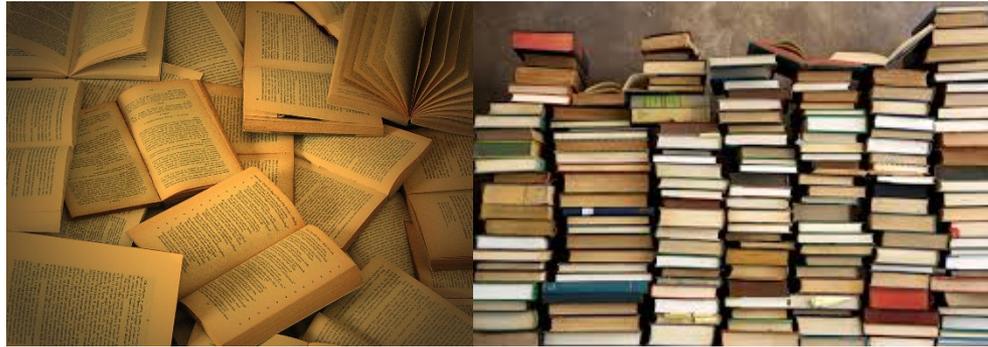
E-Learning 1st Definition

- In 2001, the Commission of the European Communities created an e-learning action plan for the European Council and Parliament entitled “Thinking about tomorrow’s education”.
- **The document defined e-learning as the use of multimedia technologies and of the internet to improve the quality of learning, making access to resources and services, the exchange and the collaboration among people far away from each other easier.**

E-Learning 2nd Definition

- In 2008, Richey defined educational technology as **"the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources"**.
- These 2 definitions already introduce the main elements of the e-learning.
- It happens in an online environment, it uses different kind of multimedia, has to respect quality standards and to facilitate learning, it simplifies the access to education and needs to be accessible, it fosters exchange between different participants around the globe, thus promoting intercultural dialogue.

The Evolution of learning



Examples of E-Learning

- E-learning is delivered not only by **Higher Education Institutions** (like on Coursera <https://www.coursera.org/>) but also by **NGOs** (like Oxfam Edu by Oxfam Italia in Italy <http://edu.oxfam.it/>), **impact funds** (like Acumen <https://www.plusacumen.org/courses/social-entrepreneurship-101>), and **international Institutions** (like the Council of Europe <https://www.coe.int/en/web/north-south-centre/elearning-course-global-education-the-citizenship-dimension->).
- They can be directed to learners either **young people or adult people, teachers, trainers** and can embed both **formal and non-formal education methodologies**. Each course has **specific targets** (like this one, for example <https://ec.europa.eu/epale/en/blog/higher-education-online-learning-platform-refugees> or this one <https://erasmusplusols.eu/it/>), may have **age limits (not necessarily)** and **specific learning objectives and outcomes**.

E-Learning

- Some e-learning courses have a **tutor** that follows you during your study and is available to answer your question, doubts and give you feedback on your assignments.
- These usually foresee a charge and provide learners with a certificate of attendance with grades or are available to participants through scholarships.
- The majority of e-learning courses do not have a tutor but provide you with **all the instructions and step-by-step guidelines** to successfully complete the course and are very often free.

E-Learning

To set up a learning course, providers choose an approach:

- It can be Learn – Think – Act or
- Absorb – Do – Connect

by William Hortons

Therefore, e-learning courses give you theoretical material as the basis so that you can build up your knowledge through different kinds of media (video lecture, podcast, Ted Talks, essays, articles and other written material that can be downloaded).

These may be considered passive activities if they were not followed by the experiential and/or reflective step, to turn information into acquired knowledge and competences.

Reflections can be inspired through case studies, activities actively involving the learner or to be completed by creating a team with other online participants. The final step connects what has been learned and acquired into something to be used in real life, something that empowers us.

Synchronous and Asynchronous E-Learning

Watch the video: <https://www.youtube.com/watch?v=nNuYcAHVALM>

And classify the activities below like synchronous or asynchronous:

- Face-to-face discussion
- Emails
- Discussion boards
- Online real-time live teacher instruction and feedback
- Chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time
- Skype conversations
- Hypertext documents
- Blogs, audio and video courses

Advantages of synchronous online learning

- Collaborative learning happens when people learn together
- Knowledge can be built bottom-up starting from learners
- Active listening is improved
- The peer-to-peer methodology can be implemented
- Discussions and exchange of views are fostered
- The same issue can be seen from different perspectives
- Helping each other is an additional tool towards achieving the learning goals

Advantages of asynchronous learning:

- The timeframe is more flexible
- Learners can choose their own pace
- In case a learner has difficulties (health problems, is travelling or has a care responsibility) she/he can decide the right moment to learn
- It creates a low stress environment
- Lectures, podcasts and videos can be listened to or watched multiple times
- There is more space for personal reflection

Advantages of E-Learning:

- It is often free or given at a very reduced price
- It provides up-to-date and 24/7 available learning
- You have a wide range of educational materials and resources
- You can engage with thousands of students from all over the world
- You can learn wherever you are
- It gives you more comfort and less stress and is self-paced
- Learners can focus on elements of a programme they need to learn and can skip what they already know
- The course objectives, the methodologies and outcomes are clearly describe, which increases your awareness
- You can involve other people you know and form a team that will learn together with no restrictions
- It improves the learner's IT skills

Disadvantages of E-Learning

- Without a tutor learners are more likely to drop out
- Learners who struggle with online courses will likely fall behind
- Inability to accommodate learners who may need the kind of help offered in traditional courses
- If learners are not familiar with master the use of IT and communication technologies they can find difficulties in proceeding with their learning (the so-called digital divide)
- Access to a PC and the internet connection is required

Tips to make the most of your Online Learning

- Make sure you have a pc and a reliable internet connection;
- Reflect on your learning objectives;
- Read very carefully the course objectives, description, format, syllabus and expectations;
- Set-up your learning environment so that you can concentrate. The fact that you may be at home does not allow people to disturb you;
- Customise your study plan;
- Choose a team to study with! Learning will be more stimulating if you share it with other people, either online or offline;
- Participate in online discussions, if your platform allows you to do that
- Keep the motivation high!

BRAMIR E-learning Platform

The BRAMIR e-learning portal supports a range of innovative on-line course-ware, including:

- Train the Trainer Curriculum;
- Digital Toolbox.

FIND OUT HERE: <https://www.bramir.eu/>

BRAMIR Digital Toolbox

Civic Competence Tools

- Making Connections
- Getting Informed
- EU Institutions
- Volunteerism & Community Development
- Campaigning & Advocacy

Social Competence Tools

- Culture & Perception
- Effective Communication
- Stereotypes & Prejudices
- Footprints
- My Story

BRAMIR Digital Toolbox

Each tool developed comprises the following elements:

- PowerPoint presentation with audio file and sub-titles
- Audio file
- Illustrated textbook
- Tutors handbook
- Tutor aids to include worksheets; handouts; etc.

The use of the tools/resources themselves is fairly self-explanatory. Every tool/resource come with a Tutor's Handbook that outline exactly what the tool/resource is trying to achieve.

FIND OUT HERE: <https://www.bramir.eu/>



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