



COURSE DESCRIPTION

Refugees & Migration and Education

A displaced child can be enrolled and still not be included. Five days on what has to be true before a new arrival can actually learn in your class.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Enrolling a new child takes an afternoon. A name goes on the register, a desk is found, and the paperwork is complete. But none of this means the child can understand Monday's lesson, show what they already know, or feel safe enough to try. This week is about that second, longer part. Each day covers one condition that has to be met before a new arrival can really learn.

- **Monday** is entitlement and arrival: what a displaced child is actually owed, what “we enrolled them” does and does not solve, and how to find out your own country's rules rather than guessing at them.
- **Tuesday** is language — a barrier that is often mistaken for a learning or behaviour problem — and what a subject teacher does when a student cannot yet read the task in front of them.
- **Wednesday** is prior learning: how to find out what a student already knows when there are no records and no shared language, and why the default assumption of starting from zero is so costly.
- **Thursday** is the hardest and the most important: what a teacher can do when a student is distressed, and exactly where the line is — taught from a source that writes down what you must *not* do.
- **Friday** is belonging: the class around the child, hostility when it appears, and the welcome plan you take home.

You go home with five practical tools. A short checklist of what a newly arrived student in your country is entitled to. A classroom task, rewritten for a student who is still learning the language. A plan for finding out what a student already knows in the first two weeks. A referral card naming who you go to, and what you do not do yourself. And a welcome plan split into what you can change alone, what needs a colleague, and what you will have to ask your school for.

02 Course description

When a displaced child joins a school, the visible problem is solved quickly. There is a place, a register entry, a timetable. The hidden problems start the next morning, and they look alike. A student who cannot follow an instruction may be struggling with the language, with a subject nobody has taught them for two years, or with something that has nothing to do with school at all. Teachers are rarely shown how to tell these apart, and when they guess wrong, it is the child who pays.

UNHCR's position is clear. Its strategy *Refugee Education 2030* (September 2019) says displaced children should learn in national school systems, not in separate schools of their own. It is a strategy for ministries, not a teaching manual. It explains why the child is in your classroom — and this week covers the classroom part that the strategy leaves to you.

So the week is built as five conditions. A child has to be enrolled, understood, placed correctly, safe, and included by the people around them. Each is a day, each has a specific piece of work attached, and none of them is met by good intentions alone.

Thursday is the day this course is most careful about: this is not a week that teaches you to identify trauma. That is a clinical judgement, and teachers are not the people who make it. Instead, Thursday teaches where the line is, using psychological first aid. The Red Cross and Red Crescent guide the week works from says it does not depend on the expertise of mental health specialists: everyone can provide it. It has three action principles: look, listen and link. The guide also lists what psychological first aid is not, and that list rules out much of what a kind adult would naturally do. Thursday ends with you writing down who, in your own school, is qualified to do more.

Tuesday and Wednesday are the days that change how a lesson runs. Language first: a student can sound fluent in the corridor and still be unable to read the task. The language of school subjects is different from the language of the playground. A teacher who does not separate the two may think a student is weak when they simply do not know the words yet. Then prior learning: a student who has missed two years of school has not lost two years of everything. Assuming they start from zero can waste a whole term. Wednesday is spent on how you find out what someone knows when you share no language and no paperwork followed them.

This course has a deliberately specific focus: the practical experience of newly arrived and displaced learners in an ordinary classroom. Intercultural competence is addressed in *Intercultural Competence in the Classroom*, broader teaching strategies in *Every Child is Special*, and whole-school inclusion in *Inclusive Education for Diversity and Equality*. That leaves this week free to concentrate on what arrival itself demands: entitlement, language, prior learning, the boundaries around distress, and belonging. The course does not provide legal advice; instead, participants learn how to identify the rules, procedures and responsible authorities that apply to newly arrived learners in their own education system.

Nothing needs preparing and nothing needs bringing. Every situation worked on during the week is supplied by the course, and no session asks you for information about a real child. On this subject, that is a firm rule.

03 Learning outcomes

- 01 Explain the difference between a student being enrolled and being included, and name the five conditions that have to be met before a newly arrived student can learn.
- 02 Establish what a newly arrived child is entitled to in your own country and who is responsible for it, using a checklist you can run again for the next arrival.
- 03 Rewrite a classroom task so it can be attempted by a student who does not yet have full command of the language of instruction, without lowering what is being asked.
- 04 Find out what a student already knows when there are no school records and no shared language, and build a first-fortnight plan from what you find.

- 05 State what a teacher can do when a student is distressed and what a teacher must not do — including not pressing for the story — and name the person you refer to in your own school.
- 06 Produce a welcome plan for the next arrival in your class, split into what you can do alone, what needs a colleague, and what you will ask your school leadership for.

04 Methodology

Five Conditions, Five Outputs

The week is built as the five things that have to be true before a newly arrived student can learn — enrolled, understood, placed correctly, safe, included — and each is the subject of one day, with its own written output rather than being merged into general awareness.

The Boundary Is Taught, Not Implied

Thursday works from the IFRC's 2018 guide to psychological first aid, which states in writing what psychological first aid is not, so participants leave knowing which instincts to act on and which to stop, instead of being left to judge it themselves.

Your Country's Rules, Found Not Told

Entitlement differs between countries, so Monday teaches participants how to establish the rules and the responsible authority where they actually work, rather than handing out an answer that would be wrong for most of the room.

The Course Supplies the Situations

All cases worked on during the week are provided, and no session asks a participant for information about a real child — on this subject that is a condition of the design, not a convenience.

05 Daily programme

Day 1

Enrolled is not included: entitlement, arrival and the first week

- **Icebreaker:** "the first day you were new" — each participant recalls a situation, from any part of life, in which they were the newcomer who did not know the rules, and names the one thing that helped
- Introduction to the course and participants; presentation of the schools of the participants
- Why the child is in your classroom at all: UNHCR's Refugee Education 2030 and its argument for including displaced children in national education systems rather than running parallel provision — read for what it is, a strategy written for ministries
- **What that strategy leaves to the teacher:** the gap between a completed enrolment and a student who can actually take part
- **Terminology that has consequences:** refugee, asylum seeker, temporary protection, unaccompanied minor, stateless — and why the label a child arrives with changes what the school is expected to provide
- **Finding the rules where you work:** how to establish what a newly arrived child is entitled to in your own country, which authority is responsible, and what a school is obliged to do while status is undecided
- **Practicum:** participants build the entitlement checklist for their own country, working in national or regional groups (or with the trainer, if you are the only participant from your country), and compare what turned out to be findable and what did not
- **Output:** a one-page checklist you can run again for the next arrival, with the questions you could not answer marked as questions to take back

Day 2

Understood: language as a barrier, not a verdict

- **Warm-up:** five minutes of instructions given in a language nobody in the room shares, followed by what each person actually did to cope — the strategies named here run through the rest of the day
- **The distinction that prevents the most damage:** the language a student uses in the corridor and the language a subject is taught in are not the same, and mistaking one for the other turns a language barrier into an ability judgement
- **What that looks like in a real task:** reading a maths word problem, a history source or a science instruction as a student who has six months of the language
- **Making a task attemptable without making it easier:** what can be removed, what must not be removed, and where the support goes
- **Where this connects:** the general scaffolding repertoire is the subject of Every Child is Special, so today stays on the specific case of a student without the language of instruction
- **Practicum on the supplied material:** take one task and rewrite it so it can be attempted, then hand it to a partner who checks whether the demand was actually preserved
- **Output:** one rewritten task, with a note of what you deliberately kept difficult

Day 3

Placed correctly: finding out what a student already knows

- **The costly default:** a student with interrupted schooling is treated as starting from zero, and a term disappears re-teaching what they already had
- **What "interrupted" actually covers:** months out of school, schooling in another language, a different curriculum order, or education that continued informally and left no record
- **Age placement and level placement:** the dilemma schools face, what each choice costs a student socially and academically, and who in a school actually decides
- **Finding out without a shared language and without records:** what can be established through tasks rather than questions, and how to avoid mistaking unfamiliarity with the format for not knowing the content
- **Practicum on the supplied profiles:** design the first two weeks for one arriving student — what you would try to find out, in what order, and what you would deliberately not test yet
- **Output:** a first-fortnight plan for one student, naming what you would check and how you would check it

Day 4

Safe: what a teacher can do about distress, and where the line is

- **Stated at the start:** this course does not teach you to identify trauma. That is a clinical judgement and teachers are not the people who make it — what follows is the boundary, not a diagnosis
- **Psychological first aid and why it exists:** an approach designed for people who are not mental health professionals but are the ones who are present
- **The three action principles — look, listen, link — and what each one asks of an adult who is not a specialist**
- **The list that does the real work:** what psychological first aid is not — not counselling or therapy, not encouraging a detailed discussion of the event, not asking someone to analyse what happened to them, not pressing for details, not pressuring anyone to share their feelings

- Why those instincts are so strong and so unhelpful, and what a teacher offers instead: safety, calm, predictable routine, practical needs met, ordinary school life continuing
- **Practise in threes with a briefed partner:** a short exchange with a student who is not alright, where the task is to stay useful without going past the line, then a debrief on where the line was nearly crossed
- **Building the referral route:** who in your school or system is the person, how you reach them, what you tell them, what you record — and what you do while you wait
- **Output:** your own referral card, with the gaps you could not fill written on it as questions for your school

Day 5

Included: the class around the child, and the plan

- What the other students are doing while all this happens: peer relations, the difference between being tolerated and being included, and what changes when a class is given something to do together rather than something to feel
- **Hostility when it appears:** how xenophobia shows up between school children, what a teacher can address in the room, and what has to go further than the room
- **Mentoring and buddy arrangements:** what makes them work beyond the first fortnight and why most quietly stop
- **Where the boundary sits:** this is not intercultural competence training, and it is not conflict resolution, which is the subject of Conflict Management, Emotional Intelligence and Bullying Prevention in Schools — today stays on the arrival and the class receiving it
- **Assembly:** the five conditions on one page, each with what you now have for it and what is still missing
- Building the welcome plan for the next arrival, split into what you can do alone, what needs one colleague, and what you will ask your school leadership for — with the request drafted
- **Course evaluation:** reflecting on acquired competencies, feedback and discussion
- Issuance of the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- UNHCR's Refugee Education 2030 strategy, read on Day 1 for its argument about inclusion in national systems rather than parallel provision
- The psychological first aid action principles and, more importantly, the published statement of what psychological first aid is not — worked with on Day 4 from the IFRC's 2018 A Guide to Psychological First Aid for Red Cross and Red Crescent Societies
- An entitlement checklist template, completed for your own country on Day 1 and taken home
- A set of arrival situations and student profiles, supplied by the course and used in the practical sessions on Days 2, 3 and 4

- Briefing cards for Thursday's practice exchanges
- Your own referral card and welcome plan, written during the week

07 How to prepare

- Every situation used during the week is supplied by the course.
- No session asks you for information about a real child, and you will not be asked to name anyone. On this subject that is a firm rule rather than a courtesy. Every exercise is optional: anyone can take the observer role in the role-plays, and no one is asked about their own experiences, including experiences of moving to a new place.
- There is nothing to prepare, but if you like to arrive with something in mind, a general question is enough: what does your school usually do in a new student's first week? No stories about real children are needed. On Day 1 you look up your own country's rules for newly arrived pupils, so a phone or laptop helps if you have one with you; if you are the only participant from your country, you work through it with the trainer rather than alone.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names this course's learners directly. Setting out the barriers its inclusion priority exists to address, it states that cultural differences "may represent significant barriers to learning in general, all the more for people with a migrant or refugee background — including but not limited to newly-arrived migrants" (Erasmus+ Programme Guide 2026, Part A, p. 7). This course works on that barrier at the point where it is either removed or made permanent: the first weeks after a displaced child joins an ordinary class, and what the adult in the room does with them.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.