



DAILY PROGRAMME

Refugees & Migration and Education

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30-15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Enrolled is not included: entitlement, arrival and the first week	DAY 2 Understood: language as a barrier, not a verdict	DAY 3 Placed correctly: finding out what a student already knows	DAY 4 Safe: what a teacher can do about distress, and where the line is	DAY 5 Included: the class around the child, and the plan
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Day by day

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
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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
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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
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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
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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.

ISSUED BY

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COURSE PAGE

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