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Intellectual Output 2. GO UP Training Curriculum



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**SOLIDARIEDADE
IMIGRANTE**
ASSOCIAÇÃO PARA A DEFESA
DOS DIREITOS DOS IMIGRANTES

**Info
def**



**labien
paga**
espacio escénico

PERA



INNOQUALITY
SYSTEMS

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1. Introduction

The aim of GO UP project is to boost the participation of refugees, asylum seekers and migrants in adult education supporting teachers, educators and counsellors with tailor made innovative methodologies and tools designed to build resilience and enhance intercultural competencies through theatre techniques.

Moreover, GO UP project will also apply innovative pedagogies, like Dialogic learning (learning that takes places through dialogue) and Peer learning, that help learners to play an active role in the teaching-learning process.

To do so, a consortium of 6 partners led the project co-creating the following methods:

- ✓ the GO UP Online Digital Database (IO.1): an exhaustive compilation of innovative practices, projects, policies, methodologies, pedagogical approaches, resources and tools intercultural and inclusive theatre;
- ✓ the ECVET Training Curriculum for Intercultural and Inclusive Theatre (IO.2) to facilitate the assessment, evaluation and recognition of learning outcomes related with the use of theatre techniques to teach intercultural competencies and support the cultural integration of refugees, asylum seekers and migrants;
- ✓ the Go Up Pedagogical Handbook on Intercultural and Inclusive Theatre (IO.3) with deep information about new approaches and innovative methodologies on the use if theatre techniques to support vulnerable groups;
- ✓ the Go Up Toolbox for Intercultural and Inclusive Theatre (IO.4) as a useful resource of practical information for the direct implementation of the innovative theatre method to help refugees, asylum seekers and migrants to build resilience and enhance intercultural competencies through theatre techniques.

GO UP will have a direct impact on Adult education teachers, trainers, tutors and counsellors – staff from partners and collaborators – taking part in the training course in each country for the implementation of the pilots as well as refugees, asylum seekers and migrants participating in the pilot trials.

The project is conducted by a consortium of six partners from 5 European countries.

PARTNER	COUNTRY	ORGANISATION	
D1	PT	SOLIM	Solidariedade Imigrante
D2	ES	INFODEF	Instituto para el Fomento del Desarrollo y la Formación S.L
D3	TU	PERA	Pera Fine Arts Education Centre
D4	ES	LBP	Asociacion La Bien Paga' Espacio Escénico
D5	GR	IASIS	IASIS
D6	IR	INQS	Innoquality Sistem

2. The Training Curriculum: approach to the GO UP Learning Units

The Training Curriculum aims to define and map the competencies, knowledge and skills that adult education teachers and trainers need to work on financial and economic literacy of migrant women for entrepreneurship inclusion. The GO UP Training Curriculum will facilitate the recognition of competencies in different countries, supporting the mobility of adult education teachers and trainers across Europe and promoting lifelong learning, skills certification and training credit.

The process implied the Partners contribution as following:

- ✓ setting up of a Theoretical Framework analysing European and national qualification frameworks;
- ✓ definition of the Competence Framework required and creation of Learning Units;
- ✓ development of Learning Outcomes expressed in term of Knowledge, Skills and Competences.

The identification and definition of Units of Learning Outcomes has been designed following the EQF and ECVET guidelines and principles. The present Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and accessible through the project website.

Description of the elements to be included in the Curriculum

Aim

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

Performance Criteria

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

Units of 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)

- **Responsibility and Autonomy**

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

GO UP Training Curriculum is aimed at **EQF level 4**

Qualification level	Knowledge	Skills	Responsibility and Autonomy
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

External Resources

Set of available resources which may help to achieve the foreseen actions (some examples have been included in the Learning Units).

Units of Learning Outcomes (U)



UNIT 1. Setting up a programme to build resilience and enhance the intercultural competencies of refugees and asylum seekers through theatre techniques

Aim

To provide a general overview of “Go Up: Building Resilience and Enhancing the Intercultural Competencies of Refugees and Asylum Seekers” Project (approach, aims, supporting materials and products), describing the most relevant aspects about its Implementation process (design, management and evaluation).

Performance criteria

On successful completion of the Unit, learners will be able to:

- Show a general understanding of how Go Up Project’s innovative pedagogical approach contributes to build resilience and enhance intercultural competencies of refugees and asylum seekers through theatrical techniques.
- Outline innovative pedagogical methods as theatre techniques to improve refugees, asylum seekers and migrant population’s opportunities
- Devise capacity building activities based on innovative educational techniques as drama, to draw inclusive social paths aimed at refugees and asylum seekers.

Learning Outcomes

<p>Knowledge</p> <p>K1. Outline the overall approach of Go Up to support the integration of migrants and refugees through theatre techniques.</p> <p>k2. Demonstrate fundamentals on effective teaching and learning methods in non-formal and informal education</p> <p>K3. Illustrate knowledge about the implementation of theatrical pedagogical techniques to inclusive educational programmes aimed at refugees and asylum seekers</p> <p>K4. Combine learned-centred approaches and empowerment with the theatre of the oppressed as a pedagogical method; and cultural diversity as a source of enrichment</p>	<p>Skills</p> <p>S1. Apply innovative approaches to teaching and learning processes</p> <p>S2. Analyse and reflect about the teaching and learning process and the potential lying in the theatre of the oppressed approach to empower learners.</p> <p>S3. Identify how, on the basis of theatrical techniques, to encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and cooperation.</p> <p>S4. Recognise the possibilities of cultural diversity as a source of enrichment</p>	<p>Responsibility and Autonomy</p> <p>C1. Provide an overview of the learning process boost by Go Up Project to help learners through theatrical techniques to develop intercultural competence and resilience.</p> <p>C2. Contribute to implement theatrical techniques through the learning and teaching process.</p> <p>C3. Promote innovative pedagogical methods as theatrical techniques to enhance refugees and asylum seekers’ skills.</p> <p>C4. Understand the pedagogical approach to create resilience through theatrical techniques to improve refugees and asylum seekers’ situations</p> <p>C5. Understand the role played by the development of intercultural competence to achieve inclusive education</p>
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External resources

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

UNIT 2. Building resilience of refugees and asylum seekers

Aim

To define the importance of resilience in the integration process; to assist the target group on recognizing and building this personality characteristic depending on their respective cultures; through drama therapy techniques, this Unit will try to strengthen and empower self-awareness and self-determination of the individuals.

On successful completion of the Unit, learners will be able to:

- Define resilience and distinguish its basic concepts;
- Support the beneficiaries to determine and evaluate their own needs and;
- Train beneficiaries to be more flexible in coping with difficulties.

Learning Outcomes

Knowledge	<p>K1. Basic knowledge on the definition and the importance of resilience.</p> <p>K2. Have knowledge of drama therapy tasks that aim to motivate the beneficiaries on expressing their feelings.</p> <p>K3. Knowledge on the basic elements that promote or impede resilience, respectively.</p> <p>K4. Basic knowledge on using the beneficiaries' respective cultures in order to strengthen their resiliency.</p>	Skills	<p>S1. Be able to understand the meaning of resilience and try to empower this characteristic in order to recover more quickly from difficulties.</p> <p>S2. Adapt drama therapy tasks and integrate them in beneficiaries' behaviour.</p> <p>S3. Recognise the conditions that promote, with a positive or a negative way, resilience.</p> <p>S4. Find these characteristics from different cultures that empower the beneficiaries' resilience.</p>	Responsibility and Autonomy	<p>C1. Assume responsibility on trying to be more resilient in everyday conditions.</p> <p>C2. Demonstrate these tasks in their everyday requirements.</p> <p>C3. Evaluate the factors that require from the beneficiaries to be more resilient.</p> <p>C4. Apply these cultural characteristics in order to empower their resiliency.</p>
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External resources

- IT equipment: computers, laptops, projector, Internet access
- Materials for workshops
- Handbook, Tools, activities, methodologies

UNIT 3. Enhancing intercultural competencies through theatre.

Aim

Understand and appreciate diversity as a source of enrichment and Theatre as an innovative pedagogical tool to enhance intercultural competencies of refugees and asylum seekers.

Performance criteria

On successful completion of the Unit, learners will be able to:

- Interpret one’s own and other people’s assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination.
- Apply intercultural approach to pedagogical drama strategies to help students to learn from and through theatre about other people of diverse cultural affiliations with a variety of perspectives.

Learning Outcomes

Knowledge	<p>K1. Define the fundamentals of interculturality</p> <p>K2. Show basic knowledge on diversity management and intercultural relationships (minority and majority groups).</p> <p>K3. Explain how intercultural competence improves inclusive education</p> <p>k4. Summarize techniques based on theatre to develop intercultural competence.</p> <p>k5. Illustrate how to facilitate an intercultural environment in a programme supporting migrants through theatre.</p>	Skills	<p>S1. Decentre from one’s own perspective taking other people’s perspectives into consideration in addition to one’s own.</p> <p>S2. Adapt one’s behaviour to new cultural environments.</p> <p>S3. Analyse sociocultural context to approach different cultural logics and identify inclusive and discriminative patterns.</p> <p>S4. Identify stereotypes as opportunities to discuss and reflect with learners about how stereotypes are created and sustained, and how they need to be challenged.</p> <p>S5. Apply theatre of the oppressed pedagogy to enhance intercultural competence</p>	Responsibility and Autonomy	<p>C1. Promote learner-centred approach through the learning process</p> <p>C2. Understand and respect people who are perceived to have different cultural affiliations from oneself.</p> <p>C3. Help learners to challenge cultural stereotypes and prejudices</p> <p>C4. Contribute to create positive and constructive relationships with persons from diverse cultural contexts.</p> <p>C5. Help learners to develop intercultural competence through theatrical techniques</p>
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External resources

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

Theatre techniques to build resilience and empower refugees and asylum seekers. UNIT 4. Training social and personal skills

Aim

The aim of this Unit is training social and personal skills to refugees and asylum seekers by theatre techniques, help them to build good relationships with other people, including persons from other cultures, so that to reduce their stress and anxiety in their life and facilitate their integration in the hosting societies.

Performance criteria

On successful completion of the Unit, learners will be able to:

- Improve the social and personal skills of refugees and asylum seekers through theatre techniques.
- Support target beneficiaries to build long lasting personal and intercultural friendships through effective social skills.
- Train beneficiaries to be aware of the own needs, while being respectful of the needs of others.

Learning Outcomes

Knowledge	<p>K1. Define the social and personal skills to be developed by refugees and asylum seekers</p> <p>K2. Outline main theatrical techniques to train social and personal skills</p> <p>K3. Interpret the importance of the intercultural context for supporting migrants and refugees to develop their social and personal skills</p>	Skills	<p>S1. Identify the main personal and social skills related to refugees and asylum seekers personal development.</p> <p>S2. Apply different theatre techniques to train social and personal skills.</p> <p>S3. Apply intercultural approaches to social and personal skills training of refugees and asylum seekers</p>	Responsibility and Autonomy	<p>C1. Lead social and personal skills development processes to help refugees and asylum seekers to become socially competent.</p> <p>C2. Contribute to the effective use of the theatre techniques to improve personal and social skills</p> <p>C3. Promote an intercultural approach to the social integration of refugees and asylum seekers.</p>
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External resources

- IT equipment: computer, lap-top, projector, internet access
- Office and/or stationary materials such as paper, pen, pencil, dossier etc.
- Handbook, Toolbox, Methodologies

Theatre techniques to build resilience and empower refugees and asylum seekers. UNIT 5. Theatre of the Oppressed techniques

Aim

The aim of this Unit is to provide the necessary knowledge and skills to practitioners supporting migrants, refugees and asylum seekers on the main Theatre of the Oppressed techniques and its use to build resilience and empower migrants and refugees.

Performance criteria

On successful completion of the Unit, learners will be able to:

- Summarize the main principles of Augusto Boal's methodologies and the fundamentals of the Theatre of the Oppressed (TO) techniques.
- Apply TO techniques to empower migrants in general and refugees and asylum seekers in particular and support their building of resilience.
- To support target beneficiaries to build long lasting personal and intercultural friendships through effective social skills.

Learning Outcomes

Knowledge	<p>K1. Demonstrate knowledge about Augusto Boal's methodologies</p> <p>K2. Outline fundamentals TO techniques of importance to social transformation</p> <p>K3. Summarize fundamentals of TO techniques and theoretical structure</p> <p>K4. Demonstrate basic operational knowledge of the 5 game categories in TO</p>	Skills	<p>S1. Ability to facilitate players' collaboration;</p> <p>S2. Ability to identify migrants and refugees' needs and aspirations</p> <p>S3. Ability to co-create proposals for social change</p> <p>S4. Ability to de-mechanize the body and mind for participation</p> <p>S5. Applying acquired knowledge of TO to a Forum Theatre production</p>	Responsibility and Autonomy	<p>C1. Put in practice different TO strategies and techniques to facilitate collaboration between players</p> <p>C2. Stimulate the expression of needs and aspirations by migrants and refugees</p> <p>C3. Apply a range of TO techniques</p> <p>C4. Guide the de-mechanization of body and mind using the 5 categories model</p> <p>C5. Conduct and adapt a Forum Theatre activities</p>
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External resources

- IT equipment: computer, lap-top, projector, internet access
- Office and/or stationary materials such as paper, pen, pencil, dossier etc.
- Handbook, Toolbox, Methodologies