

MCESD: Mediterranean Committee on Education for Sustainable Development



Union for the Mediterranean
Union pour la Méditerranée
الإتحاد من أجل المتوسط



Mediterranean Action Plan
Barcelona Convention



Venice Office
Regional Bureau for Science
and Culture in Europe



UNECE



2nd Meeting of the Mediterranean Committee on Education for Sustainable Development (ESD)

Executive Meeting & Regional Workshop on ESD

Crete, Greece, 24-26 June 2019

Developing Egyptian and Refugee Teachers' Capacities to Address Quality of Refugee Education (**RefTeCp**)

Prof.Dr. Vassilios Makrakis

Project Coordinator

Frederick University, Cyprus

UNESCO Chairholder ICT in ESD, University
of Crete



Co-funded by the
Erasmus+ Programme
of the European Union



RefTeCp

Refugee Teaching Certification
Programme for Egyptian and
Refugee Teachers Enabled by
Blended Learning



FREDERICK UNIVERSITY

RefTeCp Consortium



Rationale

1. In recent years, the Middle East Region has faced one of the most critical refugee crises, with global consequences, especially for EU.
2. The number of the refugees in Egypt is increasing in the last few years including a large amount of Syrians (approximately 400,000) with 30,000 of them being of school age and with only half of them being enrolled in school.
3. There is need of a refugee-centered pedagogy that most teachers, even refugee teachers, do not possess.
4. Refugee teachers in Egypt estimated to 4000 face considerable constraints in accessing certified in-service training. 500 refugee teachers are working in the Syrian community schools.

Aims & Objectives

- Develop a blended in-service teacher training program leading to a post-graduate diploma of 60 ECTS in the partner HEIs focusing on refugee children education accessible for both Egyptian and refugee teachers.
- Support the development of the faculties of education in partner universities to align curriculum, teaching, learning and research in the area of refugee children education.
- Build capacity of academic staff at the faculties of education in order to contribute to the development, implementation and evaluation of the in-service teacher training program accessible to both Egyptian and refugee teachers.
- Develop innovative teaching, learning and curriculum materials in the form of an e-Tool Kit addressing refugee children education.
- Develop a Euro-Arab Network of Refugee Teachers to link up teachers teaching refugee children in host countries in Europe, in Middle East and North Africa as well as globally.

Learning Design-Design for Learning

The CARE Methodology

- Learning Design (LD) or design for learning (DL) is a process of constructing student-driven learning activities enabled by certain pedagogies, resources, ICT tools and Education for Sustainability principles.
- Learners take initiatives for their own learning and the instructor functions as a coach and mentor.
- Learning activities focus on real world issues.
- Learning activities are context-specific in which learning is relevant.
- Focus on problem posing questions for solving real-world problems and critical self-reflection

The Constituencies of the CARE Methodology

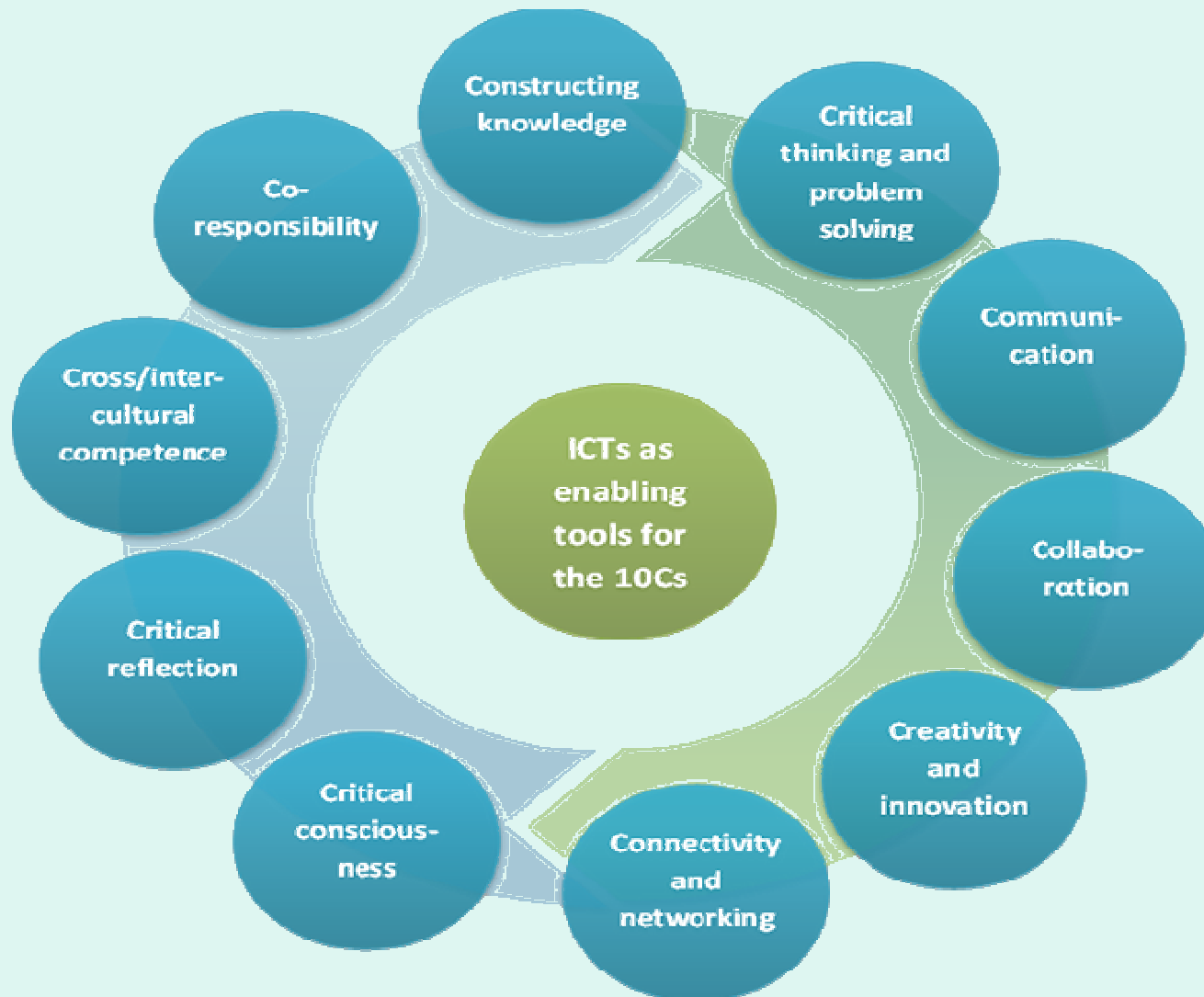
- **C**onceptualise
- **A**ctivate
- **R**eflect
- **E**ngage

CONCEPTUALISE

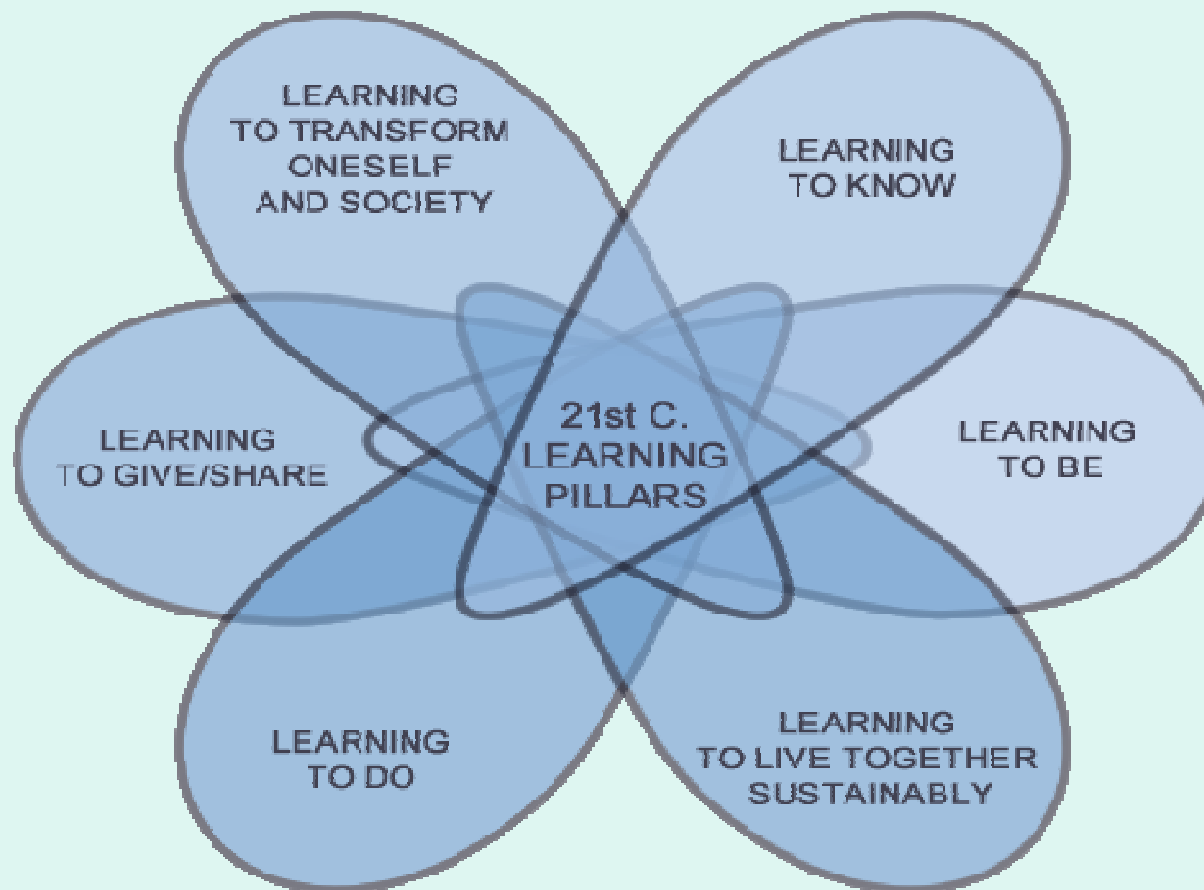
The stage of conceptualisation enables the teacher/designer to:

1. involve learners in the process of creating the learning activity;
2. the learning activity will be connected with more than one school subject (inter-cross-disciplinary);
3. infused by the 10Cs, the 6 pillars of learning, the 17 SDGs and Sustainability Justice;
4. 4) define learning objectives, key concepts, subject areas, time required, materials/resources and alignment with national curriculum standards.

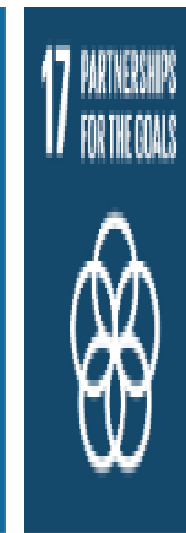
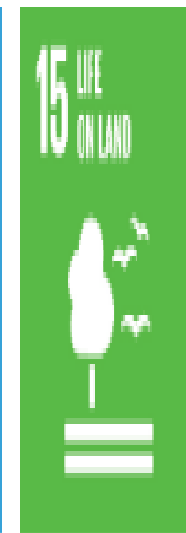
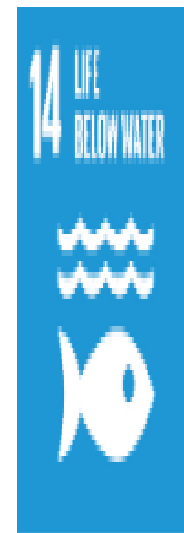
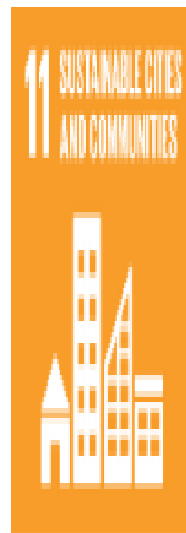
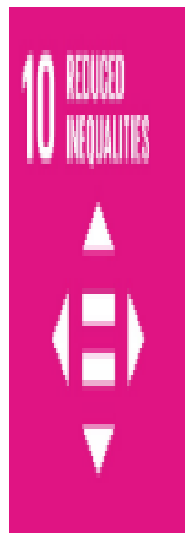
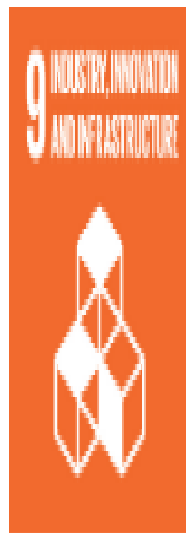
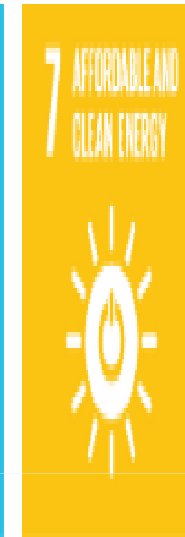
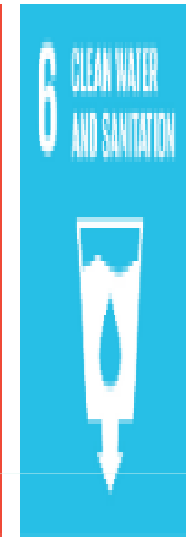
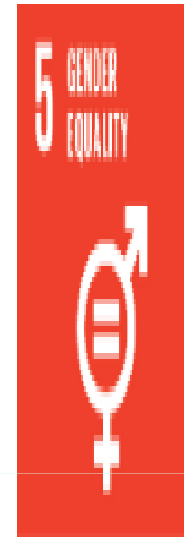
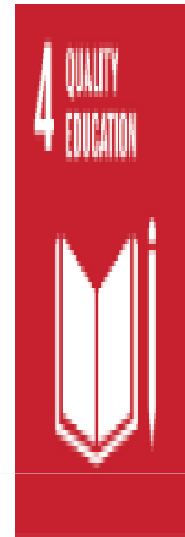
The 10Cs Model



The 6 Pillars of Learning



Sustainable Development Goals



Sustainability Justice

- Environmental Justice
- Social Justice
- Economic Justice
- Cultural Justice

ACTIVATE

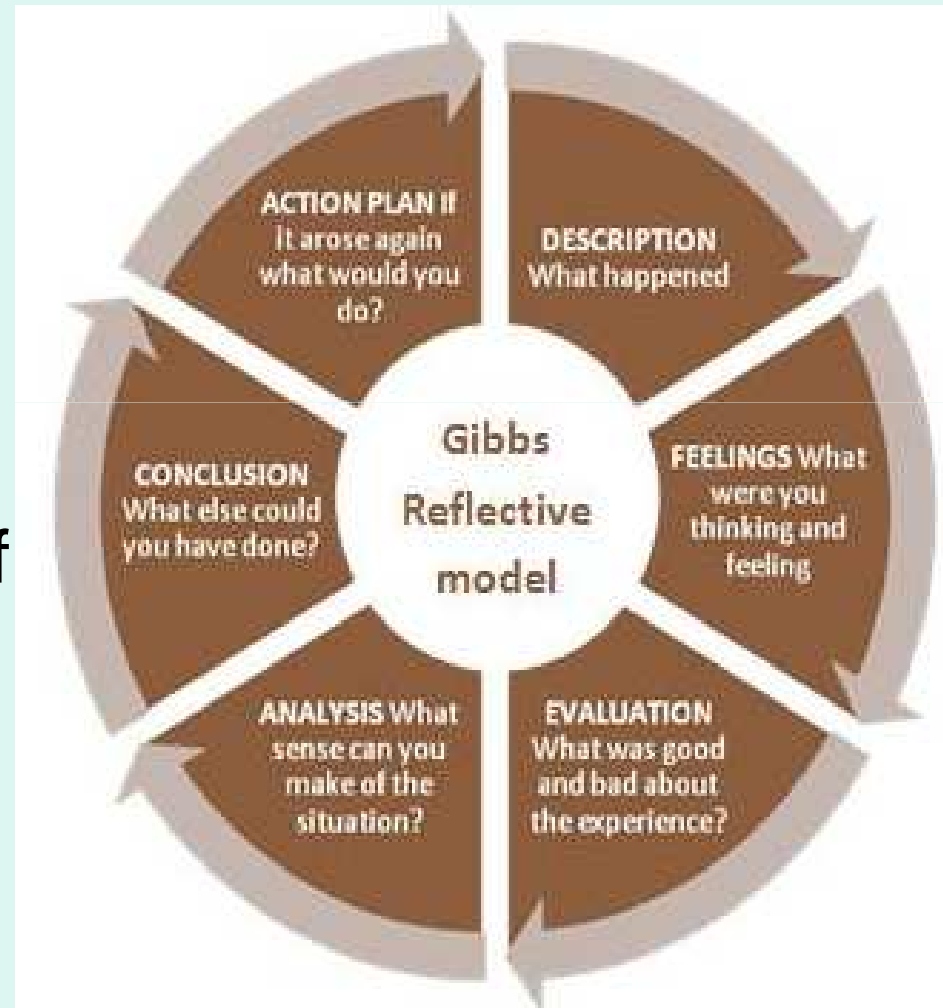
- While conceptualisation identifies the key elements of learning design or design for learning, activation denotes a shift to operationalisation process, defined as a process from the design to concrete EfS learning activities' development.
- In fact, activation starts at the conceptualisation level in terms of building the profile of the target learners, and activate their prior knowledge through the use of engaging strategies enabled by ICTs focusing on deep EfS.
- It also involves providing opportunities for learners to meaningfully dialogue, reflect and engage before, during and after learning intervention.

Provide short but clear information of the learning design processes you are going to use in your project in terms of activities, teacher's and learner's function, the ICT tool to be used for supporting the learning design processes as well as the ExConTra processes (experiencing, reflection, conceptualization, construction, acting and transforming) integrated into each learning design process.

Learning Design Processes	Suggested activities	What the teacher does?	What the learner does?	What ICT tools do?	<u>ExConTra</u> Learning Processes
<u>Conceptualisation</u>					
Activation (Learning Tasks)					
Reflective Feedback					
Engagement					

REFLECT

- Learners and instructors need the opportunity to reflect on their personal theories and habits of mind. Gibbs' reflective learning cycle consists of the following six stages of reflection following-up by Shon model of reflection in action and on action:



ENGAGE

Engagement is to put the learner in charge of his/her own learning. Involving learners in activities that activate them to get engaged by reflecting upon their own EfS learning enable by ICTs means:

- Merging theory with praxis for building a sustainability-just society.
- Cutting across all the CARE processes focusing on human agency, active citizenship and curriculum as a living organism.
- Providing learners with a sense of agency with respect to the activities.

Thank you for your attention

This work has been developed within the framework of the RefTeCp programme that has been funded from the European Commission (No. 598437 EPP-1-2018-1-CY-EPPKA2-CBHE-JP (2018-3773-001-001)). The content of the paper reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

