

**Development of a toolbox to support  
refugees and people working with refugees (RefuTools)**

**Project No. 2016-1-DE02-KA204-003268**

**RefuSkills: Teaching low-threshold vocational skills,  
knowledge and skills in the building trade**

**Complementary materials  
Guide for trainers**



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## 1-Presentation

Given its progressive aging and the need for skilled labor, the construction sector is one of the sectors with the greatest potential for the professional integration of refugees who have arrived in Europe fleeing from situations of conflict.

This opportunity entails, however, equally important challenges since refugees' integration in the building sector's market supposes not only the teaching of technical and hard skills, but it has also to consider potential language and cultural barriers as well as possible different starting points, specially those that are mandatory in EU such as health and safety training.

In this sense, RefuSkills offers a curriculum proposal that ensures a basic, common and standardized level, equivalent to an EQF 2 level, on concepts, techniques and materials of building construction, presenting in a more detailed way one of its trades, bricklaying works. Taking into account the particular needs of refugees, this technical knowledge is backed up with the learning of specific construction vocabulary and soft skills for the building trade, with the aim of improving their employability and facilitating their integration in the worksite. As the prevention of work accidents is one of the priorities of the sector, it is accordingly one of its main training units.

The curriculum is complemented by three materials, with the aim of contextualizing its development and allowing its accurate implementation:

1. This Guide for trainers, which introduces the object, methodology and minimum requirements to adequately impart this training.
2. An Assessment methodology, which suggests the adequate and tailored way to evaluate the described learning outcomes according to the content and profile of its main recipients, refugees, who may need to overcome language barriers when being evaluated, for example.
3. A compilation of available training materials, which could be used to teach parts of this curriculum.

Finally, it should be noted that, according to its initial objectives, knowledge, skills and competences gathered in Refutools' curriculum have the potential to be equally transferable in the event that the refugee could return to his country of origin.

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## 2-Objectives

Following what was stated above, the curriculum aims at:

- identifying and applying simple and basic techniques, materials and processes of building construction to be learned by refugees,
- enabling refugees and migrants to carry out basic bricklaying work,
- introducing necessary knowledge and skills to carry out safe working practices in construction,
- introducing soft skills in construction as an essential knowledge to ensure communication, successful integration and good team working,
- presenting some specific vocabulary to refer to the basis of construction materials, tools and technics in the language of the host country.



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### 3-Methodology

The curriculum has been developed in line with European Qualification Framework (EQF), and consequently described in terms of Learning Outcomes (LO): knowledge, skills and competences. This common framework ensures recognition in different EU countries and training systems.

The recommended duration of the training is 200 hours, but the total duration could be adapted according to the trainees' general level or to training needs.

#### Four step methodology (show, explain, imitate, practice)

To ensure that the Key Learning Points are delivered in a logical way with the students practicing the skill, developing confidence and dexterity so that they are able to complete the skill or task, we suggest the four-Phase Learning methodology "show, explain, imitate, practice."

**Show.** The student is shown a good example.

**Explain.** Discuss the subject and break it down. Understand the plan. Understand the expected outcome. This is the "what".

**Imitate.** Allow the student learning the new skill to have a go under the teacher's watchful eye. The teacher shouldn't step in with constant advice. Small mistakes, stumbles and the intuitive learning that takes place with trial and error allows the learning neurons to fire causing better quality learning than simply being told what to do.

**Practice.** The student repeats the process many times, acquiring the skill and consolidating the knowledge and the learning experience.

The assessment methodology is described for each learning outcome which changes according to the competences to be acquired (i.e. multiple questions, others are with practical test and check list to be filled by the assessor).

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## 4-Potential users

VET centers and VET trainers that are facing the challenge of training refugees or migrants who have just arrived to Europe and are willing to integrate the construction sector, contributing to their professionalization, Health and Safety levelling and labour integration.

Consequently, the primary target for its conception has been refugees and migrants.



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## 5-Requirements

A curriculum can only be used effectively if adequately trained staff are available to teach the planned professional competences, knowledge and skills, and the appropriate materials and tools can be used.

For the optimum implementation of this curriculum, the needed requirements are:

- equipped classroom (tables, blackboard, etc.) in suitable conditions of light and air conditioning
- tools and machinery needed for each bricklaying module
- main materials to be used according to each module of bricklaying (ceramic materials, wood, etc.)
- auxiliary materials (lime, plaster, mortars, cements, etc.)
- protective equipments (PPE, etc.)



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