

A large, stylized red silhouette of a hand with fingers spread, positioned on the right side of the page, partially overlapping the grey film strip background.

CURRICULUM

REFUGEES



**CINEMA FOR REFUGEES
SOCIAL INCLUSION**

<http://refugeesinproject.eu>

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TABLE OF CONTENTS

Preface	4
I. Course Overview	5
II. Learning Objectives	6
III. Course Methodology	7
IV. Learning framework	8
V. Course Structure	10
VI. Recommended Background	12
VII. Technical Specifications	13

LIST OF ABBREVIATIONS:

AE Adult Education

CS Civil Society

FBL Film-based learning

CBL Context-based learning

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PREFACE

The Curriculum provides an overview of the RefugeesIN Course, introduce its learning objectives, methodology and structure.

The Curriculum is mainly intended for the Adult Education (AE) providers and Civil Society (CS) organisations to enhance and enlarge their activities expressly aimed at the social inclusion of refugees and asylum seekers. It addresses the adult educators and other professionals who are going to engage with the RefugeesIN training material.

It is complimented by the other assets in the **RefugeesIN Pack** – *Brochure, Film Catalogue, Course Manual and Guide*.

We hope that AE providers and educators, as well as civil society organisations and specialised staff will have an opportunity to effectively use the RefugeesIN Curriculum along with the RefugeesIN training materials.

I. COURSE OVERVIEW

Innovative learning opportunity to empowering, extending and developing adult educators' competencies, for assisting their role in meeting the needs of refugees/asylum seekers, from diverse backgrounds, to impart common fundamental values and to prevent and combat racism and intolerance and promote their social inclusion.

The course is composed by six modules, for about 100 hours long, of face to face sessions, as follows:

Module 1: Let's get into the RefugeesIN Course;

Module 2: Social Inclusion in the EU: crisis, policies, models and achievements;

Module 3: Real life Stories: self-biographical narratives and in-depth interviews;

Module 4: Cinema for Social Inclusion;

Module 5: Documentary Filmmaking and

Module 6: Cinema Workshop.

Cinema will be used as a tool for breaching stereotypes and portraying actual and inspiring life stories of well-included former refugees and having a modelling role for the newcomers' social inclusion. The European cinema that addresses the topic of social integration of refugees is

a major contribution to the project, the basis for fostering up discussions within multicultural groups, and having a language suitable for establishing links between refugees and local citizens.

Stimulating critical thinking, increasing level of digital competence and research for a greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity, are an essential part of the response to the current crisis and to develop resistance to all forms of discrimination and indoctrination, and it is precisely in this collective effort where RefugeesIN project is included within and trying to make a valuable contribution.

II. LEARNING OBJECTIVES

These are the broad learning objectives, which like an umbrella cover the module-specific intended learning outcomes. Participants will be able to achieve them when going from module to module engaging with the face to face sessions, suggested materials and exercises and finally becoming actively involved in the cinema workshop.

Having completed the RefugeesIN Course, participant should be able to:

- Realise the situation of refugees in EU and in own country;
- Distinguish between refugees, asylum seekers and migrants;
- Recognise how everyone can act in the interest of social inclusion;
- Define the concepts of social inclusion and crisis;
- Refer to an overview of the current applied policies and models, identifying some positive examples as well as a number of challenges relevant to these procedures;
- Realise, interpret and tell one's own biography from the perspective of the 'subject', in order to give the opportunity to bring the single steps of life into a connection that makes sense;
- Deepen the recognition of the refugees/asylum seekers phenomenon and the feelings experience by them and their hosts;
- Reduce fears in face of otherness and major social changes;
- Alleviate stereotypes, prejudices and eventual discriminatory attitude towards refugees;
- Recognise the film discourse;
- Grasp different film functions supporting social inclusion of refugees;
- Be aware of the 6 basic phases and practice the surrounding competencies that are required to make a Documentary Film as a cinematographic expression;
- Produce two short documentaries in group, mobilising knowledge and competencies made/developed in previous modules and testing participant's abilities at least in one cinematic function.

III. COURSE METHODOLOGY

At the intersection between research, cinema and AE, RefugeesIN Course is anchored by creative processes and interactions, proposing a new multicultural learning process mediated by cinema and filmmaking practice, focusing narratives of social inclusion.

All modules and units shall provide a practical component where participants will apply what they are learning to the development of roots and strategies for refugees/asylum seekers social inclusion in EU.

During the final cinema workshop, participants will have the unique opportunity to research, write, produce and direct their own short documentary film in close collaboration with their major “clients” - asylum seekers/refugees. This experience goes along with by the chance of testing own abilities at least in one cinematic function.

IV. LEARNING FRAMEWORK

The learning framework for the RefugeesIN Course is a vector that results from the combination of different approaches, such as:

- ➔ **Holistic approach.** The Course is based on the premise that each person can create new meaning and purpose in life through connections to the community and to humanistic and democratic values such as tolerance, solidarity, participation or peace. Holistic education aims to call forth from people an intrinsic reverence for life. What distinguishes it from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment;
- ➔ **Film-based learning (FBL).** FBL, also known as Movie-based learning, is a form of learning that uses films, plus videos, as learning tools. Cinema can be a catalyst for healing and growth for those who are open to learn how films affect people and who are also prone to watch certain films with increased awareness. The aim is to gain an added self-reflection, insight, inspiration, emotional release or relief and change. Particularly it can help newcomers to connect with story lines and the film characters, thus learning about themselves and helping to establish pathways to inclusion

- ➔ **Multicultural learning** occurring as a result of a longer structured cooperation and co-learning within a multicultural environment;
- ➔ **Context-based learning (CBL),** by using real-life and fictional examples in learning environments in order for people to learn through the actual, practical experience with a subject rather than just listening to theory;
- ➔ **Role modelling.** Life stories having a stout role model in learning - narrating and sharing life stories of former refugees/asylum seekers, focusing their pathways for inclusion into the European societies may strengthen the newcomers' self-confidence and facilitate their social integration in the host countries;
- ➔ **Andragogy and process models** based on the premise that as a person matures, the need and capacity to be self-directing, to make use of his/her experience in learning, to identify his/her own readiness to learn, and to organise his/her learning around life problems, increases steadily.

Creative processes and interactions are about transformative learning. They change the participants, all of them, be they refugees or adult educators. And this is

IV. LEARNING FRAMEWORK

particularly important when the crisis is raising profound issues of xenophobia and anti-Islamism and we are facing new challenges requiring a reinforced inclusive society. And AE and civil society organisations can provide fundamental support to respond to this and to refugees' long-term adaptation and inclusion in the host countries.

It can be stated that RefugeesIN is innovative because proposing a new multicultural learning process mediated by cinema and filmmaking practice, focusing individual narratives of living experiences of social inclusion that have radically transformed their lives.

V. COURSE STRUCTURE

The learning content (for learners) is available at the **Manual**, while guidelines and sessions plans (for training managers and adult educators/facilitators) are available at the **Guide**.

The six modules of the Course, each one representing an independent learning component, are further described in the following table.

REFUGEESIN COURSE		
MODULES	DESCRIPTION	DURATION
Module 1: Let's get into the RefugeesIN Course	Starts with the introduction of the group, the course and the project - and the agreement of the group rules (decided together). MAIN TOPICS: 1) refugees situation in EU, in different countries: short overview; 2) explanation of technical language (refugee, migrant, asylum seeker); 3) first exchange about own experiences.	4 hours
Module 2: Social inclusion in the EU: crisis, policies models and achievements	Introduces the concept of the refugees' social inclusion in the EU and describes the refugee crisis. Identifies the prime implemented policies and models at the EU level and the main achievements, shortcomings and challenges. MAIN TOPICS: 1) concept of social inclusion in the EU; 2) the context of crisis; 3) implemented policies and models of social inclusion in the EU; 4) major achievements as well as challenges; 5) the predominant ways for social inclusion.	4 hours
Module 3: Real life stories: self-biographical narratives and in-depth interviews	Introduces the rational and background for producing and interpreting real life stories and in depth interviews. Narrative is presented as a framework for understanding the subject and investigates into the self- narrative and the dynamics of self- investigation as meaning construction. MAIN TOPICS: 1) Self- biographical narratives and exploration of strategies for storytelling; 2) Analysis of Brochure's stories; 3) Self- Biographical narrative, managing true stories; 4) In- depth- narrative interviews practice.	20 hours

V. COURSE STRUCTURE

REFUGEESIN COURSE		
MODULES	DESCRIPTION	DURATION
Module 4: Cinema for social inclusion	Devotes to screening and analysing of European featured films staging refugee role models, selected for their triggering transformative learning to support social inclusion of refugees. MAIN TOPICS: 1) Let's put ourselves in the shoes of refugees: screening Das Kind; 2) In today's society, what is social inclusion How to stimulate it? Screening Fatima; 3) Cinema builds our representations of The functions of films will be touched upon. Is a film about the others or is it about the filmmaker? Is it necessarily propaganda or not? What is the role of archive images, what is the role of music in documentary films?	12 hours
Module 5: Documentary filmmaking	Introduces the 6 basic components of documentary filmmaking. The capacity of collaborate and communicate with the team will be reinforced with practical activities. MAIN TOPICS: 1) The documentary as a cinematographic expression; 2) Argument writing; 3) Directing; 4) Production; 5) Technical Equipment; 6) Editing.	30 hours
Module 6: Cinema Workshop	Production of two documentaries short-films portraying inspiring life stories of well-included former refugees, which are expected to have a role model close to the newcomers. This is the pinnacle of the interaction between the learners themselves and the much awaited moment when the ideas begin to take shape. MAIN TOPICS: 1) Planning; 2) Production; 3) Shooting Documentary 1; 4) Shooting Documentary 2 (change in learners' roles); 5) Post-production; 6) Editing and Finishing.	30 hours

VI. RECOMMENDED BACKGROUND

There are no specific prerequisites for this Course. However, it is primarily designed for:

- ▶ adult educators and AE providers, working with refugees/ asylum seekers;
- ▶ CS professionals and staff working in the field of social inclusion;
- ▶ Those who are interested in fostering social inclusion in the EU.

Recruiting educators/facilitators should be based on different grounds. Facilitators should preferably be skilled and experienced adult educators having a deep interest in both film and social inclusion. They can be recruited from within an educational organisation, or “borrowed” from established adult education organisations.

Facilitators can also be filmmakers or film school teachers, or writers, all those who express themselves in writing or pictures. Theoretical part of the RefugeesIN Course may be entrusted to the most experienced adult educators whereas film making might be entrusted to students of film and film directing who are about to finish their studies.

VII. TECHNICAL SPECIFICATIONS

The access to the **RefugeesIN website** is open, no registration is required. All materials developed under the project are available at the website for free consultation and download. The 12 short documentaries are fully available at the **YouTube page** of the project.

All interested can enrich the assets developed by the RefugeesIN team through the **RefugeesIN Blog**.

This is an interactive and open section, after registration, for posting new assets, own stories and first hand narratives / memories of refugees / asylum-seekers successful social inclusion stories into a EU country, whether through word, image, multimedia or relevant publications.

We look forward to your visit and collaboration!