

Teacher preparation for migrant school inclusion - TEACHmi

612216-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN

Project Overall Presentation





Project Overview

Objectives, Target Groups, Work Packages,
WP4 (UCLL's Contribution), Expected Results



TEACHmi

Duration

1/12/2019 – 30/11/2022

Partnership

- P1: University of Piraeus (UNIPi) – GREECE**
- P2: Enoros Consulting Ltd - CYPRUS**
- P3: University of Coimbra (UC) - PORTUGAL**
- P4: UC Leuven-Limburg (UCLL) – BELGIUM**
- P5: CESIE – ITALY (IT)**
- P6: College of pedagogy – Pleven – BULGARIA (BG)**

Representatives at the UCLL

Karel Moons and Melanie van Oort - Hall



Objectives



01

Provide effective tools, teaching material and guidelines to teachers of multicultural classes as well as school leaders in order to facilitate the better integration of students with migrant backgrounds in schools and society.

02

Address the inadequacies in teacher training, tools and competences with regard to inclusive practices to be rolled out in European multicultural classrooms.

03

Support the inclusion of newly arrived migrants with good quality education, by assessing knowledge and assisting in the positive validation of prior learning.

Target Groups

The project will benefit directly:



01

Teachers, educators and other professionals in the field of education, acting within the educational system and coming into contact with students from migrant backgrounds

02

Students (adolescents) from a migrant background, who have newly arrived in the educational systems of the participating partner countries.

03

School leaders/ Policy-makers and key stakeholders (e.g. National authorities in charge of education, professional associations or Councils for Teachers, NGOs or other civil society organizations dealing with migrant education, school/ parents' committees, school management staff).

Work Packages



- **WP1 Project Management & Coordination – University of Piraeus**
- **WP2 Toolbox Of Teaching Languages for Students With Migrant Background and Integration Practices - CESSIE (Palermo) and University of Coimbra**
- **WP3 E-Learning and Networking Platform – University of Piraeus and CESSIE**
- **WP4 Curriculum and material elaboration for induction classes – UCLL and College of Pedagogy Plevin (Bulgaria)**
- **WP5 Guide for assessment for newly arrived students from migrant backgrounds - University of Coimbra and UCLL**
- **WP6 Evaluation - ENOROS Consulting and University of Piraeus**
- **WP7 Dissemination and Exploitation – ENOROS and College of Pedagogy Plevin**

Important Elements of WP4

- Elaboration of the Curriculum, didactic guidelines, mode of delivery, etc.
- Creation of the Material/Units for an Induction Course for adolescent students from migrant backgrounds (especially refugees and newcomers)
- Preparation of the Teacher's Manual
- Translation of material in partner languages (Flemish and French)
- Organization of piloting of the curriculum and material, assessment and adjustment

Goals of the Induction Course

1. To address push and pull factors that create barriers for students from refugee and migrant backgrounds (e.g. teacher bias and the legacy of decolonialization in some host countries, but also student bias)
2. To develop their full potential by helping them to gain access to education and employment opportunities available in their host countries – and give them hope
3. To develop a curriculum and materials that will support teachers in communicating and transferring key skills and competencies to students from migrant backgrounds

This will be achieved by:

4. Help students to better understand and appreciate the common norms and values held in European partner countries specifically and the European Union in general
5. Help them develop specific social and emotional soft-skills (SELs) that can help them navigate their school and eventually work-place environment
6. Help them develop greater personal awareness and understanding

FINDING MY WAY TOGETHER WITH YOU:

a course that supports non-native students to find their way to a better life in Europe



Student-Focussed and Strength-Based

Digital format on platform and paper format (to be determined based on COVID)

A positive approach to learning processes

The framework of competences and strengths

Learning in terms of students strengths:

OICO-principles (Observation, Imitation, Creation, Originality): evolution in learning and a framework for evaluation

Learning processes in a broader perspective

Openness – peacefulness - focus (theory)

Educational projects that are not constructed based on a consideration of diversity (working in a stable world)

Educational projects that are constructed with the consideration of diversity (working in a diverse world)

Framework for Non-Native Students (young people) with a Newcomer and Refugee Backgrounds

Well-Being

Openness – peacefulness - focus

Getting to know each other
(biography)



Relaxation

Concentration

1. Learning Process

'Level' (Language, Math, discipline specific)

Language at school

21th century skills

2. The 'world'

Other classes

The Neighbourhood

The region / country

Connection to home country

Being Healthy

- Neg: trauma, doubts, needs, deficits
- Home country – Host country
- Pos: experiences, certainties, 'what I have to offer', strengths

- Physical
- Emotional
- Material

Context 1:

Home
School - neighbourhood
Region – country

Context 2:

- Legal Context
- Procedures
- Frameworks:
 - Education
 - Social Welfare
 - Health

Worldview

Identity

Perspective for the Future

Expected Results



01

Strengthening the profile of those in the teaching and education, who work with migrant students, by, amongst other things, addressing potential bias in teachers, but also the legacy of colonialism and de-colonialism in some educational contexts

02

Supporting teachers in dealing with diversity in the classroom and adopting collaborative and innovative practices that give students hope for a better future in their new country

03

Enhancing the access, participation and performance of disadvantaged, sometimes traumatized and disengaged learners, facilitating their transition in a more friendly environment by fostering much needed competences in school teachers and educators for accommodating the real needs of migrant populations in education

04

Developing and implementing the concept of a multicultural teaching and learning approach

05

Promoting understanding of cultural backgrounds, awareness of the importance of cultural diversity in Europe and providing reflection in order to increase tolerance and to reduce prejudices and xenophobia in schools

TEACHmi Social Media Accounts



Project
Website
<https://www.teachmi.eu/>



Facebook
<https://www.facebook.com/teachmiproject>



LinkedIn
www.linkedin.com/in/teachmi-project-4b7b401a9



Instagram
<https://www.instagram.com/teachmi2020/>



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