

ERASMUS+ Key Action (KA3) – Support for Policy Reform

Social inclusion and common values: the contribution in the field of education and training.

Title: TEACHmi – Teacher preparation for migrant school inclusion

Duration: 24 – 36 months

Idea and Deliverables: to develop a new preparation/initiation teacher education training course for teachers/educators, while the project approach is to offer tools and guidelines to school leaders and policymakers to promote inclusive policies within school context and structure. The toolkit which will be prepared will be used in order to provide guidance to school leaders on making school decisions more inclusive, particularly when these involve controversial issues.

The aim is to help teachers working with this target group (i.e. students with migrant backgrounds) to improve both their skills and the tools utilised in order to provide to all students the possibility for receiving the best education possible, foster inclusion and the provision of higher quality services targeted to the needs of their students from an early age.

An online virtual space will also be created where the educational material and all other tools developed will be accessible. Moreover, possibility will be given for all interested key stakeholders to share information and discuss among them relevant issues, thus connecting professionals from all over Europe in an effort to exchange knowledge and good practices.

Objectives:

This call addresses the contribution of education and youth to social inclusion and common values.

General Objective:

- Developing and implementing innovative methods and practices to foster inclusive education and promote common values

Specific Objectives:

- promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity and reinforcing diversity among education staff;

TARGET GROUPS:

- 1. Teachers, educators and other professionals** acting within the school education system and in multicultural classrooms and coming into contact with students in an early age coming from migrant backgrounds and in need of inclusive education.
- 2. Students from migrant backgrounds in secondary education.**
- 3. Key stakeholders** (National authorities in charge of education, Professional Associations or Councils for teachers or/and educators, NGOs or other actors dealing migrant education, School/Parents committees, School management staff).

WPs:

- **WP0 –Project management**
- **WP1 - Developing new toolbox of teaching languages of schooling for students with an immigrant background, including integration practices for teachers;**

Indicative topics:

- Understanding the cultures-What are they?
 - Examples of critical cultural differences and Good practices in overcoming problems.
 - Methodologies of teaching languages of schooling to newly arrived students with migrant background
 - Diversity management skills and cultural mediation for teachers.
 - Experiences, approaches, tools and practices for integration
 - Practical examples (case studies, role plays) to analyze intercultural situations, Intercultural conflict and solutions;
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- **WP2 – Developing online platform for online classes for teachers and exchange of Good practices;**
 - **WP3 - Developing a curriculum and role model activity material for induction classes for students with migrant background;**

Indicative topics:

- Explanation of concepts of culture, multiculturalism, identity, values, traditions;
 - Capabilities awareness and orientation;
 - Soft skills development (i.e. inter-personal, building self-confidence, Non-verbal communication including body language, facial expressions, gestures, greetings and handshaking, eye contact, role play etc.);
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- **WP4 - Developing a Guide for assessment for newly arrived students from immigrant backgrounds** (based if possible, on the expected Skills Profile Tool Kit for Third Country Nationals to be released by the European Commission in 2017).
 - Exchanging good practices through study visits (X2) on integration practices and skills needed;
 - 4 Parts: 1) Assessment of needs of students (readiness, knowledge and skills, psycho-social condition etc.) prior their introduction to the classroom; 2) assessment of knowledge within the classroom; 3) Assessment of curricula provided and methodologies used; 4) Assessment of final induction into classrooms.

- **WP5 – Monitoring and Evaluation:** both at project level and for developed outputs.
- **WP6 – Dissemination:** Organising conferences, info days etc. on how to integrate better the student target group in the school life and how to foster smoother adaptation and integration in the school setting;

Expected results:

- knowledge and good practices (on inclusive learning, social and civic competences, critical thinking and media literacy as well as the integration of migrants) are widely spread in the learning communities;
- innovative approaches are developed and tested, assessed and integrated into common practice or (parts of) systems;
- educational leaders and educators in the learning communities become aware, ready and willing to practice inclusive educational approaches (e.g. collaborative pedagogical methods, whole school approaches, individualised support to learners) with visible engagement of families and local communities;
- more effective support mechanisms and assistance services are developed and deployed to support education and training institutions and providers in implementing inclusive education approaches.

KEYWORDS: educators, teachers, students with migrant background, training, new skills and methods of evaluation of knowledge, inclusion.

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