

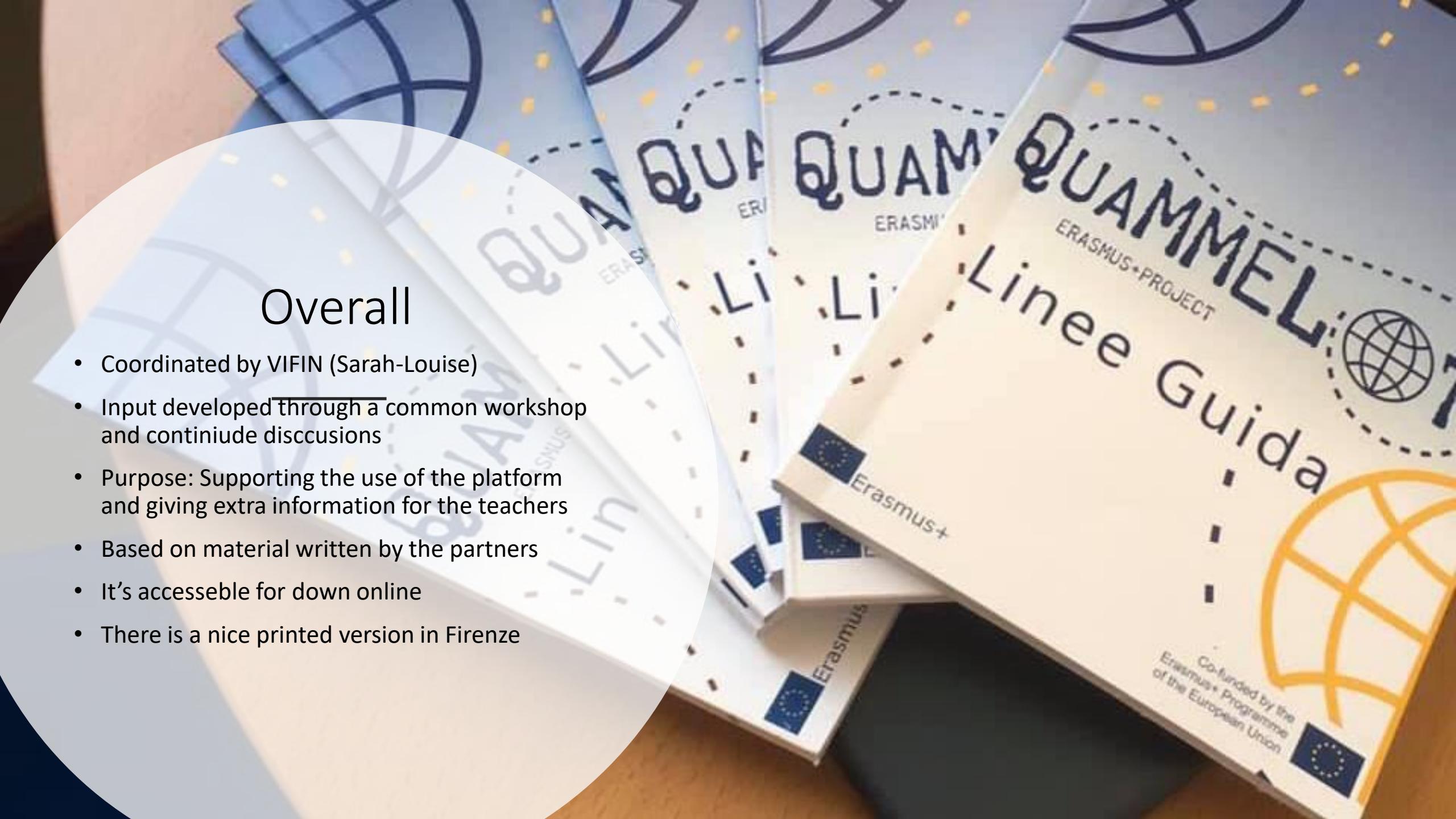
106 Guide book

VIFIN



Overall

- Coordinated by VIFIN (Sarah-Louise)
- Input developed through a common workshop and continue discussions
- Purpose: Supporting the use of the platform and giving extra information for the teachers
- Based on material written by the partners
- It's accessible for download online
- There is a nice printed version in Firenze



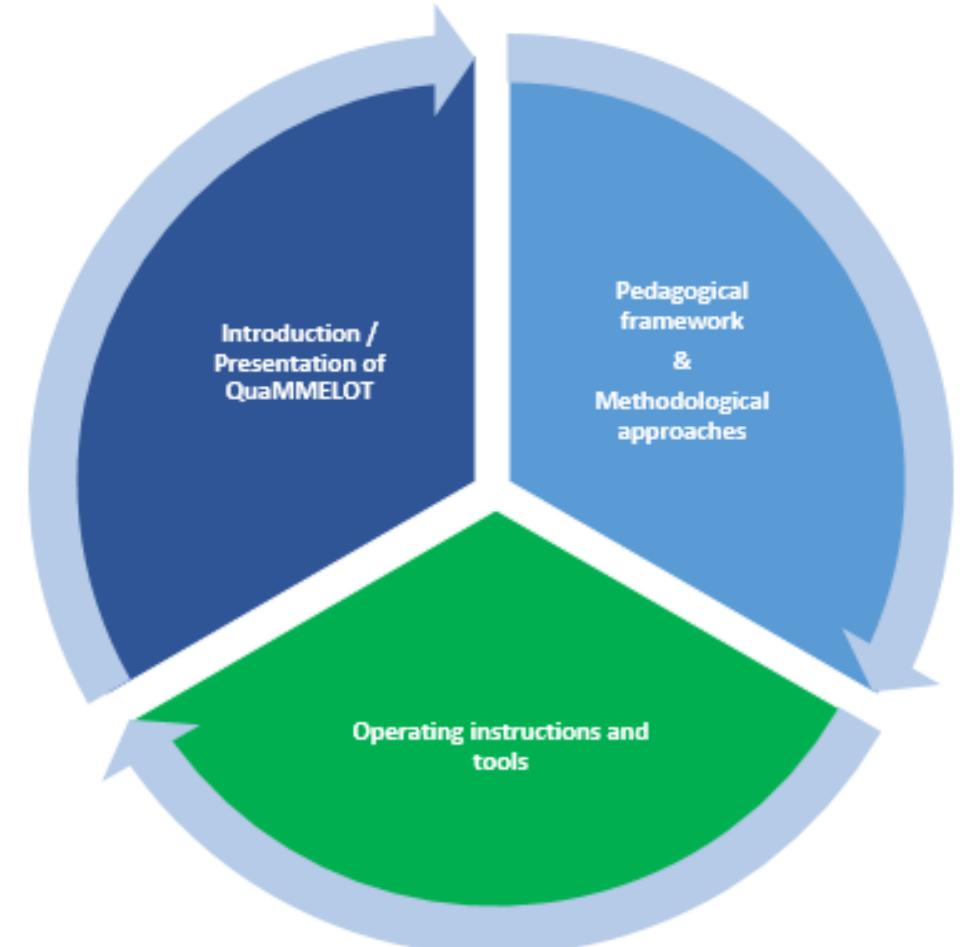
Build up around the following structure

- This handbook serves to guide you on how to use the learning materials and tools of the project in your class teaching. It is divided into three main parts:
- 1) the introduction to the project, which you are currently reading
- 2) the project's pedagogical framework and methodological approach,
- 3) the national contexts of the partner countries, and a collection of useful tools for inclusion of newly arrived migrant students in schools across Europe.



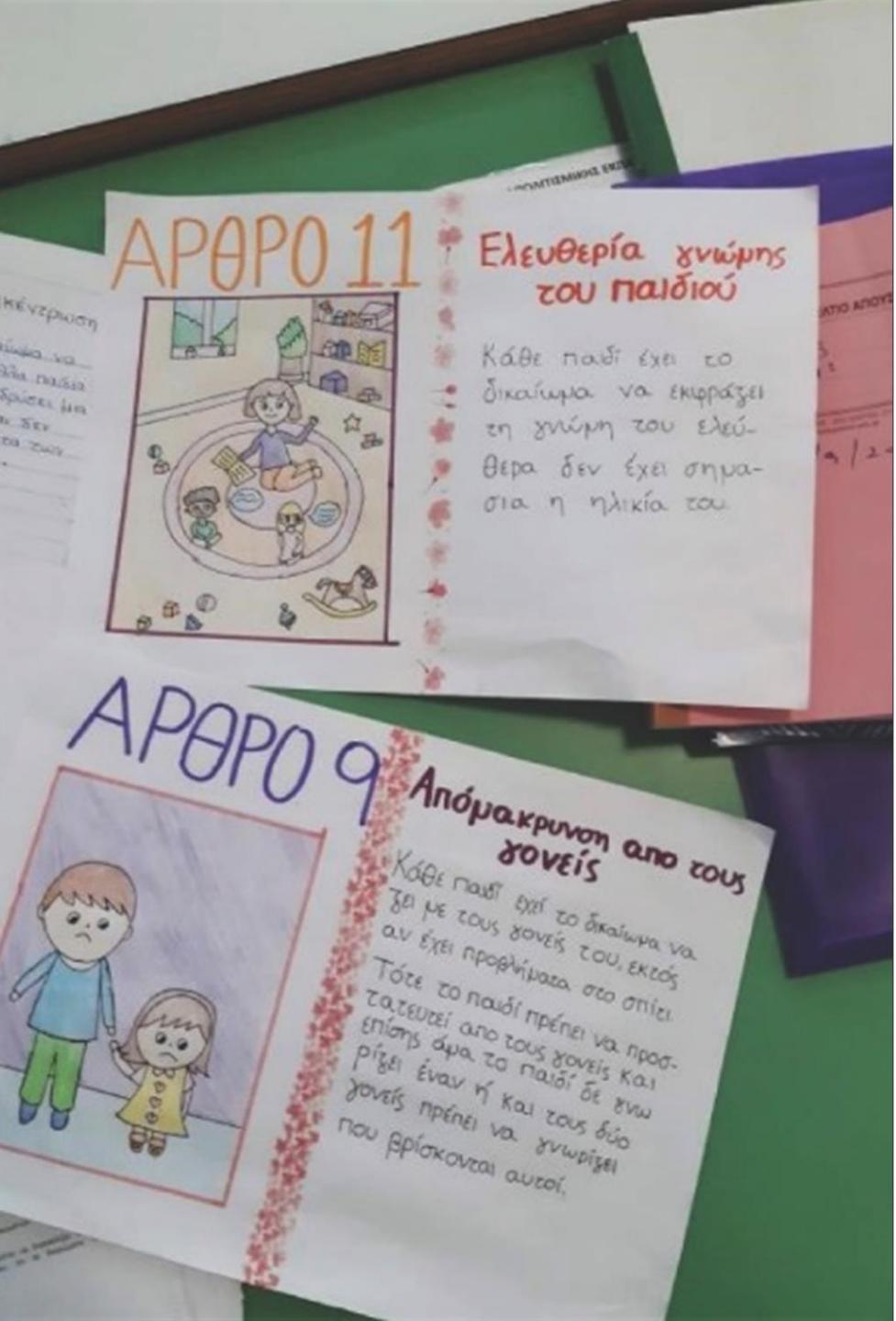
Snap Shot 1

- Introduction to the project
- Pedagogical Framework
- Methodology
- Legal Framework
- Tool box
- Concluding remarks
- List of references



Pedagogical Framework

- Migrant Approaches
- Addressing multicultural societies
- The inclusive perspective
- Useful methods across Europe



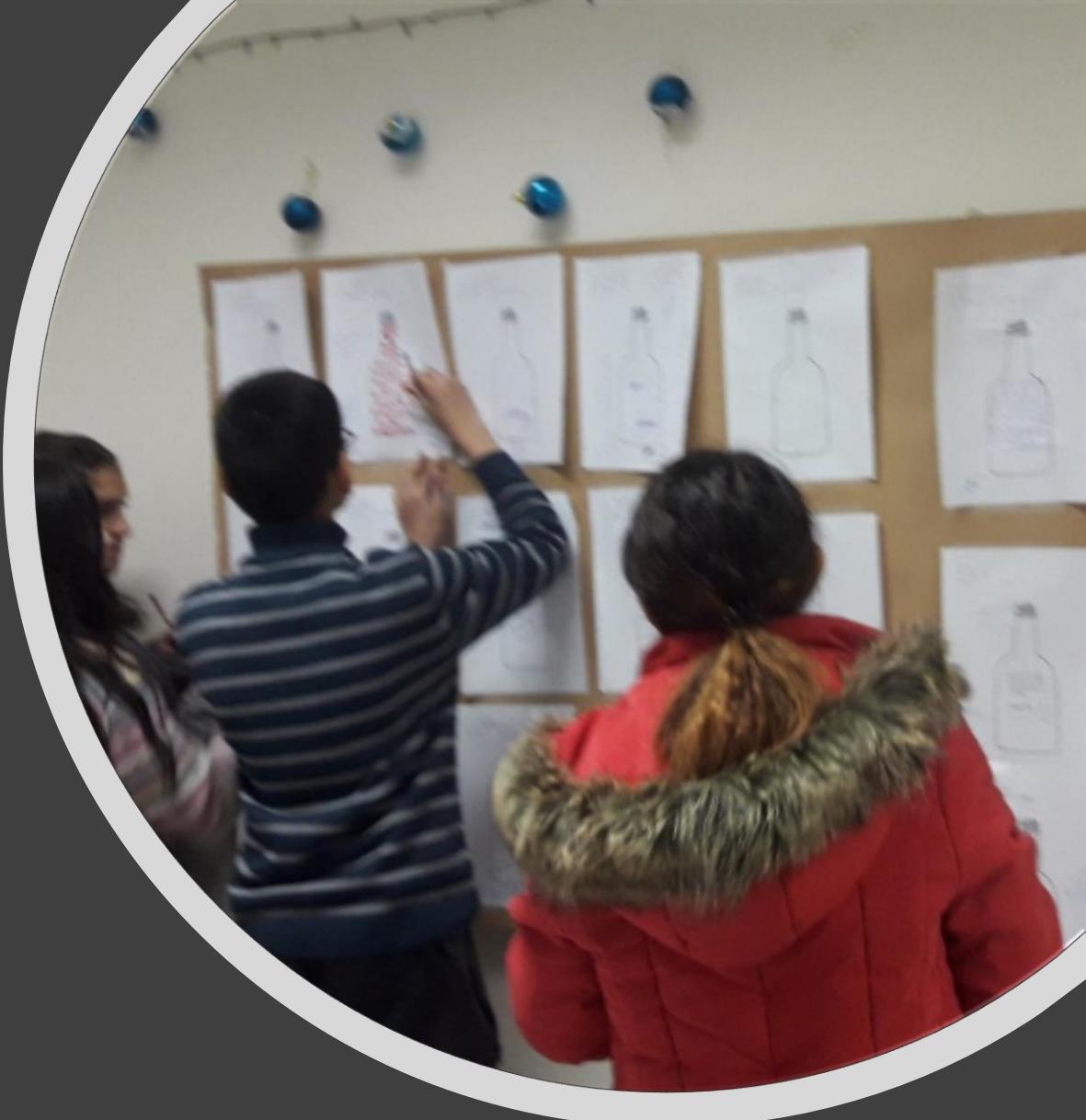


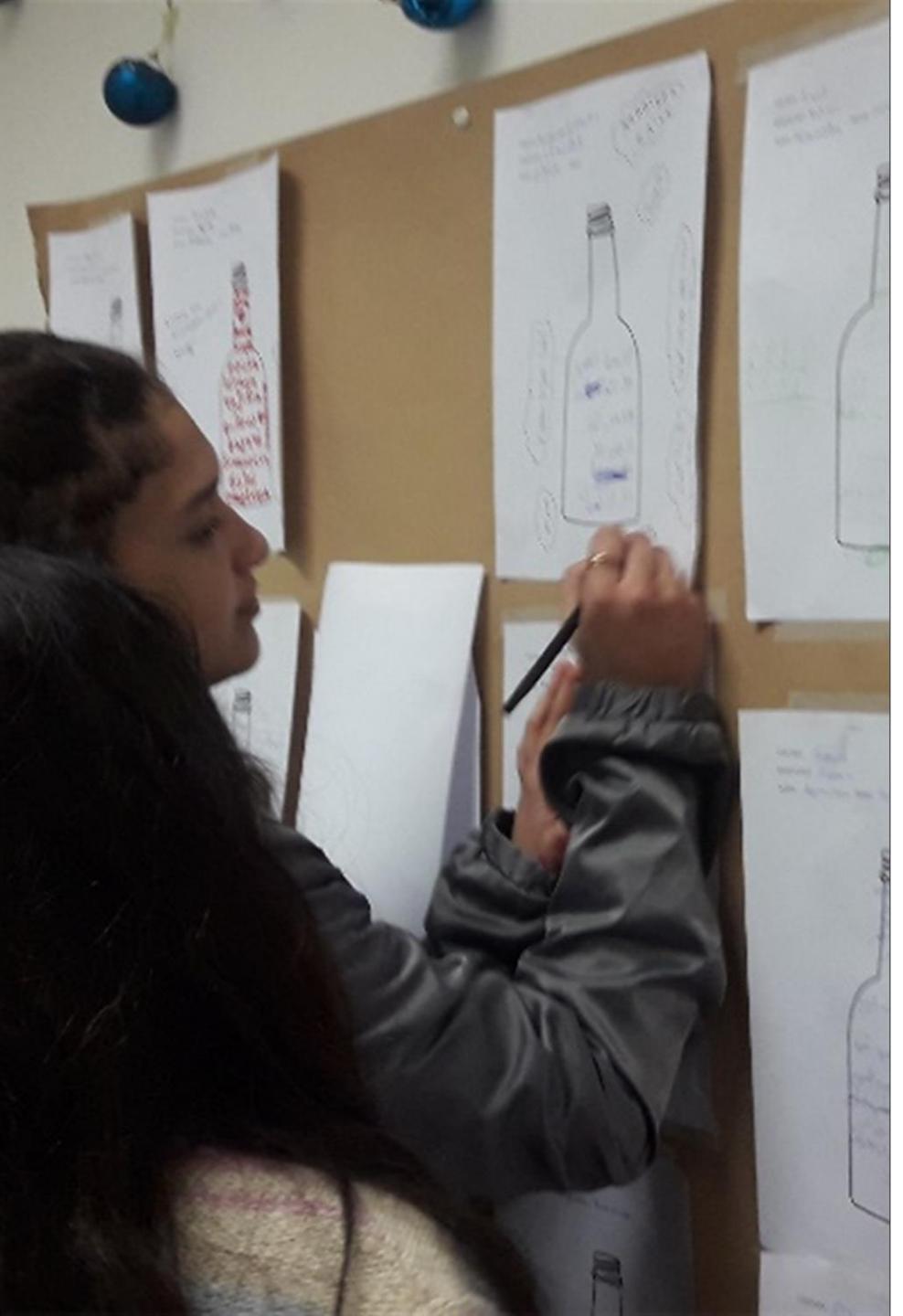
Snap shot 2

- *It is necessary to act on two levels: cognitive, knowledge and information and affective, regarding reciprocal representations, relationships and emotional experiences. But cognitive openness is the first step, the necessary, but not sufficient condition for relations and meetings based on mutual exchange to be established. It is important that, alongside the cognitive dimension, the ability to approach others, to open and maintain contacts, the ability to manage negotiations and conflicts, to tolerate uncertainty, putting oneself in the shoes of others for a while to try to see things from different points of view (Biagioli, 2018).*

Methodology

- Collaborative learning
- Language Teaching
- Mathematics
- Debate, education for democracy
- Narration and storytelling
- Peer to Peer
- Emotions and relations
- ICT





Snap Shot 3

- **Visual approach** is suggested as tasks consist of **problems without words** to engage students with doing mathematics without the burden of language
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- **Practical activities and Handicrafts** can both have a very positive impact on students' interest, learning, and achievements or applications in every-day life. The trainees is suggested to build shapes and surfaces, ideally with the help of their students, geometric shapes or surfaces using cardboard or other materials. The aim of this activity is to develop a better mathematical intuition.

Legal Framework

The legal situation in Spain, Italy,
Greece and Denmark



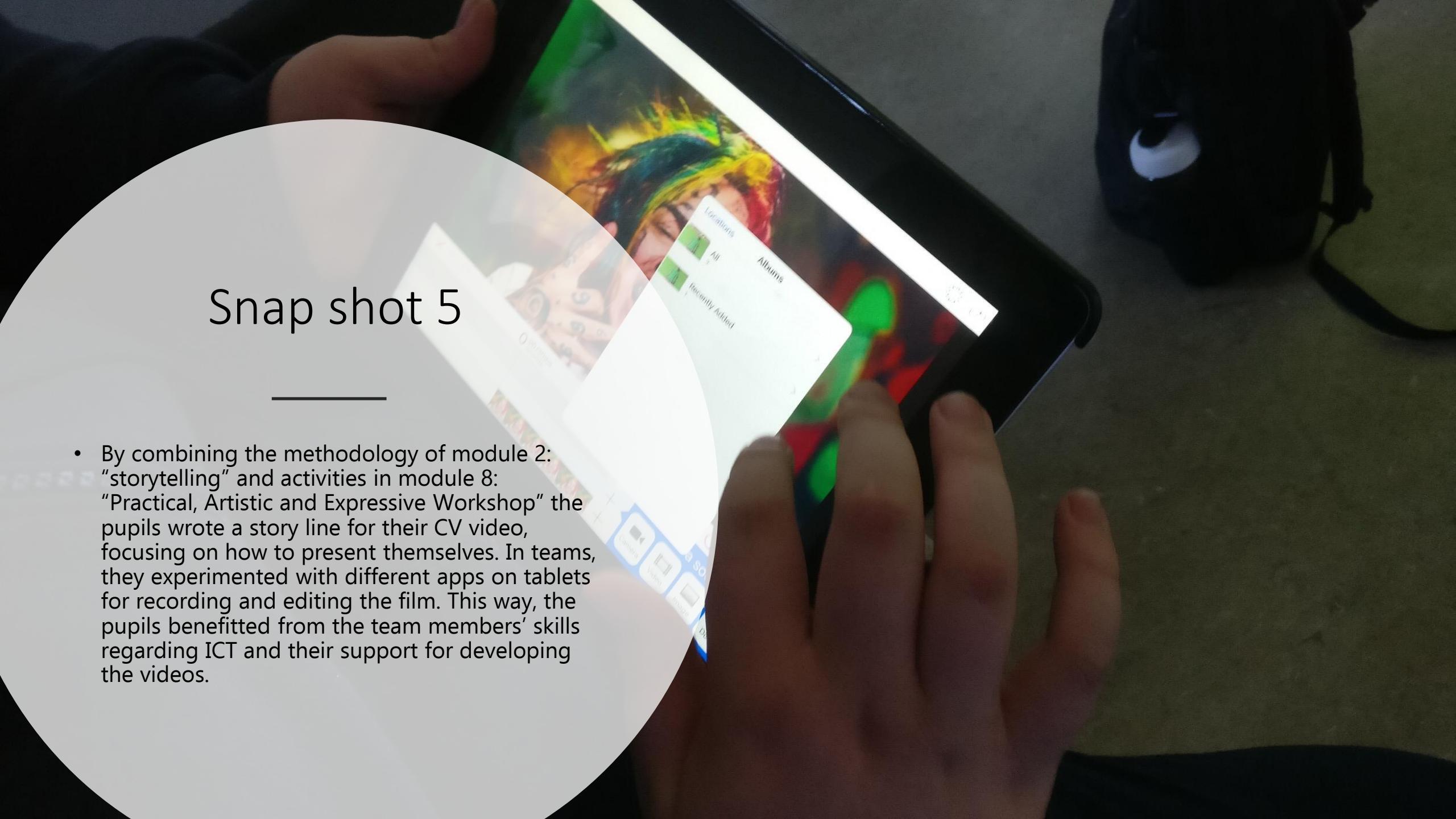


Snap shot 4

- The legal framework and policies regarding the immigrant population (including unaccompanied foreign minors) of Italy, Greece, Denmark and Spain have many common features. It is logical that this is so, as all four countries are integrated into the European Union and constitute democratic regimes. However, there are also many differential features, due to the diversity of national contexts, state legal frameworks, diversity and migration management policies, education systems and specific profiles of immigrants in general, and unaccompanied foreign minors in particular.

Snap shot 5

- By combining the methodology of module 2: "storytelling" and activities in module 8: "Practical, Artistic and Expressive Workshop" the pupils wrote a story line for their CV video, focusing on how to present themselves. In teams, they experimented with different apps on tablets for recording and editing the film. This way, the pupils benefitted from the team members' skills regarding ICT and their support for developing the videos.



Tool Box

- Guidelines for the reception and integration of foreign students
- Reception Facilities for Refugee Education
- Fra Flugt til Skolegang
- Greek forum for refugees
- Acción en Red [Networking Action]
- School without Borders & TEAMS
- Skolen for alle
- You and me, together
- Intercultural Research Centre and Educational Documentation Italy and China
- Φτου και Βγαίνω
- Identity and belonging
- Educ-arte
- What? Me? A racist?
- Εγχειρίδιο εκμάθησης της ελληνικής γλώσσας σε μετανάστες και πρόσφυγες
- Diversity, acceptance, empathy
- Mathematical Bodies
- The intercultural suitcase

Snap Shot 6



- The founding goals of the Greek Forum of Refugees are:
- 1) Defending the rights and protecting the freedoms of refugees and asylum seekers, as enshrined by international law.
- 2) Informing and raising awareness on access to refugee status, and general immigrant and refugee issues.
- 3) Establishing relationships with agencies and non-governmental organizations in order to start meaningful dialogue between all institutions of government and human rights organizations.
- 4) Supporting the unity of refugees by creating social and cultural ties between all members of the Greek Forum of Refugees.
- Find out more on: <https://refugees.gr>

Snap Shot 7

- The "Yehudi Menuhin Foundation" is the managing entity in Spain of the "MUS-E Programme for Education through Art".
- The main objective is to contribute to the integral development of migrant minors as citizens through the promotion of values and activities that enable them to live together within the framework of an intercultural project, to favour the social and cultural integration of the socially disadvantaged population.



VIFIN have disseminated the project via...

- **Emails to:**
 - Municipalities (June 2018, July 2018, August 2018, October 2018)
 - Network of teachers for bilingual language training (August 2018)
 - University for teachers (December 2018)
- **Online information:**
 - Newsletter article (December 2018: <https://us6.campaign-archive.com/?u=2cf646a534d8222e782d562a9&id=47f4be999d#nyankomnetosprogede>)
 - Info on VIFIN's Website (<https://vifin.dk/index.php/da/igangvaerende-projekter/683-quammelot>)
 - Posts on VIFINs facebook and VIFINs linkedin (June 2018, October 2018, November 2018, December 2018, February 2019)
 - Short information article about the project in the Magazine for Public Schools in Denmark: Folkeskolen.dk, <https://www.folkeskolen.dk/645010/hjaelp-til-nyankomme-flygtningeboern->
- **Leaflets:**
 - Showing leaflets on seminar about refugees (project Elaine 2) in Cambridge (17th - 18th October 2018)
 - Sharing leaflets and information about the project on Denmarks national teachers' festival the 4th-5th of March 2020.
- **Meetings:**
 - Individual meetings with teachers and relevant school experts
 - The school department in Vejle Municipality
 - The municipality's school consultants working with integration
 - Event with participating teachers
- **Regional:**
 - Hedensted (a neighbour municipality)'s school consultant working with integration
- **National presentations**
 - Promoting the Quammelot Project at a two day conference called: the “Denmark’s Learning Festival” in Copenhagen. The project was promoted via flyers and personal conversations. The national learning festival is the greatest learning festival in the country, it involves 8.000 professionals representing educational institutions, organisations working with learning, municipalities, and publishers of learning materials.
- **Dissemination of project products via relevant project within the organisation**
 - VIFIN is using the organisation's website to link to the Quammelot website. The information page is available in Danish and English. It will be on this website that the online course material will be available to Danish teachers and other relevant stakeholders:
 - <https://vifin.dk/index.php/da/projekter-topmenu/igangvaerende/born-og-unge/683-quammelot>
 - <https://vifin.dk/index.php/en/projects-topmenuuk/current-projects/children-and-youth/708-quammelot>
- **Due to corona, VIFIN has had to scrub ideas for meeting with schools.**

IO6 Work

- VIFIN is the lead of IO6.
- VIFIN held a workshop among the partners to ensure that all partners took part in deciding the format of the handbook.
- Based on the workshop, VIFIN developed an overview of the handbook index and a template for the partners' deliveries.
- All partners had responsibility to contribute to the IO6 and have been in contact with VIFIN regarding it.
- Based on all the above, VIFIN designed and set up the handbook

Concrete Results

- Development of four national reports about immigration, the legal context and the school context for refugees and unaccompanied minors in Italy, Spain, Greece and Denmark
- 10 registered participating teachers (due to difficulties in gaining access to Danish teachers and competing against other national projects and already exciting learning material and initiatives in Denmark)
- Development of platform with learning materials for 10 modules translated into four languages (2 more modules than promised in the application!)
- Focus group interviews with relevant experts, teachers and participants before the development of the platform and after the test phase of the modules.
- Online evaluation of the platform
- Development of a handbook that promote the learning modules, explain the context for the project and modules and introduces to the project in general.
- Three teacher training events in Italy, Greece and Denmark, where exchange with educational institutions, experts, NGOs, schools, teachers and refugees has been in focus and the Quammelot project has been promoted.
- Five partnermeetings and three multiplier events

Project outcome and innovative part

- The most innovative aspect of the project in VIFINs opinion was the goal of creating inclusive learning materials that both targeted the migrant students and the other students in the normal classes. This was also what draw the interests of the participating teachers.
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- Furthermore, it was an innovative aspect and an exciting challenge to develop the learning material across European countries, hereunder “receiving countries” and a “destination country”, and to cooperate interdisciplinarily across universities, regional offices, and municipalities.
- In Denmark, a project has been developed simultaneous with the Quammelot project, it is called “From flight to school-education” (Fra flugt til skolegang) and is developed by Save the Children Denmark in cooperation with Danish schools. It develops learning materials for newly arrived refugee pupils, training for teachers, educational staff and resource persons at municipalities, and workshops for parents.