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QuaMMELOT



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QuaMMELOT (2017-2020) “Qualification for Minor Migrants Education and Learning Open access On-line Teacher-Training”

QuaMMELOT Project - Final Transnational Meeting

Florence, 17th September 2020



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QuaMMELOT Project

Achieved Outcomes,
Pros & Cons,
Changes

Raffaella Biagioli

Florence University
Coordinator of the QuaMMELOT Project





Objectives Achieved – 1 Training

- Engagement of National & International Stakeholders at different levels
- Concrete opportunities, for Secondary–School teachers, to plan & develop educational activities to enable refugee & immigrant students to develop intercultural competences
- Design, production, experimentation & evaluation of an on-line training proposal to promote Secondary-School teacher intercultural training tool
- Application & implementation of didactic materials produced
- Production of National Reports on the education of Minors & Migrant students





Objectives Achieved– 2 Students

- Improvement of the education offered to Migrant Refugee students
- Intra-student Intercultural Learning
- Awareness of an overall view of difference & national & International contexts
- Teacher sensitivity & training in refugee-student integration
- Possibility to apply & implement the didactic material produced
- Development of social cohesion
- Development of an innovative & collaborative approach in a European perspective
- Development of materials & Guidelines for Intercultural education





Objectives Achieved– 3 Dissemination

- **QuaMMELOT Project Dissemination** at local, regional, national & international levels
- **Three training events (LTTA)** undertaken for teachers in Denmark, Greece, Italy
- **Know-how to identify student prior ability & competences of students**
- **Combination of Modules & possibility to adapt them to local context (e.g. experience in Denmark - Module 1 & Module 8).**





PROS

The Partnership - 1

- Creation & consolidation of interdisciplinary teams in partner countries
- The partnership is enthusiastic
- Cooperation with regional educational/school organisations, university & Scientific Bodies, secondary-schools
- Excellent & constructive communication & collaboration between the transnational partners
- Transnational meetings, LTTs, Multiplier Events were well-organised & included quality contents using innovative methodologies
- Great interest in the on-line course on the part of groups & individuals who were not part of the initial QuaMMELOT Project target-group





PROS

The Partnership - 2

- QuaMMMELOT engages different scientific, educational, administrative & social institutions
- Design & implementation of learning scenarios using an interdisciplinary approach
- Innovative contribution of the QuaMMMELOT Project as regards the design, development & evaluation of the online course. This is an original contribution which were not previously present at a EU-Level
- «Focus Group" Method
- QuaMMMELOT proposes a methodological & technological 'tool' which enriches learning, differentiates it, & adapts it to the needs of each learning public





PROS

The Partnership - 3

- The «methodologies» helped the teachers- in no small way – to design learning scenarios to address the specific learning profiles of refugees & immigrants





PROS

The Teachers - 1

- **Innovative Improvements in teacher professional development**
- **In-depth study of the institutional framework by teachers & school-heads**
- **Partner country comparison as regards welcoming organisation & implementation in situ**
- **Exchange & implementation of Best-Educational Practices in the context of welcoming refugee & immigrant students**





PROS

The Teachers - 2

- **Transversal connections between diverse disciplines**
- **Interaction & collaboration between teachers of different disciplines**
- **Holistic Approach to the education of refugees & migrants**
- **Surpassing difference – achieving EQUITY (in the definition of objectives, teaching methodologies, in the learning materials used, etc.) between teaching in a ‘Welcoming Class’ & teaching in a heterogeneous class (e.g. Greece)**
- **Exchange of Best Practices in Learning, Reflection, & Assessment of experiences & practical applications (e.g. Denmark, Greece, Italy, Spain)**
- **Course-participant Feedback**





PROS

The Learners - 1

- **Active participation of Learners in the learning process**
- **Creativity in Learning**
- **518 Migrant students involved – minimum of 300 reached**
- **794 ‘traditional’ students engaged in the different partner countries**
- **1312 students overall engaged in intercultural inclusion practices**





CONS

- **Identification of Focus-Group Participants**
- **Participants not used to using English to present activity/products etc.**
- **Reticence by teachers to do online assessments**
- **Demanding course given the many activities to complete in the time envisaged**
- **Secondary-school teachers not all skilled in technical know-how to engage in professional development & submit output products**





CONS

- Need to promote a favourable ambience in secondary schools to enable teachers to participate in online courses
- Drop-out on the part of some teachers to complete all modules – due to teaching, family, & time-related commitments (Nonetheless, these participants received a Certificate of Attendance to attest the number of hours completed)
- Relationship between 1° Language & Additional Language are highlighted especially in the ‘languages of schooling’ as the effects are felt most in the learning-teaching process especially as related to subjects such as maths, computer sciences, sciences, & other subjects (c.f. Cummins on BICs & CALP)





Changes

- Design, production, & implementation of 10 moduli on the QuaMMELOT Platform (IO3) – instead of the initial 8 modules envisaged for 8 themes
- Slight modification of timeframe envisaged for the delivery of activity7product by course participants
- Slight modification of timeframe envisaged for the Multiplier Events, LTTAs & TPMs





Final Results

Partnership

- Shared overall vision of differences & national contexts especially to support asylum-seekers in partner countries

Online Course

- Innovative creation of inclusive learning materials for all learners which are appreciated by the participating teachers

The QuaMMELOT Project training was extremely useful because it provided **teachers** with suitable didactic tools for use in educating, not only migrant learners, but also learners in 'heterogeneous classes' in terms of linguistic competence

Teachers

- Change in viewpoint:

Raising teacher awareness to identify Learner prior abilities & competences instead of focusing on competences learners do not have

Learners

- Active engagement & participation