

# Inclusion and active citizenship in the primary school classroom

## European Integration & Training Centre ALPHA, Madrid

### COURSE OVERVIEW

Every individual is unique, equally worthy and has the right to education. The inclusive classroom meets everybody's needs and respects the students' right to live according to their beliefs, customs, practices and established behavior rules. The Inclusive Classroom respects diversity and student engagement and agency. The teacher in the Inclusive Classroom has the 3Hs - the heart (commitment), the head (critical knowledge) and hands (practical strategies). Globalization and migration have brought together people from different ethnic origins, religious backgrounds, beliefs, traditions and languages. However, sharing a common space does not automatically result in overcoming the boundaries of historically constituted communities; it does not necessarily involve opening yourself to diversity, trying to understand differences, valuing diversity and building common grounds for dialogue. But we live together and we should not only tolerate this diversity, we should value it as an opportunity through which we can learn from one another in order to build stronger, more dynamic societies. Children's rights, diversity, tolerance, empathy, non-violence related issues and non-formal education teaching approaches have become even more important considering the diversity of our societies resulting from the migration flows in recent years and the long periods of distance learning. Schooling could play a key role in overcoming the historically developed negative attitudes to human differences and the lack of life communication and citizenship skills resulting from distance learning. The realization of this role suggests that teachers have the relevant knowledge, skills and tools. This 7-day course will empower primary school teachers with the skills and knowledge how to organize relevant training sessions for their students so that the teaching process meets everybody's needs. Students will become more open-minded and acquire active citizenship skills. The course is the result of an Erasmus+ partnerships - cross-sectoral school education project *Young Learners Embrace Social Inclusion and Social Involvement*. The partners developed a Teachers' Toolkit comprising 38 training resources distributed in 3 modules: Children's Rights, Diversity and Social Inclusion, and Active Citizenship and Social Involvement. Participants in the training course will have free-access to the ready-to-use training materials. Each topic is accompanied by a number of multimedia objects, e.g. animated cartoons, video clips, filmed drama performances and discussions, simulations, case studies as basis for discussions, interactive e-games, etc. Multimedia objects are ready-to-use materials meant to support teachers' work as mediators in the trainings. The multimedia resources are described with the corresponding characteristics as learning objects in the Toolkit. After participating in the training course participants will be supported in the practical implementation of the newly acquired skills and competences. They are expected to deliver trainings to their students using the topics in the Teachers' Toolkit which they will be taught how to use. The course providers will assign mentors to all teachers who will be at the participants' disposal during a 6-month-period after the training course.

## **MAIN OBJECTIVES**

The course aims to support teachers in:

1. Getting deeper in the specifics of the Inclusive Classroom's major characteristics.
2. Learning what the 3 Hs of the inclusive teacher are.
3. Getting the knowledge of basics in Children's Rights, Diversity and Involvement education through the topics in the Teachers' Toolkit.
4. Mastering skills which will enable them to discuss with their students questions on existing notions of human differences in modern society and run relevant activities choosing from the ones suggested in the Teachers' Toolkit considering the local context.
5. Getting to know non-formal education teaching approaches and start using them not only in the suggested civic education trainings but also in the routine teaching process.
6. Responsibly accepting a code of behaviour so that all their actions and interactions bear respect to students' individuality by participating in the course training sessions together with a diverse group of European teachers.
7. Learn more about the challenges Spanish teachers have faced in designing an inclusive environment through the planned sessions with the involvement of Spanish teachers.
8. Learn how to work in international teams through the group and pair activities.

## **TARGET AUDIENCE**

This course is open to all teachers in primary schools, trainers, school educational counsellors, career counsellors, school psychologists and other school staff.

## **DAILY PROGRAMME**

The standard programme comprises 7 days. The first day is dedicated to getting to know each other and the structure of the developed Teachers' Toolkit, to introduction into non-formal education teaching approaches and cultural activities. The last day is about follow up – instructions how to implement the suggested trainings with students, how to seek and receive support from mentors. Participants are expected to arrive one day before the start of the course and leave one day after the end. Course participants will also:

- visit a local primary school in Madrid;
- visit an inclusion centre providing services to vulnerable groups (children, women, migrants).
- take part in cultural program with a visit to Toledo.

The course venue is Madrid – Spain where the course organizer *European Integration & Training Centre ALPHA* is located. The course is also offered in Thessaloniki, Greece.

### Day 1

- Orientation and information about the venue and the city of Madrid.
- Getting-to-know each other - networking activities
- *Young Learners Embrace Social Inclusion and Social Involvement* project and structure of the Teachers' Toolkit
- Presentation of Europass Mobility Certificate
- Fears and expectations session

### Day 2

- Course introduction
- Non-formal education – formal education – informal education – characteristics
- Effective teaching approaches (non-formal education)
- The inclusive classroom – characteristics
- Children's right – introduction
- Simulation 1 "The right to justice and law" – a training session from the *Children's rights* module
- Simulation 2 "The rights of disabled children" – a training session from the *Children's rights* module
- Daily evaluation

### Day 3

- Practical workshop – participants prepare a training session making use of one of the topics in the *Children's rights* module and deliver it to the rest of the group; feedback from course participants and trainers
- Introduction into the *Diversity and Social Inclusion* module (13 topics)
- Daily evaluation

#### Day 4

- Simulation 3 “Bullying - social inclusion” – a training session from the *Diversity and social inclusion* module
- Simulation 4 “Religious diversity” – a training session from the *Diversity and social inclusion* module
- Daily evaluation

#### Day 5

- practical workshop – participants prepare a training session making use of one of the topics in the *Diversity and social inclusion* module and deliver it to the rest of group; feedback from course participants and trainers.
- Introduction to the *Identity and Active citizenship* module (13 topics)
- Simulation 5 “Active Citizenship in respecting and protecting animals: indoor activities” – a training session from the Identity and Active citizenship module
- Daily evaluation

#### Day 6

Field trip to Toledo (outdoor education):

- Simulation 6 “Active Citizenship in respecting and protecting animals: outdoor activities” – a training session from the Identity and Active citizenship module
- Cultural visit – the city of Toledo (free guided tour)
- planning follow up activities: course participants are expected to deliver trainings to their students in the period after the training course. They will be guided and supported in this process; they will get instructions how to seek and receive support from their mentors and how to provide feedback.
- Europass Mobility certificates – discussion of knowledge gained and skills acquired.

#### Day 7

- Simulation 7 “Active Citizenship and the protection of the environment” – a training session from the *Identity and Active citizenship* module
- Final evaluation: Validation of learning outcomes and certification ceremony

## **METHODOLOGY**

The training course is based on the use of non-formal education methods as an approach for delivering the contents. The general delivery method during the course is simulation of real lessons with students: during the 7-day training sessions there will be almost no lectures and presentations. Participants will, most of the time, step in the shoes of their students whereas the trainers will deliver the contents. This will provide trainees with first-hand experience how to deliver the trainings to their students after attending the course.

The pedagogical methods are based upon experiential training, group and peer activities, learning-by-doing and best practices' exchange.

Teachers will learn about and participate in implementing a diverse number of non-formal ways for delivering contents in which trainees are active participants, e.g. simulations, role plays, guided drama activities, theatre of the oppressed, interactive video resources, games, group and pair work, mind-mapping, creating artistic productions – collages, drawings, dances, poems/ prose, etc. Local Spanish teachers will participate in specialized sessions during which they will talk about their experiences and provide some first-hand tips and support to the course participants. Local visits to schools and inclusion centres could be organized depending on the participants' needs and the availability of the host organizations.

## **COSTS AND ERASMUS+ FUNDING**

Course fee: EUR 80 per day per participant: EUR560 for the standard 7-day training course. Certification and support fee: EUR 50 per participant depending on the group size and services required.

### **ERASMUS+ FUNDING**

Teachers in primary schools, trainers, school managers, pedagogical advisers and any other staff of education organizations are eligible to receive an Erasmus+ grant covering all the costs including travel, accommodation and daily subsistence, cultural activities and all fees. The training course is designed to be fully funded by Erasmus+.

## **CERTIFICATION AND VALIDATION OF LEARNING OUTCOMES**

At the end of the course, each participant will receive a certificate of attendance and a Europass Mobility Certificate.

We will support the participants in the certification process by delivering a special session devoted to Europass mobility certificates, as well as in the validation of learning outcomes process by providing mentors to all trainees during the implementation process when they will deliver trainings to their students using the Teachers' Manual topics.

We will provide photos from the training course delivery and a selection of videos that can be used for visibility and dissemination purposes. The lesson plans and all digital resources will be freely available to the trainees for prospective trainings and re-dissemination among colleagues and students.

## **WHO WE ARE**

The training course is organized by the *European Integration & Training Centre Alpha* (Spain). The training sessions will be held in Madrid. The training provider has extensive experience in delivering trainings to teachers as part of their routine activities and participation in Erasmus + projects.

The training course "Inclusion and active citizenship in the primary school classroom" resulted from an Erasmus+ project; the latter designed a teachers' toolkit of 38 topics which were subsequently piloted in several European countries. The designed educational materials are meant to support teachers in delivering a civic education training course to young learners. The toolkit is designed in the format of a Teachers' Manual providing a step-by-step guide to teachers, and it is accompanied by an exclusively rich set of multimedia resources which support the suggested training activities. The manual makes use of non-formal education teaching approaches and all topics are presented through games, discussions, role-playing, case studies and many other fun activities for students.

The Manual with the training resources comprises three modules which cover the three most important sections of civic education considering the age peculiarities of young students: Children's rights, Diversity and Social Inclusion and Active citizenship and social involvement. The 38 topics have been piloted in some 120 classrooms round Europe and subsequent changes have been made based on the feedback teachers and students have provided. The overall opinion of both teachers and students was extremely positive. Trainers and trainees considered activities to be quite interesting for the students, provoking their active participation and resulting in making students more tolerant, valuing diversity and being better citizens. This is why we decided to share our experience and outcomes with other teachers who care about bringing up a generation of open-minded and responsible young people.

## OUR QUALITY STANDARDS

We are committed to Quality trainings and comply to the principles set in the European Quality Charter for Mobility:

1. Information and guidance: Potential candidates for mobility will be offered equal access to reliable sources of information and guidance.
2. Learning plan: The learning plan, which will be drawn up by the sending organization and us, as course organizers, and the participants, will outline the objectives and expected learning outcomes, as well as how these will be achieved and implemented.
3. Personalization: the mobility undertaken for education or training purposes will be tailored to fit in with the personal learning pathways, skills and motivation of the participants and will develop or supplement them.
4. General preparation: Prior preparation of the participants will be recommended. It will include thematic preparation (on human rights, tolerance and citizenship topics) and cultural aspects of the country of the venue. Participants will receive a list of online materials to read prior to the training course.
5. Linguistic aspects: Participants will be offered some linguistic preparation regarding the topics to be discussed during the course by the course organizers.
6. Logistical support: Logistical support will be provided to the participants, regarding travel arrangements, insurance, accommodation, etc.
7. Mentoring: The training organizations will provide schemes such as mentoring to advise participants while delivering trainings to their students making use of the knowledge and skills gained during the training course.
8. Recognition: Participants will receive appropriate documents demonstrating their participation in a credible way, e.g. certificates of attendance and Europass Mobility certificates.
9. Reintegration and evaluation: On return to the home country, participants will be given guidance on how to make use of competences and skills acquired during the training course.
10. Commitments and responsibilities: The responsibilities arising from these quality criteria will be agreed by the sending and hosting organisations and the participants.