



Co-funded by the
Erasmus+ Programme
of the European Union

Towards Inclusive Education For Refugee Children (TIEREF)

PROJECT PRESENTATION

Call: EACEA/07/2017

Key Action 3: Support for policy reform - Social inclusion through education, training and youth

592142-EPP-1-2017-1-TR-EPPKA3-IPI-SOC-IN



General information

- ▶ Start date: 15 January 2018
- ▶ Duration: 36 months
- ▶ Funded by: Erasmus+ programme of the EU Commission
- ▶ Call: EACEA/07/2017
 - ▶ Key Action 3: Support for policy reform - Social inclusion through education, training and youth
 - ▶ LOT1: Education & Training
 - ▶ Priority: Supporting the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning





Partnership

- Istanbul Milli Egitim Mudurlugu, Turkey (Project Coordinator)
- Ogretmen Akademisi Vakfi, Turkey
- Center for information and vocational guidance “ZGURA-M”, Bulgaria
- STEFICON AE, Greece
- Baltic Countries International Education Foundation Academy, Latvia
- Istituto Comprensivo "Japigia1- Verga“, Italy
- Regional Directorate For Primary & Secondary Education Of Thessaly, Greece
- Inspectoratul Scolar Judetean Dolj, Romania





Background of the idea

- Across the EU, children with a migrant background (and especially those with refugee background) tend on average, to perform less well in school and are more likely to be early school leavers than their native counterparts.
- The issues are even more striking when we address the refugee children among them, who often face serious cultural barriers as well as psychological issues they need to overcome.





Purpose

Using a range of innovative tools, the project aims to strengthen schools in all partner countries and beyond in their education of migrant children (with a refugee background):

- database of good/best practices in 3 domains (guidance, assessing, validation) in all partner languages + English: guidance towards good quality education with best practices models collected via European platform/study; assessing pupils' knowledge via non-intrusive yet efficient manner (guidance), validation of prior learning for pupils
- database of usable and shareable learning material to facilitate inclusive education for migrant children in all partner languages + English





Purpose (2)

- online collaborative exchange portal and resource repository concept towards inclusive education in all partner languages + English
- introducing peer support learning as innovative method to foster inclusive education
- online tool for assessment methodology for refugee students' prior knowledge & recognition and validation of the learning outcomes gained during the learning process
- white papers towards inclusive education for migrant children, based on the project's outcomes and results.





Target groups

- ▶ Pedagogical staff at primary and secondary school education: teachers, trainers, head teachers, principals, headmasters, resource tutors
- ▶ Policy makers – local educational authorities, municipality departments on inclusive education policies, dedicated departments at Ministry of education and science, Agencies of refugees and migrants etc.





Outputs/Results

- ▶ 1.1 Project management handbook
- ▶ 1.2 Reporting forms
- ▶ 1.3 Report on factual findings - Type
- ▶ 2.1 Quality plan
- ▶ 2.2 Internal quality assurance reports
- ▶ 3.1 Internal evaluation plan and tools
- ▶ 3.2 External evaluation reports – progress and final stage
- ▶ 4.1 Exploitation strategy
- ▶ 4.2 Exploitation agreements
- ▶ 4.3 Exploitation multiplier event – Istanbul, Turkey
- ▶ 8.1 Pilot plan and impact gathering tool
- ▶ 9.1 Dissemination strategy and awareness-raising campaign
- ▶ 9.2 Dissemination promotional materials
- ▶ 9.3 Project website www.teachref.eu





Outputs/Results

- 5.1 Framework for collection and categorisation of inclusive refugee's teaching and learning resources, methods, tools and mechanisms
- 5.2 Online tool for assessment methodology for refugee students' prior knowledge & recognition and validation of the learning outcomes gained during the learning process
- 6.1 Peer supported learning intervention method
- 7.1 Online collaborative exchange portal and resource repository concept towards inclusive education
- 8.2 White papers towards inclusive education for refugee/migrant children, based on the project's outcomes and results
- 8.3 Case studies from implementers – pedagogical staff who used the inclusive learning resources





Timeline

WORK PACKAGE	TYPE	START	DURATION	MONTHS																																			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	MNGT	1	36	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2	QPLN	1	36	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
3	QPLN	1	36	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
4	EXP	25	12																																				
5	IMP	2	35		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
6	IMP	2	16		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
7	IMP	2	35		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
8	IMP	17	20																																				
9	DISS	1	36	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	





Leadership

- ▶ WP1: Management – lead by P1
- ▶ WP2: Quality assurance – lead by P8
- ▶ WP3: Evaluation of project outcomes (internal and external) – lead by P3 (including external evaluation)
- ▶ WP4: Exploitation of results – lead by P6
- ▶ WP5: Database of good practices development & assessment methodology for refugee students' prior knowledge – lead by P2
- ▶ WP6: Peer supported learning intervention method – lead by P7
- ▶ WP7: Portal development – lead by P4
- ▶ WP8: Pilot implementation and impact gathering – lead by P5
- ▶ WP9: Dissemination – lead by P1





Transnational partners meetings

- Kick off meeting - Istanbul, TR M1 (P1)
- Second TSN meeting - Plovdiv, BG, M6 (P3)
- Third TSN meeting - Craiova, RO, M13 (P8)
- Fourth TSN meeting - Trikala, GR, M19 (P7)
- Fifth TSN meeting - Bari, IT, M25 (P6)
- Sixth TSN meeting - Dangavpils, LV, M31 (P5)
- Final TSN meeting - Istanbul, TR, M36 (P2)





Expected impact

The project results will support teachers on the following topics:

- Challenges/barriers in the education system
- Challenges due to the lack of language proficiency
- Challenges related to culture
- Challenges related to parents' mistrust of EU culture
- Discipline and changed family dynamics
- Student vulnerability in the face of antisocial practices that may besiege their community
- Challenges related to home, school and gang violence
- Isolation/loneliness because of a lack of social support
- Strategies where there is a lack of knowledge
- Challenges related to policing and to the judicial system
- Methods to prevent racism, discrimination/prejudice and stigma
- Shortcomings related to programming of curricula





Expected impact in figures

- ▶ Minimum number of involved representatives of the pedagogical staff > 500 per country (>4 000 for the project).
- ▶ Minimum number of registered users of the portal > 500 per country + minimum 1 000 on EU level (> 4 000 in total)
- ▶ Minimum number of educational institutions which are using the portal resources to support the process of implementation of inclusive learning at their agenda > 200 institutions in total for the project.
- ▶ Minimum number of involved representatives of policy makers and systematic level gatekeepers > 20 per country + minimum 20 on EU level.
- ▶ Percentage of the increased number of refugee students at the school year at the end of the testing phase – 50%
- ▶ Percentage of the increased number of stakeholders who have been attracted to use the portal resources by the end of the piloting phase influenced by the results of their colleagues who have participated
- ▶ *Further information – ref. Logical framework & Indicators p. 129*





➡ Thank you for your attention!

