

Non formal for inclusion – using non formal education methods to foster inclusion

EDU2GROW ASSOCIATION, Beco dos Queridos, n1 – Trabalhias – Salir de Matos ,Leiria, Portugal PIC Number: 923336696

Contact Person (name, function, e-mail, tel): Ricardo Querido Marques, president of association, coursesedu2grow@gmail.com, 00351917969341

Objectives:

- to develop competences regarding applying non-formal education activities and techniques in different formal settings in order to encourage inclusion
- to share best practices and transfer knowledge and methods between different cultural zones and different learner ages regarding successful inclusive approaches
- to develop the participants' competences of ensuring harmonious group building (taking into account diversity challenges) and transforming the class as a group into a team by usage of non-formal group dynamics
- to develop better understanding of their own competence as teachers and to develop creative intercultural strategies for dealing with inclusion challenges in their own schools and classrooms
- To help teachers understand the students different realities and better integrate them in the classroom
- To be better aware of inclusion issues in different cultures
- To supply tools that will help create bonds between the students and the teacher in a way that every student feels included
- to promote the use mediation and negotiation tools in the fight against exclusion of people with fewer opportunities
- to promote European cooperation in the field of education within the framework of the Erasmus+ program by partnership building

Methodology

Most of the educational approaches are inspired from constructivist pedagogy. The project has a holistic approach and uses various tools during the different activities.

Day 1

Course opening event: Ask me- let's get to know each other.

Carousel method: Contributions, Fears, Expectations, Ground rules

Mission impossible: cultural challenges-Team building in international context- participants 'profile

What is culture; The onion values: 5 teachers' values for educational coaching into intercultural classroom environment

Reflection group, filling the course daily rapport

Day 2

Discovering culture: Intercultural iceberg- experiential outdoor activity DIE Exercise: cultural shock
Pot of identity- Stereotypes and prejudices in the school.
Communication (assertive, aggressive, passive) Learning styles: teachers and students
Working in an international project – how to communicate and connect
Reflection group, filling the course daily rapport

Day 3

Define nowadays school environment
EU: Improving Competences for the 21st Century.
The European Reference Framework on key competences.
Key competences for lifelong learners in multicultural societies.
Outdoor education: key principles and benefits for inclusive learning. Sparkling students
'empathy and tolerance using outdoor for personal, social and relational development.

Reflection group, filling the course daily rapport

Day 4

Intra and inter group dynamics: Group inclusion and exclusion. Developing trust and self-esteem for excluded individuals. Tools for working with groups, group building activities.
Team working: Tuchman's key stages in a team's development; Belbin team role theory.
Tools for working with groups, group building activities.
What is inclusion? The inclusive school and the inclusive society. Understanding exclusion.
Formal learning vs non formal learning.
Games, methods and tools for improving communication for inclusive environment. Study visit
Real cases experiences and reflections on current teaching practices and styles.
How to design, plan and deliver inclusive education activities.
How can organizations become intercultural competent: working plan- Dream school;

Filling the course daily rapport

Midterm evaluation

Day 5

Approaches to conflict. Basics: Understanding the problem. Conflict handling styles. Peer mediation: students serving as peer mediators in school environment. Exercise Skills Mediators Needs. Conflict in the classroom – forum theatre
Mediation and negotiation: differences in the approaches.
Mediation experiences, Role play: mediation

Reflection group, filling the course daily rapport

Day 6

Challenges for the international classroom. The characteristics of intercultural organizations - Motivation: The link between creativity, intercultural learning and outdoor development education

How can we improve our teaching style: - personal development plan.

Motivation tools for students: ARCS model

The importance of internal and external motivation both for teachers and students. The value of failure: world coffee method

Reflection group, filling the course daily rapport

Day 7

Dissemination and valorisation activities planning. Working with stakeholders: One-page proposal Dissemination of previous European projects made by all partners. Using European certification tools: Europass Mobility certificate, upgrading the Europass Language Passport and Europass Skills Passport Project evaluation.

Reflection group; Final evaluation

Handing out certificates

Outcomes results

- developing competences regarding applying non-formal education activities and techniques in different formal settings in order to encourage inclusion;
- sharing best practices and transfer knowledge and methods between different cultural zones and different learner ages regarding successful inclusive approaches
- developing the participants' competences of ensuring harmonious group building (taking into account diversity challenges) and transforming the class as a group into a team by usage of non-formal group dynamics;
- creating a better understanding of their own competence as teachers and to develop creative intercultural strategies for dealing with inclusion challenges in their own schools and classrooms;
- better understanding of the students' different realities and better integrate them in the classroom;
- better aware of inclusion issues in different cultures;
- collecting tools that will help create bonds between the students and the teacher in a way that every student feels included;
- understanding the process of inclusion/Addressing barriers to participation, learning and resources to support all students within schools;

- designing lessons and activities to support increasing diversity in contemporary classrooms (e.g. adaptations to ensure access to curricula, differentiated lessons and activities, authentic/alternative assessment tools);
- promoting the use mediation and negotiation tools in the fight against exclusion of people with fewer opportunities;
- promoting European cooperation in the field of education within the framework of the Erasmus+ program by partnership building.