

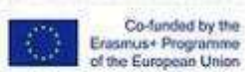


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# QuaMMELOT



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VIFIN



**QuaMMELOT ERASMUS+ KEY ACTION 2 PROJECT**  
**QUALIFICATION FOR MINOR MIGRANTS EDUCATION AND LEARNING OPEN ACCESS – ONLINE**  
**TEACHER-TRAINING N. 2017-1-IT02-KA201-036610**

**Raffaella Biagioli**

Project Coordinator  
University of Florence

Athens, 24 February 2020



## Partnership

Universidad de Sevilla



Regional Directorate of Primary and  
Secondary Education of Attica



Regional School Office of Tuscany



Vifin – Videnscenter for Integration  
Vejde (DK)



Provincia di Livorno Sviluppo





Since 2015, the number of refugees and migrants seeking asylum in Europe has increased. This growth poses new challenges and opportunities for European Member States at administrative and practical level, such as asylum procedures and also the right to education





## Why this project?

The QuaMMELOT project (Qualification for Minor Migrants Education and Learning Open access - Online Teacher-training) aims to respond to the complexity of the School, to rethink the role of the teacher as a person able to reflect on himself/herself and on society, to foster inclusion, to implement concrete action against discrimination and to promote active citizenship





The project supports the professional development of teachers to prepare them to combat early school leaving, cultural diversity and facilitate the learning of unaccompanied foreign minors.

The specific priorities of the project are the consolidation of the teacher's professionalism in The project supports the professional development of teachers to prepare them to combat early school leaving, cultural diversity and facilitate the learning of unaccompanied foreign minors.

The specific priorities of the project are the consolidation of the teacher's professionalism in diversity management





**QuaMMELOT** aims to offer a solution on how to include recently arrived migrant students and unaccompanied minors in secondary classes. It does so by developing inclusive learning materials that have learning potential both for newly arrived migrant pupils and for native pupils.

Distance learning enables the participation of European teachers within an interconnected system to confront everyone with a reality that cannot be avoided for long and that needs to be oriented towards dialogue and cooperation





**Raffaella Biagioli, from the University of Florence**, is coordinating the project; in fact, since 2015 she has been conducting a detailed study and survey in schools on unaccompanied foreign minors, which was the guiding idea for the development of the project.

**QuaMMELOT** was developed and implemented with the collaboration of the Regional Directorate of Primary and Secondary Education of Attica (Greece), the regional section of the Ministry of Education in Tuscany, the University of Seville (Spain), VIFIN, Resource Centre for Integration in the Municipality of Vejle (DK), Provincia Sviluppo Livorno (Italy)





## QuAMMELOT project goals

**Knowledge** of school laws for the reception of students of foreign origin; knowledge of good national school practices

**Enhancement** of relationships with the network of institutions and professionals for the reception and support of migrants (educators, mediators, families, and family homes for MSNAs) through meetings and focus groups

**Creation** of a modular qualification path in DL for "Tutor of reception and inclusion of foreign minors and UAMS in secondary schools" of 240 hours for teachers, to be published open access on the sites of the institutions in charge at regional/national level in IT, GR, ES, DK and test the path on 80 teachers in IT, GR, ES, DK and the practices adopted on 300 migrant secondary school students

**Improvement** of learning outcomes and containment of early school leaving of migrant pupils

**Supporting** and strengthening integration policies for immigrants legally residing in FMs







## The specific priorities of the project are:

- **to consolidate** the professionalism of the teacher in diversity management for individual foreign students;
- **to promote** skills and competences for the inclusion of unaccompanied migrant minors in classes;
- **to support** teachers in the adoption of collaborative and innovative practices; to enable students' educational success;
- **to support** communication activities between teachers and family home educators;
- **to improve** first and second language literacy;
- **to promote** the recognition of the skills and knowledge possessed by immigrant minors;
- **to develop** laboratory and technical-manual methods; to promote an aware active citizenship





## Structure of the ON-LINE Course on the digital platform of the University of Florence

Construction of a modular path on 8 themes articulated in 10 modules designed taking into account the results of the research/analysis of good practices and the results of focus groups carried out in the four partner countries (IT, GR, ES, DK).

**The Course is addressed to 80 secondary school teachers from the 4 partner countries, who must involve at least 300 migrant students.**

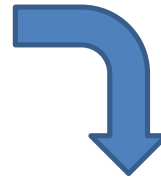
Each module includes activities for 30 hours for a total of 240 hours of training

- Module 1 Legislation**
- Module 2 First Welcoming**
- Module 3 Communication and interpersonal relations**
- Module 4 Language Learning**
- Module 5 Active citizenship**
- Module 6 Mathematics**
- Module 7 Computer technology**
- Module 8 Practical, Artistic and Expressive Workshop**
- Module 9 Communication and interpersonal relations (deepening)**
- Active Citizenship - First Welcoming (deepening)**



## Distant Learning Project Implementation Process (2019-2020)

**1. The teachers have been trained with the materials proposed in the modules**



**2. Teachers applied the teaching proposals in their classes**

**3. The students have elaborated the activities proposed by the teachers**



**4. Teachers collected the products made by the students and put the products into the platform**





## Presentation of some examples carried out by the teachers in the involved classes





## Examples taken from Module 2 - First Welcoming

The workshop *Educating to the connections mind-body-meaning: memory recovered through objects* is proposed to the students (IT, GR, ES, DK)

### «Memory in the bottle»

The students used an empty bottle or other container and filled it with a material that reminded them of their childhood or country of origin.

The use of the plastic bottle is functional to the resignification of an everyday element that, in this way, will take on a much deeper and more intimate value



1. Sebastian Esteven: "Typical statue of my Péru" 2. Osama Atif: "The memory of my childhood at the sea of Morocco" 3. Piero Ortega: "Coffee from my Peru" 4. Jakson: "The sunset color of my Africa" 5. Rian Krasniki: "The typical rice of Albanian dishes" 6. Tepchur: "Song "Kalyna" anthem of the Ukrainians" 7. Joni Bledian: "The sea water of my land" 8. Mohamad Sabar: "Clouds of Morocco" 9. Hamed Srihi: "Tunisian plants"

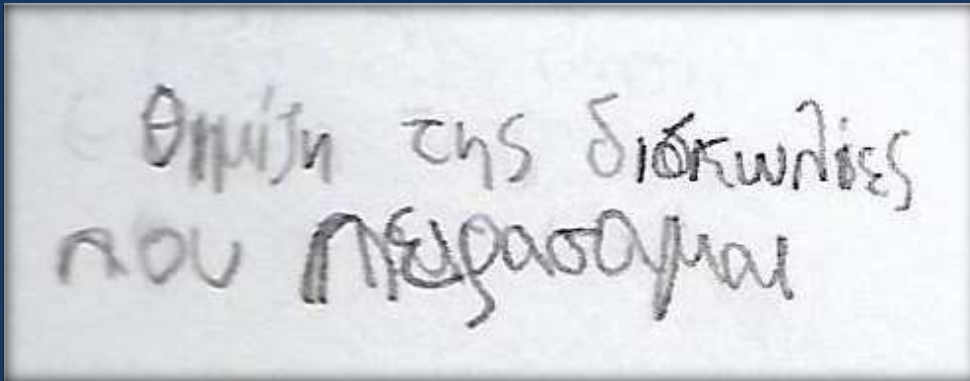
Exemple carried out in an Italian class



## «Memory in the bottle»

The students designed bottles, ideally filling them with a material or depicting scenes from life that remind them of their childhood or country of origin

Exemple carried out in a Greek class





“The pupils who designed these bottles come from different countries such as Turkey, Afghanistan, Georgia, Bulgaria and China. All pupils are newcomers to Greece and their knowledge of the Greek language is extremely poor.

At the end of the workshop everyone presented their work to the others mostly in English. All pupils wanted to talk about their country and had the opportunity to get to know each other better in this way.

As for me, in a few hours I learned so much about my pupils that I could not imagine. This exercise was the best icebreaker”



Exemple carried out in a Greek class



Exemple carried out in a Greek class





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## “Exhibition of drawn bottles” Exemple carried out in a Greek class

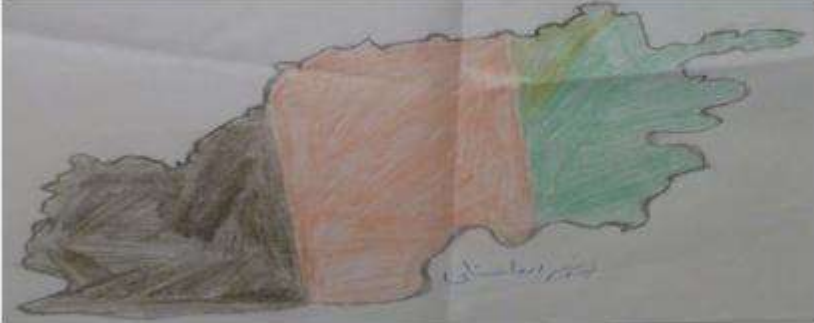


"Most of the students worked in the classroom bringing the materials directly to their memories.


The Greek students showed great interest in this effort of their classmates to tell the memories related to their homeland.

Some Greek students also helped to translate the foreign text of the drawings into Greek, collaborating with the immigrant pupils"

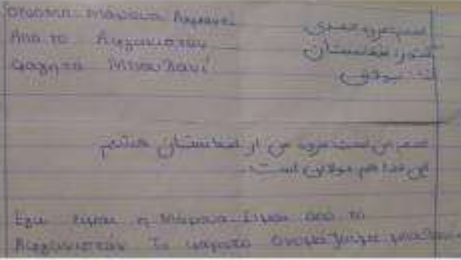
The photos of the tasks of my immigrant students and the story which each drawing tells are below:



This drawing shows the map of Afghanistan, as my student misses his country of origin.



These photos above, depict a traditional food from Afghanistan, called "Bolani", as my student has connected her favorite food with her country of origin and she decided to cook it for her teacher.





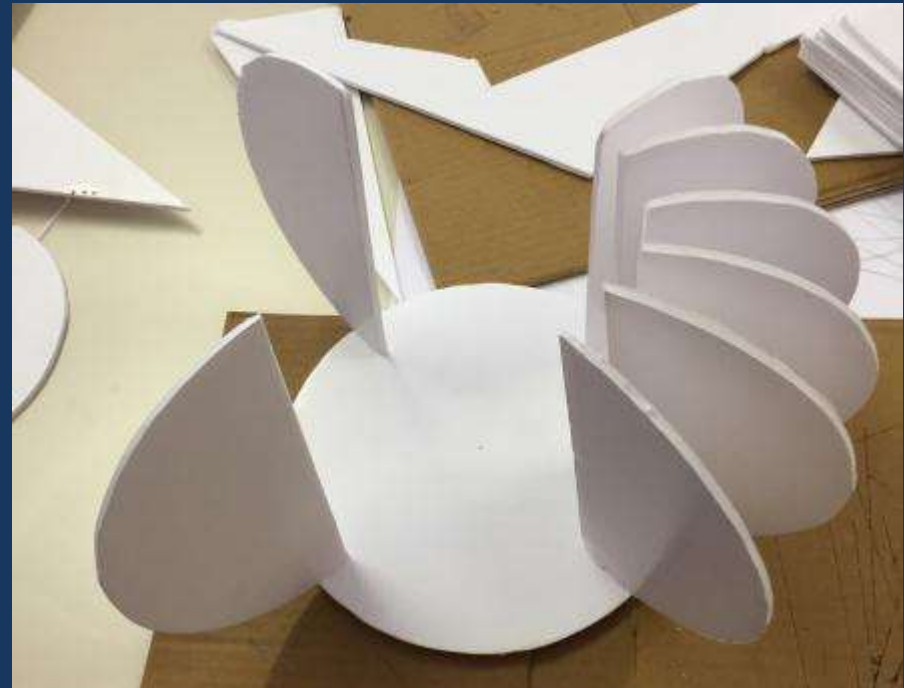
"Students talk and decide a theme they share:

**-Welcoming is like a light for us...! -**

Frontal lesson carried out with the support of slides of only explanatory images of the practical procedure that the students wanted to carry out.

Choice of a geometric shape that can be repeated for a certain number of times in space, modifying it according to rotation, size and position.

Carving of the shapes chosen on the polyplatt plastic material and assembly of the shapes obtained with the luminous body (lamp holder and bulb)"



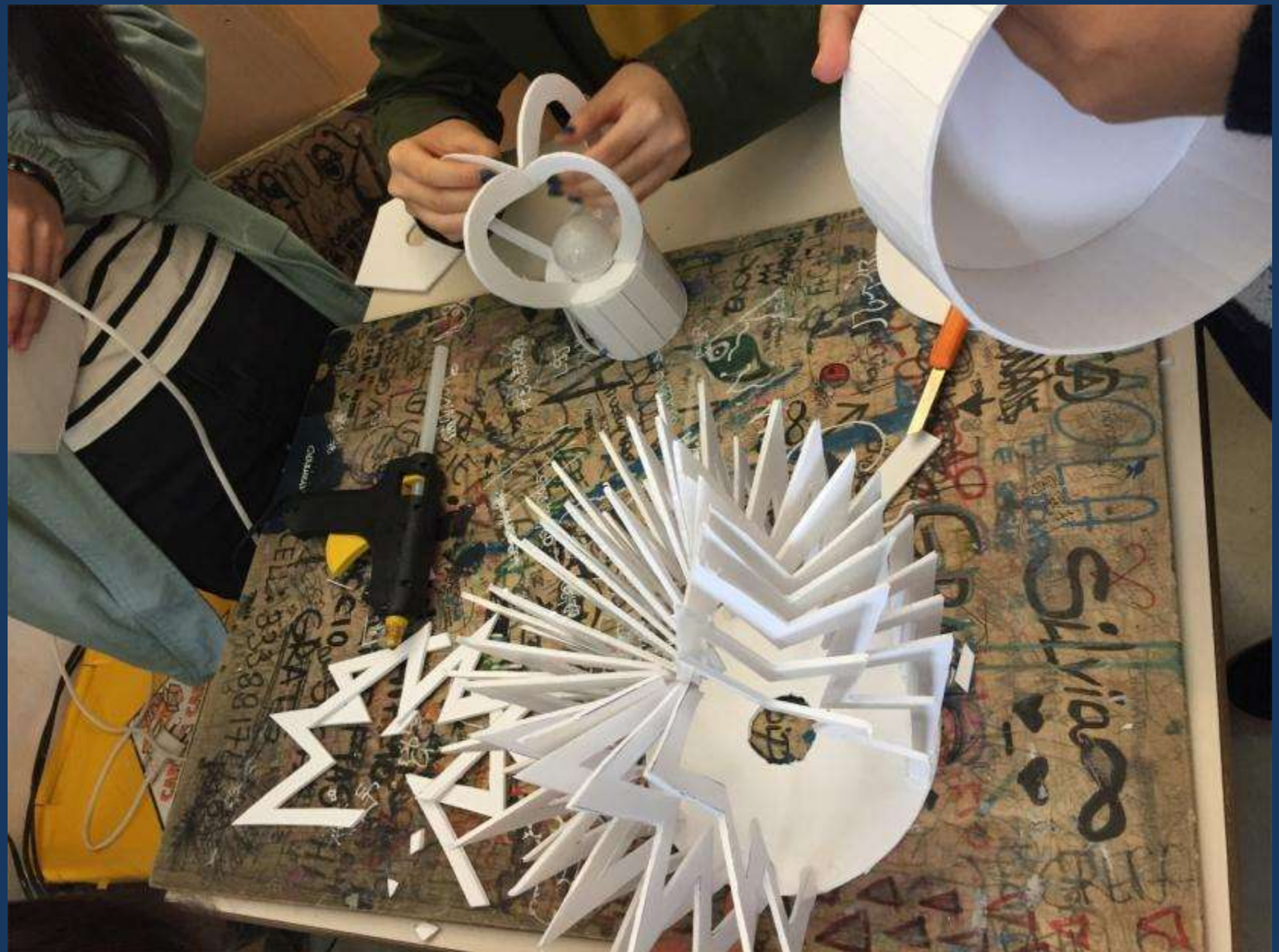
Exemple made in a Italian class



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-Welcoming is like a light for us...! -





**-Welcoming is like a light for us...! -**





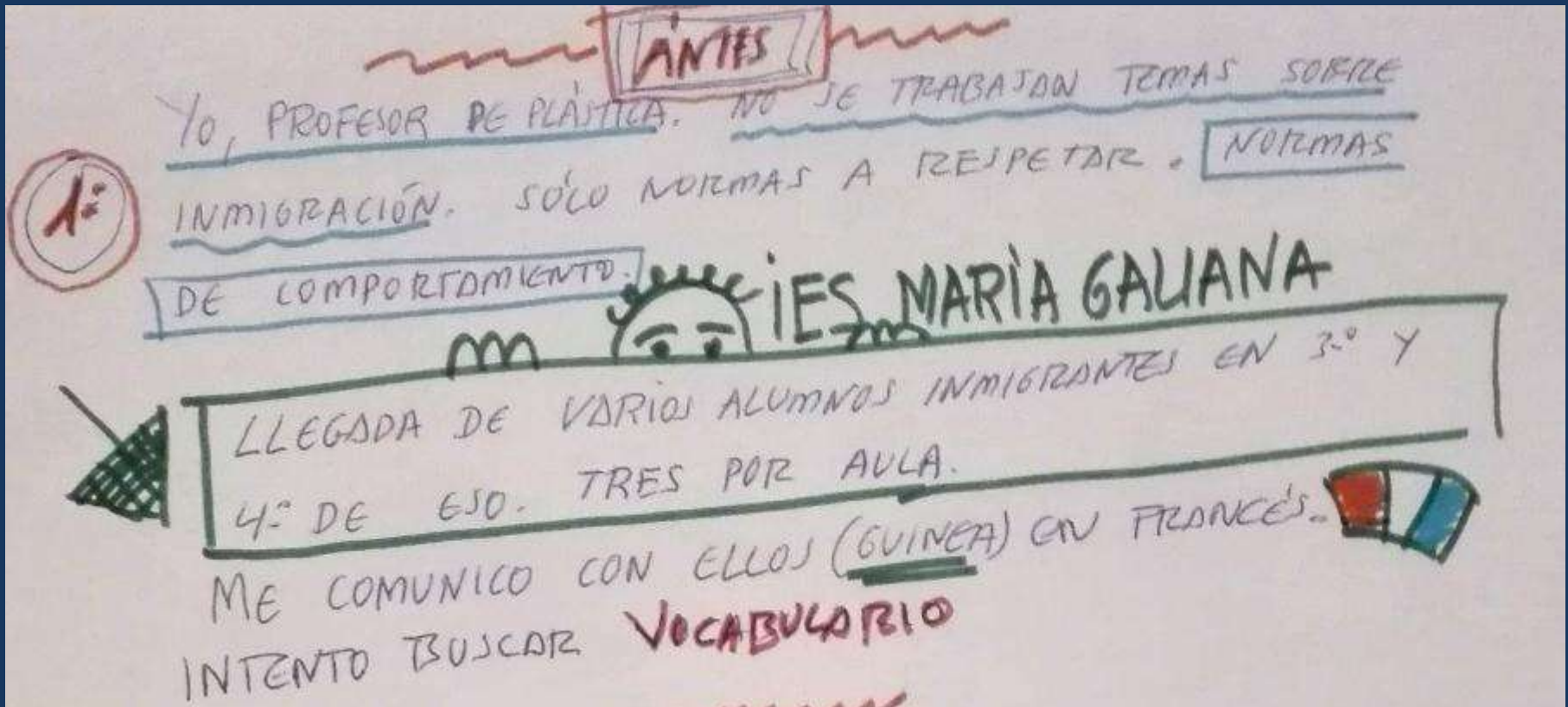
## Examples taken from Module 3 - Communication and interpersonal relations

The exercise proposed to the teachers consists in acquiring on paper, in a visual and concise way, the progress that is being experienced during the course. The sketch should consist of three parts:

- how you were before you started
- how you are during your work
- and how you want to be after you're done



## «Antes...»



Exemple activity carried out by a Spanish Teacher





## «Despuès.... Change of methodology»

MI TRABAJO ACTUAL, DESPUÉS DE RECIBIR LAS  
TAREAS DEL CURSO QUAMMELOT HE CAMBIADO  
LA METODOLOGÍA. VENTAJAS: TRABAJAR LA  
CONVIVENCIA MEDIANTE DIÁLOGOS, DEBATE, TEXTOS,  
DIBUJOS, VOCABULARIO. DIVERSIDAD CULTURAL  
ACTIVIDADES DIDÁCTICAS. TEMAS: ALCOHOL, DROGAS, DEPORTE,  
MÚSICA, FAMILIA, CULTURA, ARTE, COSTUMBRES, RECETAS DE COCINA



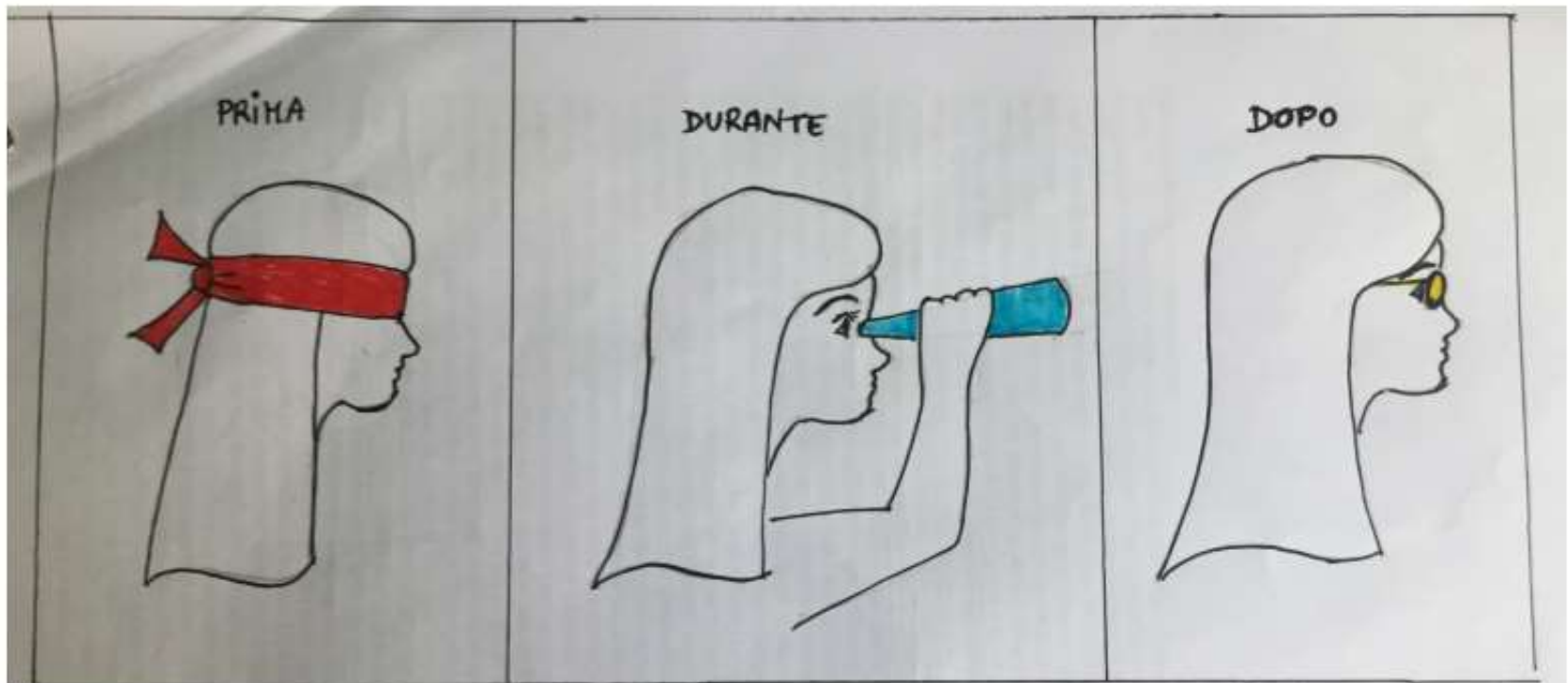
# «Futuro.... Diversity as a value»

FLETAJ  
 3: FUTURO  
 SEGUIR TRABAJANDO LA DIVERSIDAD  
CULTURAL A TRAVÉS DE REFORZAR VALORES.  
 EN EL AULA Y EN EL CENTRO.  
SUS PLANES DE FUTURO HACER FP BÁSICA,  
VETERINARIOS, CUIDAR NIÑOS, TRABAJAR EN  
EL CAMPO.  
 SON MUY BUENOS ALUMNOS  
 ¡MUY BUENA EXPERIENCIA!



### PRODUCT 3:

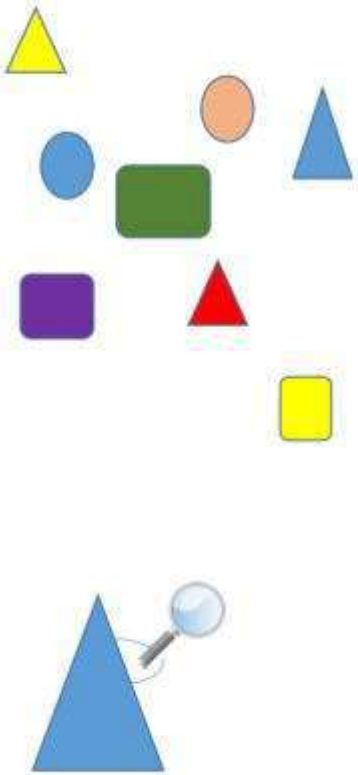
Drawing that illustrates the personal change during the course of the journey.



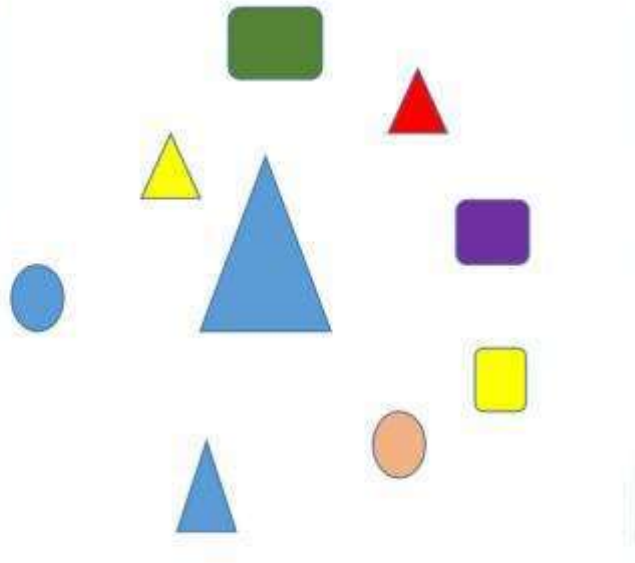
Exemple activity carried out by an Italian Teacher



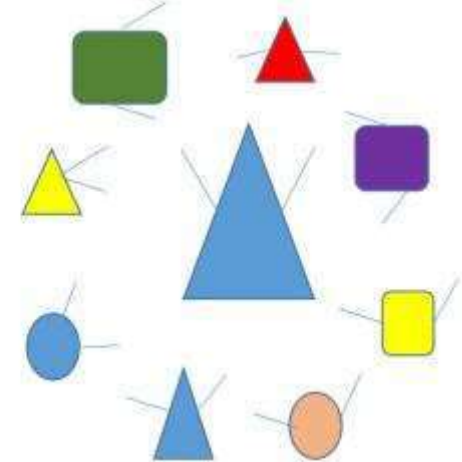
## BEFORE



## DURING



## AFTER

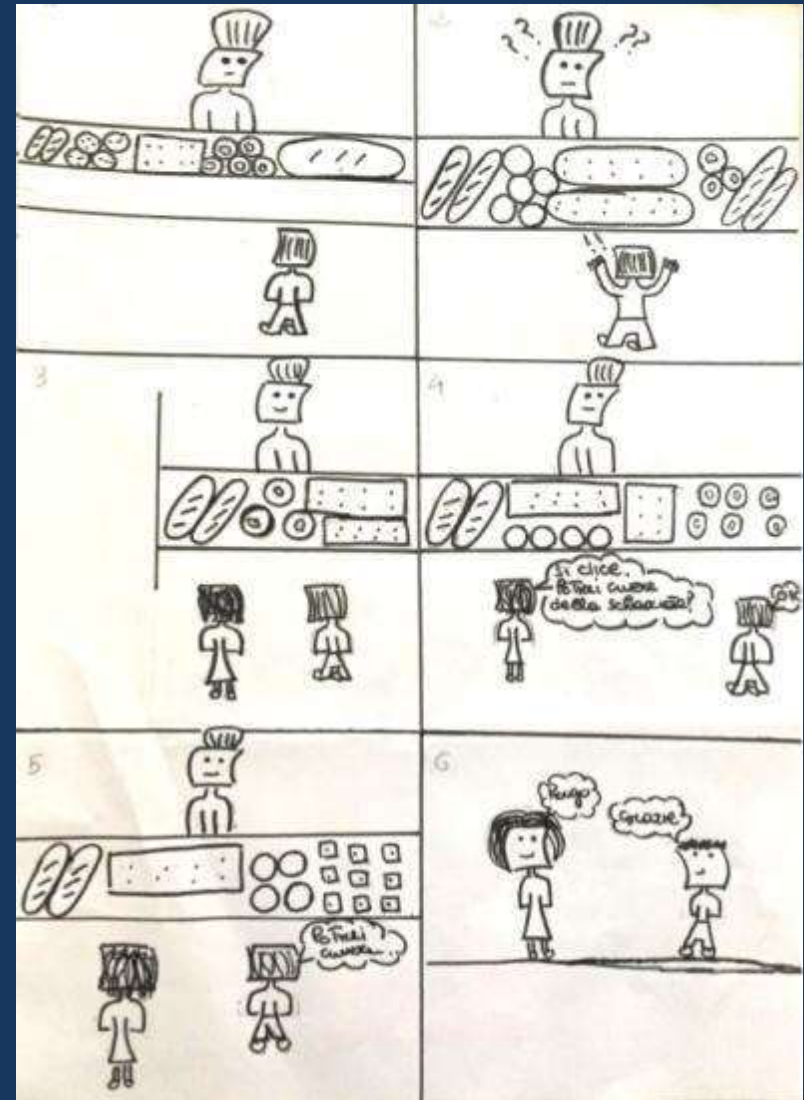




## Example from Module 4 - Learning language

In this module there are examples of language teaching that can be used in the classes of refugee and immigrant students.

Foreign boys and girls have recalled personal experiences lived, shared and socialized with their companions, representing them through comics.





In this module there are examples of language teaching that can be used in the classes of refugee and immigrant students.

"In the first and second cartoon, the foreign child Shimura is introduced to the class by the Headmaster - in the third and fourth cartoon, the bell rings and some children go to Shimura showing him objects to make him feel comfortable by teaching him names of objects and colors - in the last two cartoons, Shimura is questioned by the teacher and thanks to the words learned from his classmates, he is able to answer the questions"

Exemple activity carried out by an  
Italian Teacher





## Example taken from Module 5 - Active Citizenship

The module presents the concept of citizenship. The methodology of the "Debate" is illustrated.

Each teacher must identify a theme or subject and project a debate to be done in class



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## Example taken from Module 8 - Practical, Artistic and Expressive Workshop

This module focuses on collaborative learning and creative expression through different cultural means. Practical activities are the main content of this module. The activities aim to motivate: "learning by doing" and "inclusion through co-creation"

## Artist Exhibition



(Example carried out in an Italian class)

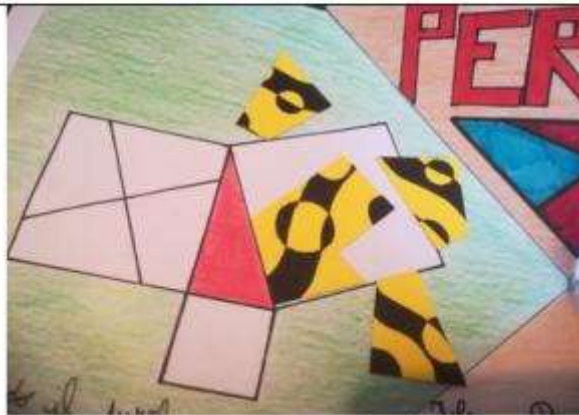


## Module 8 – Practical, Artistic and Expressive Workshop

Art and mathematics:  
a handmade book

Pythagorean theorem  
demonstration:  
pythagorean puzzles

### HANDMADE BOOK



(Exemple carried out in an Italian class)

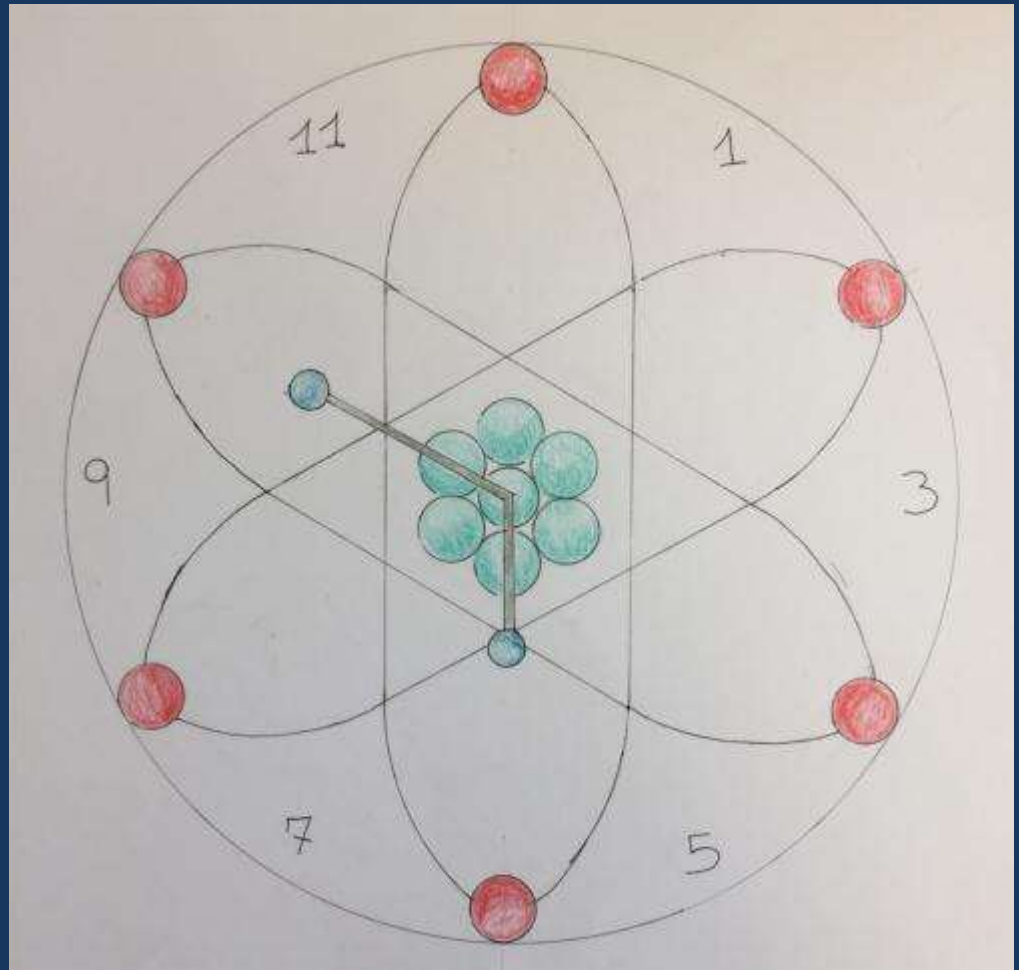




## Module 8 – Practical, Artistic and Expressive Workshop

### “The Time of Welcoming”

The result of the workshop was the production of a collective work that would enclose the watches designed by children on the shared topic



(Exemple carried out in an Italian class)



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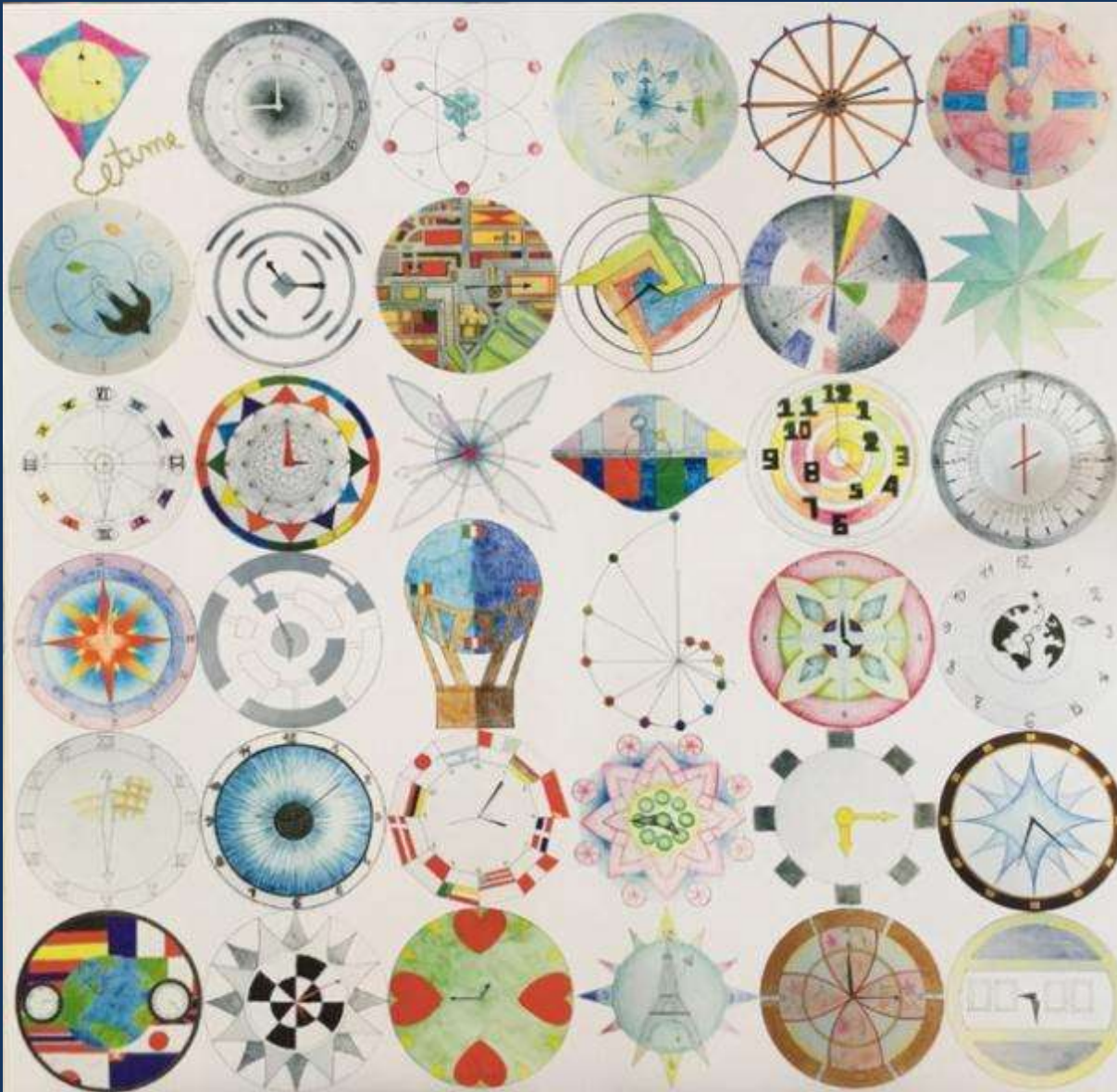




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**Grazie!**

**Thank you!**