

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Developing Cultural Bonds between European Citizens and Refugees

Project Coordinator

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Project Information

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Partners AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (EL) , SOU Gimnazija Koco Racin (MK) , DOMSPAIN CONSULTING SL (ES) , European Digital Learning Network (IT) , EUROPAIKOS SYNDESMOS PROSANATOLISMOU STADIODROMIAS (CY) , REPUBLIC OF MACEDONIA GOCE DELCEV STATE UNIVERSITY STIP (MK) , UNIVERSITY OF PIRAEUS RESEARCH CENTER (EL) , EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED (CY)

Topics Intercultural/intergenerational education and (lifelong)learning ; Migrants' issues ; New innovative curricula/educational methods/development of training courses

Project Summary

Schools across Europe are seeing a rise in the number of children born and raised in a different country, therefore integration of migrants is at the top of the EU political agenda, while Education has a vital role in closing the gap and fostering the integration of immigrant students in schools. The DEVCULT project aims to combine the aforementioned in order to provide effective solutions for integration, social inclusion and bonding between native and immigrant populations in European Schools; enhancing school teachers' competences and fostering more interaction between teachers, parents and students who coexist in multicultural classrooms.

According to the European Commission Education and Training Monitor 2017, common problems in the field of all EU participating countries are: lack and insufficient teacher education, especially initial education and in-service training for integration of migrant students in classrooms; little engagement in Intercultural Education; increasing performance gap between foreign- born and native- born students; large proportion of the refugees are young and poorly qualified, which starts from initial school education; contradiction between intercultural ideas and the national and mono-cultural thinking as well as cultural prejudice present in societies and schools.

The above challenges are the ones being addressed by the DEVCULT through the design and development of a new methodology, Guidelines and a training course, as well as an e-learning component for teachers aiming to minimize the cultural gap in schools, foster better cooperation and intercultural dialogue and create stronger bonds among native and immigrant pupils in multicultural classrooms.

The project activities foreseen in the project follow a simple logic and a coherent project management structure. In particular, the project begins with a comprehensive conceptualization and definition of the project framework. A "Basic elements for methodology and guidelines report", will be conducted in each partner country, involving all target groups i.e. school teachers, school leaders, parents, students both locals and with migrant background. This activity leads to the production of IO1. The partners will then focus on the development of Guidelines for School teachers for developing bonds inside the classroom (IO2). Furthermore, the partnership will also develop as aforesaid a training course for school teachers and the e-learning component of the course on how to use the guidelines and methodology and also how to improve teaching in multicultural classrooms (IO3) which will be grouped into three activities a) Development of training materials, b) Piloting of the training course and c) finalization of the training format. These training materials and e-learning platform link, Guidelines and methodology will also be available through the DEVCULT website.

The project's expected results are the following:

- strengthening the profile of the teaching professions, including teachers, school leaders and teacher educators, through actions with the following objectives: enhancing teachers' professional development; supporting teachers in dealing with diversity in the classroom (including pupils with a migrant background); supporting teachers in adopting collaborative and innovative practices;
- formulating an inclusive education in line with the Paris Declaration, as priority will be given to actions addressing diversity in the school setting, by developing mainly intercultural competences, combating discrimination and segregation toward migrant population (i.e pupils);
- enhancing the access, participation and performance of disadvantaged learners and facilitating their transition in a more friendly environment by fostering much needed competences in school teachers and educators for accommodating the real needs of migrant populations;
- developing and implementing the concept of a multicultural teaching approach as a new strategy and method in teaching, through developing guidelines and training courses for school teachers, leaders and other educational staff;

- developing innovative methods for interaction discussion groups in order for the participants (educators/ trainers/ parents/students) to “feel like a migrant” and thereby enhance their empathy in their daily contact;
- promoting an awareness of the importance of cultural diversity in Europe;
- promoting understanding of cultural backgrounds and providing reflection in order to increase tolerance and to reduce prejudices and xenophobia.

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