

# SPANIA

**29.07.2024 – 02.08.2024**

## Non formal for inclusion

**Topic/ theme:** using non formal education methods to foster inclusion, non-formal education methods, activities and tools of non-formal education used in the formal environment to ensure inclusion and integration of all students

**Sending partners:** educational organizations involved in formal, non-formal and informal learning: kindergartens, schools, adult training centers, resource centers and other relevant organization active in the adult education field established in Erasmus+ program countries.

**Participants:** 20-25 adults involved in education

**Course fee:** According to the Erasmus+ guide, 80 euros / training day, including course preparation, training, training materials, administration costs, organizational costs, 24 hours emergency support.

**Trainers:** A multinational team of trainers – Portuguese, Romanian, Spanish, Greek, Cypriot, Italian, Polish, SALTO affiliated, with training in more than 15 European countries.

**Languages used:** English, Portuguese, Spanish, French. The training materials will be provided in English. On request, Spanish and French.

### Profile of the participants:

The participants are teachers (working in kindergartens, primary schools, secondary schools etc.) or adult trainers active in the sending organization interested in non-formal methods that can be used to include and integrate every student, with or without previous experience, willing to develop themselves professionally not only through the course, but by involving themselves in preparatory and follow up activities. They must be interested in other cultures and in developing the institution's European dimension.

### Objectives:

- To develop competences regarding applying non-formal education activities and techniques in different formal settings in order to encourage inclusion
- To Understand the dimensions of incorporation/integration, identity and belonging
- To develop skills for dialogue, tolerance and collaboration, using games and exercises;
- To develop communication, collaboration, presentation, problem-solving, negotiation, critical & creative thinking skills;

- To overcome integration barriers such as poor qualifications and language which may harm immigrants/refugees;
- 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

### **Learning outcomes:**

By taking part in this training course, the participants will:

- Develop competences regarding applying non-formal education activities and techniques in different formal settings in order to encourage inclusion
- Understand the characteristics of an inclusive and tolerant environment;
- Become aware of the importance of incorporation/integration, identity and belonging
- Develop communication, collaboration, presentation, problem-solving, negotiation, critical & creative thinking skills;
- Develop competences of ensuring harmonious group building (taking into account diversity challenges) and transforming the class as a group into a team
- Have a better understanding of their own competence as teachers and will learn how to develop creative strategies for dealing with inclusion challenges in their own schools and classrooms
- Learn how to understand the students' different realities and how to better integrate them in the classroom
- Learn how to develop non-formal tools and learn about ways of applying them in education for different age groups
- Identify at least 5 activities and techniques for their own teaching context in order to boost the motivation of their students and to encourage inclusion;
- Have a better confidence in using non-formal tools;
- Learn how to use non-formal tools that will help create bonds between the students and the teacher in a way that every student feels included
- Learn how to identify limiting & negative beliefs and how to transform them into positive and supporting ones

- Improve their interpersonal relationships
- Learn how to introduce new tools & resources within the classroom to foster well-being and reduce early school leaving
- To promote European cooperation in the field of education within the framework of the Erasmus+ program by partnership building

## Methodology

The main methods will be through practical training, exercises, role-playing, cooperative work, various activities and discussions. The content is based on „ learning by doing” combined with ” reflection upon action”. The training course has a holistic approach:

- Experiencing: different educational settings, different non formal education methods (role play, simulation game, exercises etc.)
- Reflecting: on the methods and its impacts, on the power and limits of non-formal education, on building a pedagogical process etc.
- Transferring: to the own reality of participants, in order to improve ways of working with their students
- Sharing: different perceptions, current situations and experiences.
- Developing: the building capacity of the participants (to be transferred to their students) by including them in the decision process of the training course designing
- Lessons learnt and best practices on non-formal education in school activities

Days	Module	Details of activities and methodology
Day 1	Culture and interculturality	Course introduction Needs and expectations evaluation Intercultural games. Working in an international project – how to communicate and connect. Connection between culture and inclusion. Team building: working with colleagues and parents – practical exercises followed by a debate. Stereotypes and prejudices in the classroom. Cultural and group values. Cultural Isla/Lisbon/Larnaca etc. – project tour exploring exterior manifestations of culture
Day 2	Communication	Communication (assertive, aggressive, passive). Adapting communication to the age group. Games for improving communication. Empathy and mirroring. Non-verbal communication in the work environment and in the classroom. Basic concepts and principles about non-formal education Learning and practicing speaking and role-play games Practicing, designing and delivering non-formal activities and tools
Day 3	Group dynamics.	Intra and inter group dynamics. Tools for working with groups, group building activities. Group inclusion and exclusion. How to foster students’ motivation, participation and creativity through non-formal, informal and experiential learning activities. Developing trust and self-esteem for excluded individuals. Non-Formal methods to strengthen teamwork, effective cooperation and to support the integration of every child Practicing, designing and delivering non-formal activities and tools to improve inclusion and to ensure progress for each student

		Midterm evaluation
<b>Day 4</b>	Non-formal methods for inclusion	<p>What is inclusion? The inclusive school and the inclusive society.  Understanding exclusion. Coaching tools for young people with fewer opportunities: zone of fulfillment, values, wheel of life, comfort zone.  Research project followed by role play: Salto: choose a method and apply it!  Intercultural issues- creative solutions. Forum theatre method for inclusive approaches. Study visit to a local inclusive institution applying non formal and inclusive education methods. Dissemination of previous European projects applying non-formal and informal methods made by all partners.  Working with stakeholders.</p>
<b>Day 5</b>	Conflict management and mediation Evaluation, dissemination and certification	<p>Sources of conflict in inclusion. Approaches to conflict. Basics:  Understanding the problem.  Conflict handling styles.  Conflict in the classroom – forum theatre method. Introduction to mediation.  Mediation and negotiation: differences in the approaches.  Role play: mediation  Dissemination and valorization activities planning. Using European certification tools: Europass Mobility certificate, upgrading the Europass Language Passport and Europass Skills Passport. Project evaluation.Certification ceremony.</p>