

Project: I Have Rights

Erasmus+ Programme

Cooperation for innovation and the exchange of good practices

Context

Europe in 2016 is a place where there is a need to reaffirm fundamental rights which are called into question by states' policy on migration and by the dichotomy between European traditions and new cultural models. There are today large portion of European societies willing to “discriminate” in order to “protect” themselves from the perceived risks brought by increasing migration flows. Taking into account such a context, education becomes more and more the crucial point of any possible improvement of social understanding and peaceful cohabitation in a renewed European society.

Objectives

The I Have Rights (IHR) project has the objective to provide secondary school teachers with the skills to deal with multicultural classrooms where European fundamental values are shared and understood. Through the project, teachers will acquire intercultural competences based on the knowledge and understanding of human rights and non-discrimination values with reference to migration, thus contributing to create an educational policy able to promote equality in European society.

Target Groups

The main target groups of the project are:

- Secondary school students and teachers
- School headmasters and administrative staff;
- Policy makers and experts in the field of education

Activities

The project activities will be organized in the following phases:

Phase 1 - Data collection an analysis for the collection of Case Studies and Best Practices

This phase is devoted to the scientific analysis of the state of the art in non-discrimination and intercultural competences in secondary schools. The aim is to assess the perception on discrimination and migration related issues of the target groups (students, teachers, headmasters, administrative personnel, parents).

Phase 2 – Development of the Guidelines

This phase is dedicated to the creation of the Guidelines for secondary school teachers that have the aim to increase their intercultural competences and raise awareness on non-discrimination values at school level. The Guidelines will be created also to contribute to the development of schools policies aimed to fight against discrimination and to promote equality at schools with



specific reference to the management of multicultural classrooms with presence of migrants and refugees students.

Phase 3 – Development of the Publication

This phase is dedicated to the creation of a research book that will collect research materials carried out by the project partners during the project lifecycle as a reflection on integration issues and intercultural education at school.

Phase 4 - Testing

Each of the deliverables produced will be tested in the framework of specific events addressed to the project's target groups. The testing phase will allow the collection of relevant feedbacks from the end users in order to further improve the deliverables produced and create results that are fully consistent with needs and expectations of the end users.

Phase 5 - Training and Multiplier events

The project partners will organize workshops addressed to teachers and headmasters, using non formal education tools aiming at developing intercultural competences and raising of awareness and acquisition of knowledge on non-discrimination principle with reference to migration issues. A number of multiplier events will be organized to disseminate the results reached, methodology implemented and output produced in the IHR project. The participants in the multiplier events will be: school teachers, headmasters, administrative staff, experts on human rights and anti-discrimination issues, policy makers.

Expected Results

As a result of the IHR project, schools will be offered:

- Improved knowledge of secondary school teachers' intercultural competences as tools to deal with multicultural environment within classrooms;
- Improved knowledge of students on their rights and non-discrimination values and rules in the context of the human rights framework with specific reference to migration and refugees issues

As a result of the IHR project, experts and policy makers in the field of human rights and anti-discrimination will be offered:

- A transnational comparative analysis on existing good practices in the field of teachers' intercultural competences with a specific reference also to children rights and non-discrimination values;
- An overview of the project's methodological experience that can lead to further studies and the adoption of relevant policies.



The main project deliverables include:

- Collection of Case Studies and Best Practice on intercultural competences at school
- Guidelines for secondary school teachers on dealing with multicultural classrooms
- Publication on strategies for the integration of immigrant students

