



Teaching Marginalized Groups

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Welcome to the 1st Newsletter of the Erasmus+ Project
“Teaching to Marginalized Groups”

Without doubt each learner is unique and obtains a diverse range of skills, aptitudes, learning preferences, backgrounds as well as needs. Nonetheless, certain marginalized groups are faced with common challenges and as such their trainers need to take into account these factors that distinguish them and make provisions to accommodate their particular circumstances so that their learning process is facilitated.

According to EUGE (European Institute of Gender Equality), the term Marginalized Groups is used to address groups of people within a given culture, context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities.

Aims

Education is rightly considered to be a basic human right, without which, sustainable social and economic development is hindered. However, the raw fact is that the majority of Adult Trainers in the EU have little to no experience in teaching to marginalized groups, as each group has diverse reasons to enroll to a training course, different needs and requires a different approach.

Therefore, the aim of the TeaM project is to conduct a number of Learning, Teaching and Training Activities, where trainers of the institutions involved will jointly discuss the topic of educational approaches and good practices on different marginalized groups. The scope of these LTTAs is to allow for discussions and exchange of experiences and practices among the trainers of the participating institutions.

The participants will compare educational experiences and discuss the solutions utilized to overcome barriers which impeded their work on the particular topic. An open discussion and solution comparison will indicate the best practices to be used by the institutions.

Target Groups

This project concerns a number of target groups, directly and indirectly. Namely those are:

- the participating institutions and their trainers are the main targets, as they will participate and discuss issues and experiences collected during the organizations' function.
- adult trainers and stakeholders of the networks of the participating organizations, and in spread, the organizations' country's adult trainers and stakeholder institutions will benefit by being informed of the project and its findings.
- adult learners who are refugees, migrants, minorities, older age learners, NEET and unemployed persons will benefit as the organizations will utilize the accumulated experience to improve their training routines, thus offering a more effective and valuable learning process.



+ Scope of the LTTAs +

The LTTAs of the TeaM project are designated to address the following topics:

- Difficulties in the learning process encountered with Refugees-Immigrants-Minorities
- Difficulties in the learning process encountered with learners of older-age
- Difficulties in the learning process encountered with NEET and Unemployed persons



Overview of the Project's Events

Insofar, there have taken place 1 Transnational Project Meeting (TPM) in Greece and 1 LTTA in Turkey.

The Kick-Off Meeting in Greece (1st TPM)

During the Kick-off Meeting that was held in Karditsa, Greece and hosted by ESCHOOL Educational Group in July 2021, the partners got together to discuss the project's management issues and plan the next steps ahead.



TeaM

The TeaM's 1st LTTA in Turkey in October 2021

The participants observed, experienced and actively participated in a round table meeting, presented and discussed methods on how to best approach learners who are refugees, migrants or belong to another minority group. They discussed the situation in their respective geographical locations, presented experiences and exchanged good practices utilized to combat the issues met. They offered alternatives and discussed the prominent options for each difficulty/barrier encountered. In the end, they worked together to create a presentation showing the results of their discussions, which later led to the drafting of a report, that have been made available on the TeaM project's website.

Ayeska NGO, the host organization, focused on the challenges and good practices of teaching to refugees mainly from Syria and the specific needs that these learners have as well as the particular problems with which they are faced. They presented the current situation in Turkey with particular reference to the situation in Aydin city and offered their input as to what practices they deploy in their teaching context. The rest of the partners contributed to the discussion by offering their teaching experiences from their national contexts, namely from Greece, Germany, Italy and Cyprus.



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