**In which way does the Erasmus+ project “Robots ‘R Us” support the integration of refugees?(derived from forum discussion in Dortmund May 3, 2019)**

**Necessary preconditions Features of Erasmus+KA2 Realisation in “Robots ‘R Us”**

**for inclusion of refugees**

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| --- | --- | --- |
| **inclusion instead of integration** | **✓a common goal creates one group of learners from the beginning** | **✓the common goal is building robots** |
| **cooperation between authorities** | **✓ often schools, universities and companies cooperate** | **✓schools and universities and the local council work together** |
| **transparent educational paths for immigrated youth** | **✓ depends on the priority of the project** |  **✓students cooperate across departments at school and learn about them** |
| **welcome classes** | **✓in projects with the horizontal priority of social integration** | **✓students in ‘welcome classes’ are welcomed in international project groups**  |
| **meeting at eye-level** | **✓mutual respect and acknowledgement are core features of Erasmus+ projects** | **✓all students work in mixed groups, all learn about new technologies and cultures** |
| **student one-to-one learning situations** | **depends on group structures in specific projects** | **✓students teach students within their groups, sometimes in pairs in changing roles** |
| **interdisciplinary learning approach instead of single subjects** | **✓in Erasmus+ KA2 projects students have to learn interdisciplinarily to reach the aim of the project** | **✓problem-solution patterns in learning processes require resolving dealing with single subjects** |
| **youth-orientated methods** | **✓methods applied in Erasmus+ projects are always youth-orientated**  | ✓**Group work, research in modern media, working with modern technologies and social media** |
| **raise students’ self-esteem** | **✓presentations, dissemination, awards** | **✓ presentations, dissemination, awards** |
| **practical/hands-on learning approach to outweigh language barriers** | **✓Project products often require a practical approach**  | **✓working with cardboard for models, integrating the student metal company “Young Steel”, using 3-D-printers** |
| **language and vocational training simultaneously** | **✓in vocationally orientated KA2 projects students enhance both professional and language skills** | **✓all communication to plan, construct and learn professional ICT skills takes place in English in the international groups and in the country’s language among fellow country students** |
| **student company making and selling products** | **✓ depends on project aim** | **robots will be calculated, built and offered for sale** |
| **contact to real companies** | **✓ in vocationally orientated projects** | **✓ company owners were met at 2nd international meeting in Spain** |
| **internships for students** | **in KA1 projects** | **----** |
| **common leisure events** | **✓integrated in projects for group building and sight-seeing in free time**  | ✓**bowling, beach sports, cooking events, sight seeing tours** |
| **common journeys** | **✓at international meetings** | **✓at international meetings** |
| **common new experiences** | **✓new cultures, new challenges, new tasks** | ✓**new countries, all students have never been to, new cultures , new landscapes, a challenging task to build robots which nobody had experienced before** |
| **enrichment through immigration** | **✓in “social integration projects”** | **✓common cooking events, different approaches to solving-problems, temporary use of Spanish as a second project language (contributed from immigrants who had leaved in Spain before)** |
| **team teaching**  | **✓a strong cooperation of teachers is necessary to reach all aims of the project** | **✓technology teachers work together internationally, organisation and documentary teachers work closely together internationally and both groups with each other constantly for best results** |

**Conclusion:**

**An Erasmus+ KA2 project offers numerous features for the inclusion of immigrated youth in their student groups and the project ‘Robots ‘R Us’ has taken and realised the opportunities in all respects that have been mentioned and demanded in the forum discussion during the 3. International meeting in Dortmund.**

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