

THE BENEFITS

The TOOLS consortium expect project results to reinforce formal training and informal (experiential) learning in the area of differentiation:

- such as an EFL inclusive learning platform for practice, programme and belief exchange
- inclusive materials fostering comprehension and helping to remove barriers imposed by differentiation
- personal and virtual learning concepts
- intensive training sessions to test the elaborated inclusive EFL teaching materials, and thus to encourage the participants to share their experience in inclusive learning to eventually create a network of European educators interested in gaining deeper knowledge and setting up procedures at all school levels.

Regarding long term benefits, the following need to be included:

- creation of multinational networks in the area of inclusion and foreign language learning
- raising pre- and in-service teachers' awareness of mixed abilities
- providing resources and strategies changing attitudes to inclusion
- contribute to transnational policy and curriculum changes



COOPERATION



<http://tools.uni.opole.pl>



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TOOLS

Technologically enhanced
online opportunities for
language learning



ABOUT THE PROJECT

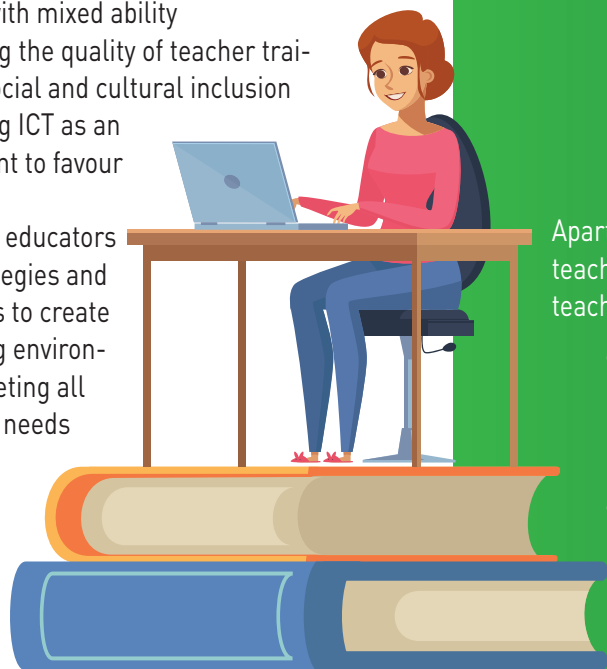
The Project stems from the belief that foreign languages, English in particular, form a very powerful platform for enhanced education and personal development for learners with different individual needs.

However, EFL educators must have effective awareness of a variety of needs and cope with them in their lessons.

Our main goal is to prepare pre- and in-service EFL teachers to face diversity in the EFL classroom.

Other goals concentrate on:

- Raising their awareness of the necessity of dealing with mixed ability
- Enhancing the quality of teacher training in social and cultural inclusion
- Promoting ICT as an instrument to favour inclusion
- Providing educators with strategies and resources to create a learning environment meeting all students' needs



THE PARTNERSHIP

TOOLS is coordinated by **The University of Opole**, Poland. Other partners are Higher Education Institutions advocating for inclusive education:

- **The University of Vic-Central University of Catalonia in Spain**, which has developed research programmes in the area;
- **Kaye Academic College of Education in Israel**, which has deep experience in multiculturalism and co-existence and developing resource materials for teaching in multicultural context;
- **The Centre for Teacher Training at University Münster (ZfL)** in Germany, which is responsible for quality assurance of all the project outputs and activities;
- **The University of Cyprus SEIT Lab**, which is responsible for developing policies and qualification frameworks for the application of ICT to e-Learning, developing an e-learning platform and the elaboration of online materials.

Apart from HEI educating pre-service EFL teachers, there are two partners representing teacher training service:

- **The Municipal In-service Teacher Training Centre (MODN)** in Opole, Poland, an expert in teacher training and the application of ICT in EFL teaching;
- **The Teacher Training Centre Münster (ZfsL)** in Germany, which will coordinate dissemination of project outcomes.

STATUS QUO END 2020

The first milestones have been achieved by all partners in 2020:

- Two out of six modules (Gender & Social Diversity) are drafted
- The project is published in all partner institutions' newsletter
- A risk register has been developed
- A programme theory is underway
- A dissemination strategy has been devised
- The UDL part is being „tested“, material kits will soon be tested by pre-service teachers
- A project flyer is available
- A newsletter will come soon

