ROADMAP

BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe

2022-2024

BE-IN

The aim of the project is to develop innovative inclusive and emotional practices and develop pedagogical tools for secondary schools that are specifically tailored to students' personal learning processes and abilities. The target group is students aged 11 to 18.

These practices and tools will help to overcome cognitive, social, linguistic and emotional barriers in the learning environment, create a more inclusive space for students in school and prevent early school leaving.

Partner Organisations

anthro polis

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Main activities

Based on a broad data collection, the needs of students and teachers of European secondary schools are identified, which can help to prevent early school leaving and create more equal opportunities. Based on the results of this study, a European curriculum and digital training programmes for teachers and educators will be developed. A European digital platform will bring together all project results and tools and make them available to educators.

BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe

BE-IN to promote inclusive and social-emotional education in European schools to face early school leaving and learning poverty

Research on:
-Impact of Covid- 19 on school system
-Relation between performance/wellbeing at school and inclusive education
-Competences/skills in the learning field and needs of teachers
-Formative needs of (vulnerable) students, - Good practices

Develop an inclusive and social-emotional curriculum and digital training program in order to build a more resilient, equitable and inclusive education system

First step to achieve: International Report on Inclusive and Emotional Educational Practices (Report on the State of the Art)

International Report on Inclusive and Emotional Educational Practices

DESK RESEARCH

FIELD RESEARCH

5 PARTNERS/ 5 COUNTRIES

INTERNATIONAL REPORT/ROADMAP

5 NATIONAL REPORTS
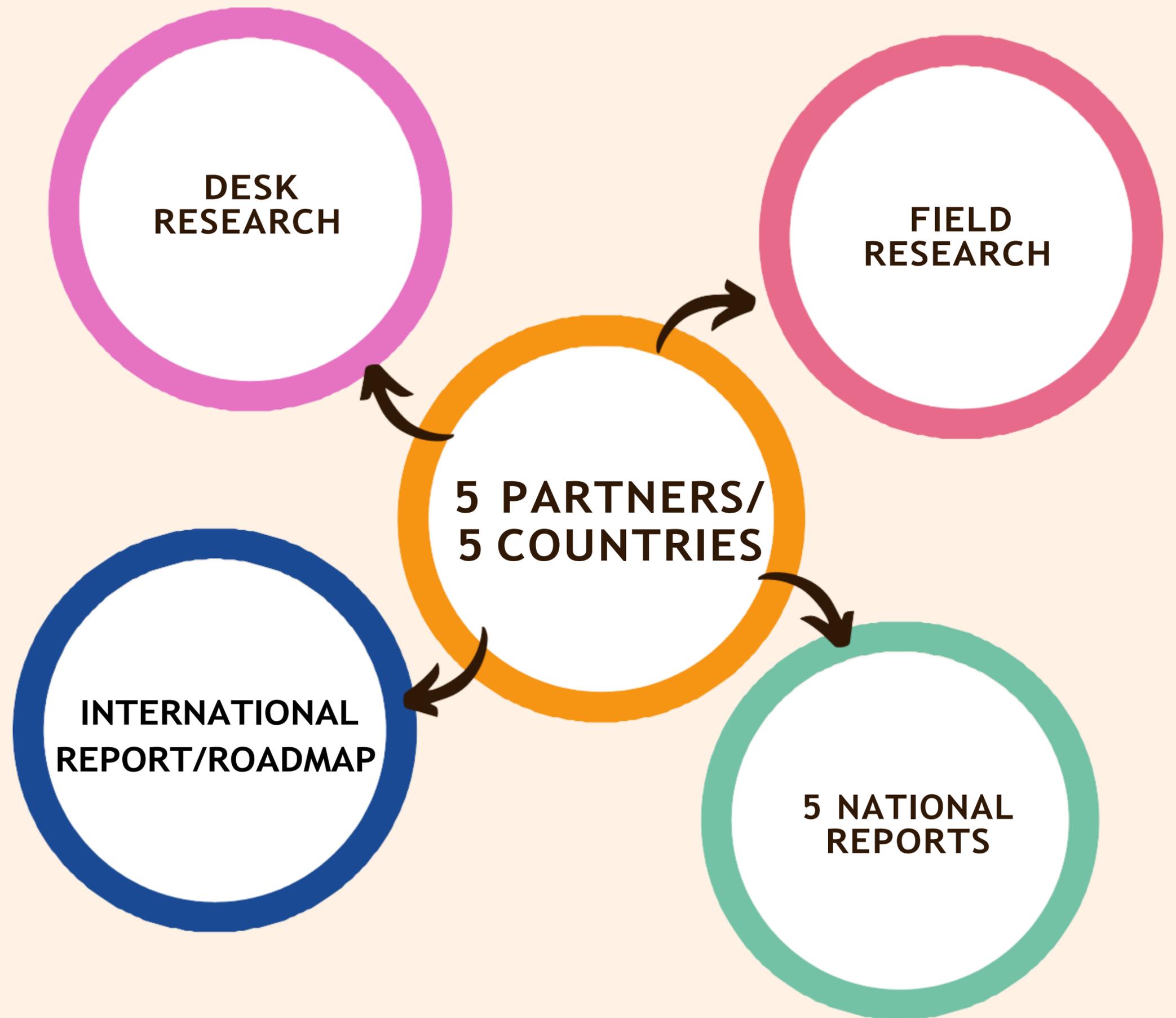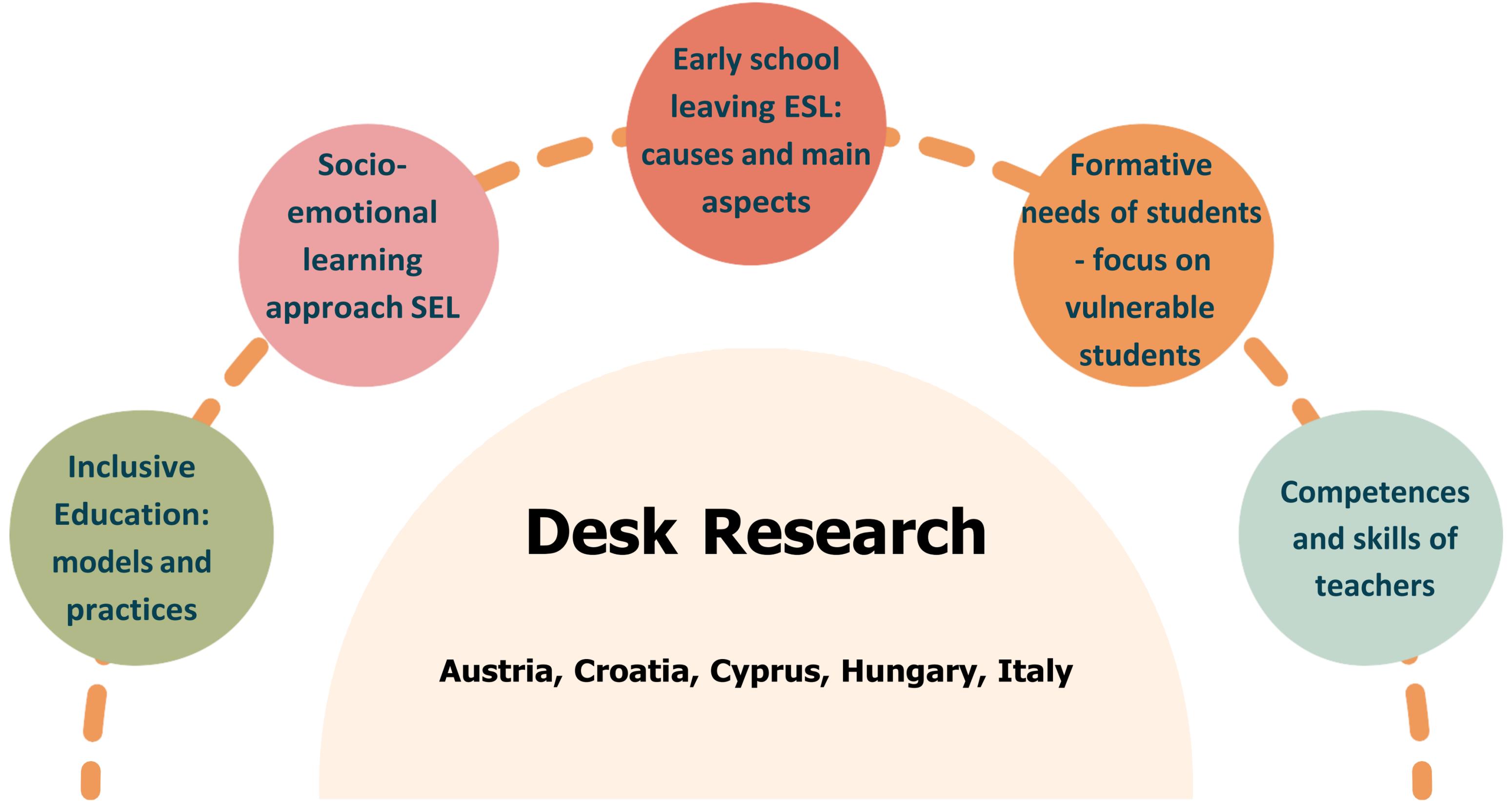
Early school leaving ESL: causes and main aspects

Socio-emotional learning approach SEL

Formative needs of students - focus on vulnerable students

Inclusive Education: models and practices

Competences and skills of teachers

Desk Research

Austria, Croatia, Cyprus, Hungary, Italy
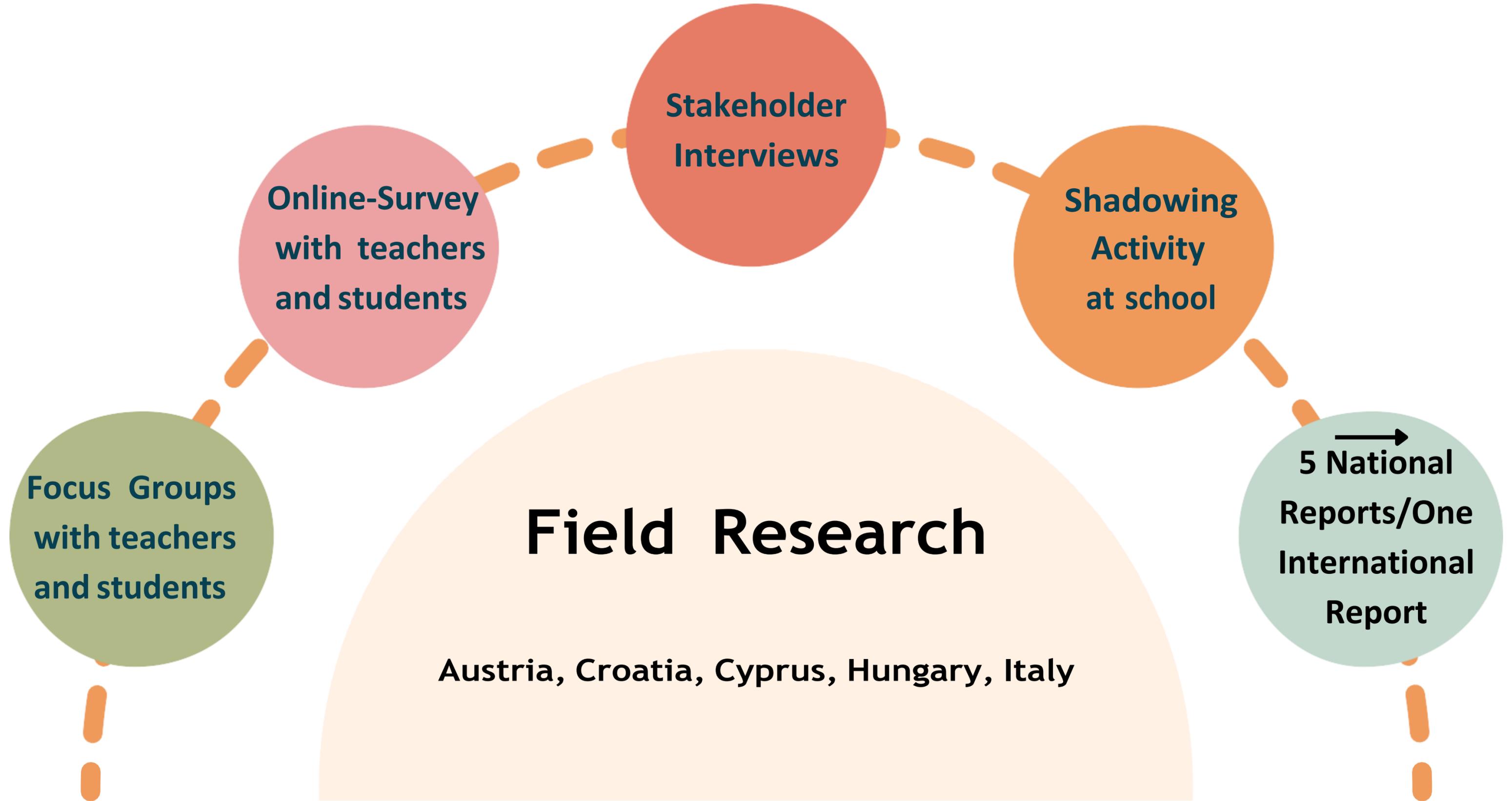
Field Research - Numbers

140 Students, 93 teachers, 22 stakeholders

	Austria	Croatia	Cyprus	Hungary	Italy
Focus Group Teachers	4	5	5	6	8
Focus Group Students	7	5	6	6	20
Online Survey Teachers	17	10	10	11	17
Online Survey Students	31	10	12	10	13
Interviews Stakeholder	4	5	6	3	4
Shadowing Activity	–	–	–	–	20

Research Results

Inclusion	Inclusion	SEL	SEL	ESL

Diversity is the norm– Inclusion and inclusive education consider all people as equal. The same opportunities and rights have to be guaranteed for all people.

Integration: individual has to adapt to the majority in order to be a full member of society

Inclusion: not individual has to adapt, conditions must be designed in a way that everyone is able to participate

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Different levels of inclusion – adopted to the national context, Legislation for inclusive education in all countries, Differences in extend of inclusion and groups considered

Not student has to integrate into an existing rigid system, it is the school's task to ensure that all can participate

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Understand one´s own feelings/those of others, Be able to act accordingly in social situations and handle unpleasant emotions

Positive Effects of SEL:
• **Acquire soft skills/life skills**
→**empathy/social emotional intelligence improve educational success**
•**Health promotion**
•**Prevention**
•**Key factor to become a critical and responsible citizen**

No compulsory subject, Strongly dependent on attitude/enthusiasm of teachers, Organizations and instituions provide SEL but lack of teaching staff competences

Improvement through:
-Teachers knowledge - Support from outside

Important to provide tools to students → school place where all are reached, One educational experience on SEL not enough

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2021: EU 27 average 9,7% , Austria 8%, Cyprus 10,2%, Hungary 12%, Italy 12,7%

Most Effected Groups: migrants, members disadvanteged minorities (e.g. Roma), male students, students from rural areas

•**Multifaceted issue**
•**Reasons at structural level**
•**Segregation driving force**
•**Missing emotional competences/lack of wellbeing at school**

Research Results

Formative Needs Students	Formative Needs Students	Competences/ Skills Teachers	Competences/ Skills Teachers
Vulnerable student: a (young) person who requires extra support with their education

Formative Need: Basically, what students need to be successful

Intersectionality to be considered → Categories of vulnerability are not uniform, exclusive categories. | **Vulnerability/neediness** is not necessarily a permanent condition, Individuality of students and their educational needs must be taken into account, Their social-emotional formative needs have to be considered

Strategies: - Inclusive education -Social-emotional-learning | **Required:** • Teacher-student relationship, • Teacher as role model, • Teachers soft skills/life skills, • Positive attitude of teachers (and school administrators) towards the topic

Recognition benefits of inclusive education/SEL → relief in daily school life | Lack of knowledge in special educational needs and SEL – teachers not enough prepared, Courses for teachers in training/in service on topics are not compulsory

Need to equip teachers with social-emotional skills, Additional training needed |

Formative Needs and Strategies at Schools

Teachers must strive to create a system that reflects and celebrates diversity and allows children to reach high standards

Teachers can create new paths to learning standards by providing more learning options for students

Not all children learn in the same way. By offering more routes to the standards, teachers enable more children to reach them

Teachers should observe and monitor the class in order to clarify the formative needs of everyone

Formative Needs and Strategies at Schools

Every child should be given the chance to get better and should feel "able to", accepted, important to his/her peers and his/her teachers

The most important formative need is to promote positive motivational beliefs and self-esteem. You can't build up anything without that. This is not only linked with the knowledge or the learning process

To fulfil a formative need you have to use tools that identify misconceptions, struggles, learning gaps and find a way to close all these gaps through approaches that can support specific students' needs

The opportunity to revise the curriculum and take a new approach, new types of learning processes, focusing on the diversity of students' learning styles, multiple intelligences and on the motivation and recognition of non-formal competences should be used

Recommendations for Teacher Training

Awareness of own Social-Emotional Competences

Resilience Training

Crisis Management

Training in SEL

Learning to deal with Special Needs Students

Relationship Building
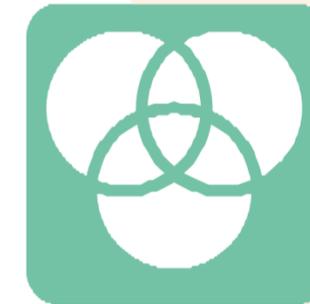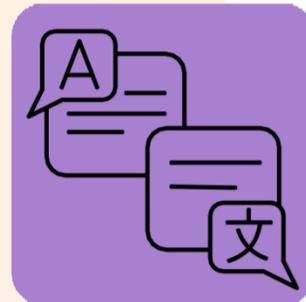
Training in Scaffolding Techniques

European Inclusive and Emotional Curriculum

Starting from evidences and recommendations collected in the research partners elaborate the framework of the European inclusive-emotional curriculum

European curriculum aims to support teachers to introduce innovative teaching practices that provide an inclusive learning environment, especially for vulnerable students, and take into account the social, relational and emotional dimensions of the learning process

Teachers will acquire competences to design multilevel units to improve and innovate the curriculum and giving equal opporitunity to each students to develop their inclinations and talents and to be success at school

**European curriculum prototype tested at national level in each country,
Involving at least 20 teachers in a blended training of 20 hours,
Supported by a digital tutor and expert of the consortium**

Digital Training Courses for Teachers and Educators on Inclusive and Social-Emotional Education

Practical training for theory and practice, Teachers guided to implement and deliver multi-level pedagogical units to improve academic performance in an inclusive way, Training course is interactive through sharing ideas via written material, embedded videos and through the opportunity for reflection

Can be transferred to any country and for different levels of education, Training course will be available online, Completely free access for all who want to use it, Training in blended form (presence and online)

**Two training sections:
- Inclusive Education
- Emotional Education
Each chapter is divided into different units, which include activities, instructions, videos, pedagogical material, interactive activities and exercises, At the end of each chapter there is an evaluation section on the acquired competences and experiences**

Questionnaire for teachers on the self-perception on the effectivness of teachers learning processes before and after the training

Results used for testing phase with students at schools

Digital European
Inclusive and Emotional Platform

Platform to better disseminate the innovative curriculum programme and pedagogical resources,
To create an interactive space for all European teachers and schools
→ make all project results widely accessible and facilitate exchange of good practices

Sections:
- Training courses for teachers and educators on inclusive and emotional education (available as MOOC)
- Pedagogical resources
- Interactive open space and coaching section

In first section specific chapter dedicated to support teachers to design multilevel units to address special formative needs of vulnerable students,
Multilevel units in humanistic, scientific and linguistic school subjects, can be downloaded for free

Platform for teachers, future teachers and educators of all school types and levels,
Provides digital technologies, services and resources to enhance interaction with learners,
Will be open to all European teachers, educators and other stakeholders involved in the field of education

Abstract

Aim

To fulfil formative needs is not only giving students competences and skills in knowledge but educating them to the values of active citizenship, to become responsible and possibly balanced and satisfied people

Aim

Achieving standard and/or excellence for all students, with excellence being the best performance they can give, while respecting and valuing differences

Concept

By developing teachers' competences and skills in inclusive education and social-emotional learning and providing resources and materials on the topics, school performance and well-being at school is improved

Concept

The platform with training courses and the European curriculum aims to innovate the education system from the point of view of teaching and learning processes, to tackle early school leaving and to ensure inclusive, equitable and quality education for everybody

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