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CITIZENS  
IN POWER



FORUM FOR  
FREEDOM IN  
EDUCATION



**BE-IN**

# ROADMAP

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

**2022-2024**



Funded by  
the European Union

**project n. KA220-SCH-348DE244**

## Aim of the project

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.

## BE-IN

### Partner Organisations

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SÜDWIND

## 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



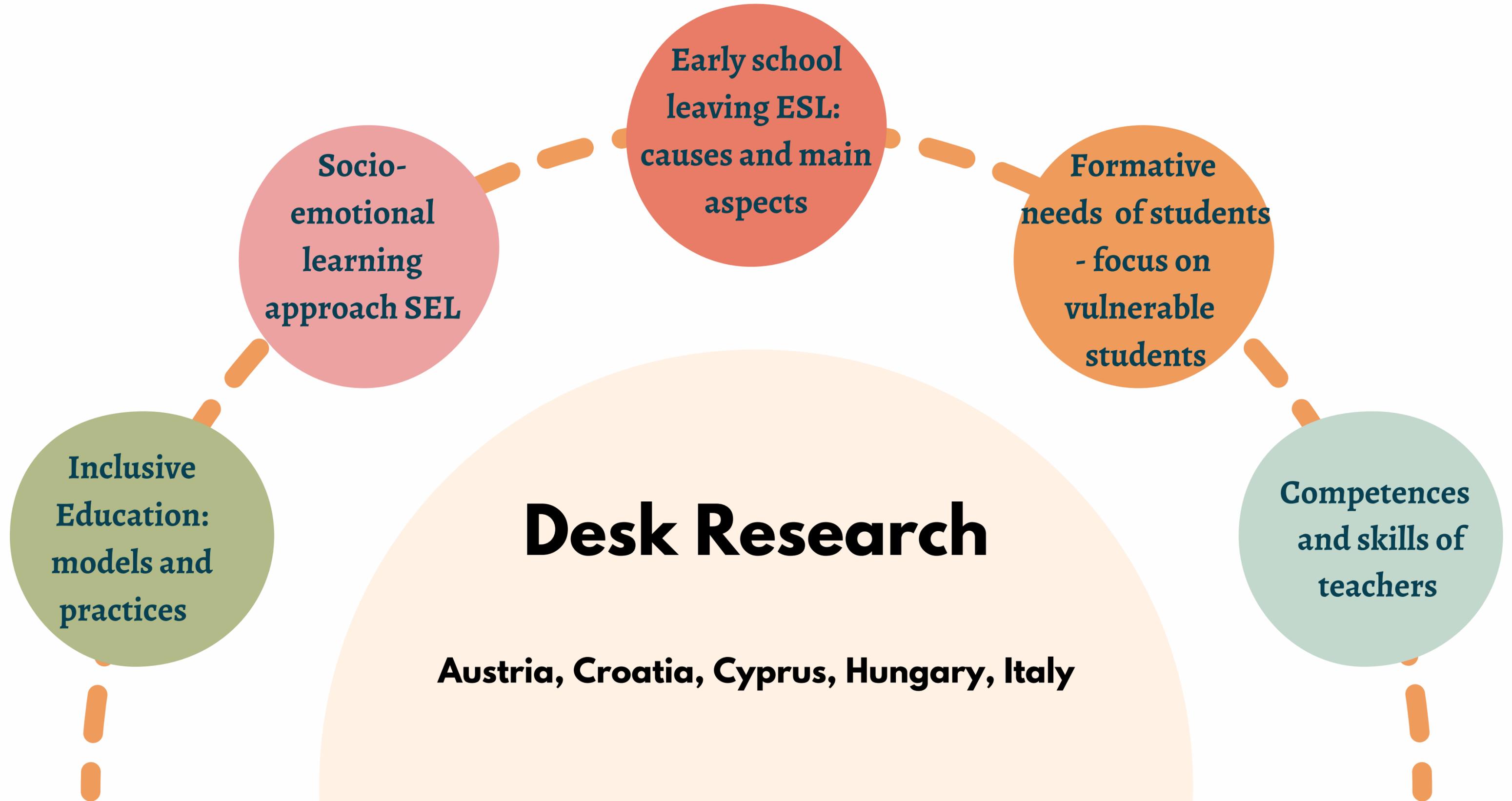
**Develop an inclusive and social-emotional curriculum and digital training program in order to build a more resilient, equitable and inclusive education system**



**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





**Early school leaving ESL: causes and main aspects**

**Formative needs of students - focus on vulnerable students**

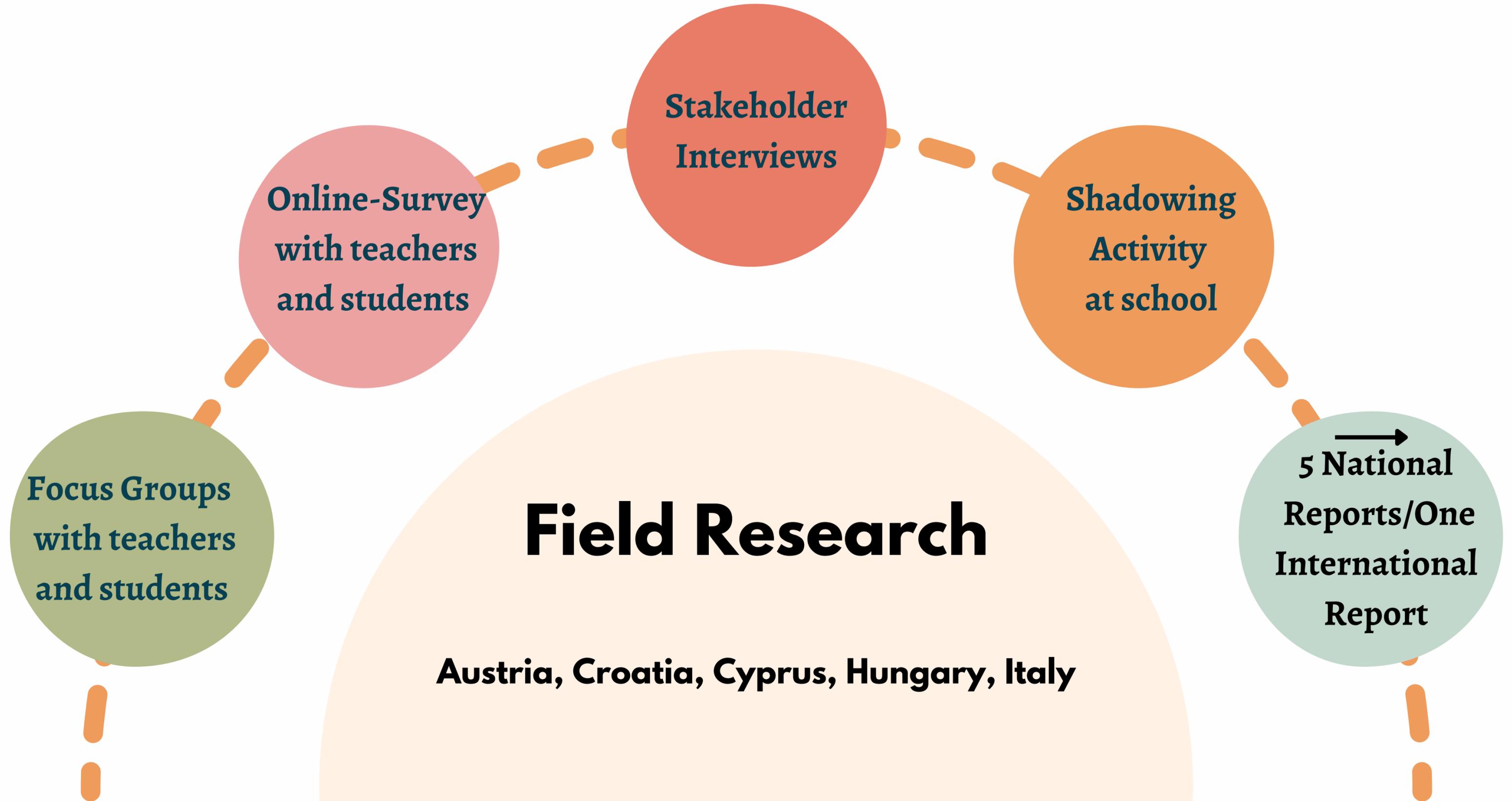
**Competences and skills of teachers**

**Inclusive Education: models and practices**

**Socio-emotional learning approach SEL**

# **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

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

## Inclusion

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

## SEL

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

## SEL

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

## ESL

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

Most Effected Groups: migrants, members disadvantaged 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

**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.

## Formative Needs Students

**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

## Competences/ Skills Teachers

**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

## Competences/ Skills Teachers

**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

```
graph LR; A[Formative Needs and Strategies at Schools] --- B[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]; A --- C[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]; A --- D[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]; A --- E[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];
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# Recommendations for Teacher Training



# Next Steps

**Digital Inclusive and Emotional Platform to innovate curriculum**



**Training of partner trainers on the topics to share methodologies and instruction to realize didactic units in an inclusive prospective**



**Multiplier events in all partner countries**



**Training courses for teachers and educators on inclusive and emotional education**



**Translation of the training courses, digital platform and curriculum into all partner languages**



**After testing in hub schools → European inclusive and emotional curriculum will be reviewed and finalized in a digital dimension**



**After training phase with teachers → testing of curriculum in 3 classes of 3 different hub secondary schools**



# 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 opportunity 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 effectiveness 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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