

BE-IN

Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe 2022-24

1st newsletter BE-IN project September 2022



Presentation of BE-IN: innovate the curriculum in an inclusive and socio-emotional dimension

By Elisa Carboni- Project Manager - Oxfam Italia intercultura

Current challenges that schools must tackle by adopting new inclusive pedagogical strategies and innovative tools include EU-level early school leaving, dropout (ESL), formative failures, and poor educational opportunities. The pandemic has further exacerbated the capacity of the school systems to guarantee a high-quality education and equal opportunities for all students, especially for vulnerable students with social, cultural, and economic disadvantages, to acquire and improve their essential and critical competencies to succeed at school and in their life. To respond appropriately to these problems, Oxfam Italia intercultura, in partnership with Citizens in Power from Cyprus, Forum for Freedom in Education from Croatia, Anthropolis from Hungary, and Südwind from Austria, designed an Erasmus+ project funded by the EU for the year 2022-24. The objective is to innovate the educational system to tackle early school leaving and increase the teachers' competencies to design multilevel teaching units linked to the academic curriculum of secondary schools. The project started in February 2022 with research activities in the five partner countries to collect evidence on the different formative needs and school environments.

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anthropolis



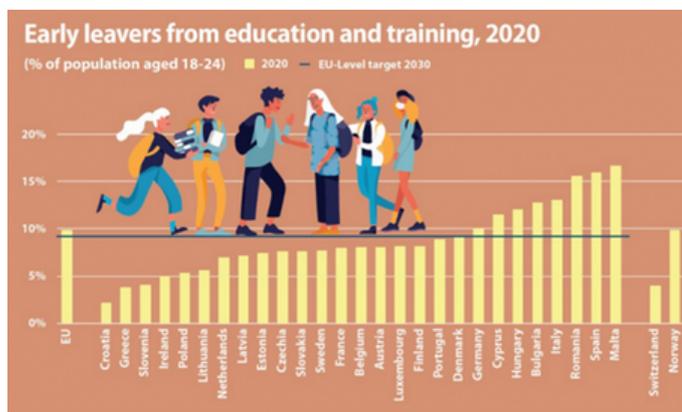
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The data collected have been the basis to co-design a European training program for teachers on inclusion and socio-emotional education that will be made available on the digital platform in December 2022 [HTTP:\\www.https://be-ineducation.eu/](https://www.be-ineducation.eu/) During the training, teachers will be supported in designing multilevel teaching units linked to the curriculum that will be more inclusive and will pay attention to the emotional dimension of learning. The pedagogical resources and methodologies will also be tested in 3 hub secondary schools in each partner country during the second part of the school year. At the beginning of October 2023, the European curriculum and training program will be finalized and available to all European teachers and schools to increase the educational systems' inclusiveness and well-being. It is also possible to download all free pedagogical resources and publication realized by the partners on the platform.

New training formative needs and challenges for European teachers: the results of the international research

By Ninja Konrad- EU Project Manager & Researcher - Südwind



The BE-IN project has foreseen a research activity in all partner countries in the first semester of its duration to better identify the formative needs of schools, teachers and students, including the COVID-19 pandemic impact and experiences on the school system. The international research has highlighted that inclusive education as one of the most important educational imperatives for the development of quality and equity in education system. Inclusive education is the guiding principle that offers diverse and flexible teaching and

learning approaches adapted to children with different learning profiles and needs. The comparison between the partner countries shows how important the definition of inclusive education is. There are many different interpretations and these can determine the effectiveness of interventions. Our key definition is that inclusion realizes the right to non-discrimination, which is one of the core principle of the BE-IN project. For all teachers involved into the BE-IN research, inclusive education is an education that welcomes all children and ensures that they are not discriminated against by teachers, other children, school curricula, buildings or any other aspects of education. Teachers reported that inclusive education is an education that enables all children to learn together, taking into account their individual needs. Teachers need to improve their competences to celebrate diversity and pay attention at the well-being of all students, especially that of vulnerable students. Attention to social-emotional education (SEL) is very important into the learning processes to motivate students and value their social, linguistic and emotional skills. More details about the formative needs of European teachers will be found in the box below. The research activity has been the base to design and implement in the next months the inclusive and social-emotional training program for teachers. The entire elaboration of the data research has been summarised in the international report and the Road Map which can be downloaded from the project platform.

FORMATIVE NEEDS OF TEACHERS

LEARNING TO DEAL WITH SPECIAL NEEDS STUDENTS

COMPETENCES TO OBSERVE THE CLASSROOM ENVIRONMENT AND RELATIONS

COMPETENCES TO APPLY SOCIO-EMOTIONAL EDUCATION TO CURRICULA AND LEARNING PROCESSES

METHODOLOGY TO DESIGN DIDACTIC MULTILEVEL UNITS WITH A SOCIAL-INCLUSIVE DIMENSION

EQUIPE AND REINFORCE TEACHERS WITH SOCIAL-EMOTIONAL SKILLS

New opportunities from the project: innovative digital training course for teachers and testing in secondary schools

By Carla Marsili - teachers trainer expert - Oxfam Italia intercultura

The research activity of the BE-IN project realized in the five partner countries led by focus groups, interviews, and online surveys have further confirmed that vulnerability-neediness is not necessarily a permanent condition of the single student. Thus, it is necessary to adopt individual learning programs to better tailor the different teaching and learning processes to the formative needs of each student, so that all can be supported. It is important to understand that just because you are not intentionally excluding children from your educational program, that does not mean your program is automatically inclusive. True inclusion requires that teachers consciously and proactively design inclusive and responsive activities that acknowledge and meet the diverse needs of learners. Adequate time and effort must be allocated to developing learning programs that use appropriate strategies to address the real needs identified through a participatory process of all students. The BE-IN project aims to involve secondary schools in taking responsibility for meeting the student's needs. The universal right to education means that it is the educational system's responsibility to adapt to the student and not the student's responsibility to adjust to the educational system. In this sense, teachers need to innovate their methodologies and teaching processes to give all students equal opportunities to improve their competencies, starting from their skills and capabilities.

Thanks to the BE-IN partnership, a digital training program for teachers will be developed on the issue of inclusive and socio-emotional education that foresees the creation of multilevel units linked to the curricula. Oxfam Italia intercultura has designed a framework starting from its extensive experience with multicultural educational environments able to train teachers to rethink the entire teaching approach according to the principles of inclusion and the socio-emotional dimension. The training program starts from the competence teachers already have. It guides them to use activities, methodologies, and interactional schemes more effectively to include all students in the educational process. Through an exchange of professional practices, skills, and knowledge on how to respond to current challenges in teaching, we aim to empower them to better respond to their student's learning and well-being. Socio-emotional issues, empathy, the ability to understand and name one's and other's emotions, and the possibility to help scaffold students' learning are all essential features that support students' and teachers' well-being. Being successful is the key for both students and teachers. Teachers will be trained to write and rewrite their teaching materials and pedagogical resources of the curricula according to the criteria of accessibility and representativeness.



BE-IN Digital Teachers' Training Course

By Natasha Andronikou - EU Project Manager & Researcher - Citizens in Power

The Cypriot partner, Citizens in Power, is currently developing the BE-IN Digital Platform to host a digital teachers' training course. The course will offer teachers pedagogical resources, tools, and online training on incorporating socio-emotional learning (SEL) and inclusive teaching practices in their classrooms. Teachers will be upskilled in re-creating and applying multilevel didactic units in their curricula and classrooms.

The online training course will be launched in December 2022. During the testing phase, from December 2022 to February 2023, participating teachers will be supported by the BE-IN consortium's partners. The course duration is 18 hours and will be available in English, Italian, Croatian, German, Greek, and Hungarian.



[Click HERE to register your interest in the training program](#)



TOPIC 1

- Inclusive and socio-emotional education as a response to new educational emergencies
- The promotion of well-being at school



TOPIC 4

- Mentoring methodologies
- Scaffolding techniques

TOPICS 7-10

Inclusion Workshop:

- Steps for creating stratified teaching units for multilevel classrooms in different subject areas

BE-IN Digital Training Program

Inclusion & SEL, Better Together!

2022-2023

TOPICS 2-3

Approaches and methodologies that can innovate the school curriculum with inclusion and socio-emotional development at heart



TOPICS 5-6

The Stratified Teaching Unit:

- Stages and examples related to the school curriculum
- Best practices and participatory methodologies for motivating and inclusive learning environments



TOPIC 11

Guidelines for experimenting with stratified teaching units in multicultural and multilevel classrooms



The BE-IN national conferences

By Francesca Terenzi- Teachers' trainer of Oxfam

Italia intercultura



The formative opportunities of the BE-IN project will be presented in the following months in each country to better address and inform the secondary school teachers of the European schools. The five partners will organize five national conferences to involve teachers to know better about the project's opportunities: training programs on the issue of inclusive and socio-emotional education approaches and testing activities of the curriculum in their classrooms.

The digital course's objectives, methodologies and structure will be presented to teachers during the national conference. Each teacher will be invited to

enroll by the platform on <http://www.be-ineducation.eu>. The project will allow teachers to test the methodologies and pedagogical materials useful to innovate the school curriculum in their classroom

innovate the school curriculum.

The first BE-IN national conference was organized by Oxfam Italia intercultura on 10th September 2022 in Florence from 10.00 to 17.00 at Impact lab, an innovative socio-cultural co-working space. The BE-IN conference was part of the national event Take care of the future Oxfam back to school 2022 (OBTS), organized by Oxfam every year for teachers and educators to promote the Oxfam formative program for Italian schools. A part of the OBTS event was dedicated to the BE-IN project to better inform teachers of the opportunities offered by the project. 30 Italian teachers attended the practical workshop with Oxfam's experts to acquire information about the training program, the methodological approaches, and the tools. Teachers gave positive feedback on the BE-in training program's effectiveness and expressed interest in enrolling in the digital course. Teachers appreciated the opportunity to share experiences on the practices of inclusive education. In the upcoming months, national conferences will also be held in Croatia, Hungary, Cyprus, and Austria to promote the project and introduce the training course on inclusive and socio-emotional education to teachers.

MORE INFORMATION ABOUT THE PROJECT

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