

PILOTING EDUCATIVE ASSETS

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INTRODUCTION

THE EXPEDITION

SOCI@LL's (Wholeschoolsociallabs: innovative and participatory approaches for citizenship education and social inclusion) ambition is to generate a paradigmatic change in the way schools and communities cooperate to foster social inclusion, promoting participatory and empowering tools for creative and sustainable solutions co-designed by, with and for key-stakeholders within a whole school framework and through local social labs.

SOCI@LL is built-on a five-steps participatory methodology. Each step of this expedition has clear objectives and expected key results.



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STEPS	MAIN OBJECTIVES		KEY RESULTS
1	Laying the foundations	Provide an overview of the state-of-play and needs Benchmark and showcase best practices Co-develop a roadmap to accelerate relevant changes	State-of-the-art, best practices and roadmap for SOCI@LL
2	Engaging key players	Foster stakeholders' commitment and sense of ownership Nurture joint learning, sharing of experiences and cooperation	Open partnerships and collaborative methodological approach
3	Providing innovative educative assets	Develop, pilot and fine-tune a toolkit for school leaders and a toolkit for teachers	Toolkit for school leaders on how to create and sustain culturally-sensitive and inclusive systems inside and around schools Toolkit for teachers on how to drive curricular and pedagogical innovation and foster multicultural learning in and out classrooms
4	Providing innovative guiding tools	Develop, pilot and fine-tune guiding tools for local authorities	Guiding tools for local authorities on how to generate, foster and sustain cross-sectorial platforms for social inclusion
5	Building a lively virtual social lab	Set-up a SOCI@LL virtual hub	Virtual Social Lab for cross-sectoral collaboration and participatory learning opportunities

THE TEAM OF EXPLORERS

SOCI@LL is a project build by, with and for schools, school communities, local authorities, relevant stakeholders and scientific experts. A partnership of 14 organisations (from Portugal, Italy, Cyprus and Poland) is organised in national networks, ensuring that in each participating country there is at least one school, one local authority and one scientific partner. In this consortium partners represent end-users' interests, needs and expectations, ensuring (together with a collaborative approach that engages end-users along the project) that the resources are useful, meaningful and sustainable.

END-USERS

EXPECTED BENEFITS

STUDENTS	Will learn through culturally sensitive curricula built-on innovative and holistic approaches.
TEACHERS	Will see their socio-educational and intercultural competencies enhanced and will have new methods to motivate ALL students.
SCHOOLS	Will foster their democratic and inclusive culture, valuing diversity inside and around its walls and nurturing the active engagement of all.
COMMUNITIES	Will establish and maintain cross-sectoral alliances and stronger cooperation with schools and education and inclusion actors.

PILOTING EDUCATIVE ASSETS

The report provides an overview of a pilot of educative assets created within the framework of the Soci@LL. Whole school social labs project. Educative assets consisted of two Toolkits: Toolkit for Teachers that provides teachers with, Manual and Teachers' Dossier and Toolkit for School Leaders consisted of Guidelines for Inclusive School, Guide for the planning the SOCI@LL week and Supporting tools.

The main goal of the pilot was to test created tools supporting and promoting social inclusion in the field of education. Educative assets and proposed activities were designed to engage all members of the school community and to enhance the cooperation of the school with local authorities and the community. The aim was also to promote effective and inclusive youth participation and decision making, both within

the framework of a school's curriculum as well as outside of formal school activities.

5 schools from 4 countries (Portugal, Italy, Poland and Cyprus) took part in the pilot. The pilot started at the beginning of 2020 and ended in May 2021. The activities in all schools had to be adapted to new circumstances due to the COVID-19 pandemic. Most of the testing took place online.

ASPECTS OF INCLUSIVE SCHOOL

In the project an inclusive school is defined as a school that notices diversity, that is, differences and similarities between groups and individuals, and actively works with them. The school environment (especially public school) is in itself diverse and conducive to inclusion because

it is essentially universal, open to everyone. The school as an institution accessible to all should adopt this viewpoint on inclusion not only as a formal, imposed institutional solution, but also translate it into everyday practice to allow full participation.

The work to be carried out for the school's management staff is to map the community and identify minority groups (cultural, ethnic, religious, etc.) and groups of students who might have difficulties or less access to full participation and support them in this process.

FOUR PILLARS OF INCLUSIVE SCHOOL

The methodology of the project was based on the Four Pillars of Inclusive School Model: visibility, empowerment, inclusion and cooperation.

In this model visibility means noticing and emphasizing the presence of a given group in a school setting. Empowerment

means adopting an approach that will in effect strengthen the competencies, self-efficacy, and sense of self-worth of all students, including minority groups. Inclusion is understood as taking into account the perspective of diverse groups in the school's activities at all possible levels of its

functioning. Cooperation is defined primarily as partnering with minority groups in order to recognize and respect any otherness. This means applying "we work with groups for inclusion" approach as opposed to the "we act inclusively towards minority groups" approach.



Figure 1 – Four pillars of inclusive and open schools.

The model gave a theoretical framework for educative assets and actions designed in the project. The requirement for the schools was to incorporate all of the pillars in the program of the pilot. The main stress was put on how the activities within the pilot were designed and conducted to ensure inclusion every step of the way, from planning to organizing and running the SOCI@LL Week and lessons with students.

The **PILOTING**



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The schools were provided with the guidelines that would support them in the process of testing the resources, namely the Toolkit for School Leaders and the Toolkit for Teachers. Both resources are linked to the SOCI@LL virtual hub (<https://lab-social.eu/>) and include three components, as represented next.

A - Toolkit for school leaders

A1 - Guidelines for school leaders

A2 - Guide for the planning the SOCI@LL Week

A3 - Supporting tools

B - Toolkit for teachers

B1 - Guidelines for teachers

B2 - Manual

B3 - Teachers' dossier

C - SOCI@LL virtual hub

For the testing, the following flow was suggested.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Select participants (school leaders and teachers) and ask them to proceed with the online registration (C)	Test the guidelines (A1 and B1), involve the selected participants in the process of collective and individual reflection about inclusive schools and classrooms	Plan and put into practice the test of the manual and teachers' dossier (B2 and B3)	Plan and implement the SOCI@LL Week, test the guide and supporting tools (A2 and A3)	Gather results and report

Due to the COVID-19 pandemic schools were forced to adapt the initial plans of the testing. The piloting took place online and was reduced in many cases. Despite the difficulties, all schools managed to test the whole Manual and to conduct activities within the SOCI@LL Week framework that boosted students' skills, consciousness, creativity and participation within and outside schools towards a more inclusive and equal society. Each school was supported substantially and organizationally by the scientific partner in their country.

ZĄBKİ TOWN, SCHOOL NO 3 IN ZĄBKİ, POLAND

Toolkit for Teachers

Timeframe: March-June 2020, October-December 2020

Participants: 6 teachers, 5 classes from 5th to 8th grade – 116 students from 11 to 14 years old

Brief description:

Between March and June 2020, meetings were held to prepare for running lessons from the Manual. The meetings were attended by a total of 6 teachers and a mentor on behalf of the Center for Citizenship Education, who provided substantive and organizational support to the teachers participating in the piloting.

During the meetings with the mentor, teachers were introduced to the methodology presented in the

Guidelines for Teachers on Inclusive Education and with the structure of the Toolkit for Teachers and the possibilities of its use. They also planned to test educational materials prepared in the project. The teachers divided the topics of the Manual among themselves. Teachers conducted lessons with students between October and December 2020. Each teacher completed at least two chapters during 4-5 lessons with their classes.

Toolkit for School Leaders

Timeframe: March 2021

Participants: 5 teachers, 5 classes of 6th and 7th grade – 125 students, 13 and 14 years old

Brief description:

During the implementation of Soci@LL Week, the school established cooperation with 3 organizations: Museum of History of Polish Jews POLIN, “Heart of the City” Foundation, “Kundellos” Volunteers Association. The workshops also involved a psychologist specializing in the safety of children on the Internet.

Soci@LL Week was designed to support all four pillars of inclusive schooling, included in the concept presented in the Soci@LL Toolkit: visibility, empowerment, inclusion, cooperation. The events raised issues like respect towards diversity, volunteering as a form of social engagement, national minorities in the school, social exclusion and homelessness crisis, cyberbullying and safety on the Internet. Due to the COVID-19 restrictions, all events took place online.

In addition, a team of teachers and students from Ząbki School created a video with Christmas carol that was published on FB of Ząbki Town: <https://www.facebook.com/artur.maciejewski.33/videos/10214911605103894>.

ISTITUTO DI ISTRUZIONE SECONDARIA STATALE “ALESSANDRO VOLTA”, ITALY

Toolkit for Teachers

Timeframe: October 2020-May 2021

Participants: 7 teachers have taken part in the piloting; The piloting has involved a total of about 140 students of 8 classes (from the 1st to the 5th grade, 14-19 years old).

Brief description:

The teachers involved in the piloting included the themes from the Manual in their syllabus for school year 2020-21 for subjects like History, Literature and Citizenship education. All classes have tested at least one full theme, some classes managed to test two themes. All classes have done the diagnostic evaluation test and the formative evaluation test. All the chapters of each theme have been implemented and most of the inspiring stories have been used and found perfect for the development of the lessons.

The tests and all the material supplied with Soci@LL educative assets have been found inspiring and rich in information to deepen all topics.

Toolkit for School Leaders

Timeframe: 13th May 2021

Participants: participants online and at school – hybrid event for a whole school, 65 registered online participants and students in classrooms

Brief description:

The event was planned by the head teacher, a team of school leaders and one of the project manager from CESIE – a scientific partner in the project.

Organizers decided to use Google meet to connect students in their classrooms, following the new rules of online teaching, physical distancing and hygienic precautions due to COVID-19 pandemic. Despite the fact that event was significantly reduced due to the COVID-19 restrictions, all the activities that took place during the Soci@LL Week event gave a general overview of the project, its theoretic foundations and aims: the Alessandro Volta commitment to the theme of inclusion, its previous actions in this field, theoretical structure of the Soci@LL project, activities in the piloting classes and results.

LICEI “GIOVANNI DA SAN GIOVANNI”, ITALY

Toolkit for Teachers

Timeframe: September 2020-May 2021

Participants: 13 teachers have taken part in the piloting; The piloting has involved a total of about 250 students of 13 classes (from the 1st to the 5th grade, 14-19 years old).

Brief description:

The teachers involved in the piloting included the themes from the Manual in their syllabus for school year 2020-21 for subjects like Human Sciences, English and Philosophy. The teachers made sure that all three Themes would be implemented, in different classes, so the testing covered all the materials from the Manual. The lessons were implemented step by step in a way that Themes and Chapters were presented.

All the teachers involved have found the material presented in the tool kit interesting and new and suitable for the development of the lessons. The lessons plans were found well structured; the students have particularly appreciated the video where witness speak about their personal experiences (Kakenya 'Ntaiya).

Toolkit for School Leaders

Timeframe: September 2020

Participants: 14 teachers, 10 students, 3 associations together with the headteacher and the school staff have been involved in activities which have been carried out in 26 classes by about 650 students.

Brief description:

Posters with the 4 pillars of inclusive school and the logo of the project have been placed at the school entrance to make everybody aware of the issues. Teachers and tutors were wearing a special badge

with the logo of the project during the whole week. The organizations which operate in the social field ("Misericordia", "Mamme per le Mamme", "Cittadini attivi") have produced 3 videos which have been shown in the classes.

The group of tutors has produced a welcoming video with information about the project which has been shown in all the first grade classes and in other classes involved in the project. Every day the activities related to the four pillars carried out by the teachers in the different classes have been shown on a board at the school entrance.

Most of the activities have been chosen among the ones proposed by the Toolkit such as the production of a multicultural calendar, and all the activities which help the students to get to know each other and which are particularly suitable to be done at the beginning of the year.

The aim of the event was to find a way to give warmth and liveliness to a quite difficult and stressful time for students and staff, making students and staff involved in issues related to inclusion.

AGRUPAMENTO DE ESCOLAS ABEL SALAZAR, PORTUGAL

Toolkit for Teachers

Timeframe: February-June 2020

Participants: 4 teachers, 6 classes from 8th to 10th grade – 120 students

Brief description:

Four teachers from different subjects were involved. In year 8 and 9 the project was applied in the Citizenship subject. In year 10 it was implemented in a transdisciplinary approach, and debates on the topics related to inclusion were often used. All three themes were covered. Each class chose one theme. The guidelines helped the teachers to better understand inclusion in practice and look critically at their own practices and behaviours at school.

On the whole, teachers and students liked the project. The manual is visually appealing, the materials very helpful and the activities were considered by the majority of teachers and students enriching and mind opening.

Toolkit for School Leaders

Timeframe: November-December 2020

Participants: It reached all students (560), their families, all teachers (about 100) and school assistants.

Brief description:

During the Soci@LL Week the school held an exhibition "All for one" presenting the works produced by the students within the framework of the piloting. Three short videos were presented: a short film about discrimination and two dances, one of them about bullying (https://www.youtube.com/watch?v=EaLjVF_919Q, <https://youtu.be/KcltTLHeldU>).

Due to the pandemic, it the events were entirely online.

THE GRAMMAR SCHOOL NICOSIA, CYPRUS

Toolkit for Teachers

Timeframe: -

Participants: 14 teachers

Brief description:

The school held an informative session for teachers where the idea of Soci@LL. Whole School Social Labs was presented and teachers were introduced with the Guidelines for inclusive school and the Four Pillars of Inclusive School Model.

Toolkit for School Leaders

Timeframe: February 2020

Participants: 5 teachers, 26 students, whole school events

Brief description:

Teachers and students were involved in several meetings and exchanges where they promoted ideas of the Soci@LL project and raised issues like global citizenship and global health. The part of the Soci@LL events were also online meetings of the World Explorers Club that gives students to “travel” and learn about the world via Skype meetings with various guests from around the world.

CONCLUSIONS

Participants in all countries evaluated the whole process positively. The majority of teachers involved in the piloting found the materials presented in the Toolkit interesting and new and considered them good. The lesson plans were found well structured. Students particularly appreciated the videos, examples of social experiments and artistic projects. The Guidelines were clear and encouraged the teachers to change some of their opinions and practices. The materials helped teachers rethinking priorities as educators and encouraged them to raise matters like gender-based discrimination, equal rights, racism, civil disobedience.



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The teachers mentioned that there should be more engaging and digital activities, such as videos and games. They also considered some of the texts a bit long for the students. The materials need improvement to be more suited for different age groups.

The COVID-19 pandemic affected significantly the piloting of the educative assets and was mentioned as the biggest difficulty during the testing. The original plans had to be changed and in many cases reduced. Most of the activities took place online, so the adaptation to online education circumstances was required. Some teachers expressed the feeling of loss in terms of turning social events into online forms. However, teachers also expressed that such events and actions towards inclusion were especially important in times of physical isolation and they were very exciting moments during the school year.

Participants expressed the will to continue work in a field of inclusion and recognize it as an important topic for the school. The schools recognize the need to dedicate more time and space to inclusion and to make the whole school approach more visible and broaden the numbers of teachers involved in the process and the number of students more aware of the social inclusion topic.

SOCI@LL **PARTNERSHIP**



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SCIENTIFIC/ TECHNICAL

SCHOOLS

LOCAL AUTHORITIES

Portugal

INOVA+

Project Coordinator



Poland



Associated partner



Cyprus



Italy



Associated partner



Unione dei Comuni
Montani del Casentino



Associated partner

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