WP3 Piloting Report

Testing educative assets for schools

http://wholeschoolsociallabs.eu

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SOCI@LL PARTNERSHIP

SCIENTIFIC/ TECHNICAL	SCHOOLS	LOCAL AUTHORITIES
Portugal		
INOVA + INTERNATIONAL	AEAS	matosinhos
(Project coordinator)		
Poland		
CEO CENTER FOR CITIZENSHIP EDUCATION	Szkoła Podstawowa Nr 3 im. Małego Powstańca w Ząbkach	
	(Associated partner)	
Cyprus		
CARDET	The Grammar School Nicosia	ΔΗΜΟΣ ΑΓ. ΑΘΑΝΑΣΙΟΥ 1985
Italy		
cesie the world is only one creature	I.I.S.S. Alessandro Volta Palermo	
		(Associated partner)
OXFAM Italia	LICEI GIOVANNI DA SAN GIOVANNI Linguistico · Scienze Umane · Economico-Sociale	Unione dei Comuni Montani del Casentino
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INTRODUCTION

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 Guidelines for Inclusive School, 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 schools 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.

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METHODOLOGY

1.1 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.

1.2 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.

PILLAR 1: VISIBILITY
•Who is represented?
•Whose stories do we learn

PILLAR 2: EMPOWERMENT
•Who receives support?
•Who is encouraged to participate?
•Who hears "you are important"

Inclusive and Open Schools

PILLAR 3: INCLUSION
•Who makes decisions?
•Who feels at home?
•Who is the school designed for?

PILLAR 4: COOPERATION
•Who is treated like part of the solution, not part of the problem?

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.

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1.3 The structure of the piloting

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

Guidelines for inclusive school were a starting point for both pilots – testing the Toolkit for teachers and testing the Toolkit for school leaders.

Guidelines consisted of two parts: SETTING THE GROUND: ASPECTS OF INCLUSIVE SCHOOL and SELF-EVALUATION TOOLS FOR SCHOOLS AND SCHOOL LEADERSHIP. Guidelines provided teachers and school leaders with an overview of the main features of inclusive schools, integration a section focusing on each of the four pillars of inclusive and open schools. The publication offers a basis for a constructive debate around myths and facts about inclusion and invites readers to reflect on specific issues of the school functioning. In the self-reflection section, the reader can find supporting tools that cover the four pillars and start by analysing their practices, exploring key issues related to the pillar, and responding to specific questions that help to proceed with the self-evaluation.

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Testing Toolkit for teachers

Each school prepared the plans of the piloting (a global plan for school and individual plans for each teacher involved) that included the division of the material between teachers. Teachers implemented the various lessons in their classes, supported by the resources available: the Manual, the Teachers' dossier and the Virtual Hub. At the hub, teachers had access to three courses, corresponding to the three themes, built on the content of the manual.

The Manual consisted of three themes:

THEME I – CONSTRUCTION OF THE SELF

CHAPTER - SOCIALIZATION AND CULTURAL IDENTITY
What does culture mean?
How do we build ourselves as sociocultural beings?
CHAPTER 2 - INTERCULTURALITY
What does acculturation mean and how is it processed?
Why is intercultural dialogue fundamental?
What makes us special?

THEME II - ME AND THE RELATIONSHIPS WITH OTHERS

CHAPTER 1 – INTERPERSONAL AND GROUP RELATIONS
What is the role of early relationships in the construction of the human being?
How do we perceive others and position ourselves in a socially complex world?
CHAPTER 2 – SOCIAL INFLUENCE
How do we relate and influence others?
CHAPTER 3 - RELATIONSHIP PROCESSES RESULTING FROM "WE AND THEY"
What processes occur when we divide the world into "us" and "others"?

THEME III - A PLURAL WORLD

CHAPTER 1 - HUMAN RIGHTS AND FUNDAMENTAL VALUES
What are human rights?
CHAPTER 2 - LIVING IN A GLOBALIZED WORLD
What does it mean to live in a global world?
How can we contribute to a fairer world?

Testing toolkit for school leaders

Within a framework of the testing toolkit for school leaders schools were organizing an event called Soci@LL Week.

The main goals of the event were:

- To create a school network that will work towards raising awareness on relevant culturally sensitive and inclusive systems inside and around schools.

- To promote effective and inclusive youth participation and decision making through the Soci@LL Week Programme of activities, both within the framework of a school's curriculum as well as outside of formal school activities.

The school leaders were provided with a Guide for planning the Soci@LL Week that leads step by step in organising, implementing and participating in a programme in order to support educators and students to learn, think and take action towards inclusion. Supporting tools from the Toolkit included the proposal of activities of the event and give a framework related to each of the potential goals of the Soci@LL Week.

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.

PILOTING OF EDUCATIVE ASSETS

2.1 Ząbki Town, School no 3 in Ząbki, 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

Description of the piloting:

Due to restrictions related to the COVID-19 pandemic, meetings and lessons as part of the pilot run were held online.

Meetings related to organising lessons as part of the Soci@LL project were held from March to June 2020. 6 teachers and a mentor from the Center for Citizenship Education (who provided factual and organisational support to teachers participating in the pilot run) took part in those meetings.

Actual lessons were taught to pupils between October and December 2020.

In the course of meetings with the mentor, teachers were acquainted with the methodology presented in the Guidelines for teachers related to inclusive education and the structure of the Toolkit for teachers (including tips on how to use it). They also planned how to use the educational material prepared as part of the project.

Lessons pertained to issues related to broadly understood diversity, identity, and social relations. Taking up such topics during lessons is a part of activities promoting inclusion at schools, helps to increase awareness of social processes, helps to understand other cultures, and helps create foundations for future openness to diversity.

As part of preparation for the piloting run of the project, 4 meetings from the school with the mentor from the Center for Citizenship Education were held:

- 2.03.2020 – informational meeting
- 28.05.2020 – introduction to the Soci@LL methodology – 4 pillars of an inclusive school, part 1
- 16.06.2020 – introduction to the Soci@LL methodology – 4 pillars of an inclusive school, part 2
- 2.10.2020 - planning of the testing of the Manual

During the meetings, suggestions related to carrying out the piloting run were discussed and the concept of an inclusive school based on 4 pillars (visibility, empowerment, inclusion, and cooperation) was presented. Teachers were acquainted with materials from the Toolkit for teachers (Guidelines, Manual, and Teachers' Dossier) and they were also led to review their teaching principles on their own in line with tasks included in the Guidelines.

Due to the COVID-19 pandemic, people involved in the project decided to postpone the organisation of lessons based on Soci@LL materials to the winter term of the school year 2020/2021.

During a meeting held at the beginning of October 2020, teachers distributed materials from the manual amongst themselves so as to test every chapter of the Soci@LL Manual at the school.

Before organising the relevant lesson, one of the teachers expressed her uncertainty as to being able to hold it by the proposed deadline and as to all pupils taking an active part in tasks assigned to them.

Teachers who took part in the piloting formulated the following objectives and hopes:

- making pupils interested in matters such as human rights, equality, and globalisation and engaging them in a thought-provoking discussion,
- raising awareness of the issues discussed,
- pupils will find the lessons useful and will be willing to make use of them,
- making it possible for pupils to develop new interests,
- making pupils more open and tolerant, as well as aware of their own identity and individuality

Lessons were carried out between October and December 2020 according to the following plan:

Teacher 1
5 lessons during form time
Participants: 24 sixth grade pupils aged 12
Topics from the manual covered:
Theme 1. Identify and construction of the self
Chapter 2. Interculturality

Teacher 2
5 lessons during form time
Participants: 24 pupils from seventh grade aged 13
Topics from the manual covered:
Theme 1. Identify and construction of the self
Chapter 1. Socialisation and social identity
Chapter 2. Interculturality

Teacher 3
5 lessons held as part of English language lessons
Participants: 15 sixth grade pupils aged 12
Topics from the manual covered:
Theme 2. Me and relationships with others
Chapter 1. Relations within a group
Chapter 2. Social influence

Teacher 4
5 lessons during form time
Participants: 29 eighth grade students aged 14
Topics from the manual covered:
Theme 2. Me and relationships with others
Chapter 2. Social influence
Chapter 3. Relationships

Teacher 5
4 lessons during form time

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Participants: 24 fifth grade pupils aged 11
Topics from the manual covered:
Theme 3. Globalised world
Chapter 1. Human rights and fundamental values
Chapter 2. Life in a global village

Toolkit for School Leaders:

Timeframe: March 2021

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

Description of the piloting:

Five teachers from Szkoła Podstawowa nr 3 im. Małego Powstańca in Ząbki were involved in organising Soci@LL Week at the school. Representatives of the Center for Citizenship Education provided the teachers with factual advice while the activity was being organised. Organisational / administrative support was also provided by a project coordinator from the Town Hall in Ząbki. Pupils from five classes of elementary school number 3 took part in the activities. Their total number was around 125. It was also possible for all pupils of the school to become involved in particular elements of the activity.

Soci@LL Week took place in March 2021. Due to restrictions related to the COVID-19 pandemic, all events were held online.

While performing Soci@LL Week, the school started collaboration with the following three organisations:

- POLIN Museum of the History of Polish Jews
- Fundacja "Serce Miasta" [*"Heart of the City" Foundation*]
- Stowarzyszenie Wolontariuszy Kundellos [*Kundellos Association of Volunteer Activists*]

A psychologist specialising in online child safety also assisted with the organisation of the workshops.

Soci@LL Week was planned in such way as to promote all four supporting pillars of an inclusive school presented in the Soci@LL Toolkit: visibility, empowerment, inclusion, and cooperation.

Issues addressed as part of the activity included:

- respect for diversity
- volunteer activities seen as an element of social involvement
- social minorities at school
- social exclusion and homelessness crisis
- cyberbullying and online safety

Additionally, a Christmas carol was recorded as part of project-related activities. This was aimed at establishing and maintaining bonds within the local community. 11 people, including both pupils and teachers, were involved in the recording process. The recording of the Christmas carol was published on the Facebook page of the town of Ząbki together with best wishes:

https://www.facebook.com/artur.maciejewski.33/videos/10214911605103894 (reaching around 2300 visits).

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As part of the preparatory stage of Soci@LL Week, three online meetings of the team organising the activity took place. Those were held on 6.11.2020, 11.02.2021, and 18.02.2021. A total of 5 teachers from the school and a project coordinator from the Center for Citizenship Education attended the meetings.

During the meeting which took place on 6.11.2020 the team decided to postpone Soci@LL Week until the summer term and, if the pandemic-related restrictions permitted, hold activities and meetings offline. In the meantime, in an attempt at maintaining social bonds during lockdown, one teacher and 10 people associated with the school prepared a Christmas recording which was published on the Facebook page of the town of Ząbki (https://www.facebook.com/artur.maciejewski.33/videos/10214911605103894).

The team resumed work related to organising Soci@LL Week in February 2021. In the course of two subsequent meetings teachers planned further steps to be taken and had an opportunity to acquaint themselves with the main principles of Soci@LL Week described in the Soci@LL Toolkit for school leaders. In view of restrictions related to COVID-19 having been prolonged, it was decided to hold Soci@LL Week online in March.

The teachers then met on a weekly basis to organise and carry out Soci@LL Week for the school.

The following activities promoting the four pillars took place:

PILLAR 1: Visibility: learning and understanding

ACTIVITY 1

Assisting Fundacja "Serce Miasta"

The issue of social exclusion and the situation of people facing homelessness was raised during form time. Emphasis was put on countering the social stigma associated with the homeless. Two form time units related to Soci@LL Week were carried out in March. In April (13-27.04.2021), an initiative was performed in cooperation with Fundacja "Serce Miasta" to aid people affected by homelessness. Warm clothes, food, and hygienic products were collected for them. Information about the collection was communicated via announcements on the school's premises and via the online grade book. Pupils were involved in organising the collection - they, among other things, helped find boxes to contain clothes etc. At a later date, when it is possible to hold live meetings again, a meeting of pupils from the seventh and eighth grades and a person from Fundacja "Serce Miasta" will be organised, during which it will be possible to learn more about homelessness crisis and what the foundation itself does.

Participants:

- form time: seventh grade pupils
- collection: the entire school community

ACTIVITY 2

Workshops entitled "Jak pięknie się różnić?" [*"How to be different in a beautiful way?"*] held at POLIN Museum of the History of Polish Jews.

Seventh grade pupils took part in online workshops related to diversity organised by POLIN Museum of the History of Polish Jews. The purpose of those workshops was to spread knowledge about concepts such as identity and discrimination - what discrimination is, how to prevent it, and why it should be prevented. Pupils were encouraged to talk about what all of us can do to promote equality and what issues they would like to discuss, while at the same time striving to accept people whose opinions differ from ours.

Duration of the workshops: 1 hour

Participants: seventh grade pupils

PILLAR 2: Empowerment: creating a safe shared space

ACTIVITY 3

Workshops related to cyberbullying which took place as part of form time. The goal of the workshops was to increase the level of pupil awareness of the phenomenon of cyberbullying and draw the attention of pupils to current threats associated with using the Internet. An important part of the empowerment process was showing pupils what precautions they might take to protect themselves against cyberbullying and how to respond to it. The workshops were conducted by people from Point, an expert company.

Duration: 1 lesson

Participants: seventh grade pupils

ACTIVITY 4

Online safety

Workshops on cyberbullying were complemented with workshops carried out by Aneta Silarska, a psychologist. Participants of her workshops deepened their knowledge about online threats (related to Facebook, Instagram, Messenger, and Tik-Tok). An important topic discussed during the meeting were various ways in which cyberbullying may be prevented from spreading and solutions for countering online hate.

Duration: 1 lesson

Participants: seventh grade pupils

Pillars 3 and 4 Inclusion and cooperation - Activity and celebration

ACTIVITY 5

Peer volunteer activists

A lesson organised as part of form time was devoted to volunteer activities. Its schedule was based on the prior experience with volunteer activities organised by the school.

The lesson was an introduction to the subject of peer volunteer service at the school. Pupils had an opportunity to consider their talents, interests, and hobbies in that context. What activities give them a sense of fulfilment? What are they good at? How could they stir others into action? Pupils also discussed possible ways of making volunteer service effective: the importance of correct estimation of what is needed and the desirable systematic / recurring nature of such volunteer service.

They decided to organise a collection for the benefit of animals from a shelter in cooperation with Stowarzyszenie Wolontariuszy Kundellos.

Duration: 1 lesson; the collection is to take place in the summer or spring of 2021 (depending on how the school operates in view of the COVID-19 pandemic).

Participants:

- lesson: sixth grade students
- planned collection: the entire school community

ACTIVITY 6

Culture-themed glossary

Pupils also took part in workshops addressing multiculturality in their class carried out by their form teacher. There are pupils of three different religious denominations in the class, as well as some pupils from Ukraine. The workshop was aimed at presenting the cultural and religious diversity among people studying at the school and raising the level of awareness among pupils of the difficulties their migrant friends might face after arriving in Poland. Pupils compared the educational systems of Poland and Ukraine and also discussed the issue of language barriers. The class then moved on to carrying out a pupil project as part of which a culture-themed glossary was developed. It contained useful phrases in Polish and Ukrainian, as well as information about the functioning of the school for young people just starting their education there.

Duration: 1 lesson plus the time needed for completing the pupil project

Participants: sixth grade pupils

2.2 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).

Description of the piloting:

Due to the lockdown, the testing phase (initially planned during the school year 2019/20) started on October 2020 at the beginning of the new school year and it finished in May 2021.
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. Before the pandemic, the school was planning to test the whole Manual with at least two classes, but that was considered impossible due to the new situation we were facing during the years 2020/2021. 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.

The planned lessons have been implemented with single classes, from the first to the last step.
Theme 1 was presented to 1 class of the 1st grade (14 years old)
Theme 2 was presented to 4 classes of the 3rd, 4th and 5th grades (16 to 19 years old)
Theme 3 was presented to 5 classes of the 3rd, 4th and 5th grades (16 to 19 years old)

Toolkit for School Leaders:

Timeframe: 13th May 2021

Participants: 145 participants online and at school – hybrid event for a whole school

Description of the piloting:

The event was planned by the headteacher, a team of school leaders and one of the project managers from CESIE – a scientific partner in the project. The event has been delayed and replanned several times due to the Coronavirus pandemic. Eventually, the event took place on May 13th. It was planned as an online event for one day only.

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 the COVID-19 pandemic. Just a few students followed the event in the Aula Magna, mostly those who presented the activities. Projects partners

as CESIE and Licei San Giovanni took part in the event and contribute with messages, ideas, videos and the school would give them the greatest visibility.

Despite the fact that the 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 school commitment to the theme of inclusion, its previous actions in this field, the theoretical structure of the Soci@LL project, activities in the piloting classes and results.

Originally, the school planned the Soci@LL Week for the beginning of February, when the first semester has just ended and Alessandro Volta usually runs a Students' week, full of activities managed by students themselves. The original plans were first delayed and then drastically changed when it became clear that the school would not come back to its normal functioning.

Participant's comment:

> *We ended up the day with mixed feelings: we felt like we needed a moment like that and we needed to speak about inclusion. The public appreciated all the activities suggested and it had the opportunity to comment live on Google meet chat. But… how would it be like if a live event was possible?*

Agenda of the event:

FIRST SESSION
9:00 Welcoming and introduction – head master Margherita Santangelo (I.I.S.S. "A. Volta")
9:15 Francesca Barberino (CESIE) "The Soci@ll project – new approaches to citizenship education and inclusion
9:45 Francesco Gabriele Polizzi (I.I.S.S. "A. Volta") - Visibility, empowerment, inclusion, cooperation: the four pillars of a new kind of school
10:15 Flavia Cottone (I.I.S.S. "A. Volta") The work of the School board for Inclusion (G.L.I.) and the Equal opportunities commission in the Volta School
10:45 Virtual Coffee Break

SECOND SESSION
11:10 Students from 1st grade: Indigenous populations Sami e Himba
11:30 Students from 3rd grade: prejudice and hate speech (Stand-up comedian Luca Ravenna, "vengono a rubare il nostro lavoro" YouTube clip)
11:50 Students from 4th grade: Equality (DDL Zan)
12:10 Students from 5th grade: Human rights (Malala e Nelson Mandela)
12:30 Students from 5th grade: Refugees from Chad and Sudan
12:50 Conclusions

Information about the Soci@LL Week was disseminated via invitations with logos through mailing list and posts on official School social networks such as Instagram.

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Normale - A

Apri su una Jamboard

PREGIUDIZIO: OPINIONE FALSATA DA PENSIERI PRECONCETTI

Come definiresti il concetto di pregiudizio? Riesci a fare qualche esempio di stereotipo?

Pregiudizio = valutazione negativa basata su un approccio superficiale. Esempio di stereotipo: italiani=mafiosi e "mangiapizza". Classe 2^ M

Un giudizio dato a priori, senza presupporre una reale conoscenza

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GIUDIZIO PRIMA DI CONOSCERE DAVVERO UNA PERSONA (I Y)

IL MODO DI VESTIRE DI UNA DONNA TOTALMENTE DIVERSO DA QUELLO DI UN UOMO E' UNA FORMA DI STEREOTIPO (I Y)

34:23 / 1:16:36

13.05.2021_11.13.57_REC.mp4

Daniele Susino sta presentando

Alessandro Zito e altre 50 perso...   12:00

COSA PREVEDE NELLO SPECIFICO?   SOCI@LL

Nel testo della proposta di legge si legge che:

Verranno puniti:
- Tutti quelli che commetteranno un crimine d'odio o di istigazione alla violenza.

NON verranno puniti:
- Tutti quelli che esprimeranno le proprie idee in m
educata, nel rispetto del prossimo.

Verrà istituita:
- Il 17 maggio, la giornata nazionale contro l'omotransfobia.
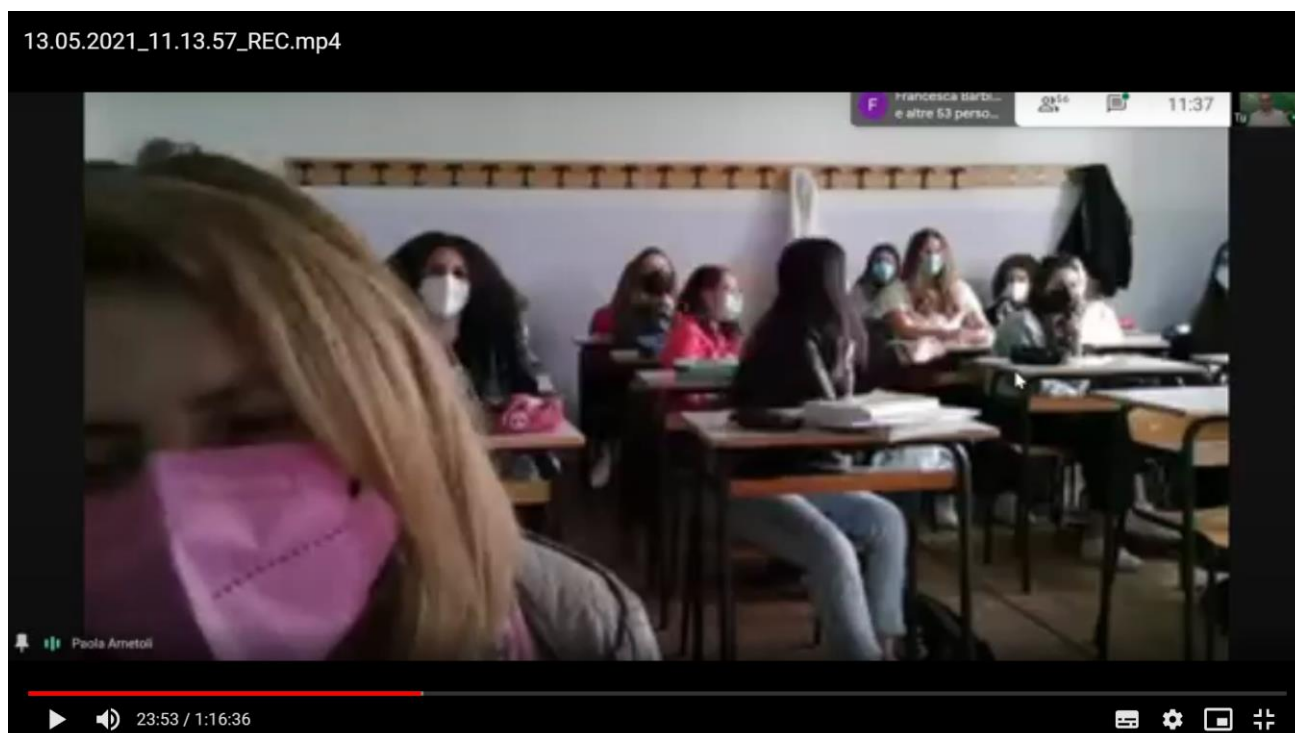
Si investirà:
- Nella prevenzione dei crimini d'odio, con attività di sensibilizzazione ed inclusione all'interno delle scuole.

DON'T TOLERATE HATE CRIME TELL SOMEONE

46:50 / 1:16:36

13.05.2021_11.13.57_REC.mp4

2.3 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).

Description of the piloting:

Due to the lockdown, the testing phase (which was initially planned for April-May 2020) started on 21st September 2020 at the beginning of the new school year, just after the Soci@ll Meek, and it finished in May 2021. After the first planning session on 27th February 2020, the school closed for the pandemic and the group met again in the following summer on 14th July.

The teachers involved in the piloting included the themes from the Manual in their syllabus for the 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.

Theme 1 was presented to 6 classes of the 1st, 2nd and 3rd grades (14 to 17 years old)

Theme 2 was presented to 3 classes of the 2nd and 3rd grades(15 to 17 years old)

Theme 3 was presented to 4 classes of the 1st and 5th grades (14 and 18-19 years old)

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 educative assets have been found inspiring and rich in information to deepen all topics.

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.

Description of the piloting:

Due to the Coronavirus the piloting, which had been initially foreseen in June, took place in September 2020. Before the beginning of the school year, the coordinators of the Soci@LL project organised several meetings to plan and organize the Soci@LL Week. They namely met:

- a group of teachers usually involved in welcoming the students at the school beginning (Sept 7th);
- "tutor" students of the school (students of the 4th and 5th grades who have the task to help the students of the 1st grade to become an active part of the school);
- local associations which work in the field of social issues (3 associations – 10 members); the associations involved were: Mamme per le mamme (whose aim is helping the mothers in their difficult role, Misericordia (volunteers who help people with disabilities or illnesses) and Cittadini attivi (which works towards a model of active citizenship);
- parents who are member of the "Consiglio di istituto".

Over the last years, the school has organised a "Welcoming week" at the beginning of every new school year. On this occasion older students who are adequately trained, called "Tutors", take care of their first year's mates and guide them through the new environment showing them how the school is organised, what their rights and duties are, supplying them with a lot of useful information. The school decided to use this format as a basis for the Soci@LL Week, reorganizing the Tutors' activities and in particular, the activities that only teachers, because of the pandemic, were allowed to carry out in the classes, according to the 4 Pillars of inclusion, following the new rules of online teaching, physical distancing and hygienic precautions due to the COVID-19 emergency. Students were only allowed to work in small groups in each classroom, no form of assembling was possible, so some of the initiatives would be carried out online (the Tutors' welcoming message would be transmitted through a video). Local volunteer associations would contribute with messages, ideas, videos and the school would give them the greatest visibility.

All this would bear the brand Soci@LL, which would appear in big posters, banners, sails and badges.

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The Soci@ll week took place from 14th to 17th of September. 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.

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.

2.4 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

Description of the piloting:

Four teachers from different subjects were involved in the testing. In 8th and 9th grades the project was applied in the Citizenship subject. In 10th grade 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 from the Manual.

The guidelines helped the teachers to better understand inclusion in practice and look critically at their own practices and behaviours at school.

The pilot activities were implemented in our classes last year, from February to June 2020.

Six classes took part in the piloting, reaching about 120 students:

- 1 class of 8th grade – about 20 students
- classes of 9th grade – about 60 students
- 2 classes of 10th grade – about 40 students

Toolkit for School Leaders:

Timeframe: November-December 2020

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

Description of the piloting:

On the 5th of November, the Soci@LL Week team held a meeting for planning the event. 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/KcItTLHeIdU). The videos were prepared by the school and the students of the school performed in the videos.

Due to the pandemic, the events were entirely online.

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2.5 The Grammar School Nicosia, Cyprus

Toolkit for Teachers
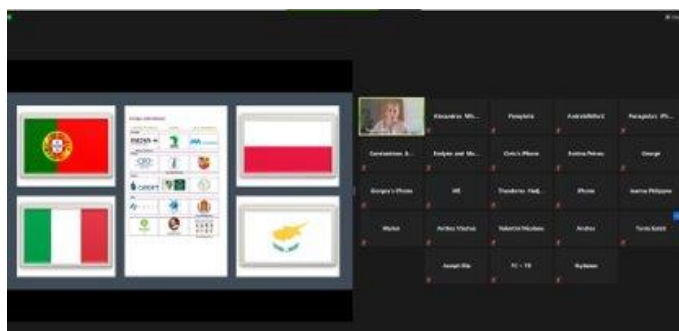
Timeframe: -

Participants: 14 teachers

Description of the piloting:

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.

Students were presented with a Soci@ll virtual hub with the project resources.

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Toolkit for School Leaders:

Timeframe: February 2020

Participants: 5 teachers, 26 students, whole school events

Description of the piloting:

Teachers and students were involved in several meetings and exchanges where they promoted ideas of the Soci@LL project.

School leaders and teachers were provided with the resources for creating and sustaining inclusive systems inside and around schools.


7th - 9th February 2020, a number of our upper school students represented the school in the 2020 Mediterrenean Model United nations which took place in Nicosia. They discussed issues related to human rights and international peace and stability. During the session Grammar school students promoted the Soci@LL project.

The school held several workshops and debates 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.

2020 Medimun - Nicosia Session

A number of our upper school students represented our school in the 2020 Mediterranean Model United Nations Session which took place in Nicosia on February 7th - February 9th.

The accompanying teacher Mr Todd Bowen helped the delegation prepare for this session.

The participating students were: Jordan Shehadeh Nefeli Lamis, Neophytou Antreas, Nicolaou Emilios, Pierides Phedias, Sofianou Zoe Maria, Tifas Michalis and Vasiliadou Eleana.

World Explorers Club

The World Explorers Club gives students the opportunity to travel and learn about the world using Skype in the Classroom. The club meets 1-2 times a month and activities include virtual field trips, Skype lessons, mystery Skypes and guest speakers that are not normally accessible due to the time difference. This club gives students opportunities to see and hear things that they would normally not have access to. The aim is to raise aspirations, educate and inspire as students connect with educators and classrooms around the world.

Teachers in Charge: Mrs H. Savvidou and Mrs K. Kyriakou.

In May 2020 within the framework of Soci@LL Week school held Social Inclusion Prevention Program for children 8-15 years old.

School undertook also other actions for younger pupils, e.g. Drawing Feelings event in March 2020.
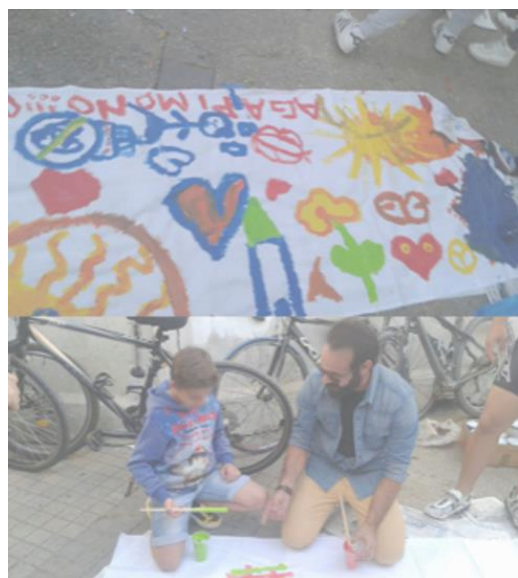
Teachers stated that the school is inclusive and gives everyone the opportunity to express themselves, empowers students and teachers and makes efforts to cooperate with all members of the community.

Teachers also pointed out that they would like to work on extending the school's network of contacts and on making sure that conclusions drawn from surveys and opinions polls conducted at the school led to specific inclusivity-related actions being taken at the school. They would like to make teacher-parent communication more like the communication between equal partners and involve the more active parents in class life to a greater extent.

The most useful part of the Guidelines was giving of practical examples about how they could be implemented. Teachers also liked the idea that it is them who should be striving to include and not for various groups striving to have their voice heard. That the latter, is in fact, a sign that their voices are being silenced.

EVALUATION OF EDUCATIVE ASSETS

3.1 EVALUATION OF THE GUIDELINES

3.1.1 Ząbki Town, School no 3 in Ząbki, Poland

An evaluation of the Toolkit for teachers - guidelines for an inclusive school indicates that teachers found the guidelines helpful in facilitating the understanding of practical aspects of inclusion and that those guidelines made them review and reconsider their own teaching practices and behaviour at school. Descriptions and instructions in the guidelines were clear. People performing the project concluded that the guidelines covered all crucial aspects of inclusion at school and provided helpful solutions.

The teachers mentioned the following as the most useful parts of the guidelines:

- practical recommendations and questions for self-review,

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- many examples illustrating how to organise teaching at a school in such way as to take the diversity of pupils and their different needs into account,
- ways of solving difficult situation in the classroom and at school,
- drawing attention to the fact that decision-making acknowledging the voice and needs of minority groups is justified.

The teachers also suggested a possible way to improve the Guidelines: including more examples describing the functioning of particular minority groups at a typical Polish school.

An informational meeting was organised and then teacher self-review was carried out using the Guidelines. This was another opportunity to examine the functioning of the school in the context of the four pillars of an inclusive school presented in the Soci@LL Toolkit.

Conclusions drawn as a result of such self-review are presented below.

VISIBILITY

Teacher comments:

- no emphasis is put on the national/background diversity of pupils at the school,
- as a society at large, Poles are incapable of appreciating diversity,
- within the school's community, standing out in terms of one's nationality is not usually perceived in negative terms,
- there are few activities at the school aimed at promoting visibility,
- Polish schools do not focus on teaching tolerance to a sufficient extent,
- Polish schools do not participate in intercultural exchange projects and international projects to a sufficient extent,
- teachers are usually reluctant to take up controversial subjects and discuss those with pupils for fear of how their parents could react to this,
- Polish schools fail to present their achievements sufficiently well,
- the number of students from other countries and with different cultural background is increasing and their population is becoming more complex. This is no longer about single pupils in an otherwise culturally monolithic student population. There are pupils from faraway countries like Saudi Arabia or Yemen at the school. The number of pupils from families which returned from abroad (for example, from the UK) is also increasing.
- The handbooks we use present certain models. For example: family models. We should be aware that certain values are conveyed indirectly;
- Polish society is not too diversified in cultural terms so it is important to emphasize the role of minorities in it and point them out as beneficial to said society,
- diversity is also about viewing certain matters from different points of view,
- it should be made possible for all pupils to explain their point of view,
- it is beneficial to discuss a wide range of subjects with pupils, including controversial ones. However, if a subject proves too difficult for a teacher to tackle on their own, they should invite an expert to help them with it;

As far as the visibility pillar is concerned, the school stands out due to its strong organisation and its willingness to cooperate with non-school organisations (e.g. its participation in the Soci@LL project), as well as the

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attitude of its teachers who show a keen interest in various needs of their pupils and are always eager to help them. The school strives to satisfy the particular needs of all its students and adjust its educational programme and requirements to the mental, physical, and intellectual capability of its students. Teachers concluded that the school was open to diversity as far minority groups are concerned. The staff is aware of the processes by which the pupil community is formed. Teachers do not make use of stereotypes while referring to pupils belonging to a particular minority group, even in private conversations. Events aimed at spreading knowledge about various matters, such as autism, among pupils are organised.

One thing that needs to be improved is the level of awareness among pupils of the countries of origin, cultures, religions, and customs of their peers. What is more, not all diversity-related subjects are discussed during form time and there is a need for experts who would be able to clearly explain to pupils matters such as tolerance, psychosexual orientation, or disability and present those as important. There were some matters teachers said needed further work, including the organisation of events for spreading knowledge about different cultures and holidays, and sharing more information about minorities participating in the school's life by means of, for example, organising meetings or workshops. It is important to also involve the youth in such activities and to take their opinion into account while organising those. Teachers would also like to develop solutions which would encourage pupils from different social and cultural groups to leave their comfort zones and stop restricting themselves to already established bonds with their peers so as to enable them to become aware that their culture and identity could make a considerable contribution towards enriching the school's community.

EMPOWERMENT

Teacher comments:

- the school should offer classes facilitating the development of migrant pupils' native language and culture
- secondary socialisation should be promoted and supported starting from the very first days a pupil spends at school
- pupils should be empowered and motivated
- pupils should be encouraged to actively participate in the school's / their class' social life
- pupils may lack self-confidence and be unsure of their place at the school so it is necessary to bolster their self-confidence and identity
- pupils often fail to develop hobbies and interests related to their broadly understood diversity and usually have little knowledge of other cultures
- an important part of empowerment is allowing pupils from minority groups to organise exercises or tasks on their own to boost their visibility at school, improve their skills and knowledge, and give them a sense of greater agency. Work related to such exercises, tasks, or competitions should take place in an environment where such pupils would be able to take their own decisions independently;
- it is important for pupils to act out of their own initiative and come up with their own ideas which they would like to see become reality with the help of a teacher. They should take the first step and stir others into action and the teacher should only assist them.
- it is also important for a pupil to let others know them not only as a pupil but also as a person - including their interests and family situation;
- pupils should be given more freedom to act to boost their sense of self-worth,

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- pupils should be treated as human beings and individuals - with their own feelings, problems, or various family-related issues. They should be viewed as complex beings.
- in a difficult situation, emotions should be dealt with first and then the issue could be analysed calmly. This should not be done under the influence of strong emotions.
- Grades should not be the only feedback pupils receive. They should know what needs improvement, what their strong points are, what progress they have made;
- feedback should make pupils aware of their fortes.

As far as this pillar is concerned, the school is quite successful. It organises lectures and specific-subject training sessions for teachers and parents and its board is open to activities empowering teachers, pupils, and other members of the school's community. The school offers its pupils assistance in learning Polish and every pupil can share their ideas. The school tries to make use of positive reinforcement provided to pupils by form teachers. The school's educational programme includes subjects for form time related to social and cultural diversity. Form teachers have the option to modify those subjects so as to adjust them to the needs of their pupils. Some teachers provide their pupils with detailed feedback.

As for areas which need to be improved, small achievements and successes of pupils could be recognised and appreciated to a greater extent and the quality of feedback provided to pupils could be improved so as to make it a more reinforcing message. This could be facilitated by improving cooperation with form teachers and diversifying the form in which feedback is provided (i.e. no only in the form of grades). In this context it is also important to improve communication between teachers. Exercises and projects which form teachers carry out as part of form time could be presented in front of a larger audience of teachers and pupils. Teachers also stated that they would like their school to give the youth more space for their own activities or initiatives and to improve their sense of self-worth and individuality in addition to providing them with support and reducing their fear of the unknown and apprehension when faced with differences in others. It would be a good idea to make some use of the native language of migrant pupils during foreign language lessons.

INCLUSION

Teacher comments:

- every pupil has their own favourite way of learning,
- it is important to make use of different ways of teaching and learning during lessons,
- it is important to give individual pupils and groups of pupils the time to make decisions on their own,
- activities should take individual preferences and capabilities of pupils into account so as to give them greater freedom of how they would like to absorb knowledge,
- lessons should be organised in such way as to make use of as many approaches to teaching and learning as possible,
- the school should participate in projects related to social inclusion on a regular basis because form teachers often lack new ides for subjects to be discussed during form time and such projects open up new possibilities for both form teachers and pupils;
- the school should also cooperate with other schools participating in such projects (Soci@LL),
- inclusion could also be applied to pupils of one nationality who come from different cities, town, or smaller settlements. Activities carried out as part of the third pillar should focus on working with a group, not for a group,

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- if possible, teachers should give pupils homework which could be done in several different ways and not in only one strictly defined way,
- as far as decision-making is concerned, it is important to listen to what everyone has to say so as to be able to discuss all points raised and take a decision together. Pupils should have some influence on the way in which they are taught and on what events are to be organised at their school.

As far as this pillar is concerned, the school is doing well in terms of developing activities implementing the principles of inclusive education in practice and in terms of involving form teachers in taking up such subjects. The school organises many events closely related to the subject of social inclusion, e.g. Foreign Language Day, Autism Awareness Week, and involves its pupils in those. By doing this, the school demonstrates that it engages in activities aimed at integrating making pupils who are threatened with exclusion into the school's community. The school also encourages its pupils to tackle a number of different challenges and its pupils have access to psychological and social aid; its form teachers participate in training courses related to this. Teachers also strive to adjust teaching aids and solutions to the capabilities of pupils and ensure the assistance of a teacher specialising in a given field if necessary. Additional lessons are organised for foreign pupils.

Areas which could use improvement at the school: ensuring transfer of information and knowledge in a clear way, supplementing information with examples clearly illustrating a given problem to pupils, and making use of varied methods facilitating the teaching of pupils with greater educational needs. Attention should also be paid to the availability of content (in videos, school posters, and other materials) in different language versions and to different ways in which an inclusivity-based approach can be fostered and promoted at a school (e.g. workshops, meeting with parents, training sessions related to modern technologies). Some work should be devoted to adjusting the educational programme to the time available for its implementation in such way as to make sure that the scope of material to be covered does not make it impossible to choose suitable solutions related to work with pupils. Another task which needs to be performed is to involve a greater number of willing teachers and pupils in various projects aimed at making the school more inclusive. As far as teacher classroom activities are concerned, more attention should be paid to including excluded pupils into the life of class, to involving them in tasks, and to showing others that such pupils, too, can come up with interesting ideas. Choosing methods of work in such way as to enable everyone to understand them and facilitate the absorption of new knowledge. During lessons, roles should be assigned to pupils in such way as to each time make a different person a leader responsible for managing the group. Attention should be paid to inclusion of excluded pupils and assigning important roles to them.

COOPERATION

Teacher comments:

- pupils should actively contribute to the inclusion process,
- pupils have the right to present their own needs and ideas; opinions of pupils are a very important part of inclusion,
- it is important to make use of the help of experts speaking on behalf of minorities; such people could act as a point of liaison between minority groups and teachers and other pupils,
- cooperation focusing predominantly on supporting minorities and respecting their customs and culture is needed,

- cooperation among parents, teachers, and students is very important at schools. Less active parents should be involved in events during lessons and at the school in order to make them realise that they, too, are important members of the school's community;
- communication between parents and teachers should be based on jointly searching for solutions and not on blaming the other party for any conflicts that might occur.

As far as this pillar is concerned, the school is already made considerable achievements: the Parent Council actively cooperates with the school's board and there is a team of pedagogues and psychologists which supports teachers as part of inclusivity-related activities at the school. Teachers also pointed out that communication at the school is good. Teachers cooperate with one another, sharing experience and teaching materials. There are also open-attendance lessons. Cooperation with parents is also at a sufficiently good level. The school also cooperates with other schools in Poland and abroad, sharing its own experience and taking advantage of the experience of others. Parents have the option of easily contacting the school via the online grade book, e-mail, and by phone. The school makes use of opinion polls involving all pupils to analyse issues such as safety at school. The results of such polls are discussed and analysed and specific actions are taken on their basis. The school also makes use of the help of experts to deal with the special needs of minority groups (a psychologist, a pedagogue). Teachers also pointed out that their cooperation with their pupils is good and that they can count on the support of other teachers participating in the project.

Teachers also mentioned some issues affecting the school: not all parents take part in class meetings and the cooperation of parents and teachers related to solving various problems appearing at the school is insufficient. Both parents and teachers should also be made more aware of the principles underlying an inclusive school and pupils should be encouraged to participate in the establishment of inclusivity at their school to a greater extent. Teachers also pointed out that they would like to work on extending the school's network of contacts and on making sure that conclusions drawn from surveys and opinions polls conducted at the school led to specific inclusivity-related actions being taken at the school. They would like to make teacher-parent communication more like the communication between equal partners and involve the more active parents in class life to a greater extent.

3.1.2 Istituto di Istruzione Secondaria Statale "Alessandro Volta", Italy

All the teachers who have answered the online questionnaires consider the school as an inclusive one but they agree that there is also room for improvement.

The majority of them stated that a "special time and space" dedicated to inclusion is something important to make the approach more visible and to broaden the numbers of teachers involved in work in the field of inclusive education.

The Guideline helped teachers to rethink their priorities as educators and to find a place in their curriculum for such important matters as gender-based discrimination, equal rights, racism, civil disobedience.

3.1.3 LICEI "GIOVANNI DA SAN GIOVANNI", Italy

All the teachers who have answered the online questionnaires consider the school as an inclusive one but they agree that they can always do something towards a more open and inclusive environment. Since one of the branches of the school is "human sciences" their approach is namely based on the inclusion and well being at

school. The majority of teachers stated that the time and attention dedicated to inclusion is something important to make their approach more visible and to broaden the numbers of teachers participating in such actions.

All the teachers involved have found the material presented in the Toolkit interesting and new.

3.1.4 Agrupamento de Escolas Abel Salazar, Portugal

The Guidelines helped the teachers and school leaders to better understand inclusion in practice and look critically at their own methods, practices and behaviours at school. The guidelines were clear and encouraged the teachers to change some of their opinions and practices. The suggestion for the improvement from one of the teachers was to shorten the Guidelines a little bit in terms of text but to try to cover more topics related to inclusion at school.

Guidelines for inclusive school were also an opportunity to examine the functioning of the school in terms of the four pillars. In terms of Pillar 1. Visibility school leaders stated that activities such as Soci@LL Week were very important for their students because they opened their minds and broadened their horizons concerning important issues. In the school leaders opinion Portuguese teachers, students and staff are very understanding and accepting of other people's differences. They consider that their school has always been an inclusive space. However, there are also fields that require some work, such as lack of technological resources in schools and getting more often out of the comfort zone in terms of inclusion.

In the area of Pillar 2. Empowerment school leader stated that all students had the opportunity to participate in the activities and show their thoughts and ideas, feeling empowered. The biggest strength of the school community in this area is creativity.

In the assessment of Pillar 3. Inclusion school leaders concluded that students feel at school like home. All students participating in the piloting took part in the decision-making process as far as the creation of their projects is concerned. The school is considered a welcoming place that tries to include everyone. Teachers use different teaching methods and they share a lot of teamwork.

In the Pillar 4. Cooperation the school often promotes events to bring the school community together. School leaders listen to the parents' opinions while making decisions. What requires some work is changing the methods to bring people together and that is the effect of the pandemic.

Teachers stated that the school is inclusive and gives everyone the opportunity to express themselves, empowers students and teachers and makes efforts to cooperate with all members of the community.

3.1.5 The Grammar School Nicosia, Cyprus

Teachers implemented a self-reflection process proposed in the Guidelines for inclusive school and gave the following insights.

VISIBILITY

The strengths of the school regarding this pillar:

> The school is making strong efforts in this department. One notable example is the organization of the annual anti-racism week where issues of discrimination around race, gender, sexual identity, sexual

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health and bullying were discussed with different age groups. Experts for every subject being brought in and offered the students the ability to interact with them and offer their points of view.

What requires improvement?

Making all students feel visible during the entire academic year and not just during anti-racism week. Perhaps our school could display more images celebrating diversity. We mostly see, for example, images of students who have achieved academic excellence and entered top universities. Perhaps we should also see more images around school of students who have won athletics, singing or acting competitions as well as posters with information about autism spectrum and learning difficulties thus making every student in our school visible and making other students and teachers aware of such achievements or what it is like to achieve while living with such issues.

EMPOWERMENT

Teachers stated that the school need some work in the empowerment department. Opinions of students in minority groups are not given a voice and instances of discrimination are not known because probably they are not reported due to fear or the belief that they will not be taken seriously. Perhaps certain teachers should be nominated to deal with such issues and students of minorities should be made aware that they may approach them at any time if they are facing such issues.

INCLUSION

The strengths of the school regarding this pillar:

The school is making efforts in the inclusion department, with diverse meals offered at the cafeteria and canteens but certainly more can be done to make all students feel that we are all part of a community.

What requires improvement?

For teachers to understand that not all children learn the same way. That they should include as many as possible learning styles into their lesson. That they should perhaps target the minority groups in their teaching and this will certainly benefit the majority in their learning as well.

COOPERATION

The strengths of the school regarding this pillar:

The school is rather strong in the cooperation department. Experts, in the form of permanent school counselors and various experts brought in during the school year and now due to the pandemic, examining bodies as well as parents do have a say in the conduct of academic life and are there to offer us due guidance.

What requires improvement?

The training of teachers, in ALL of the above fields is a must. What so far exists is a school policy of how to help students with various learning disabilities but teachers have not been trained on how to actually help a student facing such challenges.

Teachers agreed that The guidelines helped with better understanding inclusion in practice, made look critically at practices and behaviours at school (such as school's policy towards religion and if different religious groups within the school are given a voice as regards their appearance at school or their own country's

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religious holidays or anniversaries) and encouraged to change some opininions and practices. In teachers' opinion the Guidelines were clear and covered all the crucial aspects of inclusion in school life.

The most useful part of the Guidelines was giving of practical examples about how they could be implemented. Teachers also liked the idea that it is them who should be striving to include and not for various groups striving to have their voice heard. That the latter, is in fact, a sign that their voices are being silenced. What was also found interesting was the fact that the major factor of discrimination amongst students themselves was socio-economic status. This must be a challenge for students who are less well off in a private school such as Grammar School and it is a factor that has provoked a lot of thoughts.

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3.2 EVALUATION OF THE MANUAL AND TEACHERS' DOSSIER

3.2.1 Ząbki Town, School no 3 in Ząbki, Poland

Teachers who tested the manual and the portfolio of additional materials prepared as part of Soci@LL praised those educational materials (giving them good or very good grades).

Materials from the following sections were deemed particularly useful: Inspiring stories, Critical thinking, and Additional materials. They appreciated the variety of said materials: interesting links to websites, artistic projects, photos, and true stories. They also liked practical and extensive real-life examples, also artistic ones, which they could use and which proved very interesting to pupils.

Online surveys for pupils proved less effective; even though the Virtual Hub was also praised by teachers, it was quite difficult to register on that platform at first and it required detailed instructions. The process of assigning codes to pupils for purposes related to evaluation was also complicated. The results of diagnostic and evaluation surveys turned out to be not very useful, direct discussions with pupils was more effective.

According to teachers, the style / register in which educational materials are written could be changed to make it more similar to the language which is actually used by young people. Teachers reported that they sometimes found it difficult to adjust subjects to be discussed to the pupils they worked with on account of their age. This is partly due to the fact that educational materials available as part of Soci@LL were prepared for different educational stages at different schools taking part in the project. Some of those schools are high schools and, in Poland, elementary schools (grades 5 to 8) also took part in the programme.

Teachers also drew attention to the fact that it was considerably more difficult to hold classes online. This was due to restrictions introduced in view of the COVID-19 pandemic and the closing down of schools. Some claimed that online education made it more difficult for teachers to make pupils interested in the subjects discussed during lessons, which had a considerable impact on the way in which classes were taught and on the level of pupil involvement. In spite of this, teachers say that that pupils showed significant interest in the subjects discussed, had a lot to say, and asked many questions related to unfamiliar terminology. One teacher also pointed out that children had surprisingly good knowledge about human rights. Even though some subjects, like the issue of globalisation in political and economic terms, were not something close to elementary school pupils, they were nevertheless able to discuss those and give examples related to them.

3.2.2 Istituto di Istruzione Secondaria Statale "Alessandro Volta", Italy

Teachers involved in testing of the Manual and Teachers' Dossier considered the materials good, well structured, interesting and innovative. The students have particularly appreciated the videos with personal testimonies.

3.2.3 LICEI "GIOVANNI DA SAN GIOVANNI", Italy

All the teachers involved have found the material presented in the Toolkit interesting and new. The lesson plans were considered well structured. From the students perspective, the most interesting was the video with Kakenya 'Ntaiya in which she speaks about her personal experience.

3.2.4 Agrupamento de Escolas Abel Salazar, Portugal

On the whole, teachers and students liked the project. The Manual was considered visually appealing, the materials very helpful and the activities were considered by the majority of teachers and students interesting, enriching and mind-opening. Students had the chance to reflect on the discussed issues and broaden their minds. However, The teachers mentioned there should be more engaging and digital activities, such as videos and games. They also considered some of the texts a bit long and too difficult for younger students (8th and 9th grade).

For teachers, the most useful elements of the Toolkit were: Inspiring stories, Activities and Thinking critically exercises. Most of the teachers did not reach for Conceptual maps and Learning roadmaps.

Teachers opinions on the pilot:

It went on well. I changed the approach and we mostly used debates/discussions with the students instead of the formal activities of the manual. The students loved these lessons. The debates changed their views on different matters and broadened their minds.

It went on very well. The questionnaires were clear. The platform to insert results was very intuitive. Some texts were too long. I think these students need more appealing activities, for example, more videos and fewer texts.

It went on very well. Some activities were a bit difficult but i think students liked these lessons. The activities opened their minds in various ways.

Things went on well. Students enjoyed these lessons. The questionnaires were objective. The texts in the manual were a bit long and difficult for these students.

3.2.5 The Grammar School Nicosia, Cyprus

In the Grammar School the piloting of both Toolkit for teachers and Toolkit for school leaders was combined into a programme of lessons, workshops and exchange meetings. That gave teachers an opportunity to observe theirs students in various actions in the framework of the four pillars model of inclusive school.

Teachers observations and reflections are presented below.

Activities in the 1st pillar – Visibility:

- Such activities gave opportunities to students to express themselves freely;
- Students gained clarity about the impact they wish to have on the world;
- Students found their voice and confidence;
- Students showed enthusiasm and passion for such activities, were fully engaged in the debates. The lessons provided a variety of discursive topics, which encouraged students to speak;
- The challenge is to provide more lessons for all types of learners: the more able and the less confident.

Activities in the 2nd pillar – Empowerment:

- The fact that resources were provided to promote independent research gave students opportunities to research topics for themselves.
- Students gained independence, students were instilled with confidence and gained their voice.
- The challenge is the encouragement of shy and less confident speakers.

Activities in the 3rd pillar – Inclusion:

- The lessons which were more student-led were more successful.
- Studnets enjoyed learning from their peers. Confident students assisted the shy ones.
- Provision of visual, verbal and auditory stimulus gave teachers the opportunity to witnes how students respond to different ways of learning.

Activities in the 4th pillar – Cooperation:

- The activities allowed students to speak out, collaborate and present.
- The activities developed decision making, teamwork and leadership skills of the students.
- The important part of the process was peer learning of students.

3.3 EVALUATION OF THE GUIDE FOR THE PLANNING THE SOCI@LL WEEK AND SUPPORTING TOOLS

The guidebook for organising a SOCI@LL Social Week received good ratings. However, due to the pandemic, it required some adjustments to make it suitable to online teaching. The inclusive nature of events and principles of organisation consisting in involving the youth in activities carried out and in discussing themes and activities with them were retained.

Additional aids and supplementary materials were also approved of, even though it will be possible to make full use of those only after the pandemic is over.

The schools noticed the need of making the issue of inclusion visible at school and appreciated the idea of dedicating a whole week to this topic. The Soci@LL Week definately raised interest and awareness of important aspects of inclusion among students and teachers.

SOCI@LL
whole school social labs

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COMMENTS AND SUGGESTIONS

Toolkit for teachers

In principle, schools are easily available places, which results in considerable diversity. Teachers who took part in the project pointed out many positive aspects of diversity during their lessons and at the school at large: thanks to the diverse nature of the school's community, pupils can learn about tolerance, openness, flexibility, mutual understanding, and helping others. Also thanks to diversity, many interesting ideas appear at the school, different points of view meet, and the imagination of pupils thrives.

Teachers also observed some negative reactions to diversity during their classes and at the school in general. They admit that there are certain stereotypes and some prejudice at the school related to certain groups and being different is sometimes perceived in negative terms. Due to this, there is sometimes envy and intolerance at the school, some students are rejected or excluded, and there have been instances of violence.

Due to this, there is still need to raise the level of awareness of the needs of minority groups at the school. It is important to increase the visibility of such groups and to take them into account while taking decisions affecting the school's community. Openness should be taught by means of activities aimed at introducing pupils to unfamiliar things and diversity as well as activities bolstering the sense of self-worth and agency in all pupils. Inclusive education and the school's participation in various projects related to it supports not only pupils but also teachers - it presents new work-related solutions to them, gives them ideas for new activities, and provides them with subjects to be discussed during form time. If a school is to be inclusive and friendly for all members of its community, that school's board and teachers need to cooperate with pupils and other people associated with the school. Schools should also open themselves up to cooperation with external institutions and experts.

Even though the piloting was considered as a success in all the participating school, teachers also mentioned that like all didactic tools or school books, the supplied materials will have a life cycle, so probably more than one year will be necessary to make it as effective as possible and with time it will need to be implemented.

Toolkit for school leaders

Teachers involved in Soci@LL Week expressed their willingness to participate in similar activities in the future and emphasized the project's benefits in terms of pupil involvement and development.

Observations and conclusions after Soci@LL Week:

- pupils were eager to participate in activities; a possible hindrance is that their participation in many activities (e.g. ones related to trips outside of the school) may require the approval of and permission from their parents;
- activities described in the Toolkit may prove a valuable resource after offline education resumes as, before the pandemic, pupils were willing to take part in similar activities so it will be easy to continue those to make it easier for pupils to return to regular education at school;
- pupils are open to dealing with matters related to diversity in ways other than being taught about it during lessons, particularly during a pandemic; teachers found it easy to involve pupils in discussions;
- it is important to makes pupils aware that social inequality, discrimination, and cyberbullying are all issues which also pertain to them and affect their social interactions;

- attempting to tackle themes such as social issues and diversity made it possible for teachers to observe the formation of their pupils' ideas; teachers emphasized that pupils approached issues new to them with openness, spontaneity, and honesty – they often expressed their surprise when presented with information previously unknown to them (like information about the homelessness crisis); pupils nevertheless managed to overcome stereotypical thinking and admitted that certain matters seemed odd to them. During lessons, teachers observed students opening up to new information, acquiring new knowledge, and shaping their opinions;
- it is important to ensure that activities for the benefit of the local community are not merely viewed as means to receiving better grades; teachers should instead work with real values and strive to foster civic attitudes in their pupils.

Opinions of teachers involved in performing the project:

1. The teachers working on the project involved students of SP3 Ząbki [*elementary school number 3 in Ząbki*] and local communities in activities related to social inclusion aimed at presenting the many faces of diversity. We were trying to encourage young people to do volunteer service. Some of the initiatives related to people with disabilities and the homeless and their aim was to show what adversities they face in their everyday lives and how they can be helped. During our Soci@ll Week we also held online workshops on topics such as cyberbullying and online safety.

   From the perspective of most SP3 Ząbki teachers, programs like Erasmus Soci@ll Inclusion are empowering awareness of the right to participate in all matters that concern them, to express their views freely, and to respect and consider them. The participation of students is the key to establishing a culture based on human rights, respect, tolerance, and democracy.

   The Municipality of Ząbki, stakeholders, and teachers are planning further activities related to the programme in the coming years by continuing the workshops, involving more people in them, and encouraging them to participate in social inclusion activities.

2. During my classes I focused on the topic of broadly understood exclusion. I conducted classes related to cultural and religious exclusion, focusing mainly on the exclusion of people affected by the homelessness crisis. I supplemented my teaching with material from the textbook, photos and YouTube videos. I have started cooperation with Fundacja "Serce Miasta" charitable foundation which supports people affected by homelessness. I collected essentials for such people. A founder of the foundation will organise a lesson on people affected by the homelessness crisis for the 7th and 8th grade pupils at our school.

   I think that the greatest challenge the programme faces is the fact that young people are not made aware of very important topics (which are also often quite controversial) as part of the Polish educational system. As for online materials, they are very interesting and useful in our work. I think that more teachers should take part in this program so a limit of participants imposed as part of the project is a major weak point of it. There is also too much paperwork for the municipality.

   Teachers involved in the project want to continue with the idea.

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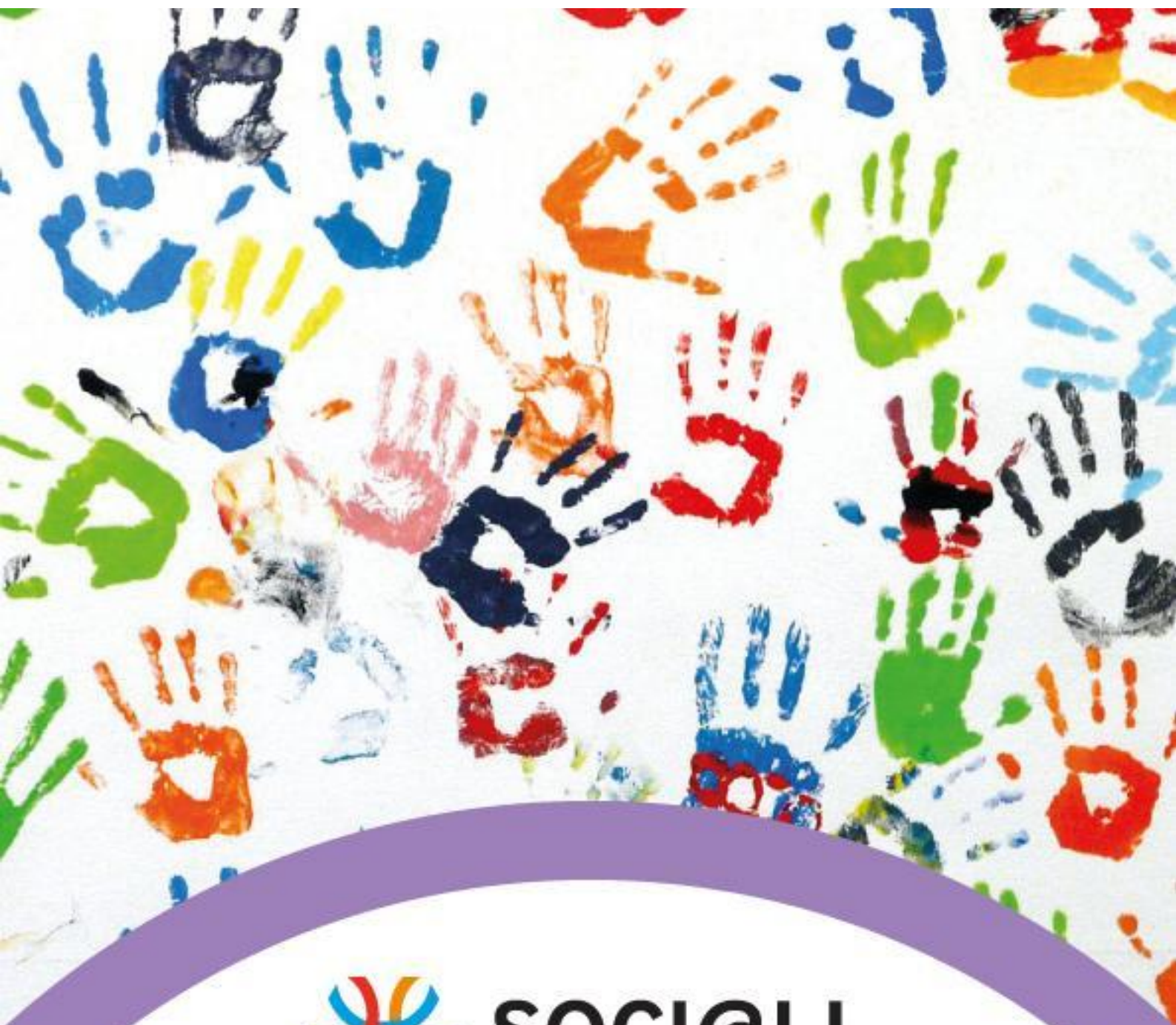of the European Union

CONCLUSIONS AND RECOMENDATIONS

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.

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 schools. 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.

The evaluation of Soci@LL teaching materials resulted in the following main recommendations:

1. Those parts of the manual where various social projects and experiments were presented were considered the most interesting and entertaining by pupils. Consequently, content related to social issues should be presented on the basis of particular and specific examples, in the form of an interesting study, an inspiring story, or an artistic project.
2. The teachers themselves found examples from the everyday life of a school more useful than the methodology itself and reported the need for more material of this type.
3. Teachers suggested that the Teacher's Dossier should be supplemented with more games and audio-visual materials which they eagerly use during lessons. They also considered some of the texts a bit long for the students.
4. It was sometimes quite difficult to adjust the materials being tested to the age of pupils. Some subjects were suitable for older pupils. Consequently, it might be a good idea to prepare materials included in the Soci@LL manual with a division into educational stages in mind. This would make it easier for teachers to select the right materials for their lessons.
5. It could also be of some benefit to adjust the Guidelines to the realities of particular countries and to take local aspects of the functioning of a school into account to a greater extent.