Promoting Inclusion to Combat Early School Leaving (PICESL)

KA201 – Strategic partnerships for school education. 2019-1-ES01-KA201-065362

Webinar, 13th May

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AGENDA

1. Overview of the partners
2. Rationale of the PICESL project
3. Overview of the project
   3.1. Priorities
   3.2. Main and specific goals
4. Intellectual Products
5. Main activities
   5.1. Blended learning activity
   5.2. Multiplier event (Seville, 2\textsuperscript{nd} June)
Partners

- **4 schools**
  - Agrupamento de Escolas do Cerco (Portugal)
  - Gimnazija Vladimira Nazora Zadar (Croatia)
  - CEIP Malala (Spain)
  - Istituto Comprensivo Statale Giovanni Falcone (Italy)

- **3 universities**
  - UPO: Pablo de Olavide University (Spain)
  - PPIISD: Escola Superior de Educação de Paula Frassinetti (Portugal)
  - Hellenic Open University (Greece)

- **2 transnacional center**
  - SIRIUS: Policy Network on Migrant Education (Bruselas)
  - IAIE: International Association for Intercultural Education (Holanda)
Rationale

• The fast-growing numbers of drop-outs in Europe bring new challenges for education.

• There is a need for innovative ways to prepare teachers and pre-service students to work with diverse students, so they do not fall on vulnerable situations.

• The more teachers are prepared to address this challenge when attending diverse kids, the better we prevent the risk of early school leaving.
Priorities

• **HORIZONTAL**: Social Inclusion.

• **ADITIONAL**:
  * Strengthening the profiles of the teaching professions.
  * Tackling early school leaving and disadvantage.
Main Goal

The purpose of this project (KA201) is to prevent early school leaving among students at risk of social exclusion due to the multicultural nature of their school environments, whilst contributing to the improvement of the intercultural/inclusive training of teachers.
Specific Goals

• To identify European good practices regarding intercultural/inclusive education.

• To validate a **system of indicators to identify good practices** to demonstrate existing good practices in local communities across Europe (O1)

• To **design a systemic training plan for intercultural/inclusive teachers training** (guidelines, PROPOSALS and manuals) with the best intercultural/inclusive practices in Europe and the mechanism to integrate kids at risks of social exclusion (O2).
Intellectual Outputs

O1. "Intercultural assessment for inclusion and global citizenship: practices and needs in European educational centers“.

O2. “Intercultural/inclusive teacher training plan for the acquisition of skills to combat early school leaving”.
A PRACTICAL TOOLKIT
FOR TEACHERS ON INSPIRING
PRACTICES THAT PREVENT EARLY
SCHOOL LEAVING IN MULTICULTURAL

https://www.upo.es/picesl/wp-
content/uploads/2021/07/fulltoolkit.pdf

https://www.upo.es/picesl/wp-
content/uploads/2022/01/IO2_PICESL_v290.pdf
MAIN ACTIVITIES

Blended learning activity
Multiplier event (Seville, 2nd June)
Blended Learning Activity:

- Teacher training Modules developed based on the indicators that arise from:
  1. The Lit Review.
  2. The data gathered from the schools regarding their own training needs.
  3. Identification of existing training courses.
**Modules**

1. **Building an inclusive school.** Understanding school aspects of the school environment that lead to disengagement and ESL. Building success school culture for all. Stats and Lit review from a critical pedagogical stand.

2. **Moving away from deficit perspective.** Shifting our gaze from blaming children, families and their culture to honoring them.

3. **Working with the communities and linking schools and families to combat ESL:** Communities of practice & Funds of Knowledge.

4. **Innovative teaching methodologies:** Cooperative learning, peer education, interactive groups, socio-emotional learning, Problem Based Learning (PBL), Service Learning. Assessment.

"The least we can do, in service of something, is understand it" José Ortega y Gasset.
SPECIFIC GOAL-CHALLENGE

- To help educators learn about and acquire practical tools and resources, that can be used to combat ESL and student disengagement, both within and outside of the school building.

- To prepare a learning itinerary/units that teachers can easily follow to LEARN about these topics.

- To Learn to do and to change their practices eventually.

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Structure of UNITS

- The steps proposed for teacher to learn about each topic are three:
  - **Reflective moment.** Reading, viewing videos, exploring webs, etc.
  - **Do something.** An activity, task, an assignment or an action to be done.
  - **Sharing with others.** Other teachers during the learning activity (online) and other colleagues at their schools.
Post-Course Survey

Thank you for participating in this course. For us to better understand the overall course experience, we would like to ask you a few questions about your own experience.

There are no right or wrong answers, and your honest feedback is very important to us.

Post-Course Survey (submitted)
Multiplier Event

ERASMUS+
(2019-1-ES01-KA201-065362)

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THANK YOU!

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