

INCLUSIVE RESEARCH RESULTS IN INCLUSIVE POLICY- MAKING

PROMOTING INCLUSION TO COMBAT EARLY SCHOOL LEAVING



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OUR OBJECTIVES

The PICESL project has four objectives

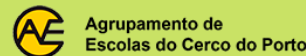
- 1) Map and provide a selection of effective intercultural/inclusive education practices carried out in the EU that to combat early school leaving of students at risk of social exclusion.
- 2) Develop, test and propose a system of indicators to identify effective intercultural/inclusive practices.
- 3) Design and implement a systematic teacher training programme that enables teachers to employ and further develop these intercultural/inclusive practices.
- 4) Disseminate a set of effective intercultural/educational practices in schools across Europe, as well the system of indicators so that teachers can diagnose their own practices; sharing these indicators with international institutions and Ministries of Education.

OUR TEAM

The PICESL Team is made up of teachers and researchers from schools, universities and NGOs that promote inclusive and intercultural education, for students at risk of future exclusion.

The following organisations are participating in our projects:

CEIP Malala (school) in Spain,
Istituto Comprensivo Statale Giovanni Falcone in Italy,
Gimnazija Vladimira Nazora Zadar in Croatia,
Universidad Pabo Olavide in Spain, Hellenic Open University in Greece, Escola Superior de Educação de Paula Frassinetti in Portugal, International Association of Intercultural Education in the Netherlands and SIRIUS Policy Network of Migrant Education in Brussels, Belgium



OUR IMPACT

TOOLS

By collating and analysing best practice in inclusive education, we will present an accessible guide which offers teachers a hands-on approach to re-inventing their teaching practice and adding new tools to their portfolio. In addition we are developing a set of indicators so teachers and schools can self-analyse and improve.

PRACTICE

Working with teachers, we will listen and reflect on their needs to co-develop sustainable ways for cultivating more inclusive and culturally sustaining ways of navigating the classroom. The teachers in our project will then reflect this within their schools and local areas.

ADVOCACY

With a team in Brussels watching the policy-work on inclusive intercultural pedagogies and practices at the European-level, we will influence the way research promotes inclusion in decision-making and classrooms. 75% of our team are active in their local and national politics around education and we will engage at the national level in Spain, Italy, Croatia and Portugal.