

INCLUATION

From ex- to INCLUusive educATIION

Innovating learning methods

Annuntiata Veurne ■ Belgium

Agrupamento de Escolas Gil Eanes ■ Portugal

2nd Gymnasium of Amaroussion ■ Greece

I.E.S. Castillo del Águila ■ Spain



Erasmus+

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Preface

Out of a common need, secondary schools from Veurne (Belgium), Lagos (Portugal), Maroussi, Athens (Greece), and Villaluenga de la Sagra, Toledo (Spain) wanted to improve social inclusion in their schools. All these schools have a number of pupils for whom it is very difficult to get integrated into the regular education system. Students with social/economic problems, with a different cultural, religious, or language background, or with learning disorders.

The partners learned a lot from each other and from visits to special schools for pupils with learning disorders and/or psychological problems, welfare organisations, schools for pupils with a different mother-tongue, factories for people with fewer opportunities etc. Besides learning from their experience, a closer relationship between the schools and these organisations was established.

This e-book is the result of an extensive cooperation between the four schools. There was a joint staff training event in Portugal, in May 2019, during which each partner school presented its view on dealing with special needs students and learning disorders, experiences and good practices were exchanged and common outlines to deal with these students were discussed and developed. Furthermore, there was a job shadowing experience and several workshops and visits to special needs institutions. Last but not least, the teachers attended a national conference on inclusion in education, on which also the Secretary of Education was present. There they presented their educational system and the efforts that have been done what inclusion is concerned.

In a first part of the e-book you will find an outline of each school's vision on inclusion and care. In a second part the school's demonstrate that it was not only the theoretical explanation that was worthwhile, but also that they try to put the theory into practice. There each school gives an overview of which methods or activities from their partners they have already tried out or have fully implemented in their own school practice.

We hope that with this e-book we can give our readers some new inspiration to integrate an inclusive attitude in school or offer our newly created word "inclusion". We are convinced that a lot of the items mentioned can be easily copied and applied.

Acknowledgements

This e-book could not have been established without the help of many. First of all, we would like to thank Erasmus+ for the financial support and the principals and staff from the four schools for their mental and practical support.

Second, all teachers who were present on the joint staff meeting in Lagos and the spokespeople on the national conference there. They spent many hours to prepare an overview of the school's vision on inclusion, discussed a lot with both foreign and own colleagues to try out and implement methods and/or activities suggested.

Special thanks to Arne Timperman, responsible for the presentation and lay-out.

Last but not least, the coordinators from the four partner schools. Without their effortless work, the whole Erasmus+ project INCLUation would never have been possible.



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1. Schools in Belgium

For all children from 12 until 18 secondary school is obligatory. Secondary education is divided into 3 levels: general (ASO), technical (TSO) and vocational (BSO).

Annuntiata-instituut is a vocational and technical school and has about 600 pupils and 120 teachers and staff members. In our school we have 4 departments: chemistry, fashion, human care and business. Each department consists of several courses on a technical and vocational level.

2. Care in Annuntiata

By care, we mean all the initiatives we take as a school to create optimal development opportunities for our pupils, taking into account their abilities, talents and specific educational needs. Care can be aimed at all pupils, at a specific target group or at an individual pupil. It relates to the domains of learning and studying, study career and psychological, social and physical well-being of the pupil. In its education and upbringing task, our school chooses a care-wide approach. In other words, care is not a separate part of education and upbringing, but an integral part of it. It is a task that is not only the responsibility of a few specialists, but of the entire school team. In doing so, the school tries to prevent as many risk factors as possible and encourages protective factors. In order to develop care in our school, we work within the framework of the care continuum.

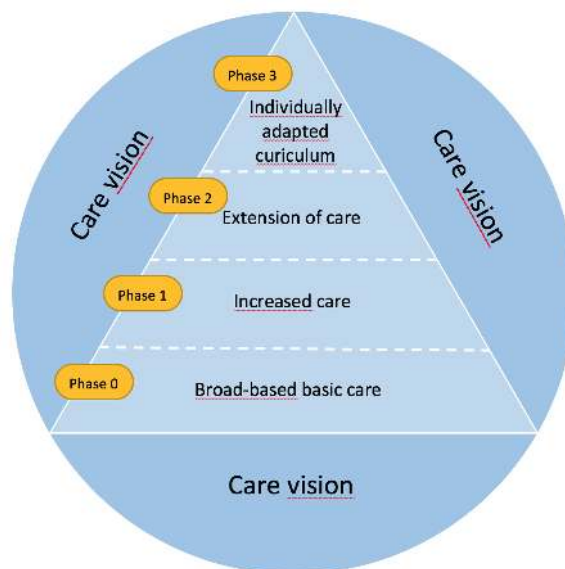


Figure 2.1: Care continuum

GOK (Equal educational opportunities for all pupils) and care go hand in hand at our school. Together we look for a quality way to meet the different educational needs of our pupils. Through regular consultations with the student counsellors, we try to connect GOK and care. We discuss specific care needs of pupils, how we can deploy support staff and how we can strengthen our actions to meet the needs of pupils. At school level, we discuss with the management and student counsellors how we can write a care guideline, so that we have an overview of all the care services offered at our school.

2.1 Phase 0: Broad-based basic care

In the broad-based care phase, we ensure that all pupils can develop their potential, talents and specific educational needs. The powerful learning environment is central here. This learning environment meets the educational needs of a diverse group of pupils. The development of all pupils is stimulated. In doing so, we try to prevent problems by trying to reduce risk factors and strengthen protective factors.

Broad-based basic care in the classroom

Here, the regular functioning in the classroom and thus the approach of the teacher are central. With his pedagogical, didactic and organisational competencies, he ensures quality and caring education for all pupils. He ensures that pupils learn in the best possible way, taking into account the fact that each pupil has his/her own background, strengths, needs and interests. The teacher realises basic care in the classroom through

- assessing the initial situation of a pupil
- creating a safe and positive classroom climate
- clarity, predictability and structure
- the course itself
- language support
- meaningful learning
- the importance of the instruction
- differentiated teaching
- learning how to process the subject matter
- learning to learn
- learning to plan
- evaluating

2.2 Phase 1: Increased care

Possible measures

- The pupil receives short stories, books with simplified written language for reading assignments.
- The pupil uses Daisy books (reading with the support of a CD) for reading assignments.
- The pupil may use audio books for book assignments.
- The pupil can read a book in his own language and reports in Dutch.
- The pupil receives texts in advance.
- The pupil may use reading aids: ruler, finger.
- The pupil does not do any exercises on the blackboard without time for reflection or preparation.

- The pupil is not asked to read out loud unprepared in class. Reading aloud is possible when the pupil has been able to prepare the text or indicates to read it himself.
- The pupil is possibly exempted from exercises that require communication (reading aloud, role plays ...).
- The pupil is taught to rehearse word packages in such a way that the way of rehearsing matches the way of testing.
- The student receives language support.
- The teacher offers grammar in a clear, structured way. Explanations in full sentences are preferable to schematic explanations.
- The pupil may use Kurzweil reading software.
- The pupil is allowed to use memo cards.
- The pupil is allowed to do the homework on the computer.
- The teacher divides the instruction into sub-tasks in order to create more clarity.
- Teacher gives short and clear instructions.
- The pupil receives adapted instructions.
- The pupil receives adapted tasks.
- The teacher divides tasks into manageable sub-steps and simplifies where possible.
- The teacher takes into account the motoric problems experienced by the pupil, both at a gross and fine motoric level: slow pace, difficulty in controlling force, stiff movements, difficult coordination and balance ...
- The teacher takes into account possible motoric problems resulting from a lack of coordination. The teacher does not confront the pupil when certain physical exercises are difficult.
- The teacher takes into account the perception problems experienced by the pupil: difficulty estimating distances, weight and size ...
- The pupil is given more time to process visual information.
- The pupil has more time to learn new skills. The pupil is given more time to process visual information.
- The pupil receives extra time for tasks that require motor skills and spatial awareness.
- The teacher explains as much as possible with words and as little as possible with diagrams and tables.
- The pupil receives help with orientation in time and space, such as changes of classrooms, changes of timetable ...
- The pupil receives help in organising and keeping an overview: having the necessary materials with him, organising the work materials on the bench, filling in the planning agenda, submitting tasks on time ...

- The pupil receives learning support.
- The pupil is allowed to use adapted writing material, a calculator, a word processor, an anti-slip mat, help cards, spelling cards, rule cards, electronic dictionary, formulary, step-by-step plan
- The pupil is encouraged to use graph paper for subjects that include maths tasks.
- The teacher makes maps, charts, tables and drawings clear by using (fixed) colours. In this way, different parts are more clearly distinguished and thus more manageable for the pupil.
- The pupil receives the board diagrams on paper so that the pupil does not have to copy them from the board.
- The pupil receives additional explanations on paper.
- The pupil gets an error-free copy of the course or gets notes from fellow pupils.
- The teacher checks folders/books for completeness.
- The pupil is allowed to use a laptop in the classroom.
- The pupil is helped to find strategies to tackle an assignment in a structured way.
- The teacher allows the pupil to articulate what he/she perceives visually to aid understanding.
- The pupil is exempted from exercises at the front of the class (writing on the board, solving exercises).
- The teacher takes limited communication skills into account and deals with the student's word-finding problems appropriately.
- The student is given extra time to express him/herself.
- The teacher asks short questions in clear and simple language.
- The teacher takes into account that figurative language is more difficult for the pupil. The teacher gives as much clarification as possible where necessary.
- The teacher provides the necessary visual support for the application of the language.

2.3 Phase 2: Extension of care

For some pupils, the increased care is no longer sufficient. A consultation with our Pupil Guidance Centre (CLB) at this point is necessary to consider together possible support within phase 1 or to take the step to phase 2 and to start a HGD (process oriented work) pathway. It is also possible that a HGD pathway has already been completed for this pupil, but that the measures taken have proved inadequate, resulting in a demand for additional support (based on a substantiated report) or a demand for an individual curriculum/transition to secondary school (based on a report).

2.4 Phase 3: Individually adapted curriculum (IAC)

When, in the advice phase of the (HGD) action focused working - trajectory, it appears that the adaptations needed to include a pupil in a common curriculum within the school are either disproportionate or insufficient, a report is drawn up for the pupil. The drawing up of a report does not imply an automatic transfer to a special needs school.



3. Manual of special educational needs

3.1 At registration

Specific questions are asked about difficulties in the areas of reading, writing, spelling, arithmetic, work pace, previous assistance... This information is noted on the intake form and given to the student counsellor.

- BaSO (advice by last-year teacher elementary school) sheet is looked over.
- The report and any measures taken in the previous school are requested.
- The School's Pupils' Guidance writes the necessary information on our school platform LVS.

3.2 End of August

When necessary, a class council is held to explain the necessary guidance for the pupil. A guidance plan is not yet drawn up. If necessary, the School's Pupils' Guidance will ask for further information from the parents, the previous school...

3.3 Class councils at the end of September

- New pupils: compile observation data
- Own pupils: discuss existing guidance plans if necessary

3.4 Class councils autumn holidays

- New pupils:
 - check whether general measures already offer an answer, if necessary draw up a support plan.
 - Checking the motivation/wishes of the pupil. The parents are contacted in the autumn holidays.

- Parents’ meeting in the autumn holidays.
- Own pupils:
 - Class teacher or student counsellor informs parents about the findings of the class council, if necessary.
 - Guidance plans are distributed via the school’s platform LVS.

3.5 Class councils December – Easter

Guidance plans are discussed. The School’s Pupils’ Guidance or class teacher contacts parents with a proposal for adjustment if necessary.



4. Guidance plan

For the pupils with learning disorders Annuntiata makes a personal and specific guidance plan. In this plan there is an engagement from the school, but also from the pupil and his/her parents. There is a personal guidance plan for pupils with

- AD(H)D
- Dyslexia
- Dyscalculia
- ASS personal support/coaching specific care

4.1 Guidance plan for AD(H)D

Engagement of the school:

- During the lesson the teacher draws the attention of the pupil
- Teachers mainly focus on the content
- During tests, teachers check if all the questions are answered
- There is a possibility to make exams in a separate classroom

4.2 Guidance plan for dyslexia

Engagement of the school

- Pupils don't have to read out loud
- Pupils get extra time for tasks
- Pupils are not judged for writing errors

- Pupils can make exams in a separate classroom
- Pupils can ask the teacher to read questions on a test out loud
- Pupils can use software to help them, read aloud software for dyslexia (Kurzweil)
<https://www.youtube.com/watch?v=PMetuhHHWX0>

4.3 Guidance plan for dyscalculia

- Engagement of the school
- Pupils can use some specific charts or a calculator
- Pupils get extra time to do their tests or task
- Pupils can take their tests in a separate classroom

4.4 Sample guidance plan for pupils with special educational needs

The Annuntiata-instituut wishes to give more opportunities to pupils with specific educational needs. Therefore, after consultation with the teaching team, the care team, the CLB (Pupil Guidance Centre), the parents and the pupil, the school proposes the attached guidance plan. This guidance plan is valid for the current school year. The parents and the pupil are responsible for reporting any difficulties in time to the contact person (see below).

The school does its best to implement this guidance plan. The implementation of this guidance plan requires additional efforts from the teaching team. Therefore, the school has the right to (partially) discontinue the guidance plan if the class council feels that the pupil is not making sufficient use of the proposed Phase 1 measures. This guidance plan does not exempt the pupil from the obligation to achieve the curriculum objectives and attainment targets at the end of the school year.

Contact person for all concerned:

Date:

Pupil

On behalf of the school

Name pupil Class School year
2020-2021

- The teacher of Dutch and English informs the student which text(s) will be discussed in the next lesson, so the student can 'read' it/them in advance.
- The student may sit at the front of the class (first or second row) so that the teacher can check the notes.
- The pupil is allowed to do tasks on the computer with the help of the spelling check.
- The pupil may use self-made spelling cards during revision tests. Of course these may not contain any information, words or rules that are being tested. The pupil presents his card before the test to the teacher who signs it for approval.
- During the exams, the pupil may have the questions read out to him by means of the Kurzweil reading programme.



5. Governmental support for GOK

GOK = equal educational opportunities for all pupils

5.1 Funding

Our school gets funding for 22 hours for Equal Educational Opportunities
Criteria:

- Language used in the family is not Dutch
- Pupil's parents receive an education allowance
- Pupil's mother has a low educational profile
- The neighbourhood where the pupil lives is rather poor

5.2 How does Annuntiata spend these hours?

- Team of 9 teachers
- Each member has 2 hours for GOK
- The coordinator has 4 hours
- The team has a weekly meeting to prepare, implement, discuss and evaluate on-going activities
- The projects are for as many students as possible, not only for special needs students

5.3 Numbers

Pupils with learning disorders in Annuntiata

- 6.5% has dyslexia/dysorthography (national average is 5%)
- 8% has dyscalculia (national average less than 5%)
- 5% has AD(H)D (national average less than 5%)
- 4% has ASS (national average is less than 1%)

For those pupils Annuntiata organizes specific care.

6. Projects stimulating social inclusion

6.1 1st day at school



Figure 6.1: First day at school activities

During the first day at school, students are introduced to the school through, among other things, an introductory search. This is a low-threshold, class-based activity organised for all classes. For each grade, teachers and students are presented a quiz, which they complete as a class. Students indicate that they feel well received in our school.

6.2 STOS working group

From 2020-2021, the coordinator participates in the STOS working group. Together Against Unpaid School Bills. The working group consists of a financial office, the student counsellor, the deputy director and the GOK coordinator. We have already started an anti-poverty policy (material that is recycled to give to pupils who need it), but with the STOS project, we hope to be able to meet the objectives of accessible communication, anti-poverty and language-rich education even more.

6.3 Language support and language policy

Pupils with weak language skills (detected by the results of the language tests or by feedback from the class council), after consultation at the class council, or foreign-language students follow extra language support during an extra hour on Monday or Tuesday. During the language sessions, all skills are covered. With due attention to a safe learning environment and using various motivational methods, we work on the language skills of the students. Preferably, material from the different subjects is used. For this purpose, an appeal is made to all teachers.

The team Language Support introduced a Word Catcher. This notebook is used to follow up difficult vocabulary from lessons. The student writes down difficult words and jargon in a special notebook. During language support sessions the words are explained.



Figure 6.2: Language support

6.4 School buddies

Through the project school buddies we try to reduce the bridge between school and home. The student counsellors are notified that a buddy has been appointed, a volunteer who helps the family at home with correspondence, encourages them to do homework, comes along to the parent meeting. . . There is regular contact between the student counsellors, the class and subject teachers and the buddy.



Figure 6.3: Buddies

6.5 Language buddies

The non-native students are each given a language buddy who accompanies them on the playground, in line, during class . . .

6.6 The opportunity to use ICT

For pupils who do not have a computer or laptop at home or do not have proper internet connection, there is a possibility to use computer rooms after the normal school day or during examination periods, to study independently.



Figure 6.4: The opportunity to use IC

7. Learning difficulties projects

7.1 Separate classroom to do exams

During the exam period, students with a support plan can take their exams in a 'separate room'. In this room, they can have questions read out loud, structured by the teacher of supervision. They also get more time to do their exams if they want. For the first grade, giving extra time is included in the broad care during the exams.

Kurzweil

Pupils with dyslexia can make use of reading aloud software Kurzweil (KW) to do examinations of Dutch. Students get support in the use of KW by informing them, guiding them in the application. If pupils have KW themselves at home, there is the possibility that they use KW in class and for evaluations. This with their own laptop. The school supports by converting evaluations, giving course materials ...



Figure 7.1: Reading with the help of Kurzweil

7.2 Monitored learning in the evening

Students are offered how to learn a specific subject or course and are encouraged to focus on their studies. These extra sessions are for pupils who are confronted with learning difficulties. The school organizes an extra hour to teach students how to study. Focus is not on the content of a particular subject, but on how to study a particular subject matter.



Figure 7.2: Monitored learning

8. Other projects helping all students

8.1 School calendar

A document with an overview of tasks, tests, activities . . . per class available to students and teachers. This document serves as a planning document and as a means of communication between teachers and parents and between teachers and pupils. It should guarantee a better distribution of tests and personal work. It provides students with a guide to help them study. The approach varies according to the grade. The class teacher develops a good class calendar for his/her own class, taking into account activities, a sufficient spread of tasks and tests so that pupils are more motivated to learn. As such he/she gives clear and constructive support to the pupils in planning and studying.

Taken- en toetsenkalender AUGUSTUS 2020 - JANUARI 2021
Al_4TW

	MAANDAG	DINSDAG	WOENSDAG	DONDERDAG	VRIJDAG	WEEKEND
31-06 augustus - september week 1	01	02	03	04	05+06	
07-13 september week 2	07	08	09	10	11	12+13
14-20 september week 3	14	15	16	17 CT WET	18	19+20
21-27 september week 4	21 OH FRA	22 HT FRA	23 HT ENG	24 HT WET	25	26+27
28-04 september - oktober week 5	28 CT FRA CT WIS	29 CT FRA	30 HT ENG	01	02	03+04
05-11 oktober week 6	05 GOH FYS CT WIS	06	07	08	09 OH CHE	10+11
12-18 oktober week 7	12	13	14 OH NED	15 OH ENG	16 CT GES GOH WIS	17+18

Figure 8.1: Overview of tasks, test, activities

8.2 School diary

Developing a school diary into an instrument that is used intensively for planning and can thus increase learning gains. By making good use of the planning diary, the (class) teacher can monitor the pupil and his study planning. He can differentiate in approach and support. Pupils that need it get tailor-made help. Parents can be informed of any problems and thus offer support to the pupil.

8.3 Language tips

Every week a new language tip is published on the homepage of Smartschool, our school platform. The language tip contains a title, an attractive cartoon/figure and an explanation of a frequently occurring language mistake and/or language problem. In a playful way, common mistakes in Dutch are made clear so that they can be avoided in daily use.



Figure 8.2: Language tips

8.4 Breakpoint

An extra hour with fellow pupils and teacher to train social skills. For all pupils from the first two years of secondary school the school organises a special hour where the teacher trains his/her pupils in all kinds of social skills.

8.5 Guided learning together at noon

Guided Learning Together provides an opportunity for students to work for school on a voluntary basis, independently or with the guidance of fellow students or the teacher, at noon from 12:20 pm to 12:50 pm. This may include studying, creating tasks, working on a group assignment, creating a schedule, consulting the school platform Smartschool, putting courses/agenda in order (after absence), working on an assignment under supervision etc.



Figure 8.3: Guided learning

8.6 Playtime

Every Thursday at noon, students can meet from 12:10 to 12:50 to play board games. This takes place in the presence of accompanying/playing teachers. In a relaxed way students can develop cooperation, tolerance, social well-being, language skills etc



Figure 8.4: Playtime

8.7 The student council

The student council, which is elected by the students, organises all kinds of activities to make life in school more pleasant. On a regular basis they have a meeting with the principal to discuss the pupils' well-being in school.




Figure 8.5: Activities student council



Inclusion and Care in Agrupamento de Escolas Gil Eanes

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A scenic view of a rocky coastline with a small boat in the water. The water is a vibrant turquoise color, and the rocks are a mix of light brown and tan. A small boat with a person inside is visible in the middle ground. The sky is a clear, pale blue.

9. Schools in Portugal

Key features of the education system

Organisation and structures

Compulsory education lasts 12 years, between the age of six and 18 or until the conclusion of upper secondary education (ISCED 3). Public education is free and universal from the age of four, including the final years of pre-school.

The education system is comprehensive in structure involving long basic schooling with vocational choices at the beginning of upper secondary education (ISCED 3). In the first year of ISCED 3 (aged 15 or over), students may choose: a) science-humanities courses; b) vocational courses; c) other education and training provision.

Stages of the education system

The Portuguese education system is divided in pre-school education (from the age of three until the start of basic education), basic education (six to 15 years old) and upper secondary education (15 to 18 years old).

Eurydice - European Commission. 2021. Portugal - Eurydice - European Commission. [online] Available at: https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en [Accessed 6 April 2021]. (adapted)

9.1 Paradigma



"School and Social Inclusion and Equal Opportunities are rights devoted to all citizens, whatever their condition".

Aware of the challenges that inclusive education poses, we point to the existence of a single education system and not to a duality of systems - regular and special - stressing the need to reformulate the training and qualification of all teachers to deal with the difference in the classroom and at school. Inclusive education thus aims to respond to the needs and potential of each and every student regardless of their condition. At the heart of the school's activity are the curriculum and learning. Even where greater difficulties in participating in the curriculum are identified, it is up to each school to define the process of identifying the barriers to learning which students face, betting on the diversity of strategies to overcome them in order to ensure that each student has access to the curriculum and learning, taking each and every one to the limit of their potential.

9.2 Vectors

Aiming at a flexible educational orientation, centred on the school and coordinated by principles of equity and equality, the aim is to contribute to an improvement in the responses to all pupils, including those in most vulnerable situations.

Commitment



The assumption that all children and pupils have the capacity for learning and educational development.

Collaboration



To promote dialogue between teachers, in charge of education, in order to involve all actors in the pupils' learning process to organise different levels of intervention. Collaborative work will allow the acquisition of a common basis of skills and a harmonisation in the intervention.



Planning is a process that requires the teacher to reflect on the practice before it is carried out. It is an important aid in pedagogical practice because it allows to define a set of objectives, contents, learning experiences and to evaluate the teaching-learning process by adapting its practice and individualising the teaching.




It has helped to promote anticipation of the content and skills to be developed. The anticipation of the contents to be learned, the tasks to be performed and the objectives to be achieved allows better time management, greater control of attention/concentration and improves student participation in a classroom context.



To empower is to provide everyone and one with the skills to become a citizen with full rights. It is to develop global and specific skills that expand autonomy in their personal, social life, providing them with basic knowledge. It is to develop to the maximum all the capacities with a view to full inclusion in society.

COMMITMENT	COLLABORATION	PLANNING	ORGANISATION
<ul style="list-style-type: none"> •Parents •Teachers •Technical staff •Communny 	<ul style="list-style-type: none"> •Sharing of information •Coadjuvance •Individual and classroom support 	<ul style="list-style-type: none"> •Curricular and non-curricular areas to be developed •Objectives, strategies, evaluation •Learning resources 	<ul style="list-style-type: none"> •Planning •Security •Autonomy •Time management

Capacitation → Learning Support Centres

A scenic view of a rocky coastline with a small boat in the water. The rocks are light-colored and jagged, with a natural archway visible. The water is clear and blue-green. A person is visible in the boat.

10. Learning Support Centres

The Learning Support Centres (LSC) of the Gil Eanes Cluster are an organisational resource that seeks to assert itself in the educational context, constituting a privileged space for the development of pedagogical dynamics and other educational responses, stimulated by specialized professionals and technicians. The LSC has general and specific objectives, according to the students who attend them.

10.1 General objectives

- To support inclusion of students in class and in the school's routines and activities;
- To support the diversification of strategies to access the curriculum;
- To promote and support access to autonomous life, social participation and leisure;
- To promote learning for effective involvement in school success;
- To promote students' self-esteem and confidence in their abilities, taking into account their expectations.

10.2 Specific objectives

- To promote the participation of students in the various learning contexts;
- To support the teachers of the class to which the students belong;
- To support the creation of learning resources and assessment tools for the various areas;
- To develop intervention methodologies that facilitate learning, autonomy and adaptation to the school context;
- To promote the creation of organised environments and learning facilitators;
- To enable practices of self-regulation and self-evaluation of students.

10.3 Organisation and functioning

The organisation and operation of the LSC seeks to foster the autonomy and development of the students' learning process, and therefore develops diversified pedagogical materials, elaborated over time and organised in articulation between the class teachers and the special education teachers. Students are an integral part of the class, attending some subjects, but there is a reduction in the workload per subject, which will be compensated in the LSC, where they will do functional learning in a significant way. The starting point for learning is a multilevel approach to the curriculum, adapting it to the student's profile, based on the DUA (Universal Learning Design). The student will acquire the essential learning, at his own rhythm and in a structured way, according to the plan of the teachers who intervene in the teaching-learning process.

Operationalisation of the activities proposed in the LSC

It is intended that teachers/technicians and operational assistants should always be present, covering as much time as possible and according to the students' workload.

A constructive work of dialogue and partnership is developed between all the educational agents, with the aim of organizing the overall development of the students, improving their social behavior, their functionality and allowing them to carry out activities and tasks appropriately. The aim is to develop a system of collaboration and cooperation with the teachers of the classes in order to promote the success of the pupils. The following elements will be involved in the organisation and operationalisation of CAA's activities:

- Teachers of special education;
- Class teachers;
- Speech therapist;
- Physiotherapist;
- Operational assistants.

10.4 Physical space

LSC offers a range of material resources geared to students' needs, organised according to the type of work and specific areas, where it is possible to work in a small group or with individual students. In this space it is sought that the students are more and more autonomous and able to manage their learning process, namely at the autonomy level.

The classroom, which is constituted as an example, is a context organised by areas, which contributes to the development and acquisition of competences at the same time as working autonomy in relation to daily and school life activities, such as eating, undressing/dressing and developing an activity or tasks.

10.4.1 Organisation of the physical space



Figure 10.1: Hanger area: this is the area in which students are intended to store their backpacks and coats independently.



Figure 10.2: Learning area: it is the space of individualized teaching, without distracting stimuli, where attention and concentration are developed. At the same time new skills and activities/tasks are worked on and consolidated with the student.



Figure 10.3: Group work area: it is an area used to develop activities that promote communication and social interaction and in which the students are expected to carry out autonomously the activities already learned.



Figure 10.4: Transition area: the space where the individual schedules that will guide the daily activities of each student and the calendar are.



Figure 10.5: Playing area: this is a place to perform expression activities and individual or group games (memory, legos, puzzles, lotos...), learn to play (with the presence of an adult) and work on the symbolic game, learning to wait, to give the turn and to execute shared activities.



Figure 10.6: Reading and leisure area: this area can be used for partnership learning. It is also a place to learn and relax.



Figure 10.7: Technology spot: Information and Communication Technologies are used to overcome difficulties of graphic reproduction, conceptualisation of learning, attention and motivation. This area can be used autonomously, with help or for partnership learning.



11. Activities developed in LSC



Figure 11.1: Building origamis



Figure 11.2: Learning the alphabet through songs



Figure 11.3: Shaping plasticine to train fine motor skills



Figure 11.4: Building puzzles to train attention and concentration



12. Classroom activities

The activities developed in the classroom aim at fostering learning in context, namely: the participation of students and the increase of common activities with their peers; acquisition of general knowledge; promotion of feelings of belonging to the class group and fostering social inclusion. Thus, practices fostering inclusion should be adopted:

12.1 Know the profile of your students

For us to truly understand Inclusion the first step will be to accept that we are all different. Human beings are different in their difficulties and their ability to learn. We all have weaknesses and aptitudes that must be worked on throughout our school career.

With the knowledge of how our students learn, how much time they need to learn, what resources are needed for learning to take place, we can develop more effective plans and activities and involve the whole class

12.2 Be intentional in your action

All our actions have one objective, by knowing the profile of his or her students the teacher is able to propose activities and working methods that have a clear objective in the development of that or that of another student who presents weaknesses in the school path. (For example, if we have a student with a communication and relationship disorder, the establishment of a classroom routine defined in a task panel organises his or her work, promotes autonomy, avoids behavioural changes, etc.).

12.3 Reflecting on the meaning of the word inclusion

Inclusion means insertion, integration, involvement, incorporation. Inclusion is basically incorporating an individual or a group outside the context. To propose an inclusive class is to involve all students in joint activities promoting tolerance and respect.

12.4 Using multiple resources

Working and presenting content using different platforms and technological means to pass on information is important for all students, (we do not all learn the same way), and in particular for students with significant learning difficulties and/or disabilities, it becomes fundamental. Providing activities using concrete objects capable of involving all senses can be a learning facilitator strategy.

12.5 Creating an environment of respect and cooperation

Respecting and valuing difference is involving the diversity of students in all social practices for which the teacher should consider and intentionally promote companionship and positive relationships. Group dynamics and activities that promote cooperation among all that show that as a group we are stronger and more able to overcome challenges, strengthen the feeling of belonging. To leave behind prejudiced visions is to understand that education is a right of all and for all.



Figure 12.1: Natural Sciences Class



Figure 12.2: Technological Education Class



Figure 12.3: Activity developed by G@p at the school library

13. Curricular replacement activities

13.1 Examples



Figure 13.1: Activities within Adapted Surfing



Figure 13.2: Dog interaction activities in partnership with the Portimão Animal Protection Association



Figure 13.3: Hippotherapy activities in a partnership with Quinta do Paraíso Alto



Figure 13.4: Hydrotherapy activities in partnership with the Municipal Pools



Figure 13.5: Activities in the field of mathematical competence development

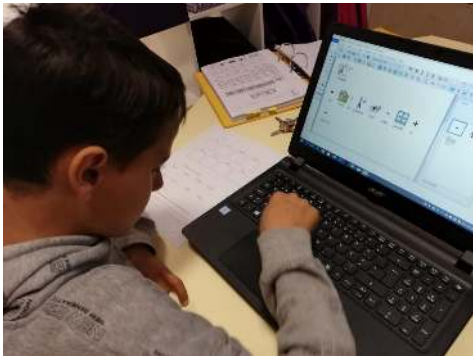


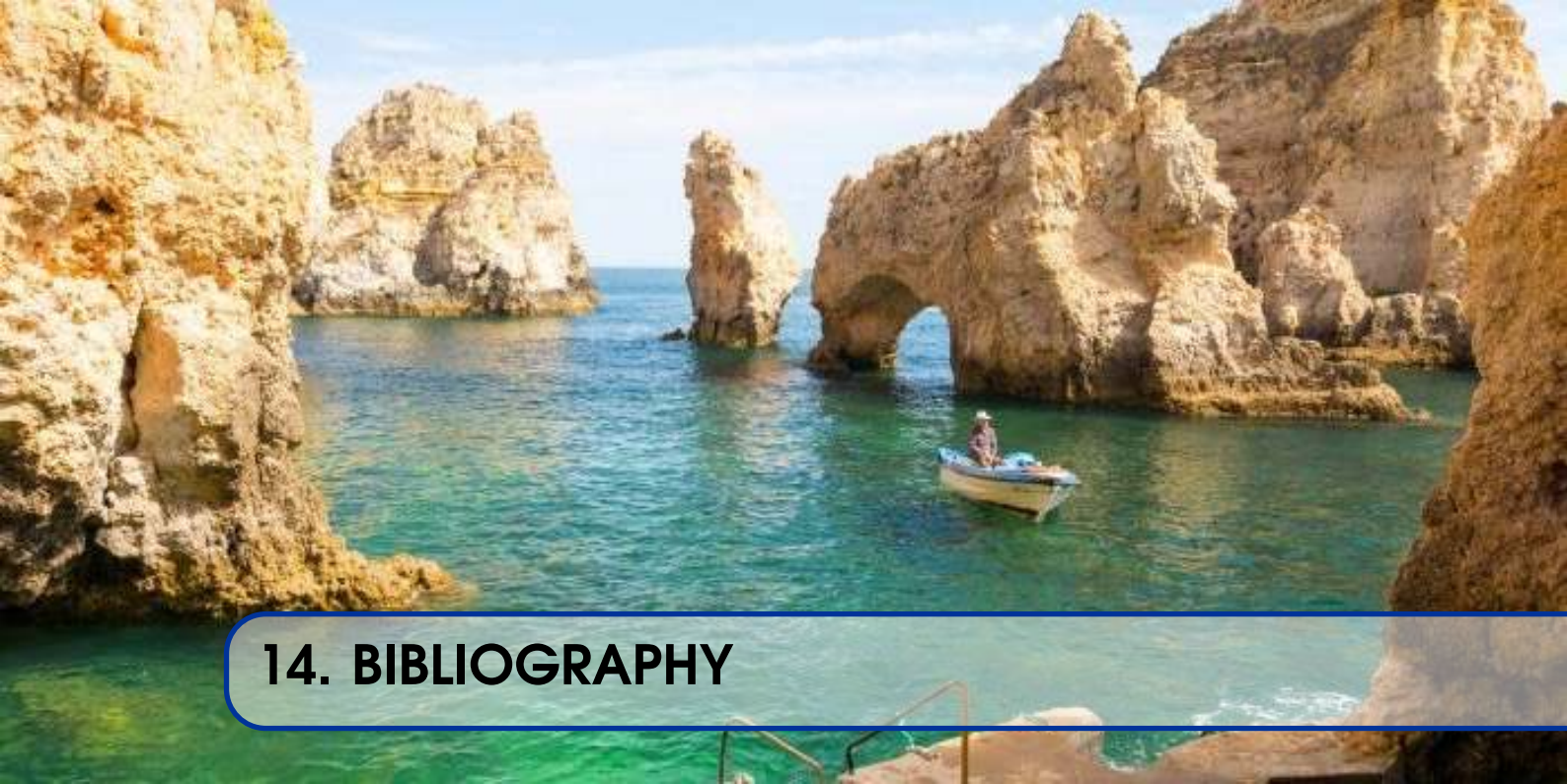
Figure 13.6: Activities in the field of developing reading skills (e.g. using software - Communicating with symbols)



Figure 13.7: Activities within the development framework of structuring daily activities.

13.2 Existing resources in the grouping and/or partnerships

- Psychology and guidance services;
- School library;
- Municipal swimming pool of Lagos;
- Adapted surfing
- School sport;
- Hippotherapy - Quinta do Paraíso Alto;
- Interaction with dogs - Association for the defence of animals of Portimão;
- ICT Resource Centre for Special Education - CRTIC;
- Núcleo Especializado para o Cidadão Includo - NECI;
- Transport of Lagos town hall;
- Centro Juvenil CASLAS;
- Dar a Mão community centre;



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Inclusion and Care 2nd Gymnasium of Amaroussion

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15. Schools in Greece

Age 12-18 (Compulsory)

- Junior/High school Gymnasio
- Evening Junior/ High School Esperino Gymnasio
- Experimental Junior/ High School Piramatiko Gymnasio
- Music Junior High/ School Mousiko Gymnasio
- Arts Junior High/ School Kallitechniko Gymnasio
- Multicultural Junior/ High School Gymnasio Diapolitismikis Ekpedefsis

Special education

- Junior High School for students with Special Needs Ediko Gymnasio
- Special Vocational Education & Training Institutes Ergastiria Epagelmatikis Ekpedefsis & Katartisis

2nd Gymnasium at Marousi is following the curricula of a general junior school, but with a multicultural orientation on linguistic, religion and cultural subjects. The school is located in the most populated area per square meter in the municipality with an increased number of second-generation immigrants who are workers and low paid.

The lack of vocational or multicultural school in the wider area leads many of these families with a bilingual background to prefer our school for their children.



16. Greek model for social inclusion

The inclusive school gives access to all students through a differentiated design of individualised curricula, recognising the presence of diversity in all areas of human life, and seeks to raise awareness of the school community so that people with different abilities or who come from different backgrounds feel well. The diversity of human life should be a treasure for everyone. Our school applies the principles of social inclusion. From the first moment we participated in the program our objective was:

to encourage participating students with low social profile and low incomes - mostly children of refugee families- to practice the English language, to share knowledge based on intervening in the frame of personalisation, experiential learning and to promote attitudes that support ethno cultural diversity.

16.1 Education policy about foreign students in Greece and in Europe

According to the current standards and pedagogical approach the educational policy emphasises on four main items:

- the importance of culture for the development of the interculturally socialised individual.
- the equity of cultures and, in particular, the acceptance of the cultural identity of each student.
- equal opportunities for all students, a principle that effectively equates native students with foreigners, and from a social-economic point of view, students with high socio-economic status origin with students with a low socio-economic background.
- the rejection of an ethnocentric way of thinking, which is that curricula and learning methods must be reformed, so that there are no nationality stereotypes and prejudices.
- the smooth development of all students' abilities. However, when a student belongs to a cultural minority, the provided conditions are intercultural and bilingual.

16.2 Situation at our school

As a school with multicultural orientation we focus on accomplishing social inclusion in everyday school life and on an education system with a variety of reformulated learning methods and curriculum. It is the responsibility of the school and the teachers to overcome difficulties and to find a structure that combines participation in the normal curriculum and identifying learning strategies to integrate non-native pupils in the classroom. That means that innovating learning methods which are adapted in our school regarding inclusion depend on teachers' efforts and support.



16.3 Our working method

Collaborating with the

- Teachers council
- Parents
- Director of education
- Psychologist

Planning at the beginning of the year

- The annual schedule for intercultural classes.
- Setting of class size limits, depending on the number of bilingual students.

Implementation during the school year

- Provision of teaching material for each level, designed by teachers for each subject.
- Pedagogical support measures (common educational rules are equal for each class).
- Advisory website for curriculum implementation: the material that we prepare for each subject is uploaded in a special blog.



17. A school with multicultural orientation

17.1 Language, learning and psycho-social support 17.1.1 The preparatory classes

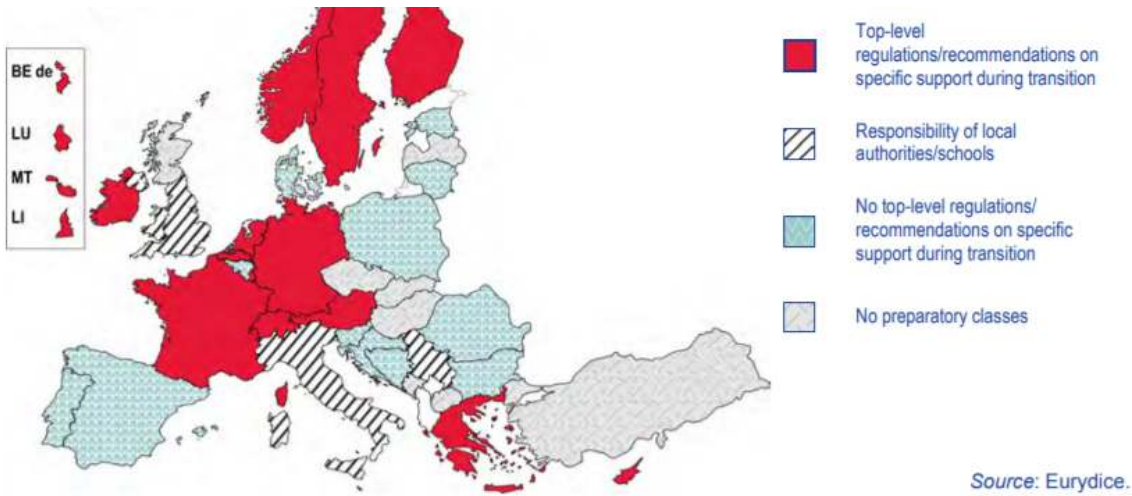


Figure 17.1: Greek schools are following the regulation on specific support during refugee’s student’s transition

Learning support in preparatory classes:
also referred to as 'reception classes' or 'transition classes'. In these separate classes or lessons, students are provided with intensive language teaching and, in some cases, an adapted curriculum for other subjects.



Figure 17.2: A typical structure environment for a preparatory class



Figure 17.3: Aspects of visualised grammar skills

The curriculum content is related to two types of supportive schemes:

- the curriculum for 'Reception School Facilities for Refugee Education' (DYEP) covering six subjects (DYEP structures are offered in primary and lower secondary education);
- the curriculum for covering the language of instruction as well as a number of other subjects of the mainstream curriculum, depending on the decision of the teachers council as well as on the education level (Reception Classes are offered in primary, general lower and upper secondary education)

Criteria for a reception classroom:

- Specific number of students, as planned at the beginning of the year
- Strictly organised room
- Variety of material to be used during learning, visual, audio, self-assignment
- Low and clear goals for each subject, according schedule

After formative assessment, the preparatory students at general secondary level are progressively integrated into regular classes to attend the standard school curriculum.

17.1.2 Psycho-social support services

Psychologists and social workers are expected to offer their services in all general and vocational schools where there are students in need of psycho-social support. The focus is on providing assistance to these students as a remedial measure. The psycho-social support staff (including psychologists, social workers, counsellors...) can be contacted by teachers from the school in order to help identify the needs of students and to develop an individual support programme.

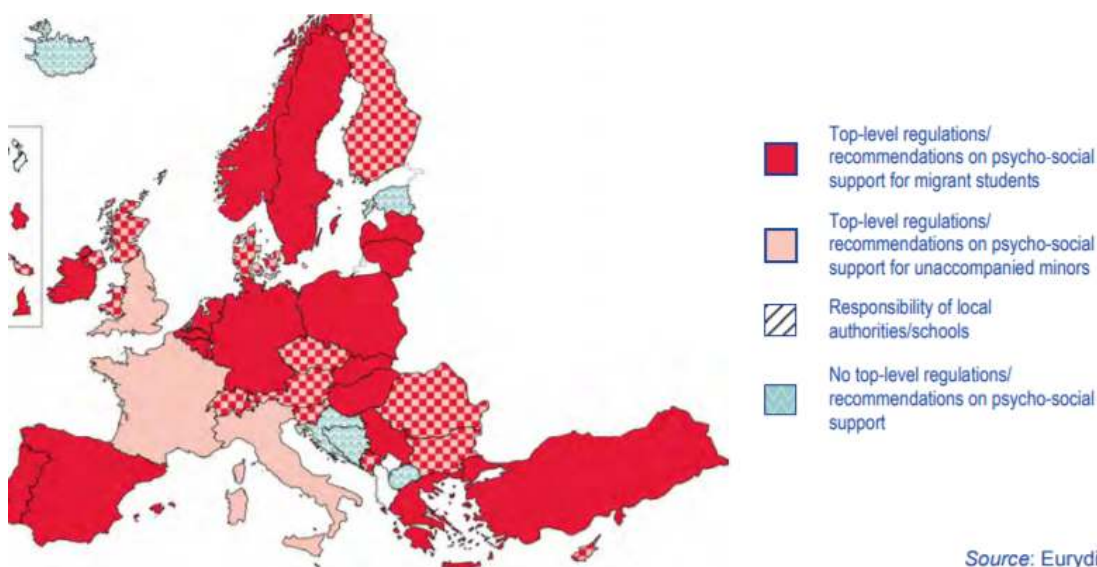


Figure 17.4: Greek school follows top-level regulations for student's psycho social support



Figure 17.6: Maximizing ICT even in language acquisition

17.2.2 Extracurricular activities

Intercultural education is being taught, in particular, in the context of citizenship education:

Beyond the formal curriculum, extra-curricular activities also have a role to play in promoting intercultural education as a part of school culture. The focus of these activities is providing authentic learning situations leading to the acquisition of intercultural competences. Cooperation with partners outside the school can help in creating these learning opportunities. In Greece, extra-curricular activities are part of the extended school programme. Experiential workshops in and out of school, seminars for health and environment, educational visits can take place as many times as a teacher can manage monthly and all this can replace up to three teaching hours per day.



Figure 17.8: Basketball match in our stadium during the national sports day

Figure 17.7: Visit the national stadium of Athens during the national sports day.



Figure 17.9: workshop at Sygrou place ‘the bee society: a perfectly organised society’



Figure 17.10: Attending the musical Megaron



Figure 17.11: Religious affair project in classroom



Figure 17.12: Experimental project referring to ancient history in a museum

The education and training of teachers and other educational staff

Three organisations are connected to school life to provide seminars and training to teachers about crucial issues such as health education, environmental education and cultural education. They offer projects through the school year and contribute to the shaping of the professional profile of teachers with seminars.



Figure 17.13: Teachers seminar about good practices in a multicultural school

Learning support after school. Intervention programmes and projects to encourage diversity and prevent bullying.

Teaching and learning intercultural practices in school promotes the creation of a common space in which all students – notwithstanding their linguistic and cultural backgrounds – can enter into dialogue and recognise their similarities beyond their differences, show respect for one another, and become ready to change the idea of themselves and others.



18. Students with special educational needs

In the last decade according to the law 2817/2000, the educational system in Greece is trying to achieve integration: For the diagnosis and support of students with special educational needs an interdisciplinary team under the name "Diagnosis, Evaluation and Support Center" (*ΚΕΔΔΥ*) places students with special educational needs in mainstream schools that make the necessary changes to the organisation and equipment, in order to be able to provide the necessary teaching (psycho-pedagogical support, physiotherapy and music therapy in some cases).

The mainstream schools encourage students with:

- Speech-language disorders
- Special learning difficulties such as dyslexia, dysgraphia, dyslexia, dyscalculia
- Attention Deficit Hyperactivity Disorder

by offering a learning plan based on learning:

- Projects on several subjects
- Working in mixed groups (teaming)
- Involve special ITC applications
- Participation to all previous extracurricular activities

Differential teaching approach by the following techniques :

- seeking attention,
- giving more time for exercises
- using calculators for maths

- role-playing in common social situations
- offering structured and supervised games that are open to all students
- oral or written exams,
- monitored learning
- participatory teaching: cooperative teaching (co-teaching), collaborative teaching. In the context of participatory teaching, the teacher cooperates with other teachers in order to design appropriate educational programs and apply the necessary teaching methods.
- alternative teaching: the class is divided into two groups, one larger and a smaller one. One teacher teaches the large group of students with the syllabus, while the other teacher focuses on the small group in which he teaches the same subject in a different approach. For example, students belonging to the small group accept some pre-teaching help. They are essentially prepared to understand the new subject. Alternative teaching is also appropriate to repeat what has been said using additional techniques (re-teaching)

When students with special educational needs have difficulty in integrating into the common classroom or into preparatory classes (because of the degree of their needs), they are referred to special schools.



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Inclusion and Care in I.E.S. Castillo Del Águila

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20. Schools in Spain

20.1 Location and structure

Our high school is located in Villaluenga de la Sagra, Toledo (Spain). It is a secondary school where students from 12 to 18 years old come every day to work on their future. Our secondary school is divided into:

- 1st stage: 1st and 2nd grade of compulsory education
- 2nd stage: 3rd and 4th grade of compulsory education
- Vocational studies: students from 2nd, 3rd and 4th grade with special circumstances.

In Spain, education is compulsory from the age of 5 to 16. According to education law, the classification of needs in students is as follows:

- ACNEE - Students with special needs
Those who have been identified as needing support due to disability or disruptive behaviour
- ACNEAE - Students with special need for academic support
- Students who need more academic support due to learning disabilities, late enrolment, personal circumstances
- Students who do not speak, read, write or understand Spanish well as a result of Spanish not being their home language
- Gifted and talented students

Concerning the governmental support, schools in Castilla-La Mancha receive special teachers if the school has a large number of

- ACNEE students, who have a teacher's recommendation from primary school, where they were previously tested to determine if they qualify for special needs
- ACNEAE students - who have been identified based on their academic performance

20.2 Internal structure

- In the school there are about 700 students, 56 teachers and 1 language assistant
- Of those 56 teachers, only 1 is a speech/language therapist (she works with students who need special academic instruction), 1 is the school counsellor/career adviser, and 1 is a social worker. From these three, only the therapist works with these students in the classroom .

The therapist has to teach 20 hours. She works with small groups (maximum of 4 students) - these students are taken out of general education classes to receive special academic instruction. Moreover, the therapist partners with the tutor to ensure that no important general education class time is lost. These students spend roughly 1-2 hours a day with the therapist. The therapist has got extra support. It consists of:

- **1 School counsellor** who is in charge of reviewing the student profiles and selects which ones are more in need of academic support.
- **1 Social worker** who deals with absenteeism, conflict resolution, and the school yard mediators. This person also organises workshops with the students to foster inclusion.



In our high school, we offer some special programmes for students:

- **PMAR** - consists of smaller class sizes and students who have learning disabilities and are behind their peers academically.
- **TEA or TDAH** - a program for students with AD(H)D who stay in their general education classes, but receive extra support from their teachers, such as additional time to complete an exam.
- **Specialized assistance** for students with Down's syndrome or cerebral palsy - currently we have one student with cerebral palsy.



21. Special Activities

21.1 Theatre

A group of students and 2 teachers that voluntarily organise a school play each year; they try to recruit timid students or those who are disruptive and could use structure.



Figure 21.1: School play

21.2 Inclusive breaks

During the 30-minute break, the Physical Education (PE) department organises sports competitions. Through these sports competitions the school tries to focus the attention of disruptive students on sports! Not only are these activities focused on disruptive students but also on ethnical minorities and girls, because just a low percentage of them take part in these types of activities. For those students who have participated during the school year in some of these activities, the PE teachers give them an extra point in their final mark as a reward. There are different competitions depending on the time of the year: volleyball, badminton, table tennis, basketball, football. . . These inclusive activities are held, overall, in the Compulsory Secondary Education (from 1st to 4th ESO).

In order to participate, the students must show their interest in PE lessons, but if the students with socialising problems do not enrol in the activity, it is the PE teacher who offers them the possibility and, until now, they accept to participate. These students are usually quite good at sports but they do not have the ability to find a team to join, so we, as teachers, try to make the first step easier for them.

During the first term, there are competitions in Badminton. During the second one, basketball matches are held (these ones are always welcomed by all the students in the school because the ones who do not take part in them, at least, come to see the different matches...another way to prevent them from fighting or any other bad actions they could be thinking of)

In the third term, the competitions are in football and these are the most important ones in the school, as nearly all the students from the different levels take part in them.

The PE Department and the teachers are in charge of the applications at the beginning of the course. Afterwards they are also responsible to control the breaks and the teams/pairs who win the different competitions.



Figure 21.2: Once the competitions have finished, the winners are given a prize for their participation and fair play during all the competitions.

21.3 School yard mediators

A group of students who wear a yellow bandana around their arm and who are in charge of mediating the school yard during the break; they work together with the social worker in solving possible conflicts between students. If they know of a possible fight, problem...these students inform the social worker and she tries to solve the differences/conflict these students have. After talking to each of them, they are called to sit together and a so-called “mediation” is done in order to solve existing problems or avoid future ones. Next day, the school yard mediators are especially attentive to those students involved in the mediation. Normally the students ask mediators for help as they are also students (sometimes the same age) and they feel less pressure than talking to an adult).



Figure 21.3: School yard mediator in action

The other main function of the school yard mediators is to help students with socialising problems (Asperger, shy students, minorities. . .) to get involved in everyday school life and make them feel well in school, trying to involve them in daily life activities, be part of a group and feel a member of the school (avoiding loneliness, shyness or any other type of negative feeling students may have).



22. Students with socio-economic problems

In Our School we also receive many students with socio-economic problems and some difficulties with the Spanish language due to their country of precedence. In our highschool we have students who are confronted with social and economic problems. In order to work on the inclusion of every student in the system and society (we want these students to form part of a “normal” daily routine) we make use of 3 different programmes.

- Grant from the State: the families should apply for one and it is the State who decides if they fulfil all the requirements to receive one (this is governed by the State, not the highschool). A grant is especially for students in non-compulsory education.
- Grants from the Region: they work in the same way as the State ones but they are destined for all the students who fulfill the requirements and are enrolled in compulsory education (1 to 4 grade of ESO).
- Townhall grants: as we receive students from three different small villages, each Town Hall establishes a system of grants for families with economic problems. These families must apply for a grant in the institution and it is the Townhall who gives them an amount of money they need to buy all the books and materials.

*AMPA: this is an Association of mothers and fathers of our school. They also help our students to have all the necessary things to follow the lessons, at least, in the compulsory stage. Apart from all these programmes, our school has its own system taking into account the necessities of the students. In our high-school we have a system of borrowing books. Each didactic department in our school has some books which are borrowed to the students who need them and have not received any of the previous grants, either because the deadline for the application had already finished when they arrived at our school or because they didn't fulfil all the requirements to take advantage of them. Besides, each teacher has a digital books license and must project the books on a screen during the lessons. In this way, the students can follow the class even when they don't have the course book with them. This is a way of having no distinctions inside the classroom during each lesson. Nowadays and due to the situation we are living in because of the pandemic, we also have a system

of borrowing laptops, tablets and even wi-fi connection. To be able to use these appliances, there are some requirements established by the regional government, but the school also investigates thoroughly whether a student lacks electronic devices to follow the lessons online or does not have wi-fi connection.



23. Immigrants in school

As our school receives lots of students from different countries, like Romania, Bulgaria, Morocco etc. each year, we offer these “new” students Spanish language lessons during their time at school. We have different groups, according to their level of Spanish and a teacher who teaches them at least 4 hours Spanish a week. Thanks to this programme of Spanish language teaching our immigrant students can reach a basic level of Spanish to be able to follow the lessons and study the different subjects.

23.1 1st day at school

They meet the Spanish teacher and do a Spanish test in order to evaluate the level. This evaluation is done through a conversation in which all the students give easy instructions and ask the new students where they come from, and what they like doing in their leisure time. If the conversation is fluent, some activities on grammar are introduced as well as comprehension activities. Once we know the level, the specialist and the head of Studies forms the groups and the timetable they are going to have. It is important to point out that all the extra hours on Spanish language are taught during the six periods we have each day at school.

23.2 Developing of the course

At the beginning of the course basic concepts are explained and studied such as the numbers, ABC, Spanish phonetics and colours. We also share daily expressions, greetings and farewell expressions, daily routine activities and vocabulary, expressions they may need to interact with peers and teachers, shopping, quantity expression etc.

The way they work is totally different from the normal lessons. They work with copies prepared by the teacher, through games and dynamic activities which include all the vocabulary and expressions mentioned above.

The students usually learn quite quickly and they start working on days of the week, months, members of the family, adjectives, professions, school vocabulary, verbs (actions through games with real images showing daily life activities), adverbs... Once a week, they work on reading

comprehension and normally we use their own textbooks (science, history...) so they can learn useful vocabulary for these subjects. Sometimes we have to use texts from a lower level to make the comprehension of vocabulary easier and make them feel better in learning the Spanish language. For speaking we use visual cards, guessing activities, mimic games ...

As the school does not receive an extra teacher to give these lessons, it is really complicated to adapt the students timetables to the teacher's one, but we can work with these students thanks to the cooperation, collaboration and effort of our teachers.



Innovative Learning Methods - results

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24. Belgian perspective

Innovating methods that could be integrated in school life for our secondary school in Annuntiata (Belgium)

- In Portugal the talents and strengths of the pupils are highlighted, especially those with problems or learning difficulties. More attention is clearly given to different forms of expression. Pupils who do not perform well in theoretical classes experience success outside of the 'typical' classes. We could see for ourselves during the school's day how students with special needs could perform on the stage and how they were cheered at by the whole school population in a positive way.
Also, in Portugal, learning problems are visualised in a very transparent and informative way by posters towards fellow students. The threshold in our school is still too high to inform fellow students about learning disabilities. We are convinced that students with learning disabilities would be more easily integrated and accepted in the classroom group if we had such posters. We think about how to visualise care in school with as input, the colourful tiles of Portugal-Spain and Greece.
- We are very much in favour of the Spanish method of schoolyard mediators. In Belgium some students already function as buddies for a foreign student, but the Spanish system of mediators is much more extended. It would be good that some students wear a yellow bandana around their arms and that they are spokespersons for pupils in need of help. The mediators are pupils themselves and they can most likely observe future problems better. Moreover, they could help pupils with socialising problems (Asperger, shy students, minorities. . .) to get involved in everyday school life and make them feel well in school, trying to involve them in daily life activities, be part of a group and feel a member of the school.
- Last but not least, we saw in Greece that art and theatre can be a means to include all pupils. In the future we will try to insert more drama in our curriculum. Art forms could be used in the Dutch or foreign language lessons.



25. Portuguese perspective

During two and a half years of Erasmus+ partnership, students, teachers, community members from AE Gil Eanes, in Lagos - Portugal, had the opportunity to be in contact with different methodologies and projects implemented at different European schools, mainly concerned with integration – social, political, cultural, at school and at surrounding community.

From all attended / observed good practices, the hackathon activity, which was held at Annuntiata-instituut, in Belgium, has enlightened us about its potentialities for our school, in particular, to support a better integration of all students and also their families.

The origin of the word hackathon comes from the union of hack (specifically in the field of programming, the expertise in developing software) and marathon, from English marathon. Although the name has to do with software, a hackathon is not limited to that, as it is also an event in which the creativity of the participants is explored for a duration of one day to one week.

This way, the idea of holding a hackathon for schools, students, teachers, school directors (and also parents) in elementary, junior high, and high school are focused on entrepreneurship: an event where entrepreneurs gather together for a specific number of hours (or days), share initiative ideas relating to the hackathon theme, examine them, plan them, and produce a prototype or a presentation and a pitch (a brief explanation for presenting the idea; the ideas are presented to an audience and sometimes to a panel of judges, who choose the winning projects according to specified criteria). They are refreshing, varied, and encourage an entrepreneurial mindset, creativity, and teamwork.

By getting involved in a hackathon, participants gain an empowering experience of entrepreneurship, creativity, and teamwork that enables them to feel what it is like to be part of the start-up nation.

This way, hackathon will be presented at AE Gil Eanes school board in order to start implementing this activity at the beginning of each scholastic year, supporting a better integration of all students. Initially, it will be developed at 5th and 9th grades, first years of middle and secondary schools; according to its results, it can be spread to other scholastic years and with specific educational objectives, besides integration.



26. Greek perspective

Innovating methods that could be integrated in school life for our secondary school in Marousi (Greece)

During both mobilities and all distance activities we have been very fortunate to share methods and experience with our partners about inclusion, for students from different social backgrounds and students with learning disabilities. The fact that all partners and the organisations in the project had set as priority inclusion in everyday school life threw up multiple challenges for our school, because afterwards both our teachers and the school council had to examine multiple approaches to integrate all students, also the ones mentioned above.

- We were impressed that in Portugal (Lagos) Gile Aeanes Agrupamento had succeeded in the integration of students with disabilities in a way that the recent context describes as full social integration into the school environment as a natural extension of home life. As the legal frame for disabled students in Greece does not provide compulsory access - meaning that special equipped schools are hosting students with cinetic difficulties- our school focuses on removing obstacles for those students. So, the municipality, after our request, covered the funding for the construction of a ramp for wheelchair at the main entrance from the courtyard to the building. From that place students can further be transported by the elevator to levels one and two. Our school is estimated to be the third building in the borders of Maroussi municipality that provides direct access to students with disabilities for secondary education.
- Additionally, as far as all partners are applying to their schools innovating learning methods for basic linguistic or mathematics knowledge -which are very similar to one another and significantly advanced- we are much inspired by the mediators of schoolyard in Castilla del Aguila Secondary school. We used to train some extra qualified and very well educated students as mentors to peer to peer education during foreign language lessons. So ever, the impact of peer mediation as a strategy showed benefits not only for the students that were expected to be taught, but mainly for the peers that pretended to be teachers. The idea of deploying peer mediation for social inclusion, in the expanded way that Spain is applying

this method is a new challenge for us, which however is based on a familiar model. When we organise classes for extracurricular activities in the coming year, we could consider mediators to take a role for social integration of refugees or bilingual students.

- We are also very impressed by the way that Annuntiata Instituut is taking into account the care scaling for students and mostly the description from the 3d Phase: Individually adapted curriculum (IAC). At this phase the drawing of the personal pupils report can be considered crucial for the pupil to remain at school. We, as an educational organisation, are going to do efforts to provide a similar official report for our students, so that they can continue their studies.



27. Spanish perspective

Breakpoint: extra hour with fellow pupils and teacher to train social skills (Belgian Partner)

Being in Annuntiata gave us the opportunity to come back to Spain with a large amount of new ideas to put into practice in our school. Belgian colleagues develop with their students a training hour dedicated to foster the social skills through different activities and dynamics. Using an extra hour per week to develop social skills in students means spending time away from daily and regular activities, also away from technology and helps students pay attention to other students. They can do this by playing games, sports, gardening, cooking meals or just by having specific time when everyone reads together.

As we have lots of students with not so many social skills and difficulties to socialise, we think it would be a good idea to apply the activity our Belgian colleagues do with their students in order to foster their social skills. We would like to start this new activity with some of our students to observe the result. The teacher will have to do weekly feedback on their progress.

For sure, they engage in these kind of activities and they feel better about their relationships as long as students with or without special needs focus on friendship not on learning problems.

Interaction with others teaches them how to change or bring up topics of conversation to form stronger relationships with their peers. The bonds that are going to be created among students inside the educational environment could be extended to other students' environments.

Separate classroom to do exams (Belgian Partner and Portuguese idea)

Students with special needs need supportive learning environments to succeed in school. Many strategies and support will also benefit other students in the classroom, not only students with learning disabilities. Being close to their reference class would help to a better integration and acceptance in their group.

Along with flexibility of their teachers and methodologies, students also need flexible learning spaces, a caring organisation of the physical environment to ease their learning development and especially their social skills.

Being a method that doesn't mean a big expense for the school, it can be applied in our school and maybe mixed with the idea we saw in Lagos of having the support room close to the main one. As the experience told by Portuguese teachers was really positive, we started talking about these ideas

as soon as we came back to school. We hope to apply this “mixed” method next year as we strongly believe this can help our students’ progress.

Conclusion

We sincerely hope that you have learned something from this e-book. For the colleagues who are already quite experienced in this matter, that they may have encountered new initiatives which could be applied in their school. For the “newcomers”, that the e-book may inspire them to try out with colleagues one or more suggestions made and as such adopt little by little an inclusive attitude while preparing, educating and evaluating.

For the implementation of them you just need a team of enthusiastic teachers who think out of the box and are willing to do extra efforts to make mainstream education possible for everyone. Good luck!

