

**IN PARTNERSHIP FOR
PROMOTING AN INCLUSIVE
EDUCATION**

**ERASMUS+
IN AS IN INCLUSION**



2020-1-PT01-KA201-078552

**PROJECT
HANDBOOK
HANDBOOK
HANDBOOK
HANDBOOK**

Funded by the
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The "In partnership for promoting an inclusive education - In as in inclusion ERASMUS+ Project" arises after the informal visit, during other ERASMUS+ projects to educational institutions in several countries and where, informally, themes related to the success of schools in combating exclusion and dropping out of different types of students were addressed. In these conversations it became clear that we will all have a lot to learn from the way each school and nation sees the inclusion of its students. The project appears as a bet that integrates the various knowledge of the institutions, with its strong areas of inclusive competence. In Partnership for Promoting Successful Inclusion in a European Perspective "IN as in INclusion" takes the challenges of the global world to the training of children and young people, bringing as an object of improvement the concepts at European level of what is the school for all and for each and everyone, and what we can improve in institutions to have a true Inclusive Education.





Agrupamento de Escolas de Aljustrel

“Agrupamento de Escolas de Aljustrel” is situated in the municipality of Aljustrel and its headquarter is Escola E.B. 2,3 Dr. Manuel de Brito Camacho. The Municipality of Aljustrel is located in the south of Portugal and in the centre of Baixo Alentejo's region. It occupies 458 km², divided into four communities: Ervidel, Messejana, São João de Negrilhos e União das Freguesias de Aljustrel and Rio de Moinhos.

The main economic activities are agriculture, mining industry, commerce and services. In the last years, agriculture and mining, main sources of income, have had an increase due to the impact of the development of the Alqueva dam irrigation system and the reopening of the mines. These changes brought a big improvement to the socioeconomical conditions of the population which revitalized the commerce. (in Projeto Educativo do Agrupamento de Escolas de Aljustrel).

Our group of schools consists of all these schools: Escola EB 2, 3 Dr. Manuel Brito Camacho (Headquarters); Escola Secundária de Aljustrel; Escola Básica de Aljustrel (Centro Escolar Vipasca); EB1/ JI Messejana; EB1/ JI Ervidel; EB1/ JI Montes Velhos; JI de Rio de Moinhos.

The school population of the group includes children from Pre School to Secondary Education, coming from all communities covered by the Municipality of Aljustrel. At the beginning of the second cycle of basic education, students of the communities start attending the host school. This implies, for the great majority of these students, the need to use the school bus or any other means of transport, which, on some days, makes them stay in school for long periods. In our schools there is a significant number of students with special educational needs, who need to have responses.





Istituto Professionale Statale "Federico II"

ISTITUTO PROFESSIONALE STATALE "FEDERICO II" is located in Enna, in the centre of Sicily. It is a vocational school of about 600 students aged between 14-20, and about 120 people between teachers and laboratories' assistants. There are three different sectors, industry/handcraft with fashion production and maintenance and technical support; tourism services with cooking sector, food and beverages and hotel accommodation sector. As professional school our teaching is mainly practical, and students put into practice knowledge in labs. For one month they also make practice directly in factories that are our partners as trainers. Our pupils at the end of educational offer, go directly to work. Taking part in Erasmus project is a chance to motivate pupils to lifelong learning; in addition to the main vocational offer, our curriculum is rich in different social activities. In order to supply high quality services, our school has signed conventions with Kore University, ITS, Confucio Chinese centre, and many local community centres. Though we are proud of the richness of our cultural heritage, we are living the difficulties of an economic recession, which involves the end of many local productive firms, for that reason we are trying to promote our local factories and products involving them in many projects, that have two important aims, promoting the knowledge of those products and their dissemination in all the events organized from our school. In those last years we have seen the increasing arrival of many migrants, so we have a significant number of migrant pupils' and we became specialist in training social skills improving our interpersonal skills. Our goal education is to increase our students' soft skills that can give them the opportunity to improve their competences.





CIFP Tolosaldea LHII

Tolosaldea Integrated VET School is a public educational school located in Tolosa.(Basque Country -Spain) owned by the Basque Government.

Services:

- **post-compulsory secondary education, vocational courses: middle degree programmes and upper degree programmes**
- **continuous (for workers) and occupational (for the unemployed) training**
- **internship programs in companies.**

The school has 520 students aged between 16 and 20 and 80 teachers from different departments: Electrical, Mechanical, Welding, Maintenance, Administration and Finance, Commerce, English, IT, Mechatronics and Training Guidance.

The management team is composed of 11 members, the headmaster and 10 other staff members.

The school is situated in the town of Tolosa. It is a town in the province of Gipuzkoa, in the Basque Country, Spain. Located in the valley of the river Oria, it has 19041 inhabitants (2016). The majority of the industrial sector is focused on metalwork. It is also endowed with health services, banking, commerce, office and court.

The employability or student occupation rates are different, depending on which kind of studies' field. We must bear in mind that there are groups of students with fewer opportunities, that have special difficulties when finding a job. Students with disabilities(mental and physical), educational difficulties, economic obstacles, cultural differences, immigrants, social obstacles, geographical obstacles etc. Our aim is to boost the inclusion and the employability of these target groups, as it is reflected in the 2018-2020 strategic plan of the center.

Internationalization is one of the 5 main areas in the strategic plan of the school.





ENEEGYL Patras

United Special Vocational Gymnasium and Lyceum of Patras (ENEEGYL Patras) is a secondary school that provides Vocational Education and Training to students with Special Needs (autism, dyslexia, emotional and behavioural difficulties). Normally, the school has about 150 students and 35 teachers, a psychologist, a speech therapist and special assistant personnel. Our Graduates are nominated in the following expertise:

- [1] Technical Assistants for Refrigeration and Air Conditioning installations.**
- [2] Technical Assistants for Building and Industrial Electrical installations.**
- [3] Technical Assistants for Preservation and Restoration of Arts**
- [4] Technical Assistants for Logistic and Financial Services**
- [5] Technical Assistant In Food Technology (Food Technologist)**
- [6] Health and Social Care Assistants with the specialization of Nursing, Lab and Pharmacy.**

Our target group is mainly students in the age of 12 to 24 years old at risk of social exclusion and social fabric of our region. Our students encounter great difficulty in finding a job after their graduation, since there are no adequate subsidised programs for people with special needs, which would enable them to follow an internship in a public organization or a private company. The majority of the students come from disadvantaged backgrounds. As a result, under current conditions, their integration in the workforce is made even more difficult, if not impossible because of the limited employment prospects as students are not given opportunities to make full use of their potential. They have special educational needs and most of them follow an Individualized Educational Program. The use of ICT technology is the most sufficient method to deliver fast and competent results in individualized education and training.





Balikesir Adan Menderes Anadolu Lisesi

The school is a general public high school located in a disadvantaged area, far from the city centre of Balıkesir, Turkey. There are a headteacher, four headmaster assistants, 50 teachers and 20 staff in our school. We continue serving our education with 22 classrooms and 615 students. Our school has a dormitory next to it. There are 260 female students staying at our boarding school apex. The majority of these students come from rural areas. As their families' education levels are very low, it affects our students' life in a negative way. The fact that our school is a boarding school makes it possible for fragmented families to send their children away. This leads to mostly peer bullying, early school leaving and marriage at an early age, Unfortunately, this situation reduces academic success and negatively affects the rate of students attending higher education. The basic idea of my school is to make each student feel that it is important to be "Human" without regarding to their identity, personality, past experiences, gender and success. In order to achieve this goal, we want to gain experience from National Agency and European Union education programmes and wish to share our experience with partner schools in our project region and our country. We want to help them find and show their hidden cores.





Ekonomiska sola Novo Mesto

The School of Economics Novo Mesto is located in the south-eastern part of Slovenia in the Dolenjska region, which has a strong pharmaceutical, automotive and construction industry.

Our school has 474 students and the high school 107 students. Our school offers vocational and general education in the field of economics, and a vocational program in the media field. We have some students with special needs (about 20).

Students, aged 15 to 19, attend our school in the following programmes: economics technicians, media technicians, shop assistants and general education. Our students come from a wider area of Dolenjska, Bela Krajina Posavje and Kočevje. Of the total number of students, 2/3 of the daily commute to school, only a small part of them reside in the boarding facility (around 5%).

Our school has a seventy-year long tradition in the field of economics. In our environment, we are known as a school that is well organized, with qualified teachers. The school employs 61 teachers who offer our pupils and students a wide range of theoretical and practical knowledge. Pupils and students who graduated in our school are now well known businessmen and politicians.

Economics technicians are trained to work in manufacturing and service companies, in institutions and public administration. They acquire a broad knowledge that enables them to work mainly in bookkeeping, finance, commerce, banks, retail, post offices, as personal assistants and in other positions.

Media technicians are trained to work in three areas, namely, media assistant, in radio and TV stations, pre-press operators and web designers. They learn graphic design, media design and multi-media products, design and printing, photographing, filming with a video camera, web design, animation and documentary film making.





Sindicato Independente de Professores e Educadores

SIPE Training Center is implemented all over Portugal and develops training aimed at promoting teachers' reflection on their own practices, leading them to situations of pedagogical innovation and / or overcoming many problematic situations experienced in schools.

The objectives of the Training Center are to bring training closer to school contexts, to articulate training, research and pedagogical innovation and to promote the professional development of teachers through the updating, expansion and diversification of knowledge.

It has available to all teachers specific training for each teaching area, in the most varied modalities, accredited by the Pedagogical Scientific Council for Continuing Education of Braga, which are disseminated and developed throughout the academic year.

The Training Center establishes protocols with Groups and with Higher Education entities in order to meet the needs conveyed by teachers. Also included in the Training Plans are actions recommended by the Ministry of Education. The training center has a broad portfolio of trainers, with a large scientific field, a high capacity for communication and interaction with diverse audiences.

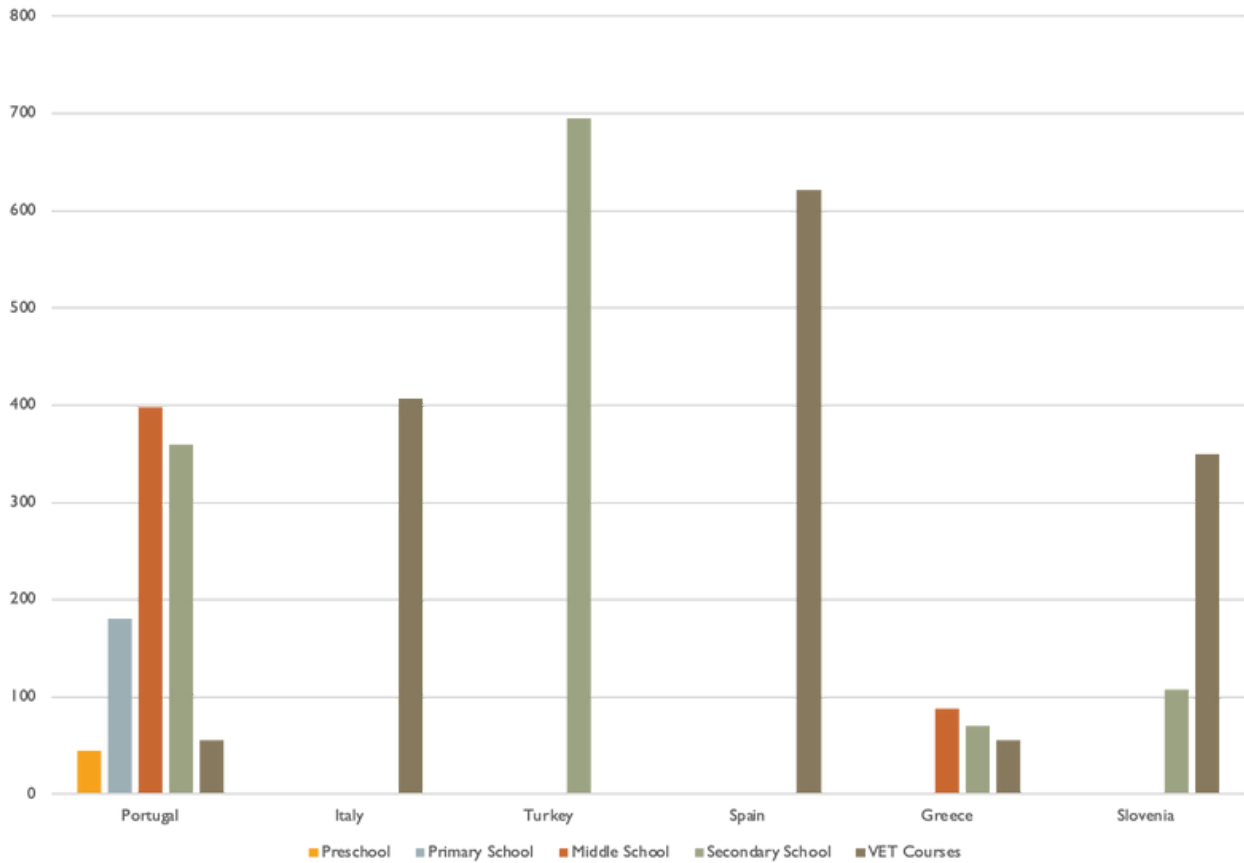


COMPARISON OF SCHOOLS

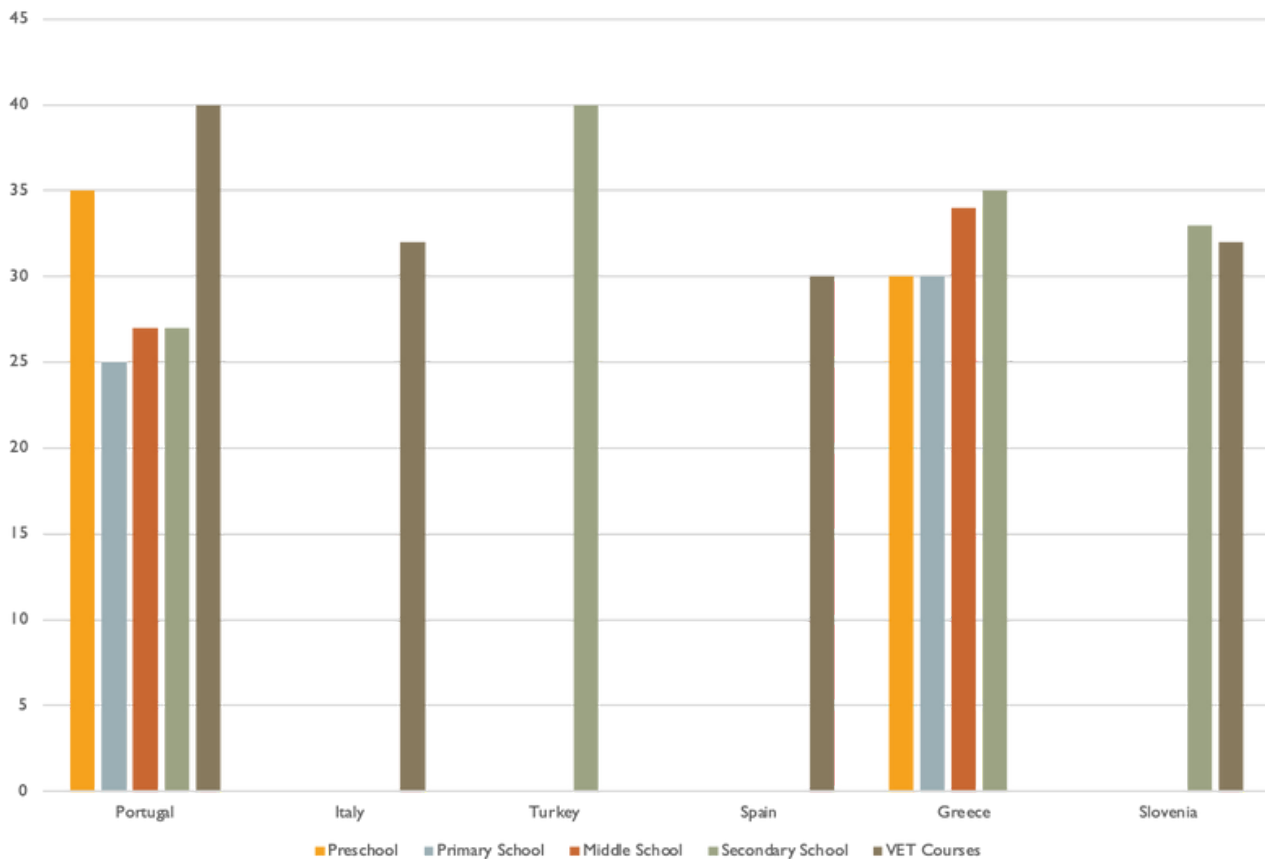
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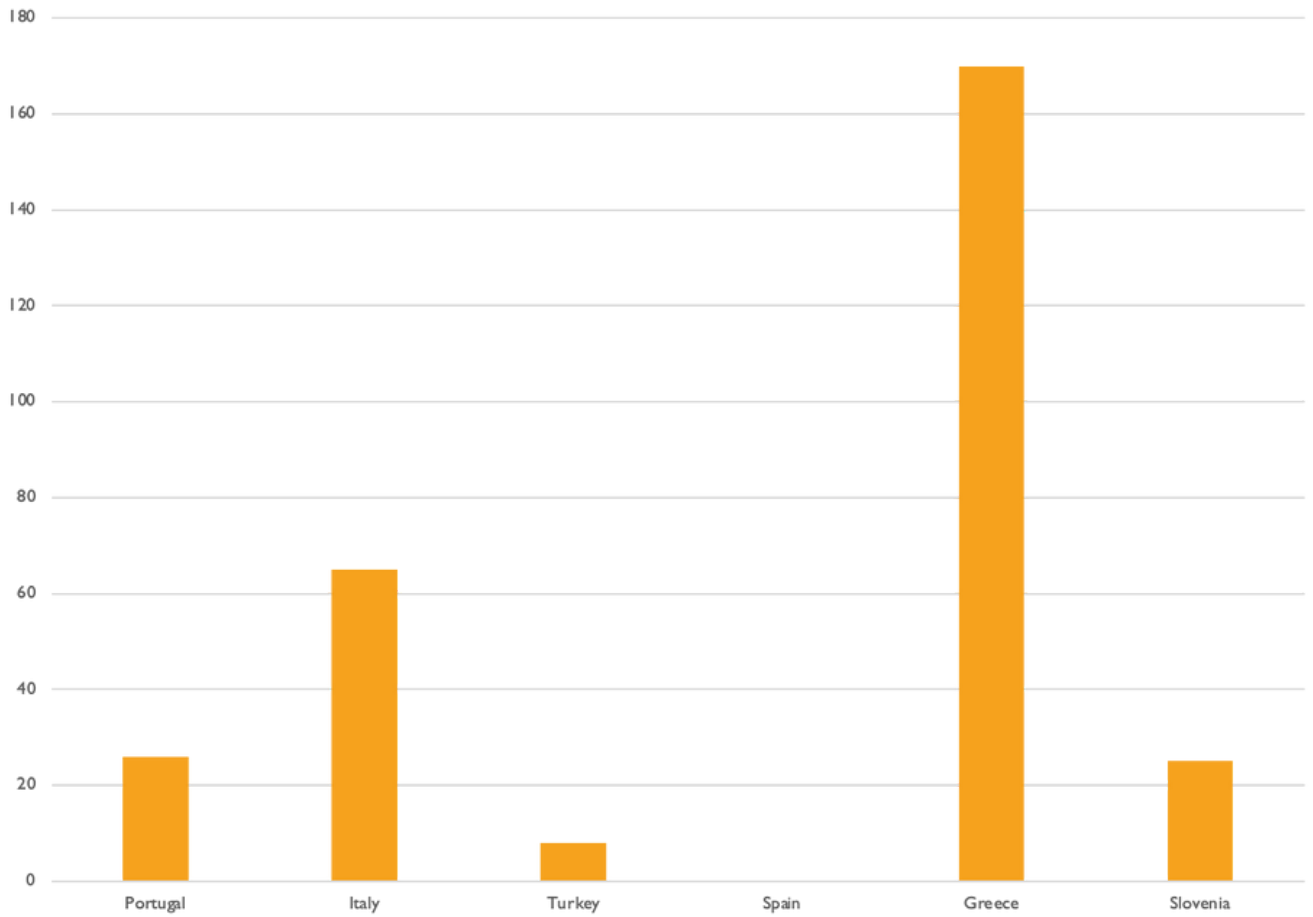
How many students are there in the school?



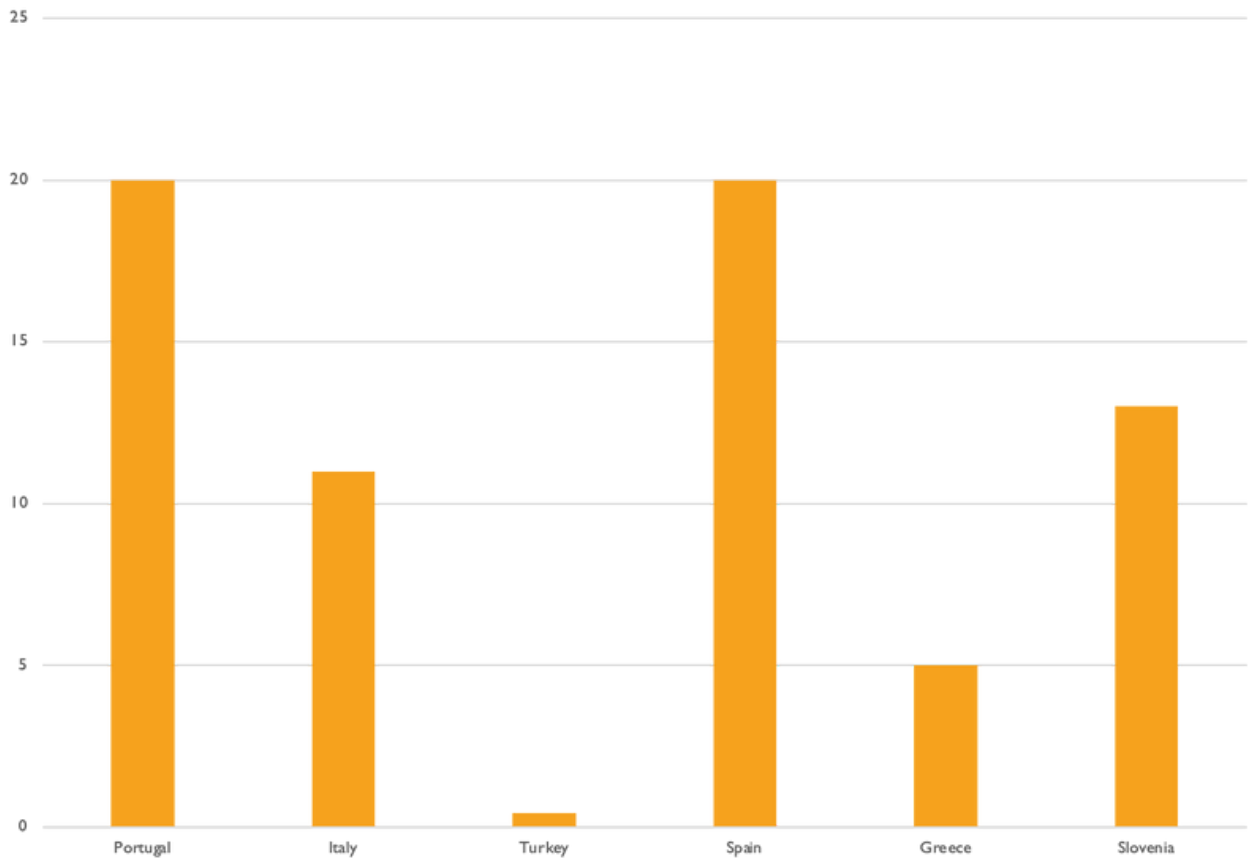
What is a student weekly hours Schedule in your country?



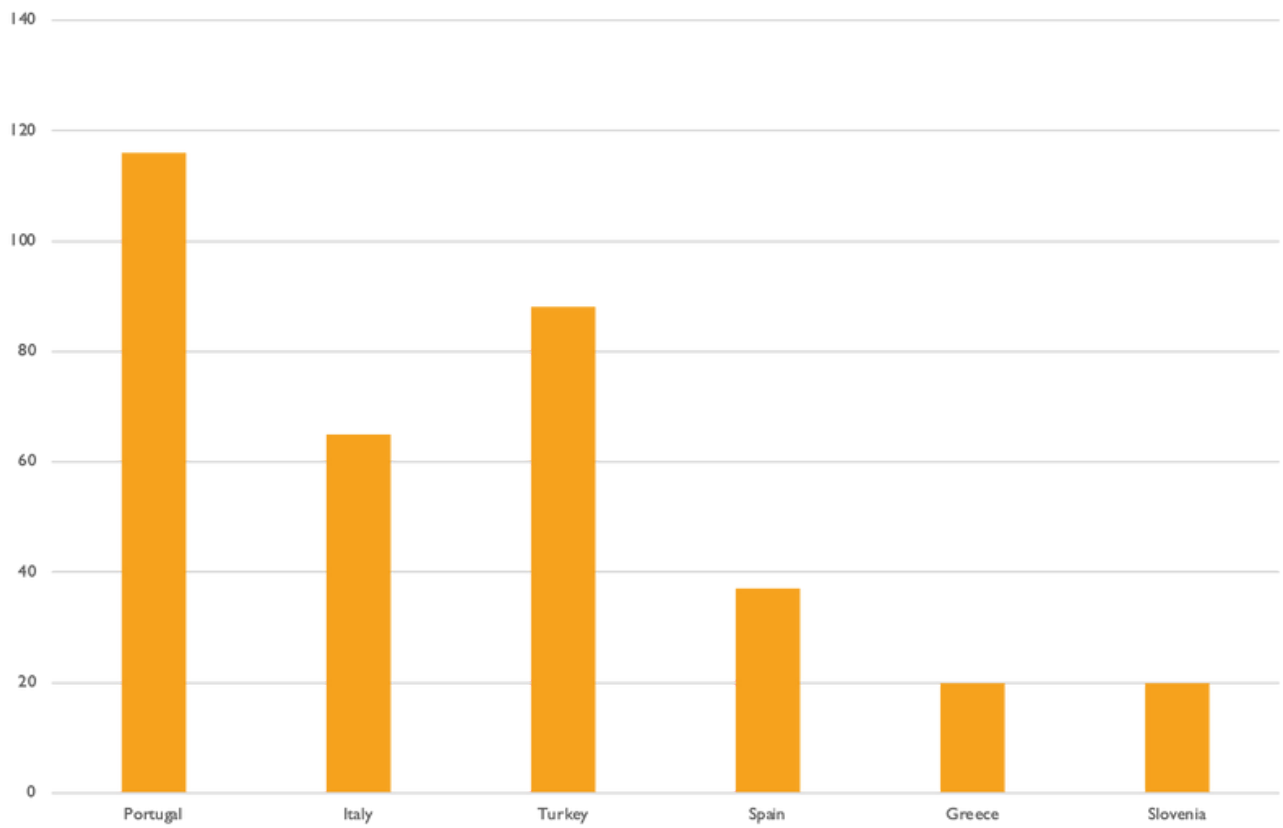
Number of students with SEN



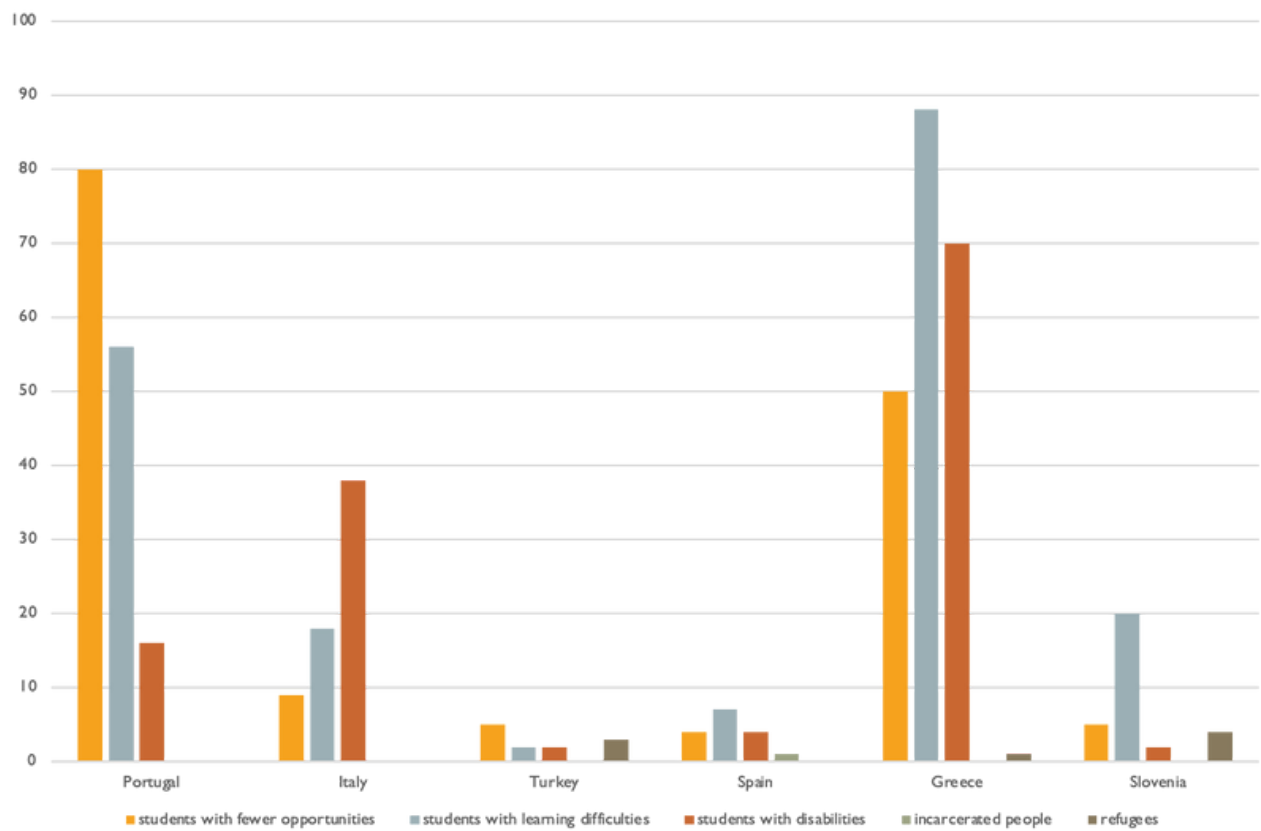
Number of Students per classroom? (Average)



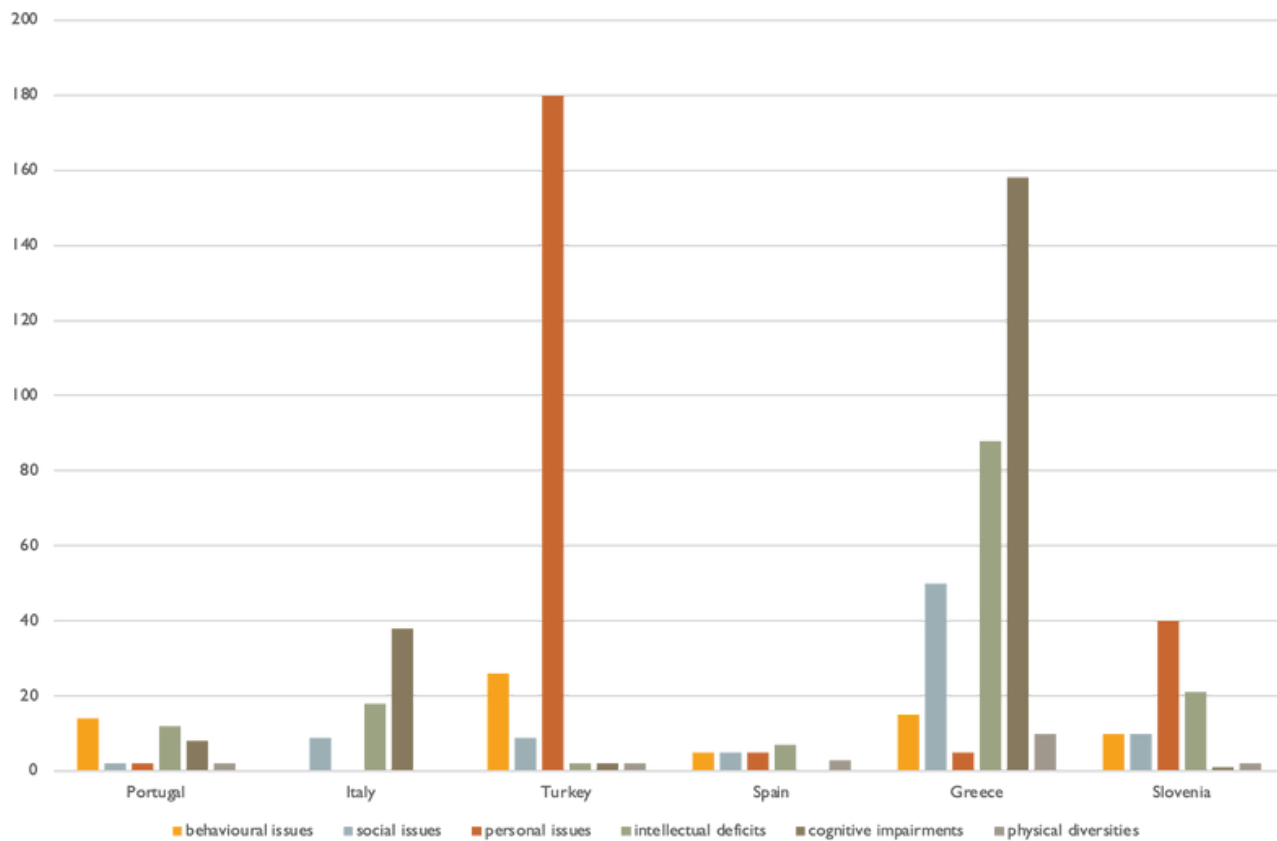
How many students are in need of action from the point of view of inclusive management?
(Number of Students in Need of inclusive measures)



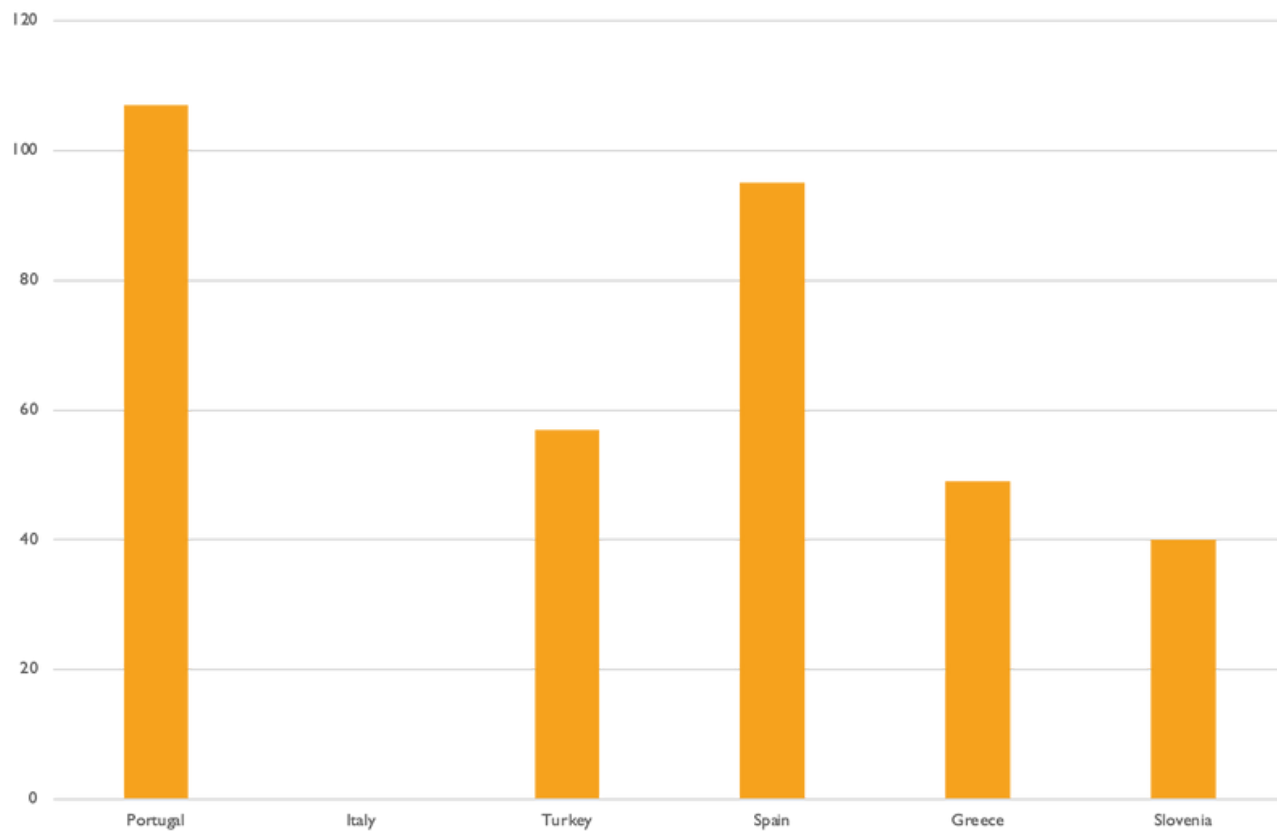
Which is the number of students under the following groups:



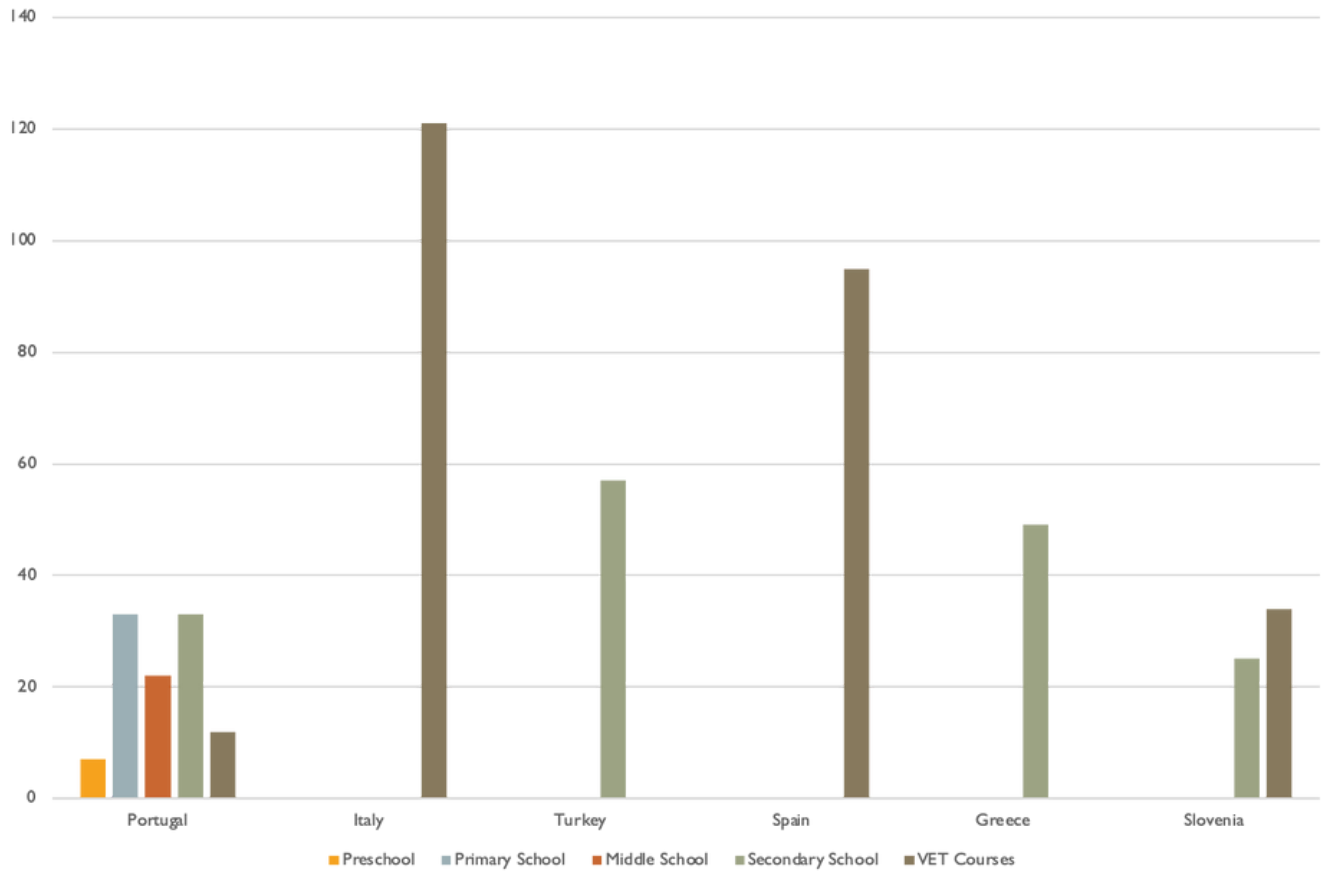
Classification of Students Difficulties



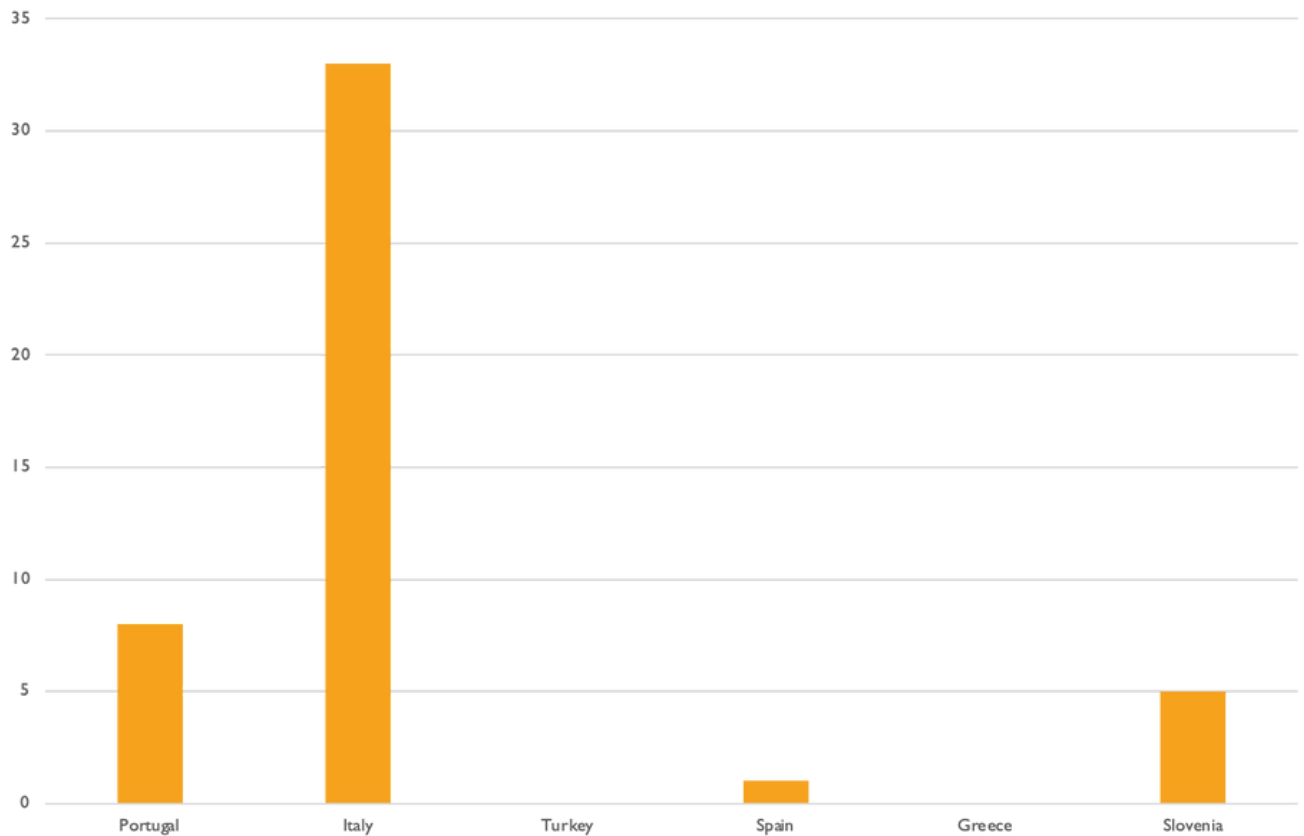
How many teachers are there in the institution?



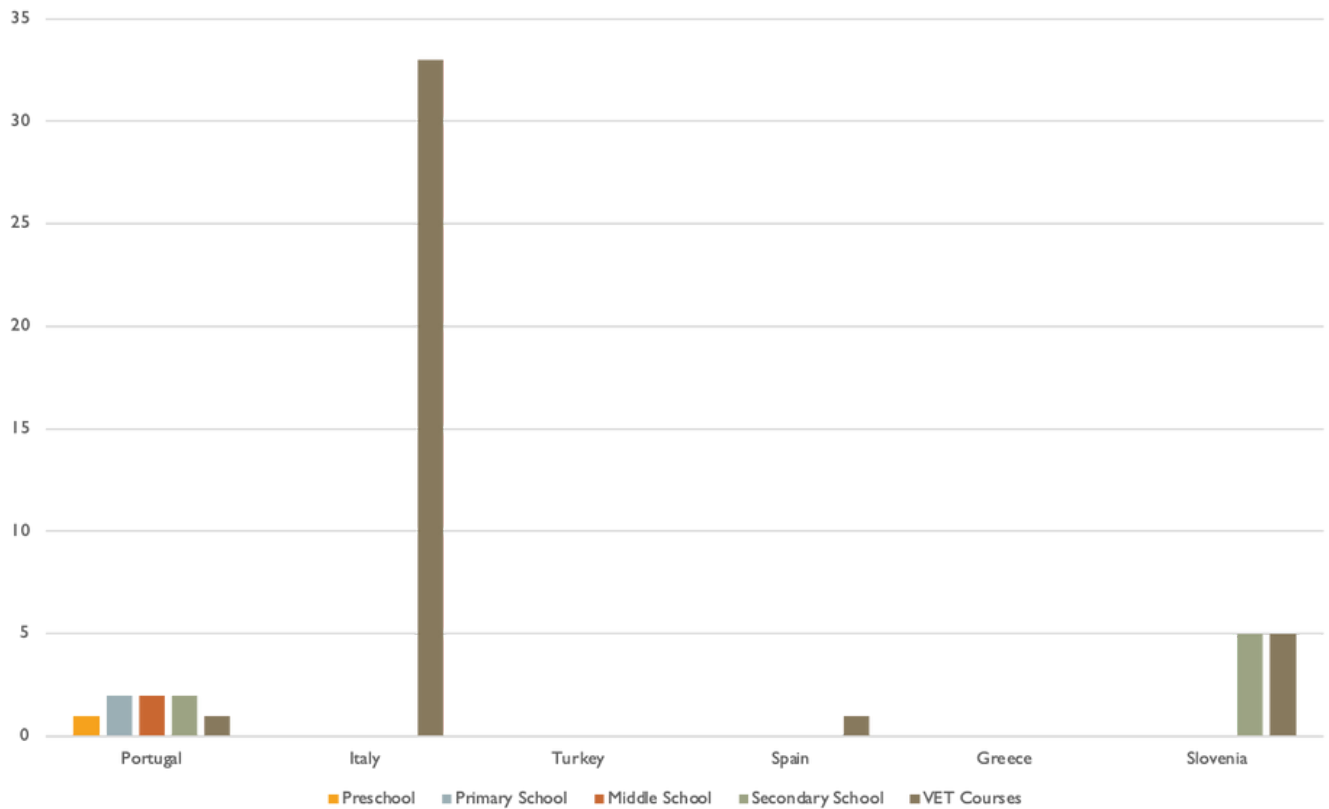
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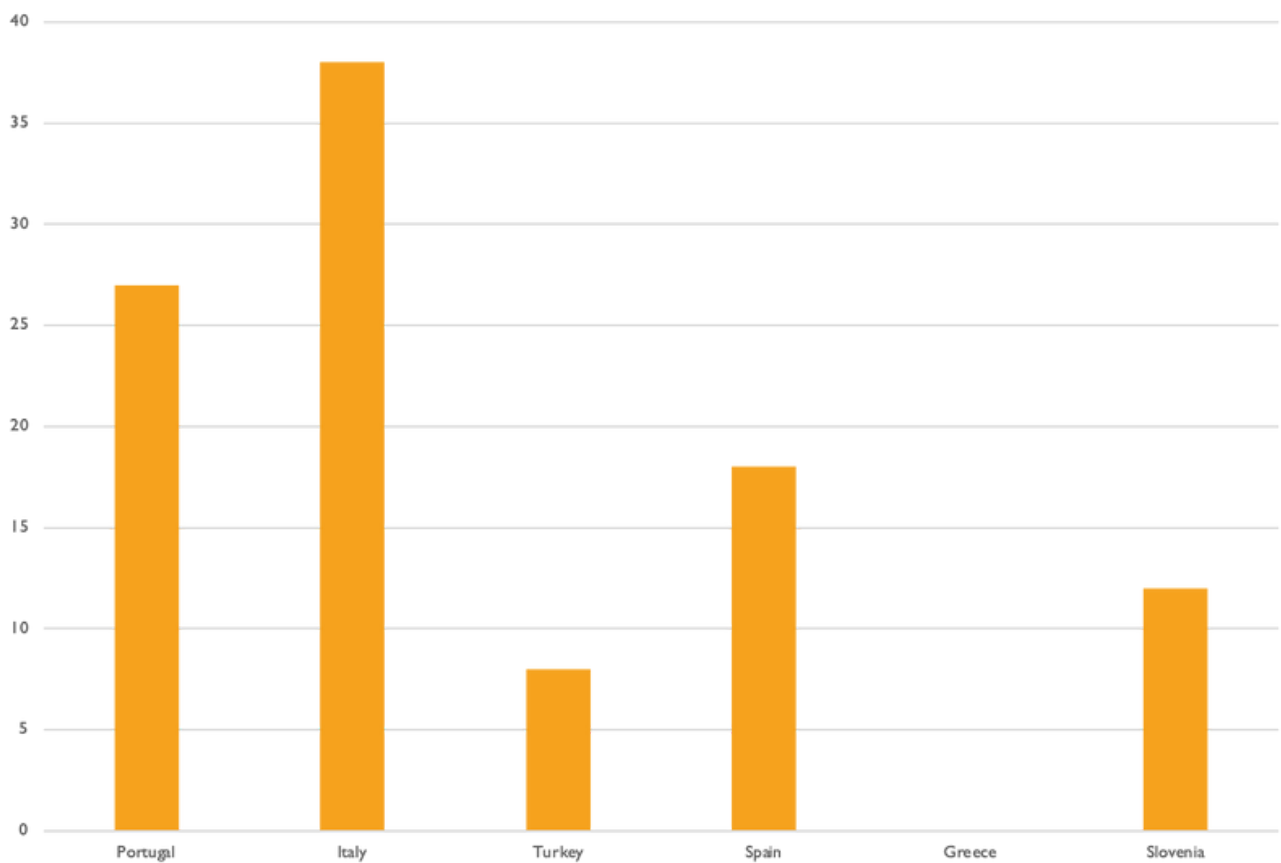
Number of supporting teachers in the school? (Percentage of Support Teachers out of the total number of teachers)



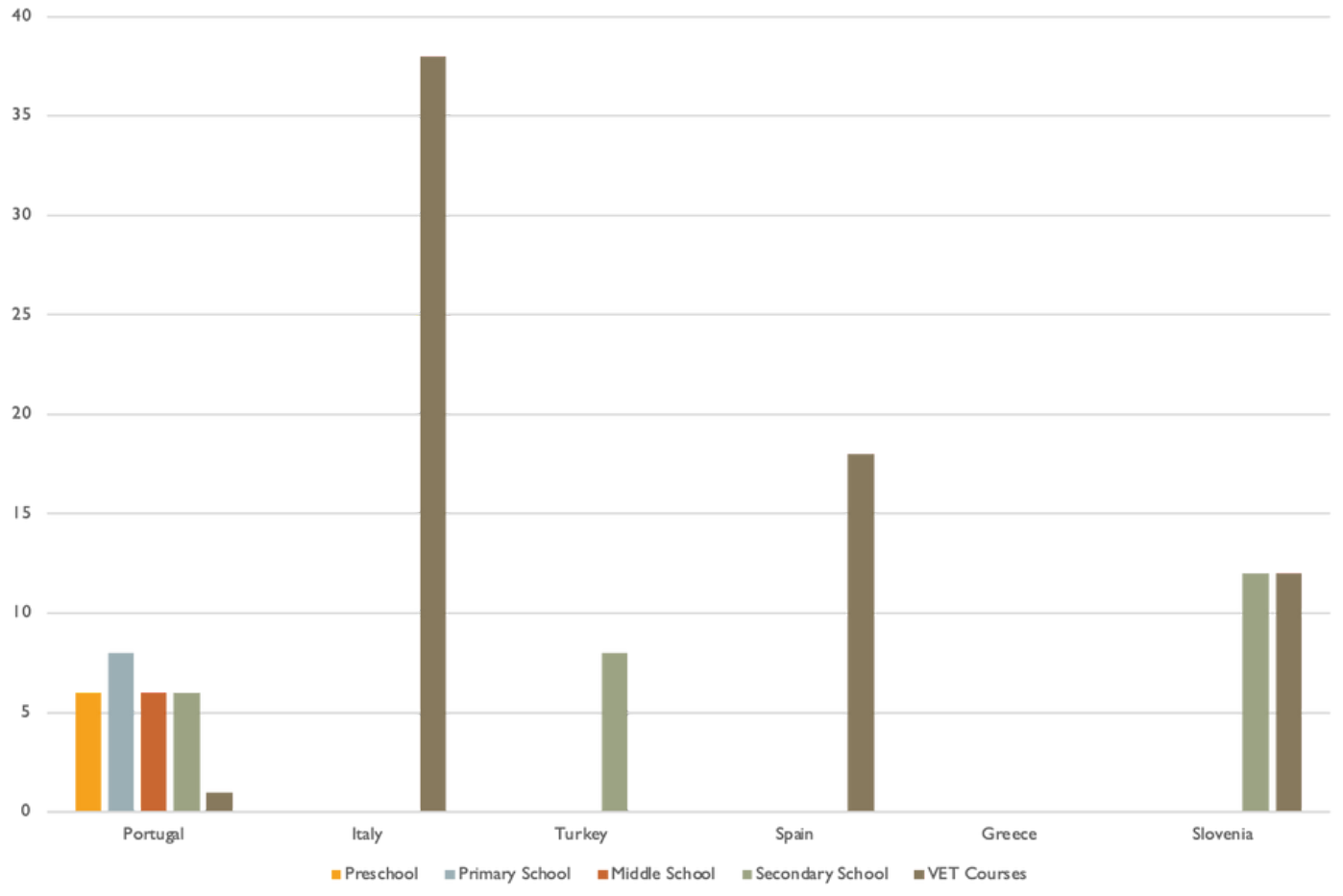
Number of supporting teachers in the school? (Percentage of Support Teachers out of the total number of teachers)



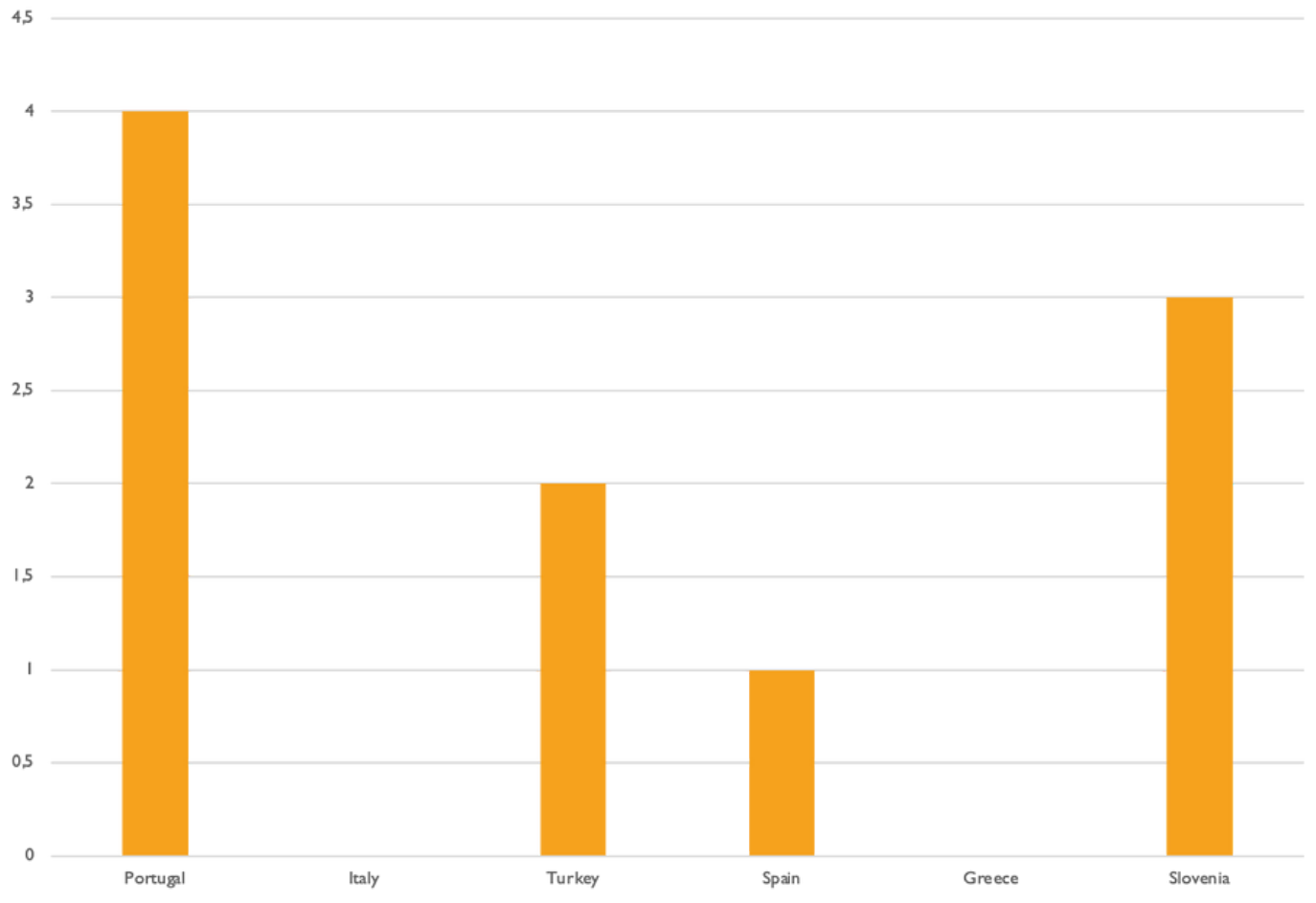
How many staff persons are there in the institution?



How many staff persons are there in the institution?



How many specialised personnel assist students with special needs?



How many specialised personnel assist students with special needs?

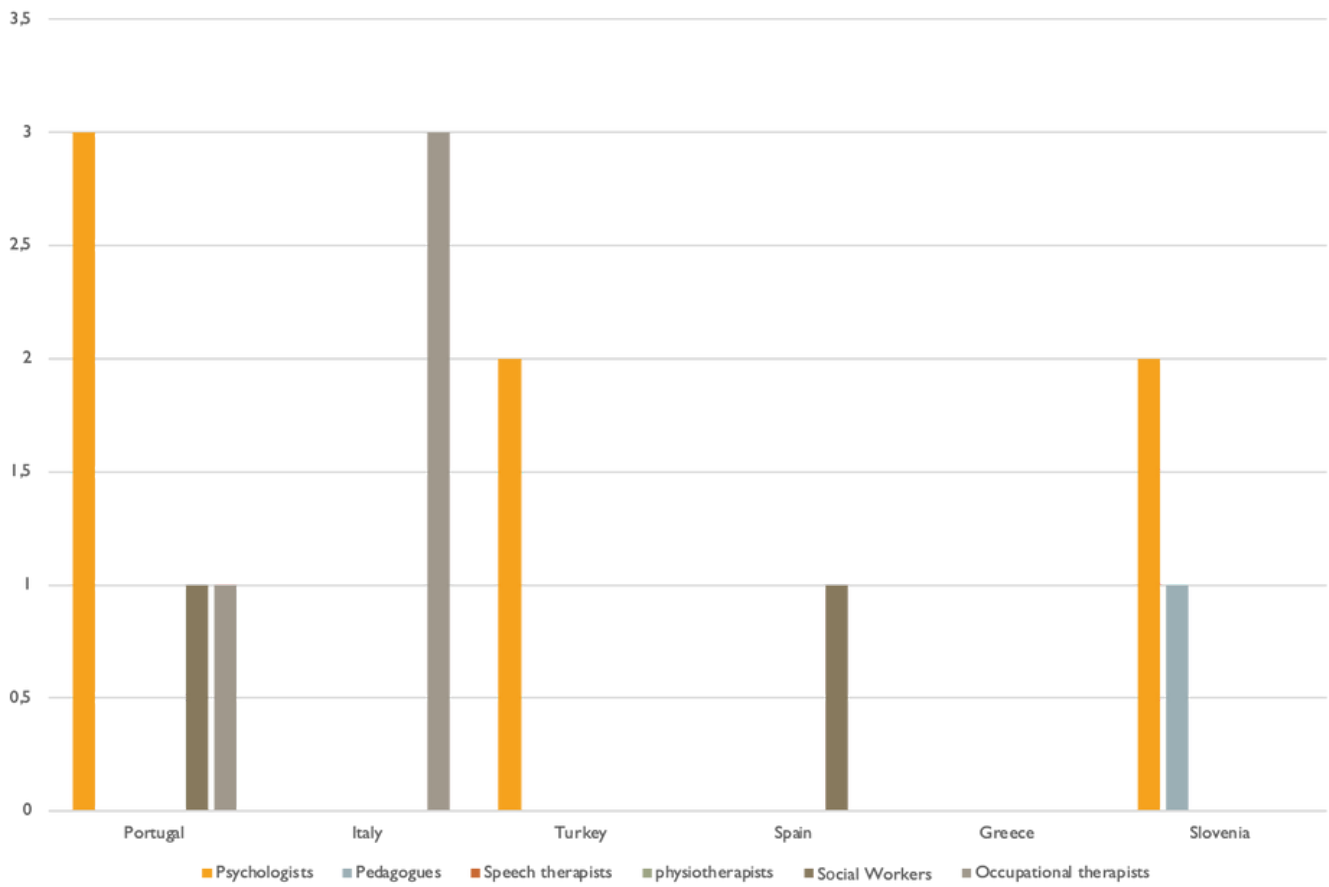


TABLE OF CONTENTS

01 - PORTUGAL

Inclusive fundamentals of regular courses and special programs in the inclusion of students with disabilities and students of ethnic minorities in Portuguese regular schools.

02 - ITALY

Inclusion through the participation in international projects and the way to success of culinary courses in school, local community and world wide.

03 - TURKEY

Special programs in the inclusion of girls and prevention of early school leaving.

04 - GREECE

Motivation for learning and any other form of school activity through inclusion of disabled students in technical courses.

05 - SPAIN

The success of methodology applied in the integration in school and in the acquisition of knowledge, how to select the right offer for each student.

06 - SLOVENIA

Inclusion of refugees and minorities in school activities.

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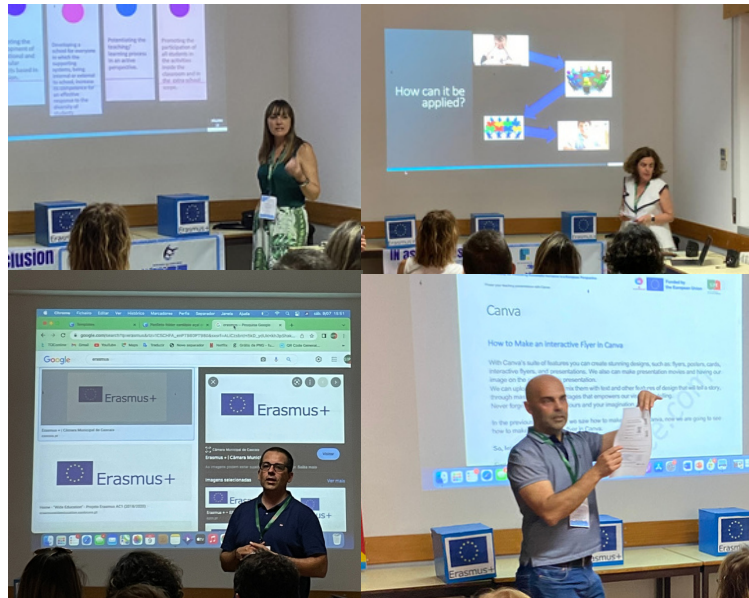
IN PARTNERSHIP FOR
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EDUCATION

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IN AS IN INCLUSION



**INCLUSIVE
FUNDAMENTALS OF REGULAR
COURSES AND SPECIAL
PROGRAMS IN THE INCLUSION
OF STUDENTS WITH DISABILITIES
AND STUDENTS OF ETHNIC
MINORITIES IN PORTUGUESE
REGULAR SCHOOLS.**

Schools are part of the dialectic challenges of inclusive education, filling the gap between what the legislation says and the practiced reality, so it is significant to guarantee the qualified permanence of everyone at school. Achieving the premise of inclusive education implies the adoption of education from a humanistic perspective, which considers competences and not disabilities, which incorporates the concept of interdisciplinarity, the exchange of knowledge in the building of positive experiences for all and raising awareness in order to facilitate learning and the insertion of students in different social contexts.



ALJUSTREL SCHOOL/SIPE PRESENTATIONS



**ERASMUS+ PORTUGUESE NA./DGESTE ALENTEJO/
CFAE TERRAS DE MONTADO/ INSTITUTO
POLITÉCNICO DE BEJA - ESCOLA SUPERIOR DE SAÚDE -
PRESENTATIONS**



**ETIC ALGARVE/POLITÉCNICO DE BEJA - ESCOLA
SUPERIOR DE SAÚDE PRESENTATIONS**

Objectives:

- The pedagogy developed.
- The content created or offered.
- The tools and technology used in the classroom.
- Other important objectives to VET and regular schools;
- The usage of principles of Universal Learning Development in curriculum.
- Sharing good practices and experiences
- Reflect on the realities in terms of political and educational structures.



WHAT IS INCLUSIVE EDUCATION IN PORTUGAL? LEGISLATIVE FRAMEWORK

ESSENTIAL LEARNING

- Basic and Secondary School Curricula
- DL 55/2018 of 6th of July
- Pre-school Curricular Guidances
- Strategy for Citizenship Education
- Inclusive Education: DL 54/2018 of 6th of July



STUDENTS' PROFILE

EDUCATIONAL REFERENCE THAT GUIDES ALL THE DECISIONS RELATED TO THE LEARNING PROCESS

- A profile with humanist base
- Educate teaching for the effective achievement of all the learnings
- Include as requirement of education.
- Contribute to sustainable development
- Educate teaching coherence and flexibility
- Act with adaptability and audacity
- Grant stability
- Value knowledge



**DECREE LAW 54/2018 OF 6TH JULY
(INCLUSIVE EDUCATION LEGAL
REGIME)
LAW 116/2018 OF 13TH SEPTEMBER
(1ST ALTERATION TO THE DECREE
LAW 54/2018 OF 6TH JULY)**

In the centre of school activity are the curriculum and the learnings of the students. In this premise, this decree law's central guidance axis is that each school needs to acknowledge the diversity of their students as an asset, finding ways of dealing with that difference, adjusting the teaching processes to the individual characteristics and conditions of each student, gathering all the means available, so that **EVERYONE** learns and participates in the life of the school community.



**ADAPTATIONS IN THE
EVALUATION PROCESS**

Diversification of information collection instruments, such as surveys, interviews, video or audio recordings;
The statements in accessible formats, namely Braille, tables and maps in relief, daisy, digital; Interpretation in LGP;
The use of support products;
The extra time for carrying out the test;
Transcription of responses;
Reading statements;
The use of a separate room;
The supervised breaks;
The color identification code in the statements.



**CENTRES OF SUPPORT TO
LEARNING**

constitute a structure of support from school/ group of schools, integrated in a continuum of educational responses from school, aggregator of:

**Human
Resources**

**Material
Resources**

**Knowledge and
competences**



One of the characteristics of this model is the organization by levels of intervention, that can vary in type, intensity and frequency and are determined according to the response of students.

ADDITIONAL MEASURES INTENSIVE

- Attendance of the school year by subjects
- Significant curricular adaptations (PEI - Individual Educational Program)
- The Individual Transition Plan
- Development of structured teaching methodologies and strategies
- Development of personal and social autonomy skills

SELECTIVE MEASURES REMEDIAL

- differentiated curriculum paths
- non-significant curricular adaptations
- psychopedagogical support
- anticipation and reinforcement of learning
- tutorial support

UNIVERSAL MEASURES PREVENTIVE

- Pedagogical differentiation
- Curricular accommodations
- Curriculum enrichment
- Promotion of pro-social behavior
- Intervention with an academic or behavioural focus in small groups
- Preventive and temporary tutorial support

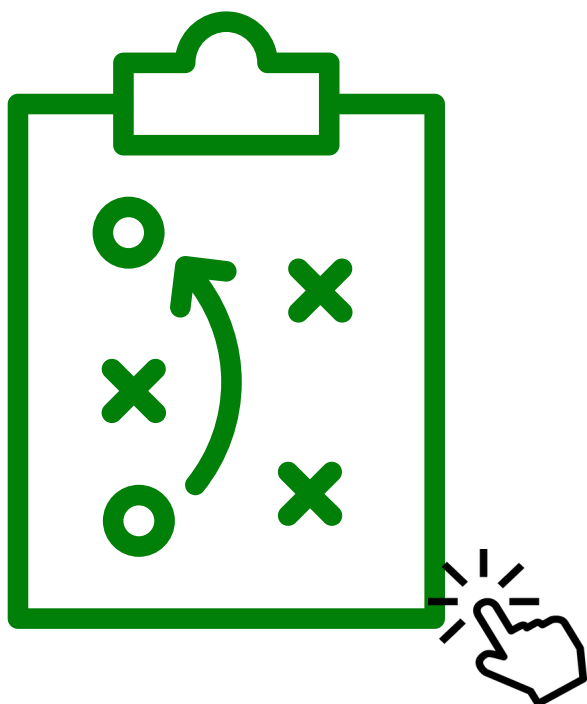


UNIVERSAL DESIGN FOR LEARNING

Option that responds to the need to organize universal measures aimed at all students. Defining itself as a structuring and guiding model in the construction of accessible and effective learning environments for all students, it constitutes an essential tool in planning and action in the classroom.

3H TRAINING PLAN AND MATERIALS

INCLUSIVE FUNDAMENTALS OF REGULAR COURSES AND SPECIAL PROGRAMS IN THE INCLUSION OF STUDENTS WITH DISABILITIES AND STUDENTS OF ETHNIC MINORITIES IN PORTUGUESE REGULAR SCHOOLS.



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ISTITUTO PROFESSIONALE STATALE " Federico II "Enna

"Federico II" high vocational school is a school that has 3 lines of study:

- 1) food and wine and hotel hospitality;
- 2) maintenance and technical assistance;
- 3) industry and craftsmanship for Made in Italy.

It allows to obtain not only a diploma but also a professional qualification

The economic-social and territorial context in which the school is set is based on agricultural activities and services.

Students come from Enna and the province.

The school carries out various activities to promote the inclusion of the many students with disabilities and special needs by involving the entire school community.



HOLISTIC VIEW OF INCLUSION

INCLUSION OF PEOPLE, INCLUSION OF INSTITUTIONS, INCLUSION OF TERRITORIES. A PERFECT DEMONSTRATION IS OUR COOPERATION ACTIVITY WITH BEECOOP.

ITALIAN LAWS ABOUT INCLUSION



Italian laws about inclusion are the most advanced in Europe. The first law dates back to 1977 with the birth of the support teachers.

Support teacher is a specialised teacher with pedagogical, psychological, educational skills. He gives strategies for inclusion process. He helps to fill the documents to realise inclusion activities.

104/92 law is A very important document because it created social integration.





IN PARTNERSHIP FOR PROMOTING AN INCLUSIVE EDUCATION

ERASMUS+ IN AS IN INCLUSION

What inclusion means for our school..

It means that each student with learning difficulties stays in class attending the courses, following the same didactic path as his schoolmates. This didactic path is personalised or individualised according to the specific needs and supported by the cooperation between the support teacher and the teachers of the class.

Taking a cue from the 2012 "Profile of inclusive teachers elaborated by the European Agency for development in special needs education, we have looked for sharing values. Here are our main principles which make our learning environment truly inclusive.

1. Knowing how to consider and explain differences as resources.

2. Taking care of the gaze we turn to our students: no one becomes intelligent and capable if it is not "looked at".

3. cooperation and collaboration having the goal of sharing problems and "best practises".

4. Update and take care of one's professional n a lifelong learning Program, there is not only the students' "learning to learn", but also "the learning to teach".

6. Identify the learning activities that pupils consider useful and important for their own development.

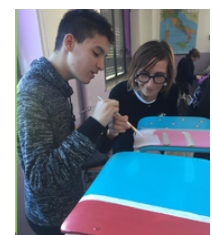
sharing Strategies with teachers, students and families.

In our school we have a great number of students with special needs. special need refers to various difficulties (such as a physical, emotional, behavioral or learning disability or difficulty) which causes an individual to require specialized support. iOther stedents with specific developmental disorders students such as dyslexic and with economical and social difficultiesadditional or specialised services.

In 2015 we created the permanent educational lab "Special minds lab" which offers an alternative learning strategy because our students learn by doing

**Our GOALS are:
creating positive relationship
sharing individual and group activities
interaction face to face
life skills**

This lab is open all the school year round to prepare handmade objects and cakes for holidays and feasts. We work in cooperative groups and using role playing.

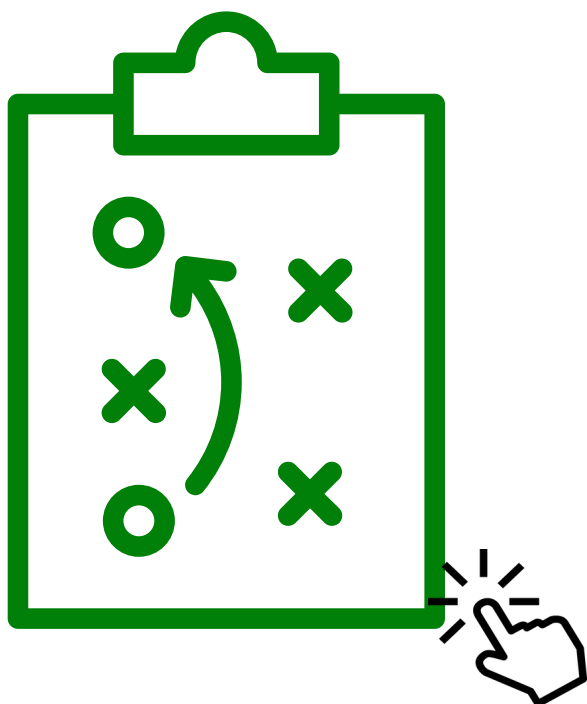


3H TRAINING PLAN AND MATERIALS

HOLISTIC VIEW OF INCLUSION

INCLUSION OF PEOPLE, INCLUSION OF INSTITUTIONS, INCLUSION OF TERRITORIES.

A PERFECT DEMONSTRATION IS OUR COOPERATION ACTIVITY WITH BEECOP.



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BALIKESİR ADAN MENDERES ANADALU HIGH SCHOOL



**SPECIAL
PROGRAMS IN THE INCLUSION
OF GIRLS AND PREVENTION OF EARLY SCHOOL LEAVING.**

Inclusion is a concept that can be addressed in many ways. Inclusive education, above all, is an understanding. Today, from international relations to industry, from politics to education, it is mentioned in many ways. Inclusion in education has been discussed more and more in recent years. Inclusive education is "understanding" which requires each student's own learning and development, their access to education and participation in educational environments in line with their characteristics, interests and needs, and accordingly, a process that requires processes to support professionals related to them. Inclusive education is more than just a programme, curriculum, or approach, it is an understanding.



TURKISH WELCOMING TEAM



OFFICIAL VISITS



ACTIVITIES AND PRESENTATIONS

Objectives of inclusive education in Türkiye

- to highlight the strengths of children.
- to prevent discriminatory approaches arising from discriminatory educational environments.
- regardless of the differences between children, to provide benefits to all children coming to school.
- to support the development and academic success
- to ensure the development of social relations and interactions in environments outside the family.
- to make civic participation, employment and community life inclusive.
- to ensure the participation of all children in social life.
- to ensure that all children are supported by their teachers, parents and peers.

WHAT IS INCLUSIVE EDUCATION IN TURKIYE?

LEGISLATIVE FRAMEWORK

- **Special Education Services Regulation issued in 2018**
- **Foreigners and International Protection Law No. 6458**

TURKISH CONSTITUTION

“Everyone is bound by language, race, colour, regardless of gender, political opinion, philosophical belief, religion, sect and similar reasons. are equal before the law.”

INCLUSIVE EDUCATION IN TURKIYE

- Taking into account the characteristics of all children for equal access to education
- Educational environments according to the characteristics of children structural and functional arrangement subject.
- Developmental characteristics of all children and instructional adaptations to their needs access to educational environments and includes their participation.
- “Diversity” is essential and individual differences are commonplace not highlighted as a distinctive feature.
- For all children to belong to the school, to participate necessary measures are taken

CENTRES OF SUPPORT TO LEARNING

- **Inclusive Schools and All Staff**
- **Inclusive Class Ecology**

Inclusive Education and Stakeholders

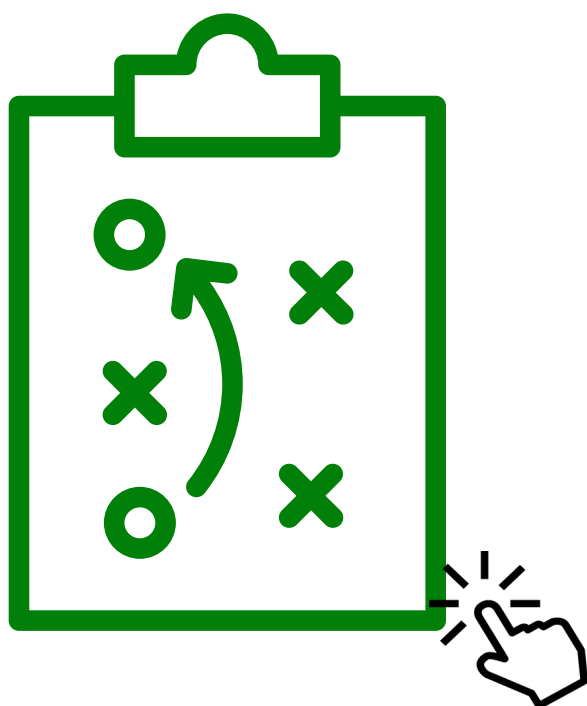
**Teachers
Families
School administrators
Non-Governmental Organizations**

Inclusive assessment

- 1. Reinforce your assessment with good assessment design.**
- 2. Use various assessment methods within your program.**
- 3. Include your choices in your assessment.**
- 4. Design inclusive exams.**
- 5. Consider how technology can help.**
- 6. Prepare, involve and support students in the assessment process.**
- 7. Watch, review and share the app.**

3H TRAINING PLAN AND MATERIALS

SPECIAL PROGRAMS IN THE INCLUSION OF GIRLS AND PREVENTION OF EARLY SCHOOL LEAVING.



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ENEEGYL Patras

**MOTIVATION FOR LEARNING AND ANY
OTHER FORM OF SCHOOL ACTIVITY
THROUGH INCLUSION OF DISABLE
STUDENTS IN VET COURSES.**



LEGISLATION AND POLICY

The wider policy context

The provision of free education to all citizens and at all levels of the state education system is a constitutional principle of the Greek State. Specifically, the Greek Constitution (Article 16 par. 2) sets out that:

Education aims at the moral, intellectual, professional and physical training of all Greeks, the development of national and religious consciousness and the creation of free and responsible citizens.

Education in Greece is compulsory from the ages of 4 to 15.

Law 1566/1985 describes the structure and operation of primary and secondary education. Article 1 par. 1 refers to the purpose of primary and secondary education:

... to contribute to the overall, harmonious and balanced development of the mental and psychosomatic strengths of all learners and to offer them the ability, regardless of gender and origin, to become independent personalities and live creatively.

INCLUSIVE POLICES

- individualised support for learners in mainstream schools (parallel support, special support personnel, school nurses);
- the strengthening of special schools, inclusive classes and their supportive structures (Centres for Educational and Counselling Support – KESY, School Networks of Educational Support – SDEY, Interdisciplinary Educational Evaluation and Support Committees – EDEAY) through the recruitment of the appropriate personnel;
- the development of digital, accessible educational material for primary education for learners with disabilities and/or SEN.

CREATIVE LEARNING





APPRENTICESHIP PROGRAMS

On the Job Training -
Valuable Work
Experience - Access to
the Labor Market -
Long Term
Apprenticeships give a
business life chance
opportunity to
graduates with
disabilities to find their
phase towards a
transition to their future
employee life.



VIRTUAL ENTERPRISE



ΠΑΖΑΡΙ
ΣΧΟΛΙΚΩΝ
ΔΡΑΣΕΩΝ

ΤΕΕ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ ΠΑΤΡΑΣ
Α' & Β' ΒΑΘΜΙΔΑΣ
ΣΥΛΛΟΓΟΣ ΓΟΝΕΩΝ
ΚΑΙ ΚΗΔΕΜΟΝΩΝ

π. ΓΕΩΡΓΙΟΥ
ΠΑΤΡΑ
ΙΟΥΝΙΟΣ
2016



ERASMUS MOBILITIES

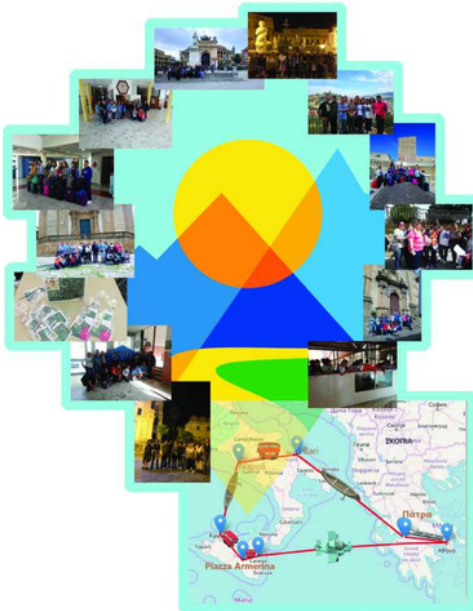
Provide an exceptional opportunity for SEN students to expand their understanding of wide European culture and communication, gaining valuable lifetime experience.



ΕΝΙΑΙΟ ΕΙΔΙΚΟ ΕΠΑΓΓΕΛΜΑΤΙΚΟ
ΓΥΜΝΑΣΙΟ-ΛΥΚΕΙΟ ΠΑΤΡΩΝ



“Επίσκεψη σε σχολείο εταίρο (Istituto Comprensivo "Falcone Cascino")
με τον οποίο εκπονήθηκε έργο eTwinning, στην πόλη
Piazza Armerina της Σικελίας-Ιταλία”



17-21 Οκτωβρίου 2018

ΕΠΙΣΚΕΨΗ στα πλαίσια της πρωτοβουλίας της Ευρωπαϊκής Επιτροπής
«Move2Learn, Learn2Move» & του προγράμματος eTwinning
(έργο Stopcyberbullying4kids// M2378 to M2389)

ΕΝΙΑΙΟ ΕΙΔΙΚΟ ΕΠΑΓΓΕΛΜΑΤΙΚΟ
ΓΥΜΝΑΣΙΟ-ΛΥΚΕΙΟ ΠΑΤΡΩΝ



“Επίσκεψη στην πόλη
του Βελιγραδίου-Σερβία”



24-29 Σεπτεμβρίου 2018

ΕΠΙΣΚΕΨΗ στα πλαίσια της πρωτοβουλίας της Ευρωπαϊκής Επιτροπής
«Move2Learn, Learn2Move» & του προγράμματος eTwinning,
Stop Bullying// M2407 to M2418

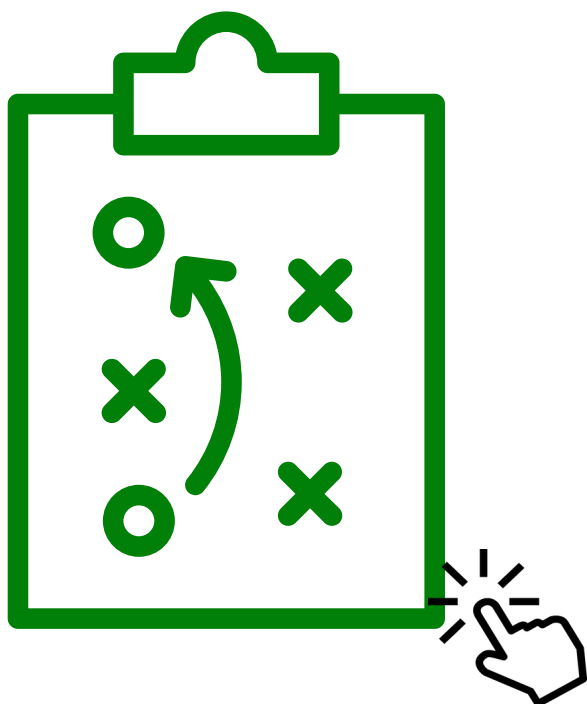


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3H TRAINING PLAN AND MATERIALS

MOTIVATION FOR LEARNING AND ANY OTHER FORM OF SCHOOL ACTIVITY THROUGH INCLUSION OF DISABLED STUDENTS IN TECHNICAL COURSES.



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CIFP Tolosaldea LHII

**THE SUCCESS OF METHODOLOGY
APPLICATED IN THE INTEGRATION IN
SCHOOL AND IN THE ACQUISITION OF
KNOWLEDGE, HOW TO SELECT THE
RIGHT OFFER FOR EACH STUDENT.**



(Ainscow, Booth and Dyson, 2006; Echeita and Duk, 2008) Inclusive school: it is the one that guarantees access to education for all children and young people, a quality education system that guarantees equal opportunities, justice and equity for all.

An inclusive school must build democratic and participatory social spaces that are socially enriched and that emphasize the importance of facilitating learning and living together; learning, communicating, interacting and approaching members of other social groups.

Each student will be in a heterogeneous classroom. the lessons will also be heterogeneous.

In order to achieve the basic competences set in the student exit profile, all boys and girls will be able to develop their personal abilities to the fullest.

DIVERSITY IN SCHOOL INCLUSION:

- **MULTICULTURALISM.**
- **DIVERSITY OF ABILITIES.**
- **GENDER DIVERSITY.**
- **DIVERSITY OF SEXUAL TENDENCIES.**
- **DIVERSITY OF SOCIO-ECONOMIC RESOURCES.**

SPECIFIC EDUCATIONAL SUPPORT NEEDS

- **SPECIAL EDUCATIONAL NEEDS ARISING FROM DISABILITY OR SERIOUS BEHAVIORAL DISORDERS**

- MENTAL, HEARING OR VISUAL DISABILITIES, PHYSICAL DISABILITIES AND AUTISM SPECTRUM DISORDERS
- MULTIPLE DISABILITIES
- DEAFNESS
- SERIOUS BEHAVIORAL PROBLEMS

- **LATE ENTRY INTO THE EDUCATION SYSTEM**

- **PERSONAL OR SCHOOL HISTORY CONDITIONS (ILLNESS...)**
- **SITUATIONS OF SOCIAL INEQUALITY**

- **SPECIFIC DIFFICULTIES IN LEARNING**

- TO UNDERSTAND AND PRODUCE MESSAGES
- TO READ AND WRITE
- FOR ARITHMETIC CALCULATIONS
- ATTENTION AND/OR MAINTENANCE
- TO CONTROL AGGRESSIVENESS
- TO HAVE A SLOWER PACE OF LEARNING.
- TO HAVE SPECIFIC LANGUAGE PROBLEMS.

- **GREAT INTELLECTUAL CAPACITY**

- **ATTENTION DEFICIT AND HYPERACTIVITY DISORDERS**

RESOURCES TO ADDRESS STUDENT DIVERSITY

1) SPECIFIC EDUCATIONAL REINFORCEMENT PROJECTS.

2) TEACHERS SPECIALIZING IN THERAPEUTIC PEDAGOGY.

3) EDUCATIONAL SUPPORT SPECIALISTS.

4) CURRICULAR DIVERSIFICATION PROGRAMS.

5) SUPPLEMENTARY SCHOOLING PROGRAMS.

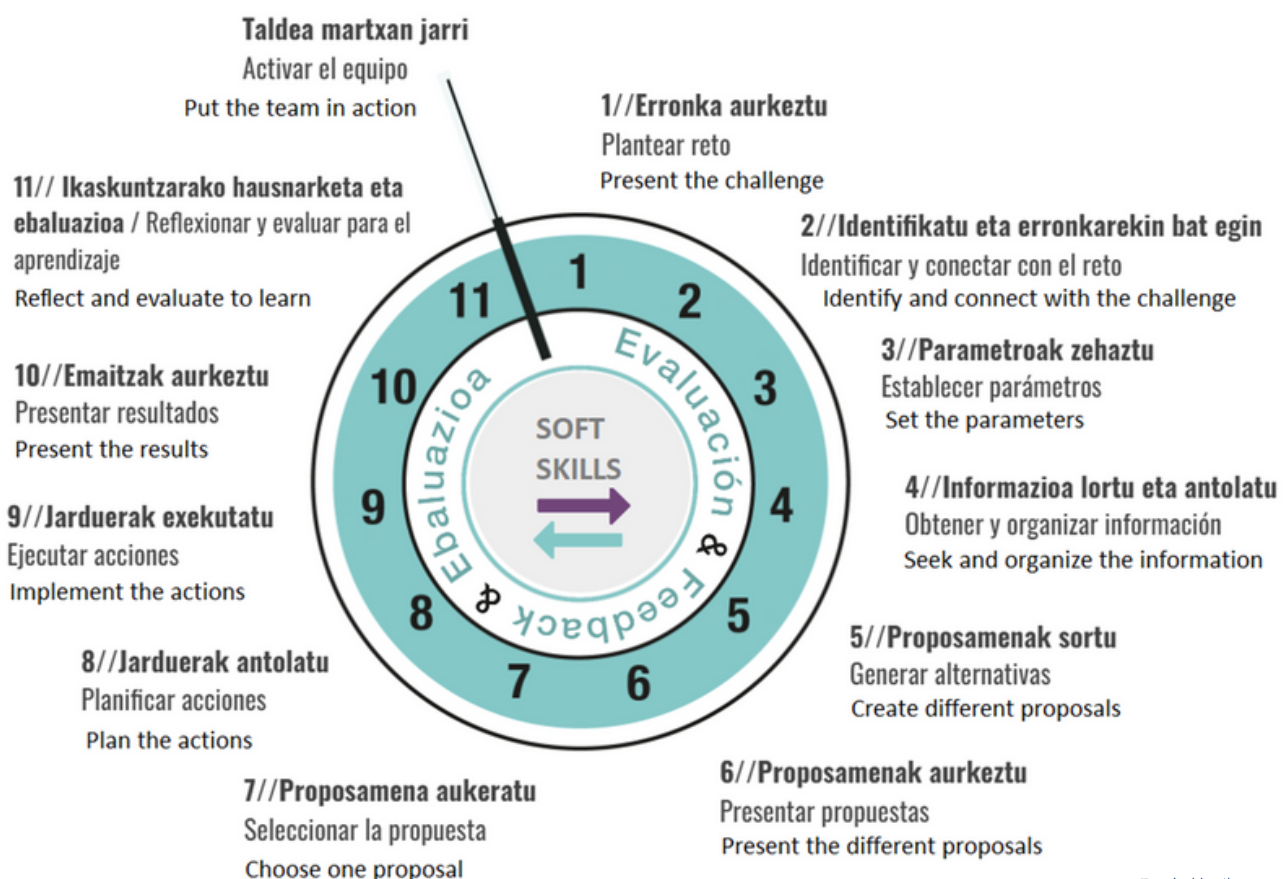


Cooperation consists in working together, helping each other, encouraging each other, taking an interest in each other, paying attention to the needs of each member of the group in order to achieve common goals, success is sought not only for oneself, but for all members of the group. Because “we're all good at something, nobody's good at anything”.

CHARACTERISTICS OF THE ETHAZI MODEL

- **INTERMODULARITY**
- **ADAPTATION OF LEARNING SPACES**
- **SELF-MANAGED GROUP OF CYCLE TEACHERS**
- **EVALUATION TO EVOLVE IN THE DEVELOPMENT OF COMPETENCIES**

The challenges are the problematic situations we present to students in order to develop their learning. These situations should be as close as possible to the working reality they are going to have to meet, so local companies are a key factor in creating these challenges. Their collaboration is very interesting, so that the problems teams will have to face and the presentation of the outcomes each team will have to make becomes a reality.



EVALUATION APPROACH

The aim is to ensure that students have an active and conscious attitude towards the achievements they need to get.

All people must be prepared to face the changing circumstances and the new challenges and needs that are emerging along the way.

So in order to respond to this changing environment, 21st century professionals need to develop their lifelong learning skills. That means, they have to be able to learn continuously.

The evaluation system must help them acquire this role and become aware of their evolution, understanding what they need to learn and develop.

EVALUATION DESIGN

- 1.- **WHAT TO LEARN:** Be clear if students will need it. Define professional profile.
- 2.- **DESIGN LEARNING ITINERARY:** Having a global view of the learning process.
- 3.- Define **TOOLS** to make **COMMITMENTS:** Activate Learning Responsibility.
- 4.- Design **CHALLENGES:** Define learning contexts.
- 5.- **QUALIFICATION:** Get the last note of the module.



CAPABILITIES

Technical and attitudinal aspects to be developed in order to deal with a particular problem.

RUBRICS FEATURES

- Capacity divided into different levels of learning.
- Guide and promoter of the learning process.
- Overview of the learning process.
- Definition of objectives and design of challenges.

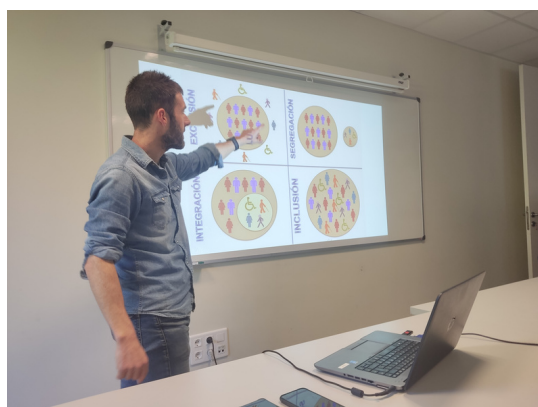
FEEDBACK

Feedback is the way students are seen during their training process and their reflection on the way they see it. This reflection, in turn, is their own evolution.

It promotes the commitment to develop their skills and those of their peers.

BENEFITS FOR STUDENTS

- Helps them become the protagonists of their learning
- Gives them evidence about their activity in developing the challenge
- Makes it easier for them to get committed to form a circle of improvement.



ENSURING INCLUSION IN ETHAZI MODEL

ETHAZI + UDL (UNIVERSAL DESIGN of LEARNING)

Inclusion and educational equity are not a privilege, but a right for everyone. So that, there are no longer people with disabilities but disabling learning situations that need to be avoided.

UDL is a set of principles, whereby teachers who know this design can develop instructions to meet the needs of all students. The combination of these two dynamics (ETHAZI and UDL) will ensure successful training and employment for students with learning difficulties.

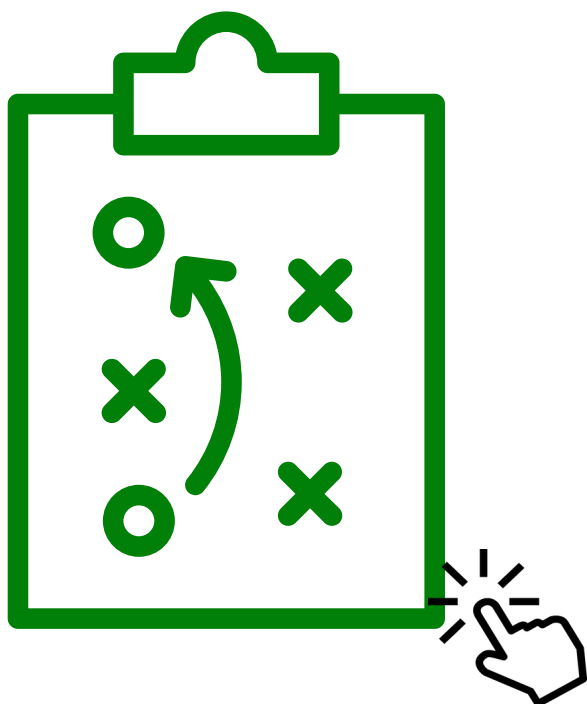
DISLEXIA-ON PROJECT

First steps are being undertaken side by side with DISLEGI, through the DISLEXIA-ON Project. The main goal is to create schools with no barriers for students with dyslexia. Teachers reflect and learn about how to cope with dyslexia in the classroom.

Moreover, the rules we have to apply are beneficial for all students, not just for the ones that have dyslexia.

3H TRAINING PLAN AND MATERIALS

THE SUCCESS OF METHODOLOGY APPLICATED IN THE INTEGRATION IN SCHOOL AND IN THE ACQUISITION OF KNOWLEDGE, HOW TO SELECT THE RIGHT OFFER FOR EACH STUDENT.



https://drive.google.com/drive/folders/1_U7L2mDvLS2UgWxqQVDMZnbWoHQ1yDQA?usp=share_link

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Ekonomiska sola Novo mesto

**INCLUSION OF REFUGEES AND MINORITIES
IN SCHOOL ACTIVITIES.**



INCLUSION OF CHILDREN WITH SPECIAL NEEDS (SEN) IN THE SCHOOL ENVIRONMENT

Definition of SEN

- children with intellectual disabilities
- blind and partially sighted children, children with visual impairment
- deaf and hard of hearing
- children with speech and language disabilities
- children with physical disabilities
- children with long-term illnesses
- children with deficits in specific areas of learning
- children with autistic disorders
- children with emotional-behavioural disorders



Types of programmes

- Education programme with adapted content and additional professional support (regular primary schools, secondary schools)
- Adapted educational programme with equivalent educational standards for children with specific disabilities
- Adapted educational programme with a lower educational standard
- Special education programme for children with moderate, severe and profound intellectual disabilities



Orientation procedure

- The application to start guidance is made by the parents, the school or the minor after the age of 15
- Documentation is collected from the school and various professionals (medical, psychological, etc.)
- The child is referred to a guidance committee and the committee makes recommendations.
- The school is checked to see if they will be able to provide assistance to the child.
- A guidance decision is issued.



TYPES OF PROFESSIONAL HELP

Secondary school

In secondary school, children with special needs can have different forms of support:

- 2 hours for overcoming deficits (provided by a pedagogue, social pedagogue, inclusive pedagogue, psychologist or speech and language therapist) are provided for all
- 2 hours of learning support for children in lower and secondary vocational education
- in other programmes, 2 hours of learning support only in the event of long-term illnesses
- 1 hour of counselling



Support teacher

- A CONSTANT SUPPORT TEACHER:
 - severely physically handicapped child, blind (in primary school - in the first three-year period, exceptionally later)
- A TEMPORARY SUPPORT TEACHER:
 - Secondary school (blind, partially sighted, visually impaired, autistic)

Individualized programme

- The school must prepare an individualised programme for the child with special needs, which determines the organisation and implementation of additional support for:
 - overcoming deficits,
 - the provision of counselling services,
 - the provision of learning support.
- Also specified are:
 - the aims and forms of work in each educational area,

Adaptations and equipment

- MATERIALS: photocopies of notes, colour reminders, pocket computer, dictionary, computer, e-materials...
- ADAPTATION OF SPACE AND EQUIPMENT: adapted seating, adapted chair, adapted table...
- ADAPTATIONS IN ASSESSMENT AND EVALUATION: emphasis on oral assessment and evaluation, split assessment, predicted assessment, adapted test format, extended time, out-of-class writing,...
 - strategies for integrating a child with special needs into the group,
 - the necessary adjustments to be made in the assessment and evaluation of knowledge,
 - the use of adapted and assistive educational technology,
 - the provision of physical assistance,
 - timetabling of lessons, etc.

WORK WITH MIGRANTS

DRPD - Association for Developing Voluntary Work

- The Association for the Development of Voluntary Work Novo mesto (DRPD) is a non-governmental and humanitarian organisation working in the public interest in the fields of social welfare, culture and youth.
- Its social welfare programmes are aimed at socially excluded groups, mainly migrants and Roma, who, due to limited access to material, cultural and social resources, do not have the opportunity to integrate into society on an equal basis.
- The programme aims to empower them through various activities and, in conjunction with raising awareness among the general public, to contribute to their better social inclusion.
- Programmes:
 - Day centre for children,
 - Day centre for Roma children
 - Assistance for the integration of foreigners



ZRC SAZU - Institute of Slovenian Emigration and Migration

- It is involved in the interdisciplinary field of research on migration processes both in Slovenia and internationally.
- In the field of migration, research focuses on immigration to Slovenia, migration policy, culture and art, spatial, ethnic, cultural, gender, educational, professional identity, acculturation, socialisation, re-socialisation, multiculturalism, assimilation, re-integration, forced or political migration, life stories, women's studies, contemporary labour migration.

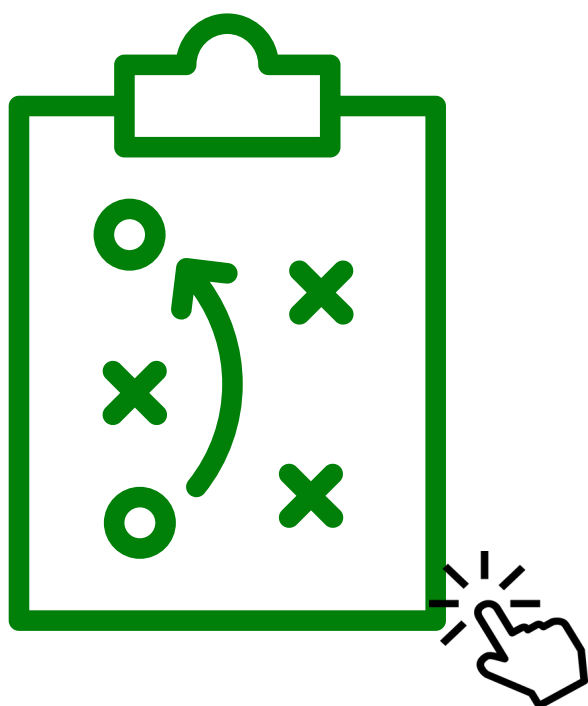


Slovenian Philanthropy

- The Migration Programme deals with different aspects of contemporary migration.
- They provide counselling, information, psychosocial and psychotherapeutic support and advocacy to individuals and groups of migrants.
- They organise various activities to facilitate the integration of migrants and refugees into their new environment. They involve volunteers in the programmes, providing training and mentoring support.

3H TRAINING PLAN AND MATERIALS

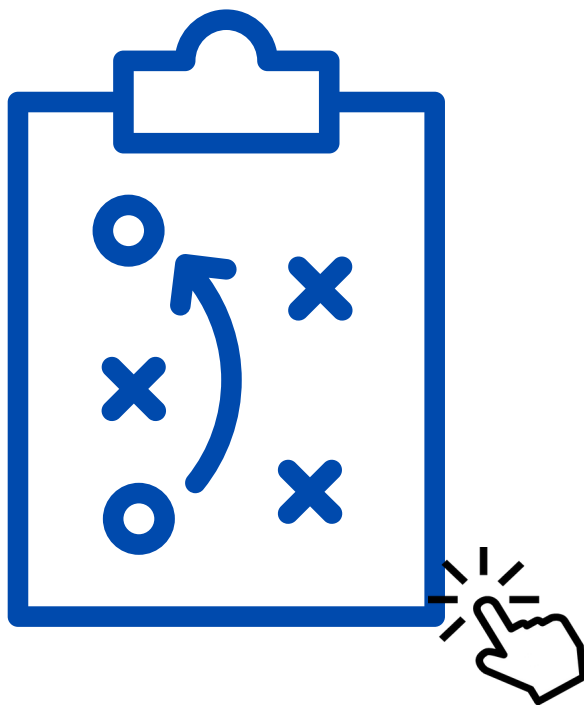
INCLUSION OF REFUGEES AND MINORITIES IN SCHOOL ACTIVITIES.



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25H TRAINING PLAN AND MATERIALS

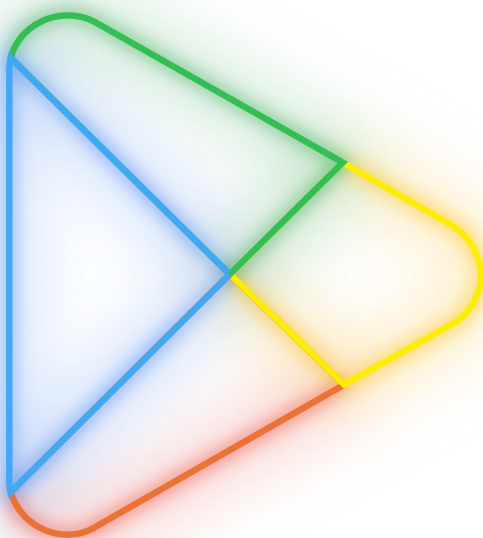
IN AS IN INCLUSION



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IN AS IN INCLUSION APP

AVAILABRE FOR ANDROID IN PLAY
STORE



<https://play.google.com/store/apps/details?id=io.kodular.antoniofagoncalves.INasinINclusion>



IN PARTNERSHIP FOR PROMOTING AN INCLUSIVE EDUCATION



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