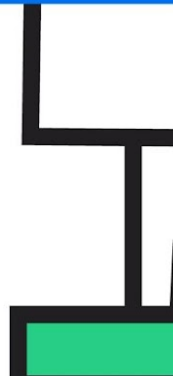
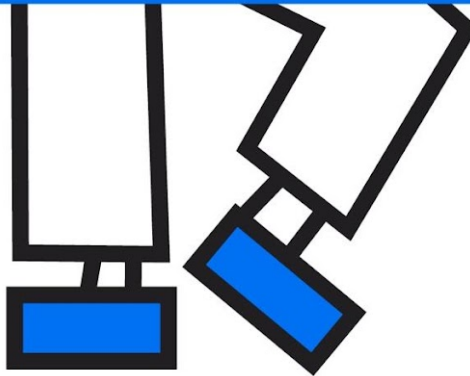
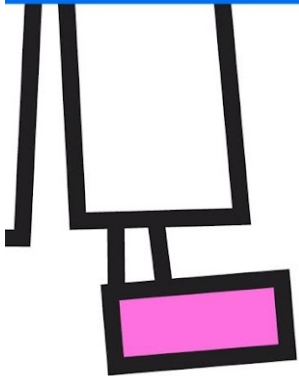




**Collection of good practices on
non-formal education activities
promoting Inclusiveness in school.
Deliverable 2.6**



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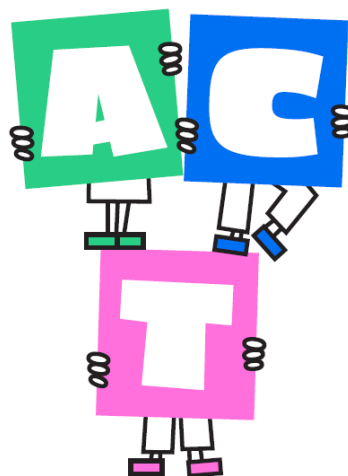


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Some key concepts

Segregation - In the context of disability inclusion on schools, segregation refers to educational activities developed separately and/or differently to students with and without disabilities. They are treated as separate groups, which leads to increased difficulty in enabling their interaction and promoting full diversity and inclusion, which ultimately leads to discriminatory treatment. Segregation is enhanced by concepts and structures not suited for enabling the full participation of all students, be it on school access (enrolment process, infrastructure, materials, personnel trained), or on activities within it (lectures, playground recess, homework, interactive sessions, external activities, etc).

Inclusive Education is the approach by which all students have their right to education conferred, as it gives all children the access to the same classrooms and schools. This is linked not only to ensuring that students with disabilities can develop their talents under the same basis as other students (in terms of learning content), but that access to school in the proximity of their houses, and under a non-segregated structure must be observed and ensured.

Art 24 of the UNCRPD¹ states the right to education and makes explicit the obligation from States to ensure inclusive education for the full development and participation of persons with disabilities in society. This includes access to quality education at all levels, reasonable accommodations and support.

Non-formal education - According to the ISCED², non-formal education is ‘an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all.’ It is also ‘institutionalised, intentional and planned by an education provider’, differently from informal education. Therefore, non-formal education applies to all school years of an individual and can come hand in hand with formal education, as a mean to address skill needs that are not fully contemplated within formal curricula, but that are key for the future development and continuation of an individual’s educational and professional pathways.

Non-formal education activities are increasingly adopted to introduce learners to key concepts and values linked to human rights, as they carry a strong potential to enhance interaction, reflection, immersion and problem-solving. As regards disability awareness, they present an opportunity to promote diversity and introduce key concepts and principles through role playing, board games, arts activities, facilitation workshops, events, guided external activities, etc.

School community refers to the group of individuals, of different ages and backgrounds, that work and interact through varied activities implemented on educational institutions. This involves mainly students and teachers, but also school staff involved in daily activities, support personnel, and on a broader sense, parents and other people directly concerned with the school activities. In ACT INCLUSIVE, the school community considered comprise students, teachers and school staff; and is mostly centred on schools from primary and secondary levels.

¹ United Nations Convention on the Rights of Persons with Disabilities. In: [Article 24 – Education | United Nations Enable](#)

² Unesco International Standard Classification of Education. ‘Non-formal Education’, pp. 11-12. In: [international-standard-classification-of-education-isced-2011-en.pdf \(unesco.org\)](#)

Introduction

On a context of transition from segregated systems to more inclusive mainstream schools, the engagement and awareness of the whole school community deserves to be mobilized, ensuring full inclusion of students with disabilities among its peers and in relation to its teachers and tutors. This collection of practices was conceived to enhance the transfer of knowledge about varied approaches to introduce disability awareness and inclusive education practices on school environment. The first aim of this report is to identify practices that can contribute to the build-up of more disability-informed, diversity-oriented and welcoming school classrooms. The focus on non-formal education is linked to another key aim, which is to showcase a range of innovative practices that encourage participation, open dialogue, awareness, inclusion in the classroom and attitudes change as regards disability.

The Good practices selected emphasize non-formal education practices as means to sensitize students and practitioners involved on the planning of activities. It comprises different types of materials (including digital tools) applicable to varied age ranges of participants, as well as a coverage of varied topics for specific awareness over different types of disability, or multiple abilities. The practices were selected from the target countries covered by ACT INCLUSIVE project, having in mind the different country profiles and level of inclusiveness in national context. The practices allow to demonstrate materials and methods that can facilitate more participation of students with disabilities; and/or enhance understanding of school community about disability diversity on an engaging and playful way.

Within ACT INCLUSIVE project, a first research phase was able to identify the main features and challenges of inclusiveness on mainstream schools³ in Cyprus, France, Hungary, Slovenia and Spain. Besides showcasing inclusive initiatives in place, another concern of ACT INCLUSIVE project was to demonstrate part of the practices near to the (national) context for main target audiences of the project. The practices gathered can be either accessed by schools within their countries (Cyprus, France, Hungary, Slovenia, Spain); or be taken for reference of activities that could be replicated in other contexts across Europe. Another important aspect was the coverage of different types of material, reflecting the varied capacity of schools in regard to their resources and level of awareness.

Methodology

The practices selection followed a qualitative approach. Linked to the needs previously identified(1), and in line with the aims of the Collection of good practices, ACT INCLUSIVE partners from Cyprus, Hungary, Slovenia, France and Spain initially identified 4 practices per country. The criteria for practices selection was the following:

1. Practices located on target countries/ implemented by organisations on target countries.

³ The desk research and interviews led to the development of 5 Country sheets, that cover Cyprus, France, Hungary, Slovenia and Spain and can be consulted at: [ACT Inclusive: Actors of Change Towards Inclusive Education - EASPD](#)

2. Practices involve at least one target group (students; teachers and school staff) as beneficiaries.
3. Practices promote inclusiveness through:
 - Awareness raising of different target groups on disability inclusion, **and/or**
 - Practices that enhance participation of students with disability on school on a playful way, **and/or**
 - Practices that enable school community to work together around the topic of disability inclusion, and to reproduce it afterwards.
 - Practices are non-formal, including game-based learning practices – roleplays, board games, dynamics, workshops, mentoring, events, other cultural activities.
 - Practices can be adopted on school context (including external events with pedagogical interest as linked to inclusion).
 - Practices are ‘sustainable’ – they can be adopted continually throughout school years, and are not outdated. Priority to programs and materials free of charge, easy to access, available on national language or in English and if possible, easy-to-read language.

The practices were then selected to enable the widest coverage of age groups, types of materials and approaches, and types of disability awareness, being reduced to ten practices. They were gathered on a draft document, and submitted to the evaluation of volunteer external experts from Cyprus, Hungary and Spain for feedback. In this phase, experts were asked to evaluate the 10 practices and bring in comments linked to the following questions:

1. Are the practices sufficiently described for the aims of the Collection developed? Is the language clear?
2. Do the practices sufficiently cover different types and methods of non-formal education activities?
3. Do the practices promote or enable inclusiveness on school context?
4. Do they concern disability inclusion on a relevant way?
5. Is there a balance among the practices when it comes to types of disability being covered/ addressed within the activities?
6. Would the practices be replicable? Especially those taking place within your country.
7. Is there any other aspect missing, remarks or suggestions to improve the document on format and content?

The feedback was then incorporated to the content of this report to enhance its clarity, relevance, and impact to varied audiences.

Acknowledgements - We thank the reviewers for the expertise mobilized for the finetuning of this Collection of Good Practices, for the interest and concern with the topic of inclusion and inclusive education, and for all the valuable suggestions incorporated to this material.

Structure

The structure conceived by LADAPT envisioned enabling practical consultation and is subdivided to: describe the practice, and its relevance (Description; ‘What’s interesting about this practice’; target groups); precise the Learning Outcomes; enable understanding the approach (procedure), and detail

materials and capacity to be mobilized (Resources and duration). All practices can also be further consulted through a references ('To know more') section.

As regards the structure of the document, the practices were listed to allow readers to discover approaches, materials and activities that can be developed within the school space (**Practices 1 to 5**), followed by practices that take place outside school place, in collaboration with other associations, or in remote space (**Practices 6 to 9**). **Practice 10** is dedicated to a support program with specialized teams that enables the capacity building of primary schools to address students' multiple needs, which enables schools in the planning of activities for all students, with or without disabilities. In line with the aims of showcasing multiple practices within different contexts, capacities and level of inclusiveness, it constitutes a possible very first step in building more inclusive environments to enable the adoption of non-formal education tools and practices, such as the ones gathered in this report.

About the project

ACT Inclusive is an Erasmus project that aims at raising awareness on inclusive education and empowering students with disabilities throughout this process. The project will identify and stimulate the implementation of innovative best practices on non-formal inclusive education, besides developing guidelines for games to encourage inclusion in the non-formal education sector. ACT INCLUSIVE will enable the dissemination of knowledge to mainstream schools, spreading inclusive practices suited to enable awareness on diversity principles, values and attitudes for the school community (students, teachers, school staff) and empowerment of students with disabilities.

To know more: [ACT Inclusive: Actors of Change Towards Inclusive Education - EASPD](#)

Partnership



European Association of Service Providers for Persons with Disabilities - EASPD



Centre For The Advancement Of Research & Development In Educational Technology Limited - CARDET (Cyprus)



ÉTA National Association - Értelmi Sérülteket Szolgáló Társadalmi Szervezetek és Alapítványok Országos Szövetsége (Hungary)



Association for the Social and Professional Inclusion of Persons with Disabilities LADAPT (France)



Galician Confederation of Persons with Disabilities - COGAMI (Spain)



Society Centre for Psychological Support Val – CENTER VAL (Slovenia)

Practice 1 - Workshop with experts by experience for primary school (Hungary)

Description

The experience of the data collection shows that it is very important for **school-age children to meet people with disabilities as early as possible in their education**. Learning about the life situations, challenges and successes of people with disabilities is essential for students to become more accepting, whether with their classmates/peers or later with any member of society. By involving qualified experts with experience, we enable students to engage playfully, ask questions directly, openly towards their fellow disabled people.



Expert by experience speaks to a class in Hungary

What's interesting about this practice?

The aim of this model program is **to promote the acceptance and social integration of people with disabilities, especially intellectual and multiple disabilities**: pupils learn about the most important concepts, the most relevant issues and the social environment of people with disabilities in a playful way.

In our experience, the best way to promote inclusiveness and shaping the attitudes of school-age children are through games and experiences. This experience can be essential to become more inclusive, more accepting, whether with their classmates/peers or later with any member of society.

Also, in line with the principle of "nothing about us without us", people with disabilities can show the most valid picture of their life to students and adults as well.

Target groups: 10–14-year-old students. The topics and the games presented in this practice can be adapted to other age groups, but these workshops involve only one class at a time.

Learning Objectives

- Learn in general about the characteristics of different disabilities, different types of disabilities, prejudice and inclusion with the help of different games.
- Raising awareness about people with intellectual disabilities. Students get an insight into how people with intellectual disabilities spend their everyday lives, what they like to do, where they live, what their hobbies are, and what their successes and difficulties are.
- Enable students to meet people with disabilities and provide opportunities for students to interact, face-to-face, with them.
- Prevent prejudices and fears from students arising from "not knowing".
- Summarise and frame their own experiences according to different perspectives.
- In the long term, help both the acceptance and integration of people with disabilities.

Procedure

In cooperation with the Municipality of Rákosmente in the XVII district of Budapest, ETA visits schools in the district for several years now, holding **awareness-raising and attitude-shaping sessions for primary school children**. During the sessions, pupils can learn about the most important concepts, types of disabilities, the most important issues affecting people with disabilities, forms of communication, and can (and do) ask questions about the specific issues that concern them most. The sessions are always organised with one of our member organisations providing services for people with disabilities (e.g. housing, day care, employment, etc.), and are always accompanied by experts by experience from the service providers.

The importance of empirical experts - The presence of experts by experience is very important at these events, as they can show student in the most credible way how people with intellectual disabilities spend their everyday lives, what they like to do, where they live, what their hobbies are, and what their successes and difficulties are. Our aim is to **bring students closer to people with disabilities, to better understand their situation and, in the long term, to help both the acceptance and integration of people with disabilities**.

Preparations- Experts should be involved in the design of the awareness-raising program, and the framework of the session should be discussed and developed with them. Often, trained experts are involved in the planning as well, but if this is not possible, it is essential to discuss with the experts with intellectual disabilities what the situation in the classroom is likely to be. It is important to always answer their questions and not force topics or answers that they may not want to bring to the session. There is a wide range of international literature on the preparation of experiential experts.

Introduction of the experts by experience - During the presentation, experts with intellectual disabilities are as independent as they can be. They talk about themselves and their lives in different areas of life, typically covering the following topics:

- Housing
- Daily activities, routines
- Employment, work, salary
- Leisure, hobby
- Family, friends and love
- Travel and public transport
- Autonomy
- The areas of life where he/she needs help and support



Expert by experience shows objects and discusses with children.

They always use visual and physical resources to introduce each area: personal photos, videos, and often work-related or personal objects that are helpful, but also objects that show some achievement or pride in something are common (medal, trophy, diploma, certificate, etc.). It

is always a good idea to help and support the experts by experience in their preparations in order to maximize their autonomy during the presentation.

The facilitator has an important role during the introduction. They can "act out" an interview situation in front of the students, asking questions to help the experiential expert through possible stumbling blocks caused by switches between topics or confusion.

The children also take on the role of the facilitating questioner, opening up more easily and having a more direct conversation. In a relaxed environment, children feel more comfortable to ask questions that interest them, and experience has shown that they are curious and interested in the adult with intellectual disabilities.

Summary- At the end of the presentation, we should thank all the experts for their participation and the students for their openness and contribution. In the summary, highlight the similarities and differences, looking with the students at what they have in common (e.g. eating, partying, friends, travel, family, etc.) and what they may not necessarily have in common with the presenter (amount of help needed, movement, etc.).

At the end of the session, we emphasise that we are not very different, some of us just need more help and support in life. In general, we summarise that people with intellectual disabilities work in the same way as we do, they just work according to their abilities, they like to eat, have fun, travel, socialise and party just as much as we do, they can do a lot, but with some adaptations. The emphasis is on similarities.

Duration: 45-60 minutes session.

Resources (human, material, etc.)

- 1 expert by experience (person with disabilities)
- 1 helper, support person who knows the experience expert intimately
- 1 projector for projecting images and videos
- Objects that can bring the life of an empirical expert closer to children

Possible challenges

- Students' reticence, lack of questions and real dialogue.
- Experts by experiences' closure, dealing with difficult situations.

Follow-up

- **Version 1:** At the end of the session, which consists of several games, students receive a certificate and a survey about the session through 10 short questions. The experience expert will then also receive a separate certificate for participation.
- **Version 2:** At the beginning of the game, have the students write on a blank piece of paper "what the word disability means to them", and at the end of the game, take it

out and think about whether they would write something else. If you wish, you can discuss the key lessons together.



Workshop sessions with experts by experience on primary school in Hungary

To know more:

Awareness raising and sensitizing program in Hungary: <https://eta-szov.hu/szemleletformalo-erzekenyito-programjaink/>

<https://youtu.be/J9GLzVCWJQU?si=zOSHz3v-brBNgidU>

https://youtu.be/3FvVGAhF0mA?si=NO_E16xYErTsxT2g

Practice 2 – V.I.D.A. project: Willingness for Social Inclusion, Knowledge and Exercise of their Rights and Self-Determination of people with IDD (Spain)

Description

To ensure that people with **intellectual or developmental disabilities (IDD)** are able to develop and continue **enjoying full citizenship, exercising their rights and being in control of their lives** in adult life, it is necessary that they receive training in this from the school stage.

Basic pillars for comprehensive development are training in rights and in the promotion of self-determination, as the latter is essential for education to be inclusive. But it is also necessary to train in accessibility, as people with developmental disabilities (intellectual disability, cerebral palsy, Autism Spectrum Disorder, etc) encounter barriers in the physical environment, but also in the mental-cognitive and attitudinal environments.

In order to integrate this learning into the **education of adolescent students** (12 -18 years old, with or without disabilities), this Project organised by FEAPS (now "Plena Inclusión") offers materials aimed at promoting active participation, social inclusion and cognitive accessibility.

What's interesting about this practice?

The materials are geared towards the empowerment of students with intellectual or developmental disabilities, inclusion, rights promotion and self-determination. A fundamental need for the promotion of active participation and social inclusion is also addressed: **cognitive accessibility**, thanks to innovative materials for students to carry out an analysis of the degree of cognitive accessibility of their own educational centre.

Target groups: students aged 12 to 18 (Secondary Education), with or without developmental disabilities. It can also involve family, besides classroom.

Learning Objectives

The V.I.D.A. Project aims to inform about and enable people with intellectual or developmental disabilities to:

- Know what their rights are.
- Recognise and assess whether their rights are being respected.
- Acquire competences and abilities to be able to exercise their rights.
- Learn to do so in all their environments: educational, family and social.
- Learn to be self-determined in their behaviour.
- Learn to detect cognitive barriers and assess environments from the point of view of cognitive accessibility.

Procedure

All the contents to be worked on in the V.I.D.A. Project are structured through a didactic guide developed for multidisciplinary work. The work methodology includes modelling (observation and imitation), moulding (physically and/or verbally guiding students), role-playing (rehearsal and representation), feedback, maintenance and generalisation, and a series of tasks to be carried out outside the school.

Step 1: First of all, the rights (to a dignified and quality life, to social protection and health, to think and express oneself freely and to receive information, to protection and security, to education, to participation and to mobility) are worked on. The work begins by defining **what a right is and what each of them mean in real life**, based on experiences gathered from everyday situations at home, at school or in the community.

Step 2: Students are then asked to reflect on these experiences, gathering the knowledge, skills and attitudes they need to acquire, as well as the conditions and mechanisms they need to develop in order to be able to defend their rights and claim them when they are violated.

Step 3: Finally, guidance is offered to teachers in the form of reflections and proposals for working on each of the rights.

Step 4: After that, self-determination (making choices, solving problems, improving self-knowledge, self-defence and challenges to achieve an independent life) is worked on. This thematic core is approached with a similar structure as the first one, starting with defining self-determination, collecting experiences and finally offering guidance to teachers.

Step 5: The third core of the guide is dedicated to Cognitive accessibility, which is important due to the need for pupils to recognise the barriers that the environment presents with respect to their participation, with special emphasis on the less common ones, based on the complexity of the signs in the environment. Students will carry out an analysis of the degree of cognitive accessibility of the centre where they attend school, through observation and recording of some everyday processes (arrival at the centre, the location of significant spaces, the understanding of information...).

Duration: One academic year (9-10 months).

Resources (human, material, etc.): Teaching guide of V.ID.A. project; data collection sheets.

Possible challenges

There is still a great lack of knowledge and training on cognitive accessibility. Further work needs to be done on making teaching more flexible for all learners, as well as on universal curriculum design, and on implementing interventions in schools that are beneficial for the whole educational community, such as positive behavioural support and a vision of inclusive schools.

Follow-up

The guides can be implemented continually during the school year and have data collection sheets that can support the gathering of data, evaluation and identification of key areas to be re-worked.

To know more:

FEAPS (2013). Didactic guide Project V.I.D.A.: Teaching proposals for secondary school students with or without intellectual disabilities.

https://www.plenainclusion.org/sites/default/files/vida_27_09_13.pdf

Practice 3 - Sensory workshop on touch, smell and upper limb impairment (France)

Description

People who lose a sense will compensate by developing their other senses. For example, a blind person will use touch (e.g. to recognise objects, locate pedestrian crossings with the tactile strips on the ground), sounds (e.g. assessing the danger of crossing a road by the noise of cars), smell (e.g. the smell of burning can indicate danger) and taste (e.g. to guess what's on the menu). The Sensory workshop on touch, smell and upper limb impairment propose a set of activities in school to address a group of **sensorial disabilities** that might be unknown of most students.

What's interesting about this practice?

Through a blend of informational and game activities, students can make sense of the main challenges faced by persons with visual sensorial disabilities. The sessions also orient **reflection on different abilities**, inviting students to adopt another perspective as regards disability while **learning through play and open debates**.

Target groups: students from primary school (6 to 11 years old), but adaptable to middle school (11 to 15 years old).

Learning Objectives

Raise awareness on physical disabilities through games and discussion. Engage students on expressing perceived challenges a person with disability might face on daily life, but also the new abilities one acquires when developing other senses. The games can also enhance sociability, participation, and open discussion among students and teachers and support staff.

Procedure

Before proceeding with the game session, it is important to introduce the children to the topic, explaining the aim of the game (to better understand sensory disabilities), and learn about different skills one can develop for compensating the loss of one sense. It is important to also introduce children to different types of disabilities concerned: visual and sensory. This is also a space for making sense of their knowledge about disabilities, whether they know someone with a disability, whether they think about it, and if they know of their adaptive capacity, as well as about reasonable accommodation.

Touch plates - The children take off their shoes. They take it in turns to stand in front of a table on which the small on tactile plates have been placed. The child puts a mask on their eyes and a tactile plate is placed on the floor in front of them. They have to use his or her hands to find the small tactile plate located on the table whose relief corresponds to the one under his feet. Have each child discover 3 plates.



Multi-sensory balls - Balls of different shapes and materials are placed in a bag. Some cards with the different types of ball are distributed among participants. Each child puts a hand in the bag and has to touch to find the ball corresponding to the photo they chose. Each child should find all the photos.



Odour bingo - Each player is given a board. If there are more than 5 children, they can take one board for 2. The children take a box, try to recognise the smell and place it on the corresponding drawing if it is on their board. If it is on their board. If not, they put it down again. When the first child has finished his board, the game stops, a check is made to ensure that they have completed their boards correctly. If they have, they are declared. If not, the incorrect box(es) are put back in the box and the game restarts.



Upper limb deficiency game - Using gloves that don't have thumbs, the children have to thread beads to write their first name. (Simulation of a fine motor impairment). The children have to "close" the nesting dolls while using only one hand, by finding ways to compensate.



Duration: 3-hour workshop, divided into three sessions.

Resources (human, material, etc.)

- Odour Bingo
- Tactile signs
- Multi-sensory balls
- Nesting dolls
- Gloves
- Beads

Possible Challenges

The need to have access to the materials, even though part of them can be replaced by other objects (e.g., the multi-sensory balls with other textured objects; upper limb deficiency game using other objects complicated to handle, etc). It is also important to guide students to reflection through the games and let enough time for all students to explore them. Younger classes may lose balance when playing with the touch plates, which requires attention not to fall.

Follow-up - After the workshop session, students are asked about their experiences:

- How did you experience the workshop?
- What do you remember about the exercise?
- What did you think of it?

To know more:

<https://www.ladapt.net/la-handimallette>

<https://www.letelegramme.fr/finistere/treflaouenan-29440/a-treflaouenan-les-eleves-du-ce-et-du-cm-de-l-ecole-notre-dame-de-lourdes-sensibilises-au-handicap-1675405.php>

<https://informations.handicap.fr/a-handimallette-ecole-enseignants-7149.php>

Practice 4 - Embodied Learning Technology to Advance Motor Performance and learning of Children (Cyprus)

Description

Under the lens of Embodied Cognition theory, Embodied Learning emphasizes on the inseparable link between brain, body and the world. Embodied Learning considers that the **active human body can alter the function of the brain and therefore the cognitive process**. The exploration of learning environments that promote bodily



Image obtained from Kosmas, Ioannou and Retalis (2017)⁴

activity in relation to cognitive tasks are gaining great attention, as they can have benefits to the learning of Children with Special Educational Needs and Motor Impairments.

The commercial suite of Kinect movement-based interactive educational games is known as Kinems. **Kinems** games engage students in learning related to verbal, math, and motor skills among others, through natural interaction, using only hands and body, via the Microsoft Kinect camera.

What's interesting about this practice?

Embodied learning technology in special education can contribute to the technology - enhanced learning community (as it introduces digital devices to young learners) and enhance motor performance for children with learning disabilities and motor impairments, with high benefits to them. It's an innovative mean to introduce new pedagogical resources allied with gaming and technology both for the activity and for the monitoring of progress.

Target groups: students at elementary and middle school, with and without disabilities, under appropriate supervision of trained teachers; support staff; and/or family members.

Learning Objectives

- Promoting technology-enhanced learning.
- Understanding of embodied learning via motion-based technology in teaching and learning.
- Fostering bodily activity in relation to cognitive tasks.
- Supporting children with special educational needs with technology-based practices.

⁴ Kosmas, P., Ioannou, A., & Retalis, S. (2017). Using embodied learning technology to advance motor performance of children with special educational needs and motor impairments. In *Data Driven Approaches in Digital Education: 12th European Conference on Technology Enhanced Learning, EC-TEL 2017, Tallinn, Estonia, September 12–15, 2017, Proceedings 12* (pp. 111-124). Springer International Publishing.

Procedure

How Kinems games work:

Step 1: Based on the Individualized Education Plan (IEP), goals and the individual needs of a child, Kinems offer appropriate games.

Step 2: While the student exercises with the games, get real time reports with learning analytics and body performance visualisations.

Step 3: Based on the reports, fine tune the difficulty level of the academics and the body activities keep the students engaged to work on their IEP goals.

Step 4: Ability to monitor IEP goals and export data documentation for each student to share with parents and administrators.

Step 5: Ability to access students' data from any device at any time, using web browser.

- The participating SEN teachers attended a mandatory workshop on how to use Kinems.
- The workshop provided SEN teachers with the skills necessary to identify, customize, and enact games to address specific needs for their students.
- The intervention was conducted during a five-month period. During this period, students received, on average, two sessions of 40-min Kinems interaction per week.
- In schools with a special education unit the interventions took place in the unit. In this case, the teacher prepared personalized intervention sessions based on the special educational needs of each student.
- In schools with no special education unit the teachers prepared class-wide intervention sessions designed on the bases of the participating special needs student; in this case, the participant played the games together with other children of typical development.
- Children did not play the two games in the same order, duration, or configuration settings; the personalized program of each participating child involved different game settings as decided by the child's special needs teacher.
- In all cases, the interventions were designed to promote children's physical engagement, namely students' bodily movements and gestures.

Duration: From one month to one school year.

Resources (human, material, etc.)

Workshops, kinetic tools, school staff members, other professionals involved to support participants, and computer with web browsers that can allow a follow-up of children's progress.

Possible challenges

There is lack of work addressing the impact of such technology in education. More investigation is needed to provide if there are differences in students' experience and gains by enacting embodied learning in different school settings, such as in a classroom with peers vs. in the special unit of a mainstream school.

Follow-up

Future work in this area should aim to track progressive improvement of skills across time and increasing difficulty.

More investigation is needed to provide if there are differences in students' experience and gains by enacting embodied learning in different school settings, such as in a classroom with peers vs. in the special unit of a mainstream school. Further research also can discuss the benefits of embodied learning such as KINECT for engaging with other students.

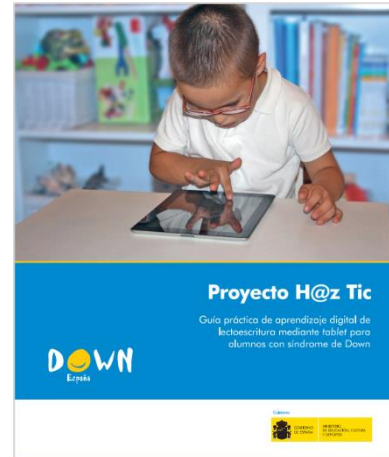
To know more:

Kosmas, P., Ioannou, A., & Retalis, S. (2017). Using Embodied Learning Technology to Advance Motor Performance of Children with Special Educational Needs and Motor Impairments. In *Lecture Notes in Computer Science* (pp. 111–124). Springer Science+Business Media. https://doi.org/10.1007/978-3-319-66610-5_9

Practice 5 - “H@z Tic” (Do a ‘Tic’) Project: Digital literacy learning for students with Down Syndrome (Spain)

Description

Down Spain is an organization that has been working for more than 30 years for the inclusion of people with Down Syndrome in society, in each of the stages of their life cycle. Since training is a determining factor in the integral growth of any person, this entity launched the “H@z Tic” Project in the 2011-2012 academic year, Initiated in educational centres of 5 Spanish Autonomous Communities, the Project is based on the **use of technologies such as tablet-PCs**, due to how easy and intuitive it is to use, which seeks to **minimize the difficulties inherent in the integration of students with Down Syndrome** in the classroom through the traditional methodology. It is the first to investigate the possible benefits that such technologies can have for people with Down syndrome. In addition, by involving the family in their children's learning, coordination between the family, the school and the association is favoured, creating a positive synergy for the students.



Frontpage of H@z Tic project guidelines

What’s interesting about this practice?

The main need addressed in this project is to improve the educational response for students with Down's Syndrome, **facilitating their access to new technologies**. Because these technologies are easy and intuitive to use, learning is improved and the difficulties that traditional methods pose for the inclusion of students with Down's Syndrome are minimised. The new technologies effectively address needs such as access to the curriculum, favouring school learning, diversification of teaching-learning processes, didactic reinforcement, individualisation of teaching and bringing together different educational contexts.

Target groups: students with Down's Syndrome in the 2nd Cycle of Infant Education in Spain (from 3 to 6 years old), and in the 1st, 2nd, and 3rd Cycle of Primary Education in Spain (respectively, 6 to 8; 8 to 10 and 10 to 12 years old). Teachers and support persons.

Learning objectives

“H@z Tic” seeks to improve the educational response of students with Down Syndrome by facilitating their access and use of new technologies, to improve:

- The learning of people with Down Syndrome, thanks to its easy and intuitive handling and to the fact that ICTs (Information and Communication Technologies) are equipped with tactile technology and admit a wide range of educational software.
- The educational response of these students in a coordinated and cohesive manner with the entire educational community (association, family, and educational centre) due to its portability.

Procedure

The Project prioritizes a fun way of learning to read and write and improve the language of students with Down Syndrome, areas in which these students frequently present

developmental delays, dissociations between comprehensive and expressive languages, articulatory difficulties, or low speech intelligibility, among others. To this end, **a series of applications grouped into four major areas of interest** for learning literacy for students with Down Syndrome were selected: reading, writing, cognitive skills, and communication.

Reading problems are frequent in students with Down Syndrome but, since their comprehensive language precedes their expressive language, they can be taught to read before waiting for them to speak, working on perceptive discrimination in the early years, taking advantage of their potential visual memory and, in a second stage, visual recognition and understanding of the meaning of a large number of problems. Subsequently, learning is focused on syllabic learning and progress in reading.

Motor coordination problems, also common in people with Down Syndrome, significantly influence their learning to write, so this learning is arranged in five (5) stages:

- Initiation to graphics (scribbling)
- Writing tracing with guide
- Writing without a guide
- Comprehensive writing
- Creative writing

Regarding **cognitive skills**, these are skills that can be worked on transversally, since they are necessary for the acquisition of any type of learning; abilities such as memory, attention, or reasoning.

Duration: An academic year (9-10 months).

Possible challenges

It is necessary to take into account that, despite the opportunities that certain technologies offer students with Down Syndrome, there are also barriers, sometimes intrinsic and sometimes extrinsic, that can make its use difficult and even discourage it, such as low expectations of teachers, families and society in relation to the capacities of students with Down Syndrome for its use, the scarce specialized training of teachers about the characteristics of people with Down Syndrome and their relationship with technologies, the lack of analysis in the application of the existing technologies to the teaching of students with Down Syndrome, the high cost of some specific technologies or the speed in the changes that these present.

To know more:

Practical guide to learning digital reading using a tablet for students with Down's Syndrome: https://www.sindromedown.net/wp-content/uploads/2014/09/105L_guiahz.pdf

H@z Tic continuation project, focused on exploring digital whiteboards [H@z TIC 2 – La pizarra digital y el aprendizaje cooperativo en el aula con alumnos con síndrome de Down : DOWN España \(sindromedown.net\)](https://www.sindromedown.net/wp-content/uploads/2014/09/143L_guiahz.PDF)

https://www.sindromedown.net/wp-content/uploads/2014/09/143L_guiahz.PDF

Practice 6 - Shared Dances project (France)

Description

This initiative was supported by the City of Palaiseau (France), which provides a rich cultural offering for teachers each year. As part of the "Passeport culturel" project, and depending on their educational progress, schoolchildren can develop their sensitivity and openness to the world by discovering, watching, touching, listening, creating, dancing, feeling, expressing. "Danses partagées" (Shared Dances) consisted of a performance of a dance show at the Théâtre de la passerelle by 4 elementary classes and a class of 5th graders (middle school). The key aims of the project are to use art as a medium to discuss disability, contribute to the artistic and cultural education of pupils to opening people's minds to the world of disability, by bringing people together through dance.



Picture of dance workshop by Serges Guichard.

What's interesting about this practice?

Shared Dances allowed young people from different backgrounds to share new interactions through their bodies, movement, sensations and new mindsets. In the interest of emancipation and sharing, everyone was able to take responsibility for the other and act conscientiously. Young people in fifth grade were able to benefit from training on the seven types of disabilities. This project was presented during the "Dance with our differences" festival at the Théâtre des Trois Vallées. Classes in elementary school experienced the participation as dancers and as audience, and also benefited from workshops on Sign language and disability awareness (sensorial impairments).

Target groups: students from elementary and middle school (around 8-13 years old), with and without disabilities. In France, 5th graders on middle school correspond to ~ 12-13 years old.

Learning Objectives

- Promote the cultural acquisition of an artistic practice at an event.
- Enriching the cultural experience of schoolchildren.
- Developing a sense of community and diversity.
- Creating a social link between people – with and without disabilities.
- Introduce students to different forms of disability through awareness-raising workshops and develop their sense of citizenship.

Procedure

- 4 elementary classes to take part in LSF (French Sign Language) and contemporary dance workshops (with Marion Agassant from the "Danse avec moi" association), and to learn about different forms of disability with the support of LADAPT (French Association with expertise on social inclusion of Persons with Disabilities).
- A joint performance at the Théâtre de la Passerelle by elementary school pupils, Charles Péguy secondary school pupils and young people from the IMPRO Lecherbonnier (support service, care and vocational establishment) is developed and presented.
- 11 elementary classes discover the show during a school performance.
- After this, 16 CE2 classes (8-9 years old) learn about different forms of disability through the Handi mallette scheme run by the LADAPT association.
- Barbara Magano and Isabelle Brunaud from Cie Wazo (dance company) to perform in the elementary classes taking part in the projects, to create an inclusive introduction to dance for primary schools and young people with disabilities from IMPRO Lecherbonnier.
- The Wazo company will bring together secondary school pupils and young people from medical and vocational establishments (in this case, IMPRO Lecherbonnier) through joint dance workshops.
- The final objective of these encounters is to produce a choreographic work, to be presented to school audiences and the families of the participants at the Théâtre de la Passerelle.

Stages of the project for the 4 elementary classes involved in the shared dance project:

- 3h LADAPT's involvement in the classes.
- 1h30 introduction to inclusive dance between elementary pupils and young people with disabilities by dancers from the Wazo company, Barbara and Isabelle.
- 20 hours of LSF/contemporary dance workshops.
- Rehearsal and presentation at the théâtre de la Passerelle.
- LSF workshops for 4 elementary classes, 1 Charles Péguy 5th grade class and IMPRO.

Duration: One year-project

Resources (human, material, etc.)

- Townhall cultural services
- Disability referent in schools
- Primary schools; Secondary schools (participants and future audiences)
- External companies and associations (e.g. Wazo, Aga, Dans avec moi, LADAPT, Impro R. le Cherbonnier)

- ESAT La Cardon (Etablissement et Service d'Aide par le Travail - Sheltered workshop association)
- Photographers (in this case, Serge Guichard and Yann Delcambre)

Possible challenges

The project relies on local support and partnership from different associations, which is important to ensure its continuity and innovation through joint expertise. It also has to count on commitment of participants. Resistance to interact to students with disabilities is rare but must be addressed by the teachers/ facilitators.

To know more:

About the yearly Inclusive dances workshops developed by Compagnie Wazo: [danse inclusive | Compagnie Wazo](#)

[Cie Wazo Danser nos différences - danses partagées 2023 - YouTube](#)

About disability awareness workshops: [La Handi'Mallette© | LADAPT](#)

Practice 7 - Igraj se z mano 'Play with me' festival (Slovenia)

Description

Igraj se z mano is an international festival that takes place in Slovenia and invite people of different ages, genders, countries, and with or without disabilities to come play together. In addition to the inclusion of people with special needs, Igraj se z mano is also dedicated to peace. Various organizations and associations prepare a varied program where children of different ages, those with and without disabilities, socialize with each other. Through play, dance and a lot of laughter, they once again prove to society that they know how to be open, tolerant, and above all, very happy. The festival takes place in the center of Ljubljana and online, lasts three days and ends with a concert.

What's interesting about this practice?

The festival is centred on play, arts and learning through games. It can be accessed by the whole family and offers an opportunity to learn about respect and life in community under varied angles, including disability. As it takes place outside school, it can be used as an external event to bring in discussions on classroom, as well as engaging direct school community (organising a school visit, or even engaging students' family on discussions).

Besides the annual event, Igraj se z mano also organizes other activities throughout the year, such as an art contest ('Be an artist') that invites several schools and educational centres to send students' work centred on celebrating differences and promoting inclusion. The art works are then exposed on itinerant exhibitions around the country.

Target groups: students from different age ranges (elementary, middle and high school), that can be accompanied by their teachers and/or family members.

Learning Objectives

- Learning tolerance
- Solving and managing conflict situations
- Establishing acquaintances and friendships of festival participants
- Learning about nature and promoting ecological awareness
- Quality leisure time
- Development of independence
- Learning about culture and cultural traditions
- Development of social engagement and assertiveness
- Confronting and changing attitudes and prejudices



Igraj se z mano festival logo

Procedure

Through the festival, play is placed at the very center of the pedagogical process. Play is the most creative, motivational, relaxing, socializing and work-learning process, which is the first and only real for us since early childhood. It also carries the most profound and far-reaching

messages. Through the activities of the project, the boundaries between people with special needs and other participants are erased.

Over 250 schools, institutions, kindergartens, non-governmental organizations, etc. will actively participate in the four-day "Play with me" festival. In 2023, there will be 20 to 30 performances and about 30 different workshops per day. We expect around 20,000 visitors in Ljubljana, and around 30,000 visitors including from other cities.

Duration: The Festival igraj se z mano takes place in the month of May for a week (from Monday to Friday), full day.

Resources (human, material, etc.)

Workshop, supervision, transport arrangement to reach the festival or digital resource (computers) to follow activities online. Discussions on the impression from participants can also be proposed in the aftermath of the festival, for students to share what they could learn about diversity and life in community; with whom they played; how do they feel about it.

Follow-up

The project remains a subject of future work and replication, and has been extensively implemented for 17 years in 4 different cities across Slovenia. An annual evaluation of the number of participants and the contents presented at the festival is necessary to give continuity the year after. Follow-up activities on school context may comprise open debate about the experience on the festival, people students met and what they were able to do together.

To know more:

<https://www.ljubljana.si/sl/aktualno/igraj-se-z-mano/>

<https://sticisce-sredisce.si/vabilo-mednarodni-festival-igraj-se-z-mano/>

<https://igrajsezmano.eu>

Practice 8 - Student volunteering and community service program for secondary school students (Hungary)

Description

Running a school-based volunteering program in secondary schools to activate secondary school students, **connect them with different disadvantaged groups** (especially people with disabilities) and to educate them to be more inclusive and accepting. The program gives students the opportunity to experience 'helping' and helps them to learn how to support certain groups 'well'.



Students spend time together on volunteering and community service activities

The program involves both mainstream and special schools, and the mission is to **build community and organize activities** for the participating students. Through the program, students with and without disabilities can spend time together, work together and create together, and help each other when needed.

The volunteering program is organised by the school for **students in secondary schools** in Hungary, where they have to collect volunteering hours, which can be accumulated by carrying out various activities. The program is open to both student with and without disabilities, with the possibility to help and participate in different activities, coordinated by the local teacher. Typically, they help members of other disadvantaged groups (elderly, disabled), help certain NGOs or institutions with their daily work, or help their own schoolmates with their studies or support.

What's interesting about this practice?

Through the program, students can experience volunteering, 'helping' and learn about how to support certain groups in the everyday life. Besides, students can be a member of a community where they can experience living in community and respect diversity. Spending time together is a great way of shaping young people's attitudes and empowering them to be open, helpful and inclusive with all members of society as adults.

Target groups: secondary school students (14-18 years old), but it can also be adapted for primary school students - with less commitment and more conversation. The program is open to both student with and without disabilities, coordinated by the local teacher.

Learning Objectives

Awareness-raising activities on people with disabilities and to promote inclusion and acceptance. The volunteering program aims to activate students, connect them with different

disadvantaged groups (especially people with disabilities) and to shape students' attitudes to be more inclusive and accepting.

Procedure

1. About the program - The program is coordinated by **1 “local” teacher that works in the school, who is selected by the institution's management** to carry out the task. The local teacher is the key: she/he looks for and organize volunteering opportunities for students (in both mainstream and special schools). The coordinator is the contact person for all the volunteering sites, assessing whether the activity is suitable for the student, "accompanying" the students, discussing with them the experiences and difficulties they have encountered. If the program runs in several schools, meetings for teachers from the institutions can be very useful to discuss their experience and difficulties.

The program is aimed at **secondary school students** (14-18 years old), but it can also be adapted for primary school students - with less commitment and more conversation. The program is open to both student with and without disabilities, with the possibility to help and participate in different activities, coordinated by the local teacher. Typically, they help members of other disadvantaged groups (elderly, disabled), help certain NGOs or institutions with their daily work, or help their own schoolmates with their studies or support.

Special **community activities** (e.g. joint summer camps, joint visits to institutions, joint creative competitions, etc.) **can be organised for the students** of the volunteer program, in which students with disabilities and their peers participate together. The program is also having a positive impact on the school, with teachers and students talking about it, and acceptance is growing within the institution and parents as well.

2. A framework provided by a coordinating organisation - The ÉTA National Association has been running this program since 2011, and by 2023, 7 schools across the country will be running this type of voluntary and community program, with over 100 students participating each year. The ÉTA will sign a cooperation agreement with the institutions that wish to participate, in which the institution agrees to cooperate in the program and to operate the service. A local coordinating teacher is selected within the institution, together with the institution's management, to be in charge of the processes and coordination of students within the institution. If the program operates in several schools in the same country, it is also possible to connect young people outside the institution, organise joint programs, summer camps, artistic events where they can share their experiences, have guided discussions and talk about their experiences. In the case of our association, these programs are also sensitizing, as students from mainstream schools and students with disabilities from special schools participate together.

Duration: 1 school year (continuous, all-year volunteer program).

Resources (human, material, etc.)

- 1 local coordinating teacher.
- Cooperating external organisations (e.g.: local institutions - such as day care for people with disabilities, residential institutions, homes for people with disabilities or the elderly; also various social service providers and their maintainers; local government bodies; local special schools or other civic organisations etc.).
- Optional: financial resources for the organisation of joint programs.

Possible challenges

- Support from school leadership is essential for effective and positive implementation.
- There are not many cooperative and open organisations locally that are willing to cooperate and host student volunteers.

Follow-up

- Follow-up of activities is made on an ongoing basis, but at the end and beginning of each year, a discussion with students about the program is required.
- In-school administration and follow-up.



Students spend time together on volunteering and community service activities: dancing, presenting a comic crafted by them, playing together.

To know more:

ÉTA's program: <https://eta-szov.hu/eta-diak-onkentes-es-kozossegi-szolgalat/>

Practice 9 – DIGITEACH for inclusion on digital classes for students with SEN and ADHD (Cyprus)

Description

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting many students in all European Union as it has presented unique challenges to all types and levels of learning. Despite the efforts put in place to ensure “anyone-anywhere-anytime learning”, the pandemic has demonstrated the weakness of a still-unfinished process, highlighting lack of homogeneity between territories, problems of connectivity (digital divide), and technological equipment, and aggravating social inequalities.

The current crisis has shown that **there is no digital inclusion without social inclusion** and students from disadvantaged socioeconomic backgrounds (migrants, asylum seekers, learners with disabilities, and special educational needs) were, and still are, the most affected by the pandemic outcomes. In this context, DIGITEACH aims to ensure learning continuity for all schools’ learners – with particular attention to those with **special education needs (SEN)** and those who suffer from **attention deficit hyperactivity disorder (ADHD)** by deploying digital tools and methods to deliver quality and inclusive education.

What’s interesting about this practice?

The OER covers the topics of digital pedagogy, digital teaching tools, digital citizenship and safety, supporting students' social and emotional needs and digital teaching and learning for ADHD students. Moreover, an e-learning platform has been developed for learning content delivery with selected communication and social networking tools (including synchronous communication).

Target groups: students with special education needs, especially linked to focus and attention span (ADHD)

Learning Objectives

DIGITEACH project aims to:

- Deploy digital tools and methods to deliver quality and inclusive education and support schoolteachers /educators in delivering online classes by promoting the use of open, technological and innovative educational resources.
- Develop Knowledge Building environments (KBE) in general that enhance collaborative efforts to create and continually improve ideas.

Procedure

Teachers have access to DIGITEACH Modules, covering:

Step 1: Monitored stage – during this phase, the learner is dependent and limited to a certain context in using digital tools.

Step 2: Semi-monitored phase – during this phase, the learner may gain some independency when using digital tools.

Step 3: Independent phase – during this phase, the leader is fully independent, reaching autonomy in using digital tools.

Duration: Every teacher/educator can be educated at own pace. There are 14 module presentations in total of a duration on one (1) to two (2) hours.

Resources (human, material, etc.)

The main objective of the DIGITEACH project is to deploy digital tools and methods to deliver quality and inclusive education and support school teachers/educators in delivering online classes by promoting the use of open, technological and innovative educational resources. Thus, an OER (Open Educational Resource) consisting of 5 Sections and 15 videos is developed. The DigiTEACH platform is accessible via the project's website <https://www.digi-teach.eu/>

Possible challenges

ADHD and SEN students present unique learning and attention difficulties, and accommodating those needs in an online or digital environment requires careful consideration. Providing strategies for managing distractions, optimizing digital tools for focus and organization, and ensuring accessibility and inclusivity for ADHD and SEN learners can pose challenges. It's also crucial to consider the professional development needs of teachers who will be using the educational material to teach ADHD and SEN students. Providing training and support to teachers on effectively integrating digital pedagogy, teaching tools, and strategies into their teaching practice is important.

Follow-up

The OAERs is a free learning course for teachers/educators or anyone interested in the field and is expected to be available to users in July 2023, at <https://training.digi-teach.eu/>

To know more:

<https://www.cardet.org/what-we-do/projects/759-teachers-go-digital-digital-skills-technologies-and-pedagogies-for-teaching-and-learning-in-schools?highlight=WyJzcGVjaWFsliwiZWR1Y2F0aW9uIiwZWR1Y2F0aW9uJy4iLCJzcGVjaWFslGVkdWNhdGlvbiJd>

<https://www.digi-teach.eu/>

Practice 10 - Introducing the concept of work on learning impairments with the help of inclusive teams (Slovenia)

Description

After the change in the legislation in the field of education in Slovenia, the Concept of 'Work Learning Difficulties in Primary School' (hereinafter the **Concept of Work**) was adopted, which obliges school professionals in primary schools to improve the chances of achieving higher educational goals through timely recognition and appropriate forms of help and support. The aim is to enable achievements and general performance of **students with learning difficulties**.

The **concept of work** focuses on the first three steps of detection and assistance, which are carried out in the school environment:

- Ensuring a stimulating learning environment and effective teaching practice in the classroom, in supplementary classes and extension of stay.
- Help from school counsellors or a mobile special education service.
- Various forms of individual and group assistance.

The majority of the school population (95%) is included in these three levels, including students with mild and moderate learning difficulties (10%). The implementation of the concept of work "Learning difficulties in primary school" represents for the school the introduction of innovations at various levels.

Inclusive teams, which include various professionals, should provide support to the school in the **self-evaluation of the current practice of working with students with learning difficulties**, the selection of development priorities in this area, the successful implementation of changes and the monitoring of the implementation of selected elements of the Concept of Work.

What's interesting about this practice?

One of the advantages of inclusive teams is working according to the principle of a **cluster model**, which encourages the spread of professional knowledge and skills to an ever-increasing number of professionals. Another important advantage is the direct support of school professionals, which always adapts to the specific needs and possibilities of the school environment in which they work. The operation of the inclusive team is therefore not primarily aimed at working with students with learning difficulties, but at **supporting school professionals to co-create a stimulating learning environment that would meet the diverse learning needs of all students** to the greatest extent possible. The presented model of operation of inclusive teams could represent a starting model for the operation of future professional centres.

Target groups: teachers and school staff, while students from primary school are the end beneficiaries.

Learning Objectives

- Improve the effectiveness of existing methods of assistance.

- Encourage cooperation and teamwork, greater participation of parents and students with learning difficulties in co-creating solutions.
- More effective use of various sources of assistance and support.
- Use effective methods of discovering and evaluating strong areas and deficits in students.
- Offer different intensive forms of help in accordance with the five-level model of discovering and treating students with learning difficulties.

The main goal of the project was to design and test the model of multi professional teams or **inclusive teams** (hereafter IT) as help and support to schools or **school teams** (hereafter ŠT) in creating a more effective educational practice for students with learning difficulties or all students.

Procedure

The co-creation of cooperation between IT and ŠT required the systematic **creation of a plan** for the successful operation of all those who contributed to the realization of the Concept of Work at each school.

Step 1: The prepared professional basis for the operation of inclusive teams with the aim of supporting and offering assistance to ŠT was based on the analysis of problems in the implementation of inclusive education and education of students with learning difficulties in the Slovenian area and the analysis and adaptation of successful models of support for school professionals with an emphasis on operation multi professional teams.

Step 2: In the framework of the project, we defined the operation of inclusive teams: purpose and mission, basic principles of operation of inclusive teams, team composition and roles of members of inclusive and school teams) with the aim of introducing the Concept of Learning Difficulties in elementary school.

Step 3: Seven inclusive teams were formed for different parts of Slovenia, which included teachers, psychologists, special pedagogues and social pedagogues and other professional workers. Each of the seven inclusion teams actively supported at least two school teams in the successful inclusion of students with learning difficulties in the first three steps of the five-step Concept of Work model every year of operation.

Step 4: After the selection of the schools that participated in the action research, the members of the IT management of the schools, the school development team and/or the school collective presented the project within which they are working and the concept of the work Learning difficulties in elementary school.

Step 5: With the school management and members of the school team, IT members agreed on possible organizational forms of cooperation (e.g. work conferences, group/individual counselling, assets, etc.) and basic principles of cooperation (co-creative relationship, problem solving, consulting, support, etc.).

Step 6: With the help of IT, each school team carried out a self-analysis of strong and weak areas, as well as obstacles and opportunities for the development of effective educational practice for students with learning difficulties.

Step 7: Based on the identified needs and wishes of each school in this area, the teams planned the priorities of the school's development plan in the implementation of the Concept of Work

and agreed on the possible forms and contents of the support of the inclusive teams to the school team in the implementation of the action plan.

On the basis of good inclusive practice, members of IT and some ŠT have prepared informative materials (folders, posters, Power Point presentations) for students with learning difficulties and for working with students with learning difficulties for teachers and parents of students with learning difficulties. In terms of content, the informative materials are aimed at:

- Learning difficulties for students who acquire knowledge more slowly
- Learning difficulties of pupils from a less stimulating environment
- Learning difficulties in mathematics
- Learning difficulties in reading and writing
- Learning difficulties due to lack of attention and hyperactivity
- The role of executive functions in learning
- Non-verbal specific learning difficulties
- Dyspraxia.

In the process of action research, the project group provided agreed and flexible IT support in the form of regular training and e-communication or support.

The operation of inclusive and school teams for the field of work with children with learning difficulties was also supported by ICT. We used **the "5 Steps" web application draft**. The latter is a tool that can support teachers, school counsellors and other professional colleagues in planning their work (detection and treatment) on the first three steps of the five-step model of support for students with learning difficulties (Košir, 2011). The draft web application is only one of the possible ways of presenting content (approaches, concepts, strategies, adaptations) that support the development of good teaching practice, which necessarily also includes successful work with students with learning difficulties. With its selection of models, approaches, strategies and adaptations, the online application "5 steps" should serve school professionals as a concrete and practical tool, with the help of which they could more easily develop and plan an appropriate repertoire of strategies and adaptations that meet the diverse needs of students. In doing so, we wanted to support primarily part of the continuum of assistance for students with milder forms of learning difficulties, for whom we plan to provide assistance at the first three steps of the five-level assistance model (Košir, 2011).

The regular monitoring of the performance of the inclusive teams ended with the annual final performance evaluation, which was carried out with the evaluation of the members of the school teams, the self-evaluation of the members of the inclusive teams and during the evaluation visits of the members of the project group.

Duration - Four School years.

Resources (human, material, etc.): Workshop, supervision, involvement of an external team of experts with the School Team, that comprises multiple professional profiles from both sides.

Possible challenges

The introduction of the Concept of Work requires and includes a change in the role of the school and an increase in the responsibility of school professionals. Schools or school professionals urgently need appropriate support and help when introducing changes in the educational process.

The operating model of multi professional inclusive teams is one of the possible ways of systemically supporting school teams in implementing the changes that an inclusive learning environment assumes. In addition to expert knowledge in the field of developmental and learning diversity (identifying and treating students with diverse learning needs), members of inclusive teams need effective team co-creation skills, communication and organizational skills, and effective problem-solving skills.

Follow-up

The work of inclusive teams in the implementation of the concept of work 'Learning difficulties in elementary school' proved to be effective, as the school teams with whom they worked expressed the desire for further cooperation and the necessity of the existence of this form of support in the future as well.

Unlike the usual forms of support and assistance for students with learning difficulties, which are primarily focused on working with the student, the operation of inclusive teams is primarily focused on cooperation, support and assistance to school professionals in developing and acquiring the necessary knowledge and skills for more effective work with students with learning difficulties or to create a stimulating learning environment for all students. The formed cluster model of training of school professionals can be the basis for further implementation of the Concept of work in primary schools or can be more widely used for the design of system support for school professionals in developing the conditions for an inclusive school environment.

To know more:

Koncept-UT_popravki-SOUS-LEKTOR.pdf

Publishing and production - Ljubljana: Institute of the Republic of Slovenia for Education, 2010

<https://www.worldcat.org/title/inkluzivni-timi-prakticno-usposabljanje-timov-192006-3082007-koncno-porocilo-o-opravljenem-delu/oclc/440151759?lang=ko>

"Developing Inclusive Practice Through Inclusive Teams" (2010).

Concluding Remarks

This report provided an overview of promising examples of non-formal education practices promoting disability inclusiveness in the specific context of 5 countries. It also aimed at highlighting activities that involve different types of disability, as well as different levels of awareness, materials, human resources, and capacity for stakeholders' partnership. The practices gathered in this document are non-exhaustive but aimed at demonstrating the richness of non-formal education activities and their potential to creatively engage students towards a change in attitudes and mindsets regarding disability. This material is a suite of ACT INCLUSIVE series of Country Sheets on Inclusiveness in Mainstream Schools but will also introduce readers to the subject of game-based practices for inclusion, which will also be at the heart of the upcoming Toolbox on non-formal education activities promoting Inclusiveness. Therefore, we invite you to read the ACT INCLUSIVE series of Country Sheets and follow the upcoming developments of our project.