



## ACT-Inclusive – Actors of Change Towards Inclusive Education

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# NEWSLETTER

## Issue 1



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### Inclusive Education in Europe: Key Findings and Future Directions

Our in-depth [report on inclusive education in partner countries](#), Spain, Cyprus, Hungary, France and Slovenia, reveals significant progress and ongoing challenges. Over the last years, notable strides have been made in including students with disabilities into mainstream schools. However, our systems still face multiple challenges, such as insufficient specialised staff, particularly in secondary education, and the need for more comprehensive teacher training programs.

The report includes insights from teachers and students across mainstream schools in all partner countries, highlighting practical challenges and successes in implementing inclusive education. Teachers and students emphasise the need for more resources, better training, and a more inclusive school culture.

Based on these findings, we recommend increasing investment in education to hire and train specialised staff, enhancing teacher training programs focused on inclusive education, improving school infrastructure to ensure physical accessibility and adequate assistive technologies, and fostering an inclusive school culture through awareness campaigns and inclusive practices.

### Promoting Inclusiveness Through Non-Formal Education

The ACT-INCLUSIVE project, under the Erasmus+ Programme, is making significant strides in promoting inclusiveness in schools. Our recently published [collection of good practices](#) showcases innovative non-formal education activities designed to support students with diverse needs.

One standout initiative is the **“H@z Tic” Project**, which focuses on digital literacy for students with Down Syndrome. Utilising tablet-PCs, the project facilitates learning and classroom integration, emphasising the importance of family involvement and coordination between educational institutions and associations. This approach has proven effective in enhancing student engagement and learning outcomes. Another notable initiative is the **VIDA Project**, which provides comprehensive training on the rights, self-determination, and cognitive accessibility of students with intellectual or developmental disabilities. This project is crucial in ensuring that these students can enjoy full citizenship and active participation in society. Our collection also includes cultural initiatives like **Shared Dances - Danses partagées**, where students from various educational levels engage in dance workshops and performances. This initiative builds a sense of community and raises awareness about different forms of disability through inclusive artistic practices. Additionally, we have introduced the **Sensory Workshop**, which enhances students' understanding of sensory disabilities through activities that simulate the challenges faced by individuals with disabilities in touch, smell, and upper-limb function. Furthermore, the **Inclusive Teams Concept** in Slovenia promotes collaboration among educators, psychologists, and other professionals to support students with learning difficulties.

### In this Issue

Welcome to ACT-INCLUSIVE newsletter. We are excited to share recent developments and insights from our [project](#), dedicated to fostering inclusive education through innovative non-formal education practices. In this edition, we provide an in-depth look at the state of inclusive education in our countries and we highlight key findings from our comprehensive collection of country sheets and best practices.

### Updates on project's work and next steps

With a dynamic start, with a kick-off meeting in the early days of 2023, the project consortium conducted research which served as a foundation for the development of training and awareness raising manual, targeting students (with and without disabilities), teachers and school staff, which will be tested through workshops in the second half of the project.

The ACT-INCLUSIVE project will continue to expand its repository of good practices and encourage the adoption of these methodologies across educational institutions in Europe. Our next steps include conducting workshops, training sessions, and conferences to disseminate these practices widely and support their implementation at the grassroots level.

### ACT-INCLUSIVE partnership

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