INSCOOL
Inclusive Schools II

Inclusive education needs assessment and collection of inspiring practices

WP2 – Research and content development

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Index

1. Introduction

> "Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market".
>
> 1st principle of the European Pillar of Social Rights

In December 2017, the European Council, the European Parliament and the Commission adopted the [European Pillar of social rights](). The agreement highlights the importance of the social, educational and cultural dimensions of EU policies for building a common European future.

Promoting equity, social cohesion and active citizenship is one of the strategic objectives for cooperation in education and training at the EU-level.[1]

Social inclusion in the educational sector is the key theme addressed in this report. The authors have tried to explore this concept and the ways it is put into practices inside European schools. During the past months, they have worked in collaboration with teachers, school leaders, newly qualified teachers and aspiring teachers across Europe to research on current knowledge around inclusive education, to learn more about the actual competencies linked to inclusive pedagogies and leadership, and, finally, to identify gaps in knowledge and competencies in relation to these. The purpose is to provide a solid reality-based ground to three courses that the partners of the Inclusive School II project will develop to strengthen the knowledge and skills of school leaders, teachers and student teachers to make their school communities more inclusive.

European Union schools are already doing efforts to make inclusion a priority in their school curricula and pedagogies. In fact, the authors have researched and collected existing interesting practices implemented in schools that could serve as inspiring tools to replicate and adapt in other contexts. The collection is presented in this report, with the hope that the practices can serve as input for other schools, even they have limited access to resources.

However, it must be said that "inclusion" is a complex concept that is still widely misinterpreted and often, paradoxically, implemented in schools with a restrictive point of view, thinking it just only people with certain disabilities. But part of the research conducted for the purpose of this project involved a deeper understanding of what the concept of school inclusion means. In the following paragraph, the authors tried to summarise the main findings and contributions of the participants in the focus groups and interviews. The emerged reflections will not be shared with the presumption to offer a clearer definition, but rather to encourage the readers of the reports to reflect more on the concept of inclusion and its complexity.

How would an ideal inclusive school be?

An ideal school would have diversity and inclusion as its core ethical value. Students from all backgrounds would have access to this education and teachers would refer to its importance intrinsically in their teaching. Human Rights would be taught throughout the school curriculum and acted upon daily. There would be an awareness of disability and the building would be catered for it

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[1] European Commission, European Education Area, Quality education and training for all, Inclusive education (www.education.ec.europa.eu)

eg: ramps, lifts, wide doors for wheelchairs, accessible toilets etc. There would be opportunities for counselling for those who feel marginalised and a procedure for Pupil Voice to highlight any issues where there is not enough inclusion. There would be opportunities for everyone to engage in non-gender specific activities and for pupils to learn about "difference" and cultural identities.
Teachers would be trained in anti-bias and would cascade this awareness through their teaching.

An inclusive school would provide equal opportunities for all in terms of education, upbringing and livelihood, but at the same time it would provide more support to those who need it. A school without visible discrimination, either negative or positive, where everybody feels accepted and where mutual help is essential.

A school where accessibility is addressed, and tools, methods and professionals are provided for all. Where no pupil feels 'disabled' by their learning environment and where they are all made to feel welcomed and safe and fully part of their school community. A community without prejudice, where diversity is valued, accepted and celebrated.

Inclusion at school would mean participation of all students without differences and active engagement to empower each student's abilities. It means to give everyone the entitlement to have an opinion and to make mistakes.
An ideal inclusive school is the one adopting a child centred/focused philosophy.
And finally, a school can only be a successful inclusive educational institution when it mirrors the society we aspire to, and when it does everything possible to build it.

1.1 The Inclusive Schools II project

Inclusive Schools II is an "Erasmus+ KA3 Social inclusion through education, training and youth project". It aims at significantly increasing the knowledge and skills of school leaders, teachers and student teachers to work inclusively with the increasing range of diverse learners in their schools. The project will scale up the good practice established in the methodology of Inclusive Schools, in order to further:

- increase the number of school leaders and teachers trained in inclusive education policy and practice;
- deepen educators' knowledge and understanding of inclusive education policy, practice and culture;
- enhance the skills of teachers and school leaders working inclusively in schools;
- strengthen leadership of inclusive education in schools;
- facilitate enhanced cooperation within the school community (parents, students, school staff) and with a wider spectrum of education stakeholders;
- increase the confidence and motivation of school leaders to lead the implementation of inclusive education, and of teachers to implement inclusive pedagogies;
- influence policy change at school, local, regional and national levels.

The project builds on 6 work packages (WPs):

WP	TYPE	OBJECTIVES
WP1 Project management	Management	• Assuring a smooth and timely implementation of the project; • Maintaining a clear and effective communication among partners; • Assuring quality of project products.
WP2 Research and content development	Preparation	• To provide a solid information-base about inclusive education in partner countries; • To create two accessible, engaging face-to-face CPD courses; • To set up a MOOC; • To foster mutual learning between teachers, school leaders and aspiring teachers by sharing knowledge and existing best practices related to the use of skill-transfer to promote social cohesion and inclusive education.
WP3 Delivery of capacity building training	Implementation	To deliver the three continuing professional development courses (face-to-face courses for school leaders and teachers, and a MOOC for student/newly qualified teachers).

WP4 **Advocacy for changes in systemic level**	Exploitation of results	• To upscale the Inclusive Schools I Project envisages to engage more beneficiaries, disseminate the results to a wider audience; • To influence policy formation in every partner country.
WP5 **Dissemination and visibility**	Dissemination and Communication Exploitation of results	To develop an innovative raising awareness and communication campaign stemming from school communities around Europe to reach local and European stakeholders for networking and upscaling the results.
WP6 **Monitoring and evaluation**	Evaluation	To preserve the high quality and to evaluate the activities of the project.

The project will achieve its aims and objectives by developing three training strands:
1. a face-to-face course specifically for school leaders;
2. a face-to-face course for serving teachers;
3. a Mass Open Online Course (MOOC) for student and newly qualified teachers.

Partners of the project

British Council
The British Council was founded in 1934 at a time when intolerance was on the rise in Europe. It was established as a response to the growing threat of racist ideologies, with the mandate to build trust and mutual respect among diverse communities through education, community development, English and the arts. Eighty-five years on, this goal remains at the heart of our guiding principles. The British Council is the UK's international organisation for cultural relations and educational opportunities. We are on the ground in six continents and over 100 countries, bringing international opportunity to life, every day. In 2019-20 we connected with 80 million people directly and with 791 million people overall, including online and through our broadcasts and publications.

CESIE
CESIE is a non-profit and non-governmental organisation based in Palermo (Italy) and established in 2001. It is committed to promote the cultural, social, educational and economic development at local, national, European and international levels. CESIE contributes to growth and development through the active participation of people, civil society and institutions, always valuing diversity.
Inspired by the work and life of Danilo Dolci, they focus their actions on the research of social needs and challenges and the use of innovative learning approaches. In this way, CESIE actively connects research with action through the use of formal and non-formal learning approaches.

InterActing UK
Interacting UK Limited is a Language, Theatre, Training company supplying professional services to education and business, and promoting international cooperation. Interacting UK was formed in response to needs in both formal and informal learning environments for greater flexibility in the

introduction of content and sensitivity to acquiring real life skills. Interacting UK is partner of Interacting S.L. from Spain and mirrors the service and expertise of the Spanish company and broadens the range of activities and collaborations.

Interacting draws on techniques from Devised Theatre and professional management training to inspire teachers and engage students in lifelong learning. Interacting is a project developer, a training provider and theatre company. Interacting promotes innovation in learning and internationalisation among schools, colleges, universities, local communities and on the internet. Interacting works to create communities of practice and sustainable learning networks. Interacting is a founding member and current chair of the European Association of Training Providers, a key member of a reputable network bringing quality to the fore in Erasmus Plus and beyond.

ESHA

ESHA, the European School Heads Association, is a professional organization for European School Heads. Members of ESHA are national organisations for school heads and deputy school heads within (pre-) primary, secondary and vocational education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organisations and thus it represents 64.000 school leaders in (pre-) primary, secondary and vocational education.

ESHA is an international community in which experiences, visions and views between members are exchanged and in which new ideas are born. ESHA connects school leaders, researchers and policy makers with the collective aim to learn from each other and improve education.

ESHA's current activities mainly focus on school leadership, school culture, modernisation of education, key competences, inclusion, multiculturalism, bullying prevention and early intervention to prevent early school leaving.

LLLP

The *Lifelong Learning Platform (LLLP)* gathers 42 European networks in education, training and youth. LLLP members represent millions of actors in Europe in all sectors of education & training (secondary, higher education, VET, adult and popular education, non-formal and informal learning, networks for students, school heads, parents, teachers and trainers). Acknowledged by the European Commission as a "unique representation" of lifelong learning at EU level, LLLP works to build citizen's voice on lifelong learning and is committed to promoting equity, social cohesion and active citizenship within education and training systems in Europe. LLLP was a partner of the *Inscool I project* (2019-2021).

University of Granada

The University of Granada (1531) is a public comprehensive research university with approx. 56,000 students, 3,600 academics, 1,900 administrative and support staff. Its 27 Faculties and Schools and 124 Departments offer 62 undergraduate degrees, 106 master's degrees and 28 doctoral programmes organized in 3 overarching doctoral schools. It has 15 research institutes and over 400 research teams working in all disciplinary fields. The UGR is currently ranked 3rd in Spain according to the Shanghai ranking (2019) and is the leading regional university in the south of Spain, with 34 disciplines appearing in the top 500. As a public higher education institution, it is committed not only to quality and excellence in education, learning and research but also to activities targeting the transfer of scientific, technical and artistic knowledge to society, the betterment of society and a sustainable environment. The UGR has played a leading role in the longest-standing European university network, the Coimbra Group, which it chaired from 2010 to 2017. The UGR regards

internalization as a policy priority. It is a leading participant in the Erasmus mobility scheme from its outset, in recognition of which it received the Erasmus Gold Star Award in 2007. It also has a large worldwide mobility programme for students and staff financed by the UGR's own Internationalization Fund. Furthermore, it is also very active in E+ KA2 and predecessor programmes (currently >50 EU active projects). One of its latest achievements is the coordination of the Arqus European University Alliance, one of the first 17 European Universities funded under the Erasmus+ programme.

1.2 Inclusive education needs assessment and collection of inspiring practices

The contents of this document represent the first essential step of the project, since it serves as basis for the development of the three courses.

Partners have conducted a needs analysis in six European countries and collected inspiring practices in the context of the Work Package 2. The analysis will ensure each training course delivers what is required in ways that maximize accessibility, engagement and retention.

The result of this research phase is this report "Inclusive education needs assessment and collection of inspiring practices", an open online resource for educators, leaders, policymakers and the general public to reference.

1.2.1 Needs assessment

This assessment covered the specific needs of school leaders, in-service teachers and student/newly qualified teachers in relation to inclusive education in partner countries. It assessed requirements for training course content by collecting information about each of these groups:

- current knowledge around inclusive education;
- competencies linked to inclusive pedagogies and leadership (school leaders only);
- gaps in knowledge and competencies and aspirations in relation to these.

It also explored needs in relation to effective face-to-face learning methodology for school leaders and teachers, and online learning methodology for student and newly qualified teachers.

Information has been gathered through focus groups in six European countries.

Country	Teachers	School leaders	Newly qualified teachers/ pre-service teachers	
Italy	11	5	5	
Netherlands	10	11	10	
Hungary	13	9	11	
Spain	8	5	7	
Poland	8	9	8	
UK	11	12		
Total	**61**	**51**	**41**	**153**

Table 1- Number of participants in the focus groups

As leader of the Work Package 2, CESIE provided partners with guidelines on how to conduct the focus groups, including a collection of questions and topic to cover.

<div align="center">**Focus groups with school leaders and teachers**</div>

Part 1: Inclusion at school
With the first part of the focus group we are going to investigate on the concept of inclusion at school in general and on how this concept is applied in the partners countries.

- Inclusion – what does it mean to you? When do you consider a society being "inclusive"?
- Schools are small societies. How do you imagine an ideal inclusive school?
- What is an inclusive pedagogy?
- What are the resources needed in order to have an inclusive school?

Part 2: Inclusion in your school
The second part will focus on school leaders and teachers' experience in their schools.

- Do you think schools in *insert your country* have all the necessary resources to be inclusive? If not, what are they lacking?
- Going back to the first question "how do you imagine an ideal inclusive school", how close is your school to this ideal?
- What are your strategies for an inclusive pedagogical approach? What are you doing to make sure everyone feels included?
- Which are the challenges you face in implementing these strategies?
- Inclusive places recognize and value individual differences:
  - Do you feel that your students' attributes, traits, characteristics, skills and background are valued at school?
  - Do you think students feel comfortable being themselves at school?
- Are there any projects/initiatives on inclusion and diversity currently implemented in your school?
- How do you assess your school inclusiveness and who are involved in this assessment (students, parents, teachers, only leadership)?
- Do you have a strategy for improving or regularly fine-tuning your inclusion strategies and methods?

Part 3: Knowledge and competencies for inclusive education
- Do you have experience or knowledge about inclusive practices at school?
- What are according to you the competencies and skills a (school leaders/teachers) must have for an inclusive education?
- What are – among those competencies – the one you feel most confident about? And what are the ones you think you would need to deepen?
- Do you address the topic of inclusion with your students? What would you like be addressed more?
- How do you explore and cover the topic of diversity in your classrooms during your lessons?

- Do you think the participation of parents and community organizations is important for an inclusive education? Which are your approaches to engage families and community in support of inclusion?
- Do you think you are motivated and supported enough by your colleagues to adopt inclusive pedagogies?

Part 4: Conclusion
- Which topic we should cover in a course for (school leaders/teachers) to foster an inclusive education?
- What should be the focus of the course? Would you prefer to focus on general information (i.e talk about inclusion policies and culture, inspirational practice), on practical activities to do at school, or on teachers and school leaders' competence and skills development?
- How can we make the course accessible and engaging for (school leaders/teachers)?
- Is there anything you would like to add that has not being mentioned?

Focus groups with student teachers/ newly qualified teachers

Part 1: Inclusion at school
With the first part of the focus group we are going to investigate on the concept of inclusion at school in general and on how this concept is applied in the partners countries.

- Inclusion – what does it mean to you? When do you consider a society being "inclusive"?
- Schools are small societies. How do you imagine an ideal inclusive school?
- What is an inclusive pedagogy?
- Do you think schools in *insert your country* have all the necessary resources to be inclusive? If not, what are they lacking?
- Do you know any projects/initiatives on inclusion and diversity at school?

Part 2: Preparing for an inclusive education
The second part will focus student teachers/newly qualified teachers experience.

- During your learning path to become a teacher, did you address the topic of inclusion in education? How?
- What will be your strategies as teacher for an inclusive pedagogical approach? What would you do/do to make sure everyone feels included?
- Based on your experience as intern[2],
  - Do you feel that students' attributes, traits, characteristics, skills and background are valued at school?
  - Do you think students feel comfortable being themselves at school?
  - What would you do to improve it?
  - How did you - and in general the school you were working in - engage parents?

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[2] In Italy, student teachers are obliged to do an internship at school before getting the degree. Please check if this is applicable in your countries

○ Did you or the school outreach stakeholders who play a role in education, especially community actors, non-formal educators and other schools? How?

Part 3: Knowledge and competencies for inclusive education
● Do you have past experience or knowledge about inclusive practices at school?
● What are according to you the competencies and skills a (school leaders/teachers) must have for an inclusive education?
● What are – among those competencies – the one you feel most confident about? And what are the ones you think you would need to deepen?
● How would you explore and cover the topic of diversity in your classrooms during your lessons?

Part 4: Conclusion
● Which topic we should cover in a course for student teachers/newly qualified teachers to foster an inclusive education?
● Would you prefer to focus on general information (i.e talk about inclusion policies and culture, good practice), on practical activities to do at school, or both?
● How can we make the course accessible and engaging for newly qualified teachers?
● Is there anything you would like to add that has not being mentioned?

1.2.2 Collection of inspiring practices

This activity established up-to-date good practices in relation to face-to-face continuing professional development for school leaders and teachers, particularly regarding inclusive education. It also identified key elements in the design and delivery of MOOCs that support high levels of sign-up, engagement and retention.
In order to make the partnership work more cohesive, CESIE provided an inspiring practices template to fill with information such as:
- characteristic of the inspiring practice;
- context;
- description of the intervention;
- result/ impact;
- innovation and success factors;
- challenges;
- lesson learned;
- opinion;
- potential of learning for schools working on inclusion.

2. Needs assessment in Inclusive Schools countries

2.1 Hungary

Teachers

Inclusion in education is not high on the policy agenda in Hungary, it is even discouraged by policies. However, participants of the focus group discussion are committed to implementing inclusive practices in their classroom, and make a lot of effort to succeed in it. Most of them have reported the presence of school leadership that either support them or at least does not make their life more difficult for their commitment to inclusion.

In the Hungarian context, inclusion in school is primarily the inclusion or Roma students and those with special education needs. Among the SEN students, the majority is dyslexic, has autism spectrum disorders, behavioural problems or multi-generational socio-economic disadvantages. These often create a mix of multiple disadvantages. Teachers rarely have to focus on disabled children, e.g. the inclusive education of blind or deaf children is rare. Mild intellectual disabilities are often included in regular classrooms, more severe cases are not. Some of the teachers participating at the focus groups have special training in educating disabled children. In the Hungarian context there is practically no linguistic diversity, religious diversity is also relatively rare. However, some of the inspiring practices discussed prove that migrant inclusion approaches are more often than not transferable to Roma inclusion.

As inclusive pedagogies are not necessarily encouraged, the main challenge is to include teachers not already committed to inclusion in trainings around the topic. Participants have found it very important to share success stories to convince more teachers.

It has been mentioned that inclusion and parental/family engagement are topics more or less totally missing from initial teacher education, and thus would be important to focus on during CPD. As a result of heavy workload, large classes and a high number of compulsory contact hours, practical CPD with instantly implementable examples is a clear preference.

While participants expressed their need for inspiration for classroom practice, the need for collaboration with external stakeholders, such as community organisations, churches, sports clubs and arts education providers has also been mentioned. This might be an area of training: establishing, executing, evaluating and adjusting such collaborations.

Another area could be the implementation of pedagogical freedom within a rigid curricular framework. Curriculum and unsuitable school books are often a pretext for not implementing student-centred methodologies while they are provided for by law.

The most important challenge identified by participants is to avoid preaching to the converted. While those teachers who already implement inclusive pedagogies are always grateful for new practical ideas, and working with like-minded teachers help them overcome day-to-day challenges in the school, for a culture of inclusion and improved quality of education the planned course should somehow be attractive for those who are yet to become inclusive.

School leader

Inclusion is not an education policy priority in Hungary, in fact it is mostly discouraged and segregation is openly supported by policies. However, there are lots of schools that prioritise inclusion, and they often get an additional burden of being sent more challenging students. Free

choice of school is often missing, and children are assigned to schools the family may not have chosen.

School leaders participating at the focus group discussion are all committed to inclusive education. There were two church school and one private school leaders in the group. These schools have a very different experience from that of state schools. The two church schools have decided to become inclusive while education legislation does not make it compulsory for them in any way. Inclusive church schools often only make inclusion efforts for disabled students, if any, but these schools also educate Roma children and those with behavioural issues (the two groups often overlap). The private school is one established for children who do not fit in the state system, but whose parents are well-off.

The different schools have very different resources for inclusion. Church schools receive about twice as much state funding as state schools, and the private school collects tuition fees. In Hungary, the number of church schools is constantly growing, but it is the underfunded state school that need the most support with inclusion.

In terms of school leadership, inclusion efforts are not ensured on the long run. School leaders are given a maximum 5-year term, but are sometimes forced to step down to give way to more government-conform leaders. School authorities do not necessarily support inclusion. Thus, school leaders committed to inclusion often try to fundamentally change mindsets to ensure inclusion efforts are maintained at least to some extent in case of a change.

School autonomy is limited in state schools (while church schools enjoy much wider autonomies), but as education legislation ensures pedagogical freedom, school leadership can support individual teacher efforts for implementing inclusive methodologies. School heads and deputy heads are also obliged by law to teach, although less contact hours than others, thus making space for leading by doing in inclusive education.

Schools define their own pedagogical programme that may focus on inclusion, but large class sizes, the lack of funding for material resources and support staff, and teachers' heavy workload (up to 26 contact hours per week) make the realisation of such programmes difficult. At the same time, efforts are also hindered by a content-heavy, prescribed curriculum that only makes 10% deviation possible, and totally rules competence development approaches out, especially developing missing competences at later stages (eg. catering for students who somehow passed most grades of primary school and still cannot read or write).

In the state system, a number of schools belong to the same education authority, but their peer learning or active collaboration is rarely supported by the authority, so it is up to school leaders to foster a culture of peer support and learning.

In the Hungarian context, integration and inclusion are often confused. Both are targeting primarily Roma students and those with special education needs – often overlapping. Heavily disabled children are mostly not educated in the mainstream system, but in special schools. However, most school buildings are accessible.

Participants of the focus group discussion are committed to inclusion and have implemented leadership practices for that. Parental and community engagement are areas of improvement for them, too. Collaborative and shared leadership practices are rare, especially because of the state accountability system.

Participants of this focus group were all future kindergarten and/or lower primary teachers attending the specialised school of education in Budapest. The invitation was forwarded to students who have participated at least one elective course on inclusive education, so their interest and knowledge in the field is above average.

It is important to mention that you can become a primary school or kindergarten teacher in the most prestigious teacher training university of Hungary without learning anything about inclusion.

Similarly, most students start their teacher education without practical experiences with inclusion, and some cannot gain practical experiences during their training either. Some have experiences in schools specifically focusing on SEN children in an inclusive way, but there are also bad personal experiences.

It is important to mention that inclusion topics are mostly narrowed down to specific disabilities, and there is no training on the inclusion of Roma – the only visible minority with multigenerational traumas in education, social challenges such as unemployment, criminalisation, alcohol and drug problems, and more disabilities than the majority.

Participants are aware that they don't know enough about the topic and also have little practical training. Hungarian education from primary school to university being quite theoretical, and them facing the lack of practical skills, their priority for further training in the field is practice.

The best thing to conclude on is that they are not overconfident and know their limits. At the same time, they are not sure they would be supported as inclusive educators when they start working as teachers.

They are aware that it depends on the individual school and the individual teacher in the Hungarian system whether they implement inclusion practices, and they understand the lack of professional support, resources and system.

However, there are pre-service teachers who understand the importance of inclusion, and there is room for not only improving their knowledge, but also to support them in developing their inclusion knowledge, practical repertoire and give positive feedback on these efforts.

2.2 Italy

Teachers

Most of the participants of the focus group actively took part of the discussion, which saw an exchange of ideas/opinions and point of views between the teachers. The participants have also brought up some examples from their experience as teachers/from their schools.

As result from this focus group, two main topics can be highlighted.

Firstly, the differences between some schools in Norther and Southern Italy. Teachers from the South highlighted the lack of economic resources within the school, and this situation often places the topic of inclusion on the back burner.

Secondly, the lack of some teachers' participations in non-formal activities and in learning opportunities (such as Erasmus+ projects). It is difficult to establish a cooperation between teachers when talking about inclusion, since some teachers are strongly attached to traditional teaching methods. Furthermore, some support teachers do not understand the importance of their job.

Lastly, participants were pleased with the Focus Group and appreciated the chance of exchanging ideas one another. Indeed, when asked about the contents of INSCOOL's course, they gave a lot on inputs and ideas about their idea of ideal course about inclusion.

School leaders

All the participants were actively engaged in the discussion and brought up some examples from their experience as teachers/from their schools.

Most of the discussion has been focused on the interaction among teachers and students with special needs, and on how the participants try to create an inclusive space within their own classes. Indeed, when asked about inclusion at school, most participants focused their answers on children with special needs (and not other kinds of inclusions).

In this regard, during the Focus Group an exchange of ideas about *how/when including children with special needs* started. Participants debated about how including children with special needs in day-to-day activities, expressing their difficulties in organizing different activities for the class and for the students with special needs (also because often the teacher is alone in class, with no other support).

Concept of "diversification as inclusion": when talking about inclusion it is believed that children with special needs must always be kept in class with the rest of the classmates; however, organize different and suited activities is not always an equivalent of discrimination.

Lastly, participants were pleased with the Focus Group and appreciated the chance of exchanging ideas one another. Indeed, when asked about the contents of INSCOOL's course, they gave a lot on inputs and ideas about their idea of ideal course about inclusion.

Newly qualified teachers

Despite the presence of only 3 teachers, there was a proactive and engaged discussion, with the participants bringing up some examples from their experience as teachers/from their schools.

When asked about inclusion at school, participants focused their answers on children with special needs and on how they try to create an inclusive space within their own classes. What emerged is that teachers do not include the topic of inclusion/diversity as part of their lessons, they only resort to targeted interventions. Some topics that emerged: bullying, and the difficulty of establishing relations among able-bodied students and students with disabilities, since the firsts sometimes do not accept the "special attention" given to the latter.

Lastly, participants were pleased with the Focus Group and appreciated the chance of exchanging ideas one another. Indeed, when asked about the contents of INSCOOL's course, they gave a lot on inputs and ideas about their idea of ideal course about inclusion.

2.3 Netherlands

Teachers

Inclusion at school is high on the education policy agenda in the Netherlands. Teachers who accepted the invitation to the focus group discussion come from different school levels from primary to general and vocational secondary school, but all of them are already committed to

inclusive pedagogies. The teachers also come from different parts of the country and from schools and municipalities of different sizes, but most of them teach at secondary schools.

Schools are autonomous and can choose their methods as well as design their own curriculum. However, it is relatively typical that teachers are Dutch-born while there is a growing diversity of national backgrounds among the students. Multilingual approaches are getting momentum, but not yet mainstream.

Teachers in general feel supported by school leadership and their peers in their inclusion efforts, while diversity is a challenge for most. It is a re-occurring wish, also expressed in earlier meetings, that they would like to engage with families and parents more, but there seems to be no major development in this field. However, the school closure periods showed in most of the schools that there is a living relationship as it was relatively easy to establish who are to keep going to school and who can learn from home.

Most schools are engaged with local communities and/or other schools in exploring the inner diversity of Dutch society. Most schools are accessible for disabled students, and budgets generally allow for the necessary assistance. Parents rarely participate at school on a daily basis.

Most participants feel that they need training less, there have been various opportunities, but they feel they could rather benefit from coaching and mentoring to solve individual challenges. They would be happy to visit others nationally or internationally to learn from their inclusion practices. There are some overarching topics and challenges that are similar at all school levels and geographical areas, but not surprisingly large cities offer different challenges and also different solutions. Interestingly enough, the engagement with local communities not necessarily depend on the school's being in a small town or village, but mostly on pedagogies (Montessori schools engage more for example) and general school culture.

The planned training will probably be more beneficial for teachers at the early stages of their careers, although most school put a large emphasis on induction programmes for not only early-stage teachers, but also those transferring to their school.

Most participants have been familiar with the multiple inclusion approach promoted by ESHA's MultInclude project, and would be interested to get support in developing focused interventions in the different areas identified as potential development one with an individual inclusion focus.

Some of the major inclusion challenges identified are the growing cultural and linguistic diversity of students, behavioural challenges, compensating for early stranding in the Dutch system and engaging parents and families.

The potential topics for the Inscool training identified are listed in the chart above:
- Multilingualism and mother tongue support
- Family and community engagement
- Colour-brave approach
- Individual inclusion, multiple inclusion
- Whole school – whole child approach
- Open doors policy
- Self-reflection and self-awareness.

School leaders

Inclusion at school is high on the education policy agenda in the Netherlands, and school leaders find it an important part of their job to cater for it, but at the same time they are also critical and think that more could be done. School leaders who accepted our invitation are all already committed to inclusive pedagogies, but according to their views it is the trend in the country. They come from different school levels from primary to secondary (both general and vocational), but most of them belong to the same group of schools with a very strong collaboration within the group. There is a diversity of methods implemented, with two of the primaries implementing Montessori pedagogies relatively popular in the Netherlands. All schools are state-financed with a full autonomy.

Most school leaders reported that they are supported by policy, but also their staff and families in their inclusion efforts. School budget and teacher salaries can always be more, but they are generally sufficient to provide for professional tasks and to recruit good teachers. Work overload is an issue, but they try to ease the administrative burden. They also reported strong collaboration among teachers and their efforts to support that.

Growing student diversity is posing a challenge in most schools. In Amsterdam linguistic diversity is especially prominent. In some areas diversity in social background has become more visible and more challenging during school closures, especially in secondary schools, but municipalities offered a lot of support, and the fact that schools did not have to fully close was of help.

Most schools put a lot of emphasis on incentivising student initiatives and including the student voice in school leadership. There is a strong focus on parental engagement, but not all school succeed with it as much as they would like to.

Support from the Ministry and AVS, the Dutch school heads association was mentioned as useful for their work, especially in exchanging experiences and promoting schools' needs.

Overall, it can be said that while school leaders participating at the focus group discussion have reported a lot of work done in the field of inclusion, they all see room for improvement, and they are all committed to supporting their staff in their efforts in the field. All of them rely on student autonomy, but also recognise that some students need more or different support to achieve their full potential. They support student initiative, and offer resources for realising student-led projects. They also invest time and effort into catering for needs that are not mainstream, and foster local and inter-school collaborations for that. Some of the schools also support exchange programmes as a way of learning about diversity.

The potential topics for the Inscool training identified are listed in the chart above:
- Inclusive and shared school leadership
- Accountability, assessment, achievement
- International, European trends and inspiration
- Communication, conflict management, bullying prevention
- Supporting teacher professional development and collaboration
- Holistic approaches to education.

Pre-service

The participants of this focus group discussion are mostly future teachers with one exception of a PhD student with some years of teaching experience specialising on linguistic inclusion.

Inclusive education theory and practice are part of teacher education in the Netherlands. Studies build a lot on autonomous and collaborative work, and it gives enough flexibility for students to

explore what is interesting for them. Most of them are confident that what they focus more on now will be fully useful in their later professional work. They feel that there are jobs available that they would be able to utilise their learning best at.

They would like to have more opportunities for working in schools and exploring what works well and what does not. Thus, practical examples are sought after.

At the same time, they also feel everybody needs a strong theoretical basis for becoming an inclusive educator, thus recommend to include theory for those who have less focus on the topic in their training. Social psychology, sociology and methodological knowledge are mentioned as necessary elements.

There was an agreement that further training needs are diverse, and it would be difficult to design a course with a single path to cater for all needs. They would all like to have opportunities for meeting and exploring, but as the pre-service teacher course is planned to be an online one, they were more supportive of a modular approach, having both theory and practical examples. It was an idea supported by all to have examples that had failed, not only success stories.

As their experience with their fellow students is that the would-be teaching force is not diverse enough, they find experiences with diversity important. At the same time, analysing mindsets, convictions or past experiences that can have an influence on their work, unconscious bias, prejudices should be explored, and the training may offer possibilities for self-exploration and -reflection.

Practical experiences mentioned are mostly from their own schooling as they don't yet have much teaching practice behind them – sometimes none at all. However, they are all committed to becoming inclusive educators, and they are enthusiastic about becoming teachers. The autonomy of Dutch schools is attractive, but also a bot intimidating for them. They expect to have support from their more experienced peers, wish to maintain an alumni network, and also hope to go back to their teachers for support.

Their perception of challenges in Dutch schools is similar to the experiences of teachers, but it is not surprising as most of them are only out of school for 3-4 years.

They are all interested in learning from experiences in other countries, and would like to or has already benefited from student exchange programmes.

All in all, the recommendation from this group is a modular training with a balance of theory and practice, including learning from failure.

2.4 Poland

Teachers

The group was composed by eight people, representing various types of educational institutions: kindergartens, primary schools, integration schools, secondary, private and public schools.

The participants were able to adequately define the concept of inclusion and its essential elements: equal educational opportunities, individualization of content delivery, taking into account the diversity of students in class teams; respect for diversity. However, the respondents admitted that in Polish schools these guidelines apply only to some children - most often those with disabilities. The second visible category of children covered by inclusive practices are immigrant children, foreign children who do not speak Polish. The most common examples of the inclusive practice are organizing extra-curricular activities in subjects / topics that children cannot cope with, hiring

support teachers and integrating into the classroom (acceptance of children from the above two categories by the rest of the class). In order to create an inclusive school, there are examples related to the presence of appropriate regulations that allow the implementation of various flexible solutions (curriculum) and access to funds enabling the purchase of materials for work with children and the organization of specialist support (offices for therapy with children with disabilities). In the planned training, it is worth considering the following issues: understanding the concept of inclusion, distinguishing it from integration, examples of good practice; description of the functioning of existing inclusive schools; case study, emphasizing that inclusive education concerns all children and e only these with disabilities and immigrants.

The respondents agreed that Polish schools lack the resources necessary (in their opinion) to create inclusive schools. The shortcomings mentioned by them include: financial shortages and related to them: a small number of supporting teachers, no teaching aids to work with students, insufficient number of hours, no offices for specialized therapies; architectural maladjustment of buildings and rooms. Other missing elements are: lack of cooperation between school stakeholders, lack of focus on neurotypical children; overloaded core curriculum (more important implementation of the teaching content than the needs of children and the creation of conditions conducive to learning and the feeling of comfort for students). Other factors include the lack of a favourable political climate (activities aimed at teaching respect for diversity are often met with active resistance by the educational authorities). The resources that, according to the respondents, are present are teachers who are committed and well prepared for their work.

Surprisingly, despite the above shortcomings, most respondents found their schools inclusive. Only one respondent decided that her school cannot talk about inclusion due to the fact that they do not focus on students' resources but on their shortcomings and competences that require improvement. The above-mentioned practices and inclusion strategies were focused on the previously mentioned additional activities for children with disabilities and other "deficiencies". There is also a category of activities introducing the culture and habits of immigrant children belonging to a given class team and the celebration of various days (the day of people with Down syndrome, etc.). The respondents had no experience with conducting evaluation or monitoring the situation related to their inclusive practices. In the program of a future course, it is worth considering: ways of working with children and parents on attitudes towards diversity; anti-discrimination, evaluation of the effectiveness of inclusive practices at school.

Among the competences listed as necessary for inclusive education, most examples concerned interpersonal skills, which, in the opinion of the respondents, do not lack Polish teachers and knowledge about working with children with disabilities, with a strong emphasis on psychopathology (focus on disorders, deficits). The participants indicated that they have a need to supplement their qualifications in the area of group work techniques, with particular emphasis on the organization of cooperation with parents. In addition to the above indications, there was also a reflection that the source of prejudices among children - and thus difficulties in integrating the class environment are often adults, therefore the correct conclusion seems to include at least elements of anti-discrimination training in the course program.

The topics of the future training indicated by the participants as interesting and necessary concerned: the psychology of interculturalism from the perspective of a child and a parent; work

with a culturally different parent; various examples of inclusion implementation strategies. The practical nature of the classes and the minimization of theory were indicated as preferred. One of the respondents mentioned the possibility of obtaining a prestigious title, belonging to a network of schools that meet the standards related to the subject of the course as an engaging factor for her.

The interview was attended by 8 people representing various types of educational institutions: kindergartens, primary schools, integration schools, secondary, private and public schools. Due to the short duration of the interview and the dynamic situation in schools related to the pandemic, two principals delegated teachers to participate in the interview.

The respondents generally accurately define the concept of inclusion and inclusive education, combining it with concepts such as: respect for diversity, freedom from discrimination, creating a space conducive to learning and dialogue. The prevailing opinion, however, is that these are activities that should cover children with disabilities and children who do not speak Polish. There was no common awareness among the respondents that one should strive for a situation where the above conditions would apply to all students. In the program of the course being created, it is worth planning activities to deepen the understanding of inclusion and one's attitudes towards diversity, and to present examples, case studies of inclusive schools and specific inclusive practices.

II. The respondents considered the leading deficit of resources needed to implement inclusive education to be the competence of teachers, which in their opinion lack: awareness, knowledge and skills how to work with children with different needs, insufficient preparation for work in integrated classes, lack of motivation and willingness to improve their own. The respondents also indicated that the problem is the lack of cooperation between teachers in schools, between parents and teachers, or obtaining adequate support from institutions (unreliable diagnoses about the situation of children with disabilities). There was also a voice that it is not possible for the systemic school to support a child with a disability as well as a special school. The above-mentioned inclusive practices concerned mainly activities with regard to children with disabilities and foreign-speaking children, and did not capture the diversity of the entire school community. The respondents admitted that they do not carry out monitoring and evaluation in the area of inclusive practices in their schools, which may be surprising because the obtained data show that the acceptance of diversity in public schools, both among children and adults, is a big problem. The representatives of private schools were satisfied with the level of implementation of inclusive education in their schools, their position on this matter was clearly different from the experiences of other principals. During the training, in addition to issues related to building cooperation, it is worth discussing issues related to the evaluation and monitoring of implemented solutions in the field of inclusion.

The respondents found that they had insufficient knowledge about examples of specific inclusive practices in other schools and educational systems.

As competences needed and useful in creating inclusive environments, the respondents mentioned mainly character traits such as: openness, courage, determination in pursuing a goal, and they agreed that they have these qualities when they are here and they talk about inclusive education in their schools. As deficient and insufficient, they mentioned the skills related to inviting parents to

cooperation and building this cooperation as well as effective communication with parents. The respondents representing a private school found their competences sufficient to be sufficient, and again pointed to the lack of discriminatory behaviour among their school community. The respondents representing all types of institutions found the support from the school community sufficient in introducing inclusive practices, which is surprising when we look at the data from the first part of the interview, where they complained quite unanimously about the lack of motivation and awareness of the importance of inclusive practices among teachers. The examples of the implementation of topics related to inclusion (diversity, justice) provided by the respondents are not very specific, they give the impression of superficial knowledge, perhaps it is related to the lack of evaluation in this area demonstrated earlier.

Summarizing the interview and referring to the questions about preferring conditions for their professional development learning, the respondents unanimously indicated that practice is more important for them (working on specific scenarios of classes, the possibility of observing model classes) than theory. The respondents indicated the need for the following topics: organization of cooperation and work with parents, implementation of specific anti-discrimination strategies in the classroom, building a safe environment, free from divisions, ensuring safety and acceptance for students. The following were mentioned as engaging and supportive learning conditions: stationary training, the opportunity to talk, discuss, get acquainted with work samples and good practices of others, a reliable trainer with his own practice in the field of inclusive education, and finally - training best organized in the field of inclusive education. working hours of teachers.

Newly qualified teachers

All of the participants were very eager to take part in the focus group and if there will be a better time framework (more time to arrange it) for sure much more people will be willing to participate as many students/ newly qualified teachers answered positively for the invitation and couldn't take part only because of the tight deadline. It might be the message that newly graduated teachers are very interested in the topic, and as the research showed they already understand the topic and have the basic knowledge about diversity. All the participants were very involved and eager to share their perspectives. It seems that they understand the notion (looking at it from very many perspectives), that they are pretty much aware what are the barriers (they themselves remember their educational biography, are still taking part in educational process which very often was/is not inclusive) , but they admit that they are not prepared to teach and manage the class in inclusive way.

The lack of preparation (no past experience or knowledge about inclusive practices at school, no addressing the topic of inclusion in education during own learning path to become a teacher, very little awareness what type of the projects/ initiatives dedicated to diversity are available) shows that they might highly benefit from the future course and that they seem very eager to gain that knowledge.

It is pretty obvious from their answers that they are very interested in learning the practical methods, ways, activities they can conduct at school. Some of the ideas showed that they are interested in working directly on diversity (dedicated activities, practices, approaches), but on the other hand many answers showed that they also look for the practices of the inclusive class management –

everyday activities within the classroom: building relations between students, students and school staff (teachers), developing communication skills, providing need assessment.

It was also heart somewhere in-between the lines that they perceive themselves and other people who would like to change the status quo at school as the lonely island. Showing them the power of networking and practicing, building, teaching how to establish a network (of teachers, NGOs educators, parents, institutional partners and so on) might be a good direction to obtain more sustainable effects of course gains.

At the current political situation in Poland, with lots of restriction and elimination of the antidiscrimination, human rights initiatives, announcements of new educational laws called "Czarnek Lex" many teachers feel unsecure and are seriously afraid of their future and the way how educational system will operate. Therefor reduction of fear, empowerment of people but also focusing on security within the more and more radicalised system becomes an important issue.

2.5 Spain

Teachers

When asked what they considered as an inclusive society, participants agreed on the following definition: 'when all people are treated equally without being included in any minority group'.

They see an ideal inclusive school as a society that is able to accommodate all types of learners in the mainstream classroom by adjusting to individual needs so that all learners achieve the learning outcomes.

The terms "inclusive pedagogy" was not clear for them. Clarifications about it could be included in the courses.

They all agreed that Spanish schools are lacking human resources in order to be fully inclusive and to meet the needs of the children.

Their ideal schools should have lower ratios, be more spacious, contemplate accessibility measures, have more human resources. Their schools are far away from this ideal inclusive school.

They proposed different strategies for an inclusive pedagogical approach:
1) Activities should be graded at different levels.
2) Using some kind of scaffolding to make the activities easier for all students.
3) The tests should be also adapted.
4) Some students should be seated strategically in the classroom in order to favour their learning.
5) Reinforcement and extension activities should be used.
6) Different types of tasks are carried out to cater for the abilities of different learners (online projects, manipulative tasks, oral tasks, ...).

The biggest drawback in implementing these strategies is the lack of time. In addition to this, it is impossible for a single person to properly help a large number of students in a single hour.

Participants believed that high class ratio does not allow for individualised attention. Only bright pupils or pupils with exemplary behaviour stand out. It is difficult to know the abilities of each of the pupils.

As for inclusive initiatives or projects they implement at school, they mentioned: reinforcement and extension activities, remedial activities for those students who did not accomplish the learning aims, individual attention and adaptation to the different learning paces, and group split, flexible groups and classroom support.

Participants affirmed they do not have enough knowledge on inclusive practices and that inclusion training in schools should be compulsory.

School leaders

When asked what they considered as an inclusive society, participants said that inclusion means to have the same opportunities, regardless of their needs. An inclusive society is the one facilitating them in the incorporation into the main group, offering them the tools and resources they need.

They imagine an ideal inclusive school as a school where there are no distinctions, no discrimination. An inclusive pedagogy is the one that favours the integration of all and strengthens the concept of respect for the individual in all its facets.

The resources needed in order to have an inclusive school are human resources and teacher training. In addition, it is important the belief in the concept of equality and equity as a principle of inclusion.

They think that schools in Spain do not have all the necessary resources to be inclusive. They are lacking human and material resources. Moreover, there is an urgent need of trained teachers.

They imagine an ideal inclusive school with several teachers per classroom, working together in a common space. Their all think their schools are unfortunately far from this utopia. One of the participants believe that his school deals very well with the issue of inclusion. Families choose them for this reason.

Their strategies for an inclusive pedagogical approach include creating cooperative situations where these pupils have their space or important role, as well as working on peer support.

Among the challenges they face in implementing these strategies they mentioned meeting the needs of all the students, which they say do not feel discriminated inside their school environments where they rather feel valued.

As for inclusive initiatives or projects they implement at school, they mentioned projects like TRANSFORMATE or IMPULSA where cooperative student work is encouraged.

All schools' leaders claim that students, parents and teachers from their school's communities are involved in the school inclusiveness.

Some of the participants have meetings to make proposals for improving their school's inclusion strategy. However, not all of them have methods to improve their school inclusiveness.

The school leaders affirmed they do not have enough experience about inclusive practices.

They cover topic like inclusion and diversity with their students, but they feel it is not an in-depth approach and that they would need more strategies to address them.

Student teachers

Inclusion is when the school integrates all types of students regardless of their different difficulties.

Inclusion consists of the 3 P's: presence, participation and progress, which differs from the term integration. An inclusive school is a school where there are no barriers and where all kinds of students have a place in the system; and where all the pupils feel equal and help each other regardless of race, gender, etc.

The aim of inclusive pedagogy is to make available resources accessible to all learners, rather than to provide something different or additional for those who experience difficulties in their learning.

An inclusive pedagogy is a type of pedagogy that is designed to ensure that no one is left out of education. An education where the personal development of all students takes place regardless of their different abilities.

Schools in Spain lack of both human and material resources in order to be inclusive.

2.6 United Kingdom

Teachers

All respondents were committed to their schools' inclusive policies and practices. However not all schools in the UK are sufficiently well resourced.

Review, self-evaluation, appraisal, improvement built in. Peer to peer support and mentoring valued. Welcomed CPD. Differentiated learning plans in place for all SEND pupils. SEND support plans regularly reviewed and revised. The most challenging work is with violent and disruptive pupils who can distract teachers and pupils alike. Practical content in the training courses is essential and suggested topics are: dealing with difficult explanations about difference, use of appropriate language, up to date research and practice re VAKs

Training for managing change and building community including parents frequently mentioned. Respondents from Northern Ireland voiced concerns about not having access to models of inspiring practice across Europe with too much focus on the local sectarian divide than wider diversity.

School leaders

Inclusive society should facilitate the aspirations of the entire population. The elimination of barriers to self-expression religious preferences sexual orientation etc. and rigorously ensure that a core set of values based on supporting freedom of choice, and opportunities are enshrined in law and practice.

Enthusiastic responses from all respondents. The work is considered to be challenging yet very rewarding. All committed to their schools' inclusive policies and practices. As noted by the Teachers' FG not all schools in the UK are sufficiently well resourced, never enough money or time, there is a high level of stress. Essential for an inclusive school to be a resource and support rich environment. Regular Reviews of performance, self-evaluation, appraisal, improvement is all built in to the schools' management process. Peer to peer support and mentoring valued. CPD is built into school diaries, compulsory minimum. Differentiated learning plans in place for all SEND pupils. SEND support plans regularly reviewed by SLT. As with Teachers FG, the most challenging work is with violent and disruptive pupils who can distract school leaders, teachers and pupils alike. One school has experimented with appointing specialist counsellors with probation officer or police backgrounds to

take the strain off school leaders and prevent distraction from important curricular work. Time focused, Practical content an essential element of the training courses.

Topics are: creating community and including parents, managing change, the use of appropriate language, esp in LGBT, SEND and SEMH, review and explore latest research and practice in inclusion. Coping with stress? PR and promoting the school and its ethos in a society with other values, the so called "Cultural Coathangers"!

We had big differences in the responses between primary and post primary sectors. The issues around gender identity are not referenced in the primary sector. Schools in rural and urban settings have difference needs. Experiences varied widely between schools with an academic selection and those with open admission policies.

2.7 Comparative needs analysis: key common concepts

- <u>Narrowed idea of inclusion</u>
It is important to mention that inclusion topics are mostly narrowed down to specific disabilities, and there is no training on the inclusion of minorities for example of the Roma population – the only visible minority with multigenerational traumas in education, social challenges such as unemployment, criminalisation, alcohol and drug problems, and more disabilities than the majority.

- <u>Misinterpretation and confusion of "Inclusion" and "Integration"</u>
Inside a school environment, integration refers to a system that expects students to adapt to the pre-existing structure, while inclusion ensures the existing education system will adapt to each student. It is important to highlight and clarify the difference.

- <u>Lack of in-depth training on inclusive education for the whole school community</u>

- <u>Lack of resources, professional support and system</u>
It emerged that in all countries where the focus groups have been conducted, schools lack the resources necessary to create inclusive schools. The shortcomings mentioned by them include: financial shortages and related to them, a small number of supporting teachers, no teaching aids to work with students, insufficient number of hours, no offices for specialized therapies; architectural maladjustment of buildings and rooms. Other missing elements are: lack of cooperation between school stakeholders, lack of focus on neurotypical children; overloaded core curriculum (more important implementation of the teaching content than the needs of children and the creation of conditions conducive to learning and the feeling of comfort for students). Other factors include the lack of a favourable political climate (activities aimed at teaching respect for diversity are often met with active resistance by the educational authorities).

- <u>Social Inclusion is still not considered a priority for many schools</u>

- <u>Addressing diversity is a real challenge</u>
Even if challenging, addressing diversity in the classroom helps students develop social awareness which helps them appreciate different perspectives and build a critical thinking. Moreover, it helps children to feel represented and included.

2.8 Inputs for the development of the three Inclusive Schools II courses

The focus groups served as exchange places where many interesting inputs came out. Inputs that will be fundamental for the elaboration of the Inclusive Schools training courses for school leaders, teachers, newly qualified teachers and for those who are studying to become future educators.

It emerged that several participants would prefer face-to face courses, or at least a blended approach, maybe providing face-to-face workshops. In fact, they would like to have opportunities for meeting and exploring together. The pre-service teacher course is already planned to be online, in this case, they would prefer a modular approach, having both theory and practical examples.

The practical nature of the classes and the minimization of theory were indicated as preferred. Some of the respondents indicated that practice is more important for them (working on specific scenarios of classes, the possibility of observing model classes) than theory.

One of the respondents mentioned the possibility of obtaining a prestigious title, belonging to a network of schools that meet the standards related to the subject of the course as an engaging factor for her.

In the training courses, the concept that inclusive education applies to all children, not only those with disabilities and immigrants must be emphasised. As well as, the importance of involving (including) parents and other members of the school and local community in the educational process.

A teacher pointed out that some colleagues that do not believe in learning disabilities.

There is a real need to clarify the definition of what inclusion is and what are the determinants of inclusion. In addition, it is needed to explore more the concept of discrimination and what are the grounds for discrimination.

The training courses should give participants an invitation to reflect on their own role in the process of building inclusion in their own school.

The courses should focus on the perspective of the students: what they think, what they feel, who they are, what they need is a perspective a bit unknown/ not addressed at school environment – reports, research, interviews, films showing inner world of youngsters might be very powerful.

The implementation of inclusive approaches must be addressed.

Topics or **issues** to focus on in the courses:
- Inclusion and Integration;
- The concept of inclusive pedagogy;
- Sexual diversity, emotional intelligence, social problems;
- Parental engagement: collaboration methods between the family and community;
- SEN-specific knowledge;
- Leadership for Roma;
- Reflect on our own prejudices (stereotypes);
- Inspiring practice examples and case studies;
- Examples of stories of failures;
- Non-discrimination and equity;

- Child-rights;
- Social psychology and sociology;
- Trauma-informed education;
- Inclusive and shared school leadership;
- Accountability, assessment, achievement;
- International, European trends and inspiration;
- Bullying prevention;
- Community engagement;
- Psychology of interculturalism from the perspective of a child and a parent;
- Knowledge of intercultural psychology (stages of adaptation);
- Awareness of the situation of the immigrant child ("I do not want to integrate");
- Development on gender issues in relation to LGBTQ and societal issues of gender identification;
- Value of monitoring and evaluation of undertaken activities.

Approaches/methods to adopt and promote through the courses**:**
- Student-to-student peer support methods;
- Student-centred methods;
- Colour-brave approach;
- Linking theoretical knowledge with practice;
- Supporting teacher professional development and collaboration;
- Whole school – whole child approach;
- Open doors policy;
- Subject-specific practical support for leaders;
- Practical ideas for tackling the topic of diversity in class;
- Holistic approaches to education.

Skills that should be improved with the courses:
- Empathy, patience, flexibility – mindsets;
- Changing perspectives, putting on others' shoes;
- Team-building;
- Specialist support needs;
- Self-reflection and self-awareness;
- How to handle large classes;
- Conflict management;
- Collaborative skills;
- Communication with diverse people;
- Techniques for working with a group (practically);
- Cooperation with parents (building, organizing), especially those with different cultural backgrounds;
- Inclusion implementation strategies;
- Understand disruptive behaviour;
- Redirect aggression and anger;

- Sensitivity;
- Multilingualism and mother tongue support;
- Empathetic language: non-violent communication (NVC)/giraffe language;

Suggestion for the **structure** of the courses:
- Organize the course according to the participants' knowledge about inclusion (divide the course into groups/levels);
- Choose the right period for the course (not during summer/Christmas time);
- Diversification and interaction among the participants;
- Not select redundant topics;
- Provide workshops (for example a project work to prepare and share with others);
- Peer-to-peer learning;
- Consider that many students taking the course may not have any teaching practice experience.

3. Collection of Inspiring practices

Inclusive Schools partners have collected 30 inspiring practices that could be used as starting point for building more inclusive school communities.

The map below is an instrument helping readers navigating through the collection. However, the division according to the different aims must not be intended as strict. In fact, it only wants to highlight the main and common goal of the collected practices.

Aim	IP Name	Reference in the document	Language available	Key concepts, needs & skills
To promote the social autonomy and school inclusion of students with Specific Educational Support Needs and Disabilities (SEN) or with particular conditions	A joint effort	N°1	ES	▪ communication skills ▪ team work ▪ social skills ▪ personal autonomy
	Aspirational School Inclusion policy	N°2	EN	▪ awareness on disability ▪ acceptance of others
	HospiEdu (KórházSuli)	N°13	HU	▪ individualised learning ▪ personal learning support ▪ home schooling
	Inclusiva..Mente insieme "Raise awareness on disability"	N°14	IT	▪ role-plays ▪ involvement of all the teachers
	No Bad Kid	N°21	HU, EN	▪ child with behavioural problems ▪ training and mentoring programme
	Special Educational Needs Training	N°27	EN	▪ training for teachers ▪ bias and prejudices
	Strategies for an inclusive pedagogy S.O.F.I.A	N°28	IT	▪ online course with webinars ▪ effective practices
To reduce anti-social behaviour and increase pro-social behaviour in	Behaviour Recovery 'safe happy and learning'	N°3	EN	▪ wellbeing of school staff
	Developing Resilience and Self Efficacy	N°6	EN	▪ well-being ▪ self-efficacy ▪ resilience

classrooms and around the school	Inclusive Playgrounds	N°16	ES	- reduction of bullying behaviour - social skills - communication - conflict resolution
	The points-system card	N°29	ES	- improve motivation - peaceful and respectful coexistence
To include minorities (ROMA, migrants, refugees, etc.) in the educational system	Complex Inclusion Programme in Told	N°4	HU, EN	- individual learning support - attendances at school - parenting support - crisis management
	Future Memory	N°10	HU, EN	- self-expression - listening skills - teachers' methodological knowledge - collaboration with parents
	Migrants and Refugees in Education: A toolkit for teachers	N°19	EN	- online toolkit for teachers - educational material for conflict, post-conflict and re-resettlement contest
	Open School Doors	N°22	EN, DE, EL, AR, SR, TR, HU	- self-reflection & exploration - training for teachers and school leaders
	Parent'R'Us	N°23	EN, NL, HU, ES, PT, RO	- mentoring - cultural differences
	We Match Together	N°30	ES	- language as vehicle of inclusion - intercultural dialogue
To create a more inclusive environment	Connecting classrooms	N°5	EN	- digital literacy - critical thinking and problem solving

and ensure quality education				▪ creativity and imagination ▪ student leadership ▪ collaboration and communication ▪ citizenship
	Education for All: Disability, Diversity and Inclusion	N°7	EN	▪ online course with practical examples ▪ analysis of the barriers to learning
	Gogya	N°12	HE	▪ teacher training ▪ self-exploration ▪ professional support
	Inclusive Pedagogy	N°15	EN	▪ teacher training ▪ self-awareness ▪ values of inclusive mindset
	Interacting Families	N°17	All	▪ creation of communities ▪ sense of belonging ▪ well-being
	Let's Get Serious about Play	N°18	All	▪ emotional skills ▪ social skills ▪ physical skill ▪ sense of community and cooperation ▪ gamified environment
	MultInclude	N°20	EN, DE, NL, SW, IT	▪ good practices ▪ MOOC for teachers ▪ mutual learning
	Reduced inequalities- lesson	N°24	EN	▪ exploring racial and ethnic inequalities
	Reflecting for Change	N°25	EN	▪ self-reflection tool ▪ systemic change in school
	Social Lab	N°26	EN, IT, EL, PL, PT	▪ multicultural learning ▪ virtual interconnected platforms
To self-assess the level of	El Cristo de la Yedra. A programme of educational	N°8	ES, EN	▪ emotional well-being ▪ interpersonal relationships

inclusivity in our schools	inclusion for more than 35 years			▪ personal development and activities ▪ material well-being
To educate a growing number of European students and adults to become responsible European citizens	ELICIT Plus	N°9	EN, IT, FR, RO, HU, NL	▪ training for teaching active citizenship and European literacy ▪ mutual learning
	Gem-In	N°11	EN, DE, IT, EL, PT, FR	▪ cross-cultural dialogue ▪ active citizenship ▪ gamified environment

1. A joint effort

Type	Activities, workshops and projects
Name of the Project	**TELL ME ABOUT IT**
Leading Organization	**IES SIERRA DE ARAS (LUCENA)**
Contact details	**Marta Cobos Ortega, Tutor of the SEN classroom**
Characteristics	
Aims and objectives	- To increase the practice of appropriate social intervention. - To distinguish the types of messages and forms of expression (letters, texts, advertisements, news, etc.). - To know how to differentiate the basic aspects of a narrative text. - To understand the need to be able to communicate. - To make healthy recipes in our 'show flat'. - To follow instructions properly. - To work in a team respecting difference. - To know the functions of the selected professions (writer, historian, journalist, layout designer…). - To identify the basic functions of the human body involved in communication processes. - To observe the routine in the care of the eco-garden. - To independently locate the tools necessary for the eco-garden. - To use the tools and utensils correctly in the eco-garden and in the kitchen in our 'show flat'. - To follow the rules established for the cultivation of seeds. - To encourage personal autonomy in the students' daily activities. - To develop creativity and entrepreneurial spirit in the pupils. - To promote social skills. - To transmit positive messages through theatre. - To solve problems of daily life by going out into the environment to go shopping, going for walks, as well as activities of autonomy at home. - To create and send letters with other classrooms.

	• To manage quantities, volumes, and units of measurement.
Target groups with focus on inclusion	Through these activities and actions, we promote the social autonomy and school inclusion of students with Specific Educational Support Needs (SEN) derived from intellectual functional diversity and functional diversity due to Autistic Spectrum Disorder and Severe Behavioural Disorders.
Languages	Spanish
Duration	Various projects are implemented over the course. The present project lasts 3 weeks.
Resources	Spaces: show flat and classroom, library, supermarket. Resources: the resources of the classroom. Resources of the show flat: different environments of a house (bed, living room, table...), money to be handled outside of the classroom in nearby environments.

Context

Local context.

Transmitting and sharing experiences with SEN classrooms in the surrounding area, specifically in Lucena, a town in Cordoba (Andalusia, Spain). As well as carrying out activities with other SEN classrooms in the autonomous community of Andalusia.

Intervention

INITIAL ACTIVITIES:

-Brainstorming about what we know (content of the day, for example: texts, letters, news…)

DEVELOPMENTAL ACTIVITIES:

- '1,2,3 let the game begin': individual research work on narrative texts and its structure.
- 'If I don't see it, I don't believe it': we create stories applying scaffolding and chaining techniques.
- 'Follow the path and you will find what you are looking for': following self-instructions, creating a teamwork of traditions and recipes. Manipulative and mimic play on the concepts worked on created by themselves with their own rules through self-instructions.
- 'Stories, stories': Through the reading of different stories, we make a classification of the different types of stories: adventures, mystery… applying techniques based on observation and scaffolding.

- 'How is this possible?' We made a selection of readings with the students about healthy eating and asked them to find a healthy recipe to make in the cooking workshop.
- 'I want to go out!' A game of spatial orientation in which the students will have to pass tests in order to create the recipe. Avoiding the wrong products for a healthy diet by following the self-instructions as well as using the techniques of moulding, shaping and chaining.
- 'What do you want?' Role-playing shopping situation.
- 'Theatre time': Theatrical representation related to the day of gender violence, introducing the emotions by applying the moulding and modelling techniques and presenting them to different groups of the school.
- 'Tasting': Carrying out a healthy week. Propose Christmas recipes and make them follow the established self-instructions.
- 'How do you plant the flowers?': carrying out the care and maintenance of the vegetable garden and looking for specific information about the different plants.
- 'Your story creates mine'... send letters to the ALZHEIMER's Association of Cordoba, saying that we have read and worked on the book "Wrinkles". Receive their letters and make an exhibition through the methodology service-learning.
- 'There is a letter for you'...sending letters to other SEN classrooms.
- 'We are like this' Reading and working on the story "Spatial Mission: WHERE THE LOST LIGHTS ARE EARTHED", reading to other classes for the disability day.

TASKS:

- TASK1: GYMKHANA CHARACTERS AND STORIES. The students will have to find the clues hidden on the ground floor of the school and in the playground to create the story.
- TASK2: CREATION OF FOOD/SURVIVAL. Eco-garden, creation of the garden and appropriate planting following the established rules of cultivation and care. The pupils will associate their care with the environment.

Results/Impact

Understanding stories and messages as well as the expression of emotions and self-control.

Improvement of personal autonomy: hygiene habits, carrying out daily life activities autonomously, among other aspects.

Innovation and Success Factors

Identified strong points	- Self-control. - Information processing (input and output). - Self-concept and self-esteem. - Self-determination.

Challenges

Identified problems/obstacles	Modifications of planned activities derived from different situations that occur in the classroom.
Lessons learned	
Evaluation	They were monitored and evaluated by means of a rubric indicating the degree of achievement as well as the difficulties encountered in the process.
Opinion	
Innovation	We achieve an integral development of the students and the acquisition of skills and abilities that facilitate their social and school inclusion.
Effectiveness	Working on the basis of their interests and carrying out functional learning means that we achieve the development of all the pupils' abilities as well as effective inclusion with the participation of the whole educational community. Sharing experiences with their peers and being able to carry out activities in an increasingly autonomous manner both in the classroom, at home and in different social environments.
Sustainability	It must be maintained over the time in order to enhance the development of its strengths.
Replicability	All the aspects can be transferred to different geographical areas as the project is based on an ecological and systemic approach, as well as on interdisciplinary and competence-based work.
Potential for learning or transfer for schools wanting to be more inclusive	
It can be useful for international contexts as this project is based on the interests and motivations of the students.	

2. Aspirational School Inclusion policy

Type of the Inspiring practice	A model policy which is both inspirational and aspirational
Leading Organization	**InterActing UK Ltd** Whitehouse Primary School Stockton on Tees United Kingdom
Contact details	John Harris, InterActing UK Ltd.
Characteristics	
Aims and objectives	The school has an aspirational, inclusive vision and philosophy regarding the inclusion of children with Special Education Needs and Disabilities (SEND). The school also serves a multicultural community with pupils from a variety of ethnic backgrounds.
Target groups with focus on inclusion	SEND Primary SchoolChildren Children aged from nursery to 11 years old, their parents, carers, teachers and peers. Potential issues relating to all aspects of disability such as mobility, speech, perception, ability, achievement, ambitions, health and safety. Fundamentally it addresses the whole issue of inclusion in a mainstream school. This is about attitudes and awareness and acceptance of others, regardless of their abilities, giving strong messages about support, potential and achievement.
Languages	English
Duration	This school policy has been in place for several years. It is regularly reviewed by the school management and governors.
Resources	The essentail ingredients are Philosophy, TIME and management, followed by staff actively embracing the policy and making it part of their day to day work.
Context	

This is very much in a local context but similar examples can be found all over Europe. This particular practice can be found in the North of England.

Intervention

Our Vision:

Together **E**veryone **A**chieves **M**ore (**TEAM** Whitehouse)

At Whitehouse, we are all part of and belong to a team. We believe that you can achieve more when you work together. Through teamwork, we learn about communication, compromise and collective effort as well as learning how to appreciate and respect others, take turns and build trusting relationships. Working as a team offers us valuable skills for learning and life beyond school.

Our Core Values:

- **RESPECT:** At Whitehouse Primary School, we treat everyone the way that we would like to be treated. We take pride in our work, our school environment and ourselves.

- **RESILIENCE:** At Whitehouse Primary School, we try our best, challenge ourselves and never give up. When faced with a setback or challenge, we know that it is okay to fail because we learn from our mistakes. This helps us be good problem solvers. This also helps us to grow in confidence and believe in ourselves.

- **ASPIRATION:** At Whitehouse Primary School, we have a growth mindset and believe that we can achieve great things with focus and effort. We have big dreams and aim to achieve the very best for ourselves and others.

- **REFLECTION:** At Whitehouse Primary School, we always tell the truth and make the right choices for ourselves. We question the purpose and intent behind information and texts on and offline. We challenge what is right and wrong and use questioning to grow our understanding of ourselves and the world around us.

- **EMPATHY:** At Whitehouse Primary School, we are kind, caring and considerate. We try to be understanding of other people's feelings and will always help someone in need.

- **ACCEPTANCE:** At Whitehouse Primary School, we are tolerant and accepting of other people's differences. We listen to others and we make sure everyone feels valued.

CREATIVITY: At Whitehouse Primary School, we understand that we are all-individual and have our own likes and dislikes. We enjoy thinking about different ways to do things and have the confidence to express ourselves in lots of different ways and situations.	
Innovation and Success Factors	
Identified strong points	Open, accessible, widely publicised. Agreed and regularly revised and reviewed by school leaders, governors and staff. Shared with all interested parties.
Challenges	
Identified problems/obstacles	As ever there remain in society many stereotypical views and prejudices regarding disabilities such as deafness, blindness, limited mobility. The whole vocabulary echoes prejudice. Ie "handicapped" a reference to begging, cap in hand! Together with many other derogatory terms for different disabilities such as "deaf and dumb". Often inaccurate but also unnecessarily hurtful.
Lessons learned	
Evaluation	The "proof of the pudding is in the eating" is an old British saying which works well in this case. The school which embraces this policy has an enviable reputation in the area with many parents seeking to send their children to the school.
Opinion	
Innovation	It is not so much an "innovation" as an "ASPIRATION". The policy sets a challenge for everyone to do the best that they can. "Go the extra mile" springs to mind. Challenge is very much in the nature of the lives of SEND children and their families. The whole process of inclusion is valuable to the other children in the school as it brings them face to face with the realities of disabilty and the issues of ability and disability which they will meet in adult life.

Effectiveness	A clear, aspirational policy impacts on all aspects of school life. It affects both the performance of pupils and staff, and also the perception that others have of the school. Reputation has a major impact on schools in the UK where parental choice of school is an important issue. Equally pupils bring with them a level of funding according to their needs which is a vital element of a school's budget. This impacts on resources and staffing levels.
Sustainability	Things such as school policy are sustainable. They can be maintained with management input from the senior team and school governors. This particular policy is reviewed each year by governors, Changes are made as necessary but the fundamental principle of aspiration is maintained.
Replicability	The whole process and model are easily transferable and replicated by any school, in any geographical region.

Potential for learning or transfer for schools wanting to be more inclusive

There is no doubt that this example is NOT unique. Many schools and colleges will also have examples of aspirational aims and ambitions for their students. What is impotant is that we do "not set our children up to fail" but we encourage learning from failure and set realistic targets for each and all students.

Notes

Please contact John Harris at InterActing UK (johnharris@imteracting.info) if you would like further information about the school, statistics, OFSED reports, Etc.

3. Behaviour Recovery 'safe happy and learning'

Name of the Project	Behaviour Recovery
Leading Organization	**Dr Kevin Rowland MBE**
Contact details	Dr Kevin Rowland MBE 23 Meadowvale Road Lickey End, Bromsgrove, Worestershire. B60 1JY Kevinrowland24@gmail.com
Characteristics	
Aims and objectives	Aim 1: To promote a whole school approach to reduce anti-social behaviour and increase pro-social behaviour in classrooms and around the school. Objective: to reinforce a wholly positive school ethos. Aim 2: To promote the psychological well-being of school staff and pupils. Objective: for each pupil to report feeling positive about school and school staff to report a more positive school ethos. Aim 3: Punishment is replaced by the psychological recovery but strong limits and boundaries are consistently maintained. Objective: to ensure pupils learn to improve their behaviour by ensuring that there is a learning process which replaces punishment.
Target groups with focus on inclusion	Group 1: a universal approach to promote a school context to support all pupils. Group 2: a targeted approach for pupils with social behavioural difficulties. Group 3: a specialist group of pupils with social and emotional difficulties. To modify the school culture enhancing the wellbeing of school staff.
Languages	English
Duration	Long-term school culture change enhancing the wellbeing and experience of all members of the school community.

Resources	School Senior Leadership Team to develop new policies and approaches. Staff to undertake development work within the school environment. Staff to learn new skills and approaches as outlined in the programme and practice them. School leadership team and staff to evaluate and modify the first year of implementation.

Context

Local school context.
Behaviour Recovery: approaches to enhancing school inclusion and promoting wellbeing was introduced in Worcestershire, Plymouth and Sandwell.
There are different examples to demonstrate the flexibility of the approach.

Intervention

Behaviour Recovery
The whole school system uses the psychological model of eco-systemic modelling and focuses on optimising the interactions and relationships between teachers, support staff and pupils.
It is based on research and incorporates a classroom framework called 'Motivational Discipline' which has eight areas: 4 foundation building blocks and 4 motivational areas of motivational strategies.
Foundation building blocks: leadership in the classroom; the curriculum; communication; body language.
Motivational Strategies: promoting on-task actions; managing off-task non-disruptive behaviour; dealing anti-social behaviour; managing serious behaviour problems.

Handbook: will explain
- the whole school approach, including, supporting pupils taking increasing levels of responsibility for their own actions.
- Short and long cycles of recovery using within classroom 'recovery zones' 'team teaching recovery zones' and a 'whole school behaviour recovery zone'.
- Developing a whole school inclusive culture which prevents off-task and anti-social behaviour.
- Developing a whole school approach to managing off-task behaviour and anti-social behaviour whereby pupils learn to recover their own behaviour and learn self-management skills.
- Developing a whole school approach to handling serious emotional outbursts so that pupils and teachers stay safe, de-escalate difficulties and maintain good relationships with highly emotional pupils.

Considerations for successful implementation:

1. The Senior Leadership Team and school staff are committed to introducing Behaviour Recovery as a whole approach.
2. There is a willingness to learn new approaches and new skills and develop these techniques over time.
3. Staff will need to change the visual nature of the school using signs and posters to remind pupils of the positive expectations placed upon them.
4. Teachers will need establish a 'recovery zone' in their classroom for pupils to use when they are learning to 'recover' good behaviour.
5. Staff will need to work together to support each other to help pupils recover their good behaviour through the use of shared recovery zones and inter-classroom recovery zones.
6. Some schools may need to establish a whole school recovery zone where pupils with serious difficulties can learning about themselves and develop new ways of managing to stay calm and remain on task.
7. Staff use the phrase 'Safe, Happy and Learning' to instil the new culture. Staff teach the phrase (or equivalent phrase) to all pupils. The phrase is to be used when pupils verbally challenge school staff to avoid confrontation, arguments and to de-escalate emotionally intense situations.

Results/Impact

Levels of on-task behaviour significantly increase.
Pupil wellbeing is improved and the school is calmer and happier.
Pupils will learn new ways of positively managing their own behaviour.
Pupils being sent home or excluded is reduced.
Staff report the classroom and whole school is calmer.

Innovation and Success Factors

Identified strong points	Teacher involvement and commitment to use Behaviour Recovery which helps the whole school community maintain a positive school culture. Negative interactions are eliminated and a more positive school environment is created. Punishment is replaced by establishing high levels of consistency in maintaining boundaries and limits using Behaviour Recovery as a way of teaching good, pro-social behaviour.

Challenges

Identified problems/obstacles	Getting all staff to commit to the change. Teaching pupils about Behaviour Recovery and helping all pupils learn pro-social behaviours within a school and helping pupils learn from their mistakes.

Lessons learned	
Evaluation	There have been studies undertaken to demonstrate the impact of Behaviour Recovery.
	Examples of schools undertaking the challenge will be presented with associated outcomes.
Opinion	
Innovation	There is psychological motivational framework for school staff which helps with consistency, remaining calm and sharing good practice with other staff.
	Using the phrase 'safe, happy and learning' helps staff lead behaviour recovery in difficult situations and prevents pupils arguing with staff. All pupils benefit from hearing that phrase or equivalent.
	Behaviour Recovery Zones – create space for pupils to improve their behaviour from anti-social behaviour to pro-social behaviour.
	Specific use of 'three-part praise statements' is highly motivational technique that will be practised during the course.
Effectiveness	School, mainstream schools and special schools report positive outcomes.
	In some instances, examples to be presented, schools that have been seriously violent have changed the culture and eliminated all anti-social behaviour and becomes models of 'outstanding pupils' behaviour with positive cultures.
	Schools report staff are less stressed and are much calmer when working in school.
	There is an increase in team work and staff increasing consistency and working together to improve the culture of the school.
	Parents have reported that they have more positive relationships with school staff.
Sustainability	Yes, once the changes have been introduced the culture of the school can change (as explained in the handbook) and the new practices become embedded within the school.
Replicability	Lots of schools have taken 'Behaviour Recovery' and made it their own.
	It has been replicated in primary schools, secondary schools, special schools and pupil referral units.

Potential for learning or transfer for schools wanting to be more inclusive	
Has this practice a potential for learning or transfer for InScool practices? Which ones?	Yes, due to the flexibility of the approach it can be implemented in different international contexts. Previous international training events, which incorporated elements of Behaviour Recovery have been very positively received. In one school in Poland the approach was used to transform the school culture and was reported to be very successful.
Notes	
Behaviour Recovery is built on strong psychological theory and has a successful track record. All of the techniques have a well-researched evidence base and are replicable across all types of schools. It is highly pupil centred and places wellbeing at the centre of all approaches.	

4. Complex Inclusion Programme in Told

Type of the Inspiring practice	● Existing practices, activities or programmes implemented by local schools to promote inclusion and common values; ● Existing practices, activities or programmes for the professional development of school leaders, teachers and newly qualified teachers (including MOOCs, face-to-face courses, etc.); ● Existing practices, activities or programmes promoting fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity, and reinforcing diversity among education staff; ● Existing practices, activities or programmes building common values at school with a focus on professional development of school staff; ● Existing school policies, practices and cultures that support equitable access to quality education for all learners.
Name of the Project	**Complex Inclusion Programme in Told**
Leading Organization	**Real Pearl (Igazgyöngy) Foundation**

Contact details	Nóra L. Ritók
	info@igazgyongyalapitvany.hu

Characteristics

Aims and objectives	After working with children in segregated Roma villages in the East of Hungary in the framework of a visual arts school, the Real Pearl Foundation realised the need to implement a complex approach for real outcomes. Their model includes in-kind support to make school attendance possible, individual learning support for children, a scholarship system to highlight achievement, parenting support, crisis management, offering labour opportunities for parents and individual support for children to go on to further education.
Target groups with focus on inclusion	Disadvantaged Roma children living in segregated small villages
Languages	**Hungarian (some information available in English)**
Duration	**Ongoing since 2009**
Resources	Staff effort, volunteers, donations – it is a resource-heavy initiative

Context

These communities are facing severe problems in Hungary, but also in other parts of Eastern Europe (Slovakia, Czech Republic, Serbia, Romania, Bulgaria) These are dysfunctional communities with high-crime rate, insanitary housing conditions, illegal electricity supply, uncultivated gardens, high school drop-out rate, early pregnancies, unemployment, ongoing conflicts with the institutional system, deprivation, isolation, no future outlook

Intervention

Pillar 1: Education
Development of social competencies in task centred teaching
Maintenance of art elementary schools in six settlements, with 550 students
After School Activities Program: online learning, drama games, party pedagogy, debates
After School Activities Program operates in Told, Monday to Friday, 35 participants
Scholarship program

This has been running for 6 years, and by 2016 included 51 children from 11 settlements. The Dregan-scholarship was introduced in 2016 for 4 children, with a support group, and increased financial support.

Trips and camps

Trips are usually combined with an event (exhibition opening, prizes, invitations) and take place at the end of the school year (if they find sponsors for study trips). Told holds an After Schools Activities camp every school holidays, and several in other locations.

Adult education

Education to reinforce basic skills, and digital training for literacy development. Almost every year, there are tenders through which we can apply for financial support. Some of these also include volunteering.

Subsidising school supplies

Donations campaign in August and September.

Pillar 2: Family-Care and Community Development
   1. Crisis Management
- Food donations: the "Hungarian Élelmsizerbank" network organizes donations, several times a month.
- Other donations: clothes – shoes – furniture – firewood delivery – children's drug prevention program – glasses program – washing machines – spin driers – refrigerators – access to stoves – the "We are with you" program: continuous individual and corporate donations in the case of sudden illness or death.
- Other supporting activities: delivering health care services; assistance with filling in applications and other forms; online and telephone assistance; ad hoc guardianship commitments, etc.
   1. The development of skills for self-sustainability
programs for organic briquette making, small gardens, building animal housing; programs for housing improvement, building repairs, pre-paid electric meters; programs supporting contraception, baby-mother club, household cooking and cooking skills development club: financed by submitting tenders, corporate and individual donations.
   1. Personal identity and community development
thematic programs, held weekly (sometimes several times a week), financed by successfully submitting tenders, as well as voluntary or personal contributions.
   1. Job creation: Community program for small gardens, vegetable and herb cultivation; the "Szuno" (Romani: "Dream") craft project; the "Amari" (Romani: "Our own") jam and chutney making project. These are financed from grants and donations, and employ 7 Roma in Told, 1 in Berekböszörmény, as well as about 30 casual workers.

Pillar 3: Institutional Cooperation

Social Forum (organizational development innovation), case solutions in partnership with the Roma community. Social workers coordinate and continuously strengthen participatory democracy, cooperation, and attitude changes.

Results/Impact

A community of 40 integrated families, which are increasingly able to design and live by the community rules – cases requiring police intervention minimized – spectacularly better housing conditions, prepaid electricity meters, legal access to electricity – a small garden program, and even a pet program – steady improvement in children's academic achievement – fewer private students, school drop-outs, or need to repeats the school year – adult education – no childbirth under age 18 – a full-time local Real Pearl staff (7-10 people) and approximately thirty casual

workers in the "Szuno" (Romani: "Dream") craft program and the "Amari" (Romani:"Our own") food processing program – decreasing conflicts with the institutional system – better collaboration between Roma and non-Roma families – improved psychological states through crisis management – meetings to support integration – community links to the Internet – attitude changes at an individual, family and community level.

The direct beneficiaries of the activities are currently about 1200 children and their parents from 6 villages.

Innovation and Success Factors

Identified strong points	Holistic approach, collaboration between professionals, families and the support system, using arts as a vehicle for inclusion

Challenges

Identified problems/obstacles	The main challenge for the programme is their being incompatible with government policy. While proper Roma inclusion is not a topic the Hungarian government promotes, they also fell victim to the campaign against NGOs financed by foreign organisations.

Lessons learned

Evaluation	The programme is regularly evaluated by funders and local municipalities, and it has been considered highly successful. They are well know also to and appreciated by the general public. Using this leverage, the foundation is also trying to influence public opinion about the Roma.

Opinion

Innovation	The first ten years of the Real Pearl Foundation's work focused mainly on teaching art. Despite the success of their methods and innovations, they realized that they were of limited help for the children from disadvantaged backgrounds in terms of changing their lives and creating opportunities for them. The positive effects taken home from school are lost in their environment, which has been grossly underprivileged for generations. In 2009, they therefore set up their own, unique complex strategy model for development.

Effectiveness	The original goal, to create home support in order to maintain learning, has been proven to be met. School success as well as constant communication with families show it. Most of the original problems of the communities have decreased to some extent. There is also a major public support for their work.
Sustainability	As the complex programme is primarily aiming at making these segregated communities self-sustaining, there is a sustainability angel of its being successful. However, for the time being they are also dependent on the availability of funds. In these small communities there has been lasting change as a result of the programme.
Replicability	The holistic approach, based on collaboration is a replicable element of the programme. Using arts as a means is also a replicable element in other Roma communities as artistic expression is important for these communities.

Potential for learning or transfer for schools wanting to be more inclusive

Using art for inclusion, the whole child approach with interventions that may not be educational for education inclusion, parental and community engagement are all relevant for Inscool

5. Connecting Classrooms

Type of the Inspiring practice	High quality resources to schools to deliver improved learning outcomes for young people in the format of course.
Name of the Project	**Connecting classrooms** **https://www.britishcouncil.ps/en/about/press/connecting-classrooms-2015** **https://connecting-classrooms.britishcouncil.org/**
Leading Organization	**The British Council**
Contact details	**information@ps.britishcouncil.org**

Characteristics	
Aims and objectives	Connecting Classroom programme aims to contribute to Sustainable Development goal to ensure quality education for all. This reflects the increasing international consensus that we need to put our world on a more sustainable development path, and that education is fundamental to it. It is the British Council's global flagship schools programme run in over 50 countries. By developing and networking with thousands of teachers across the world, the programme aims to help young people develop the knowledge, skills, and values to live and work in a globalised economy. Alongside the core skills training offer, an inclusive pedagogies module has been developed to help practitioners and policy makers develop a greater awareness of issues around inclusion and identify opportunities and strategies to improve the inclusive ethos in school communities.
Target groups with focus on inclusion	School leaders, teachers **Inclusion challenges:** Low level of inclusive ethos in school communities
Languages	English
Duration	2015-2018
Resources	Commitment, time, laptops/smartphones/iPads
Context	
Context	British Council and UK's Department for International Development announce proposals to engage with more than two million young people from the Middle East and North Africa, develop the knowledge, skills, and values to live and work in a globalised economy and to contribute responsibly both locally and globally. The programme, running from 2015-2018, provided access to high quality resources to 3,500 schools to deliver improved learning outcomes for young people, and build the capacity of 4,000 teachers and school leaders in this region to support them to integrate a range of core skills into the curriculum This course was originally created for Middle East and North Africa.

Intervention
The programme provided high quality resources to 3,500 schools to deliver improved learning outcomes for young people, and build the capacity of 4,000 teachers and school leaders in this region to support them to integrate a range of core skills into the curriculum, with a focus on: • digital literacy • critical thinking and problem solving • creativity and imagination • student leadership • collaboration and communication • citizenship
Results/Impact
Through Connecting Classrooms, learners acquired the knowledge and skills needed to promote sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
Innovation and Success Factors

Identified strong points	In partnership with ministries of education, school leaders, teachers, and students the Connecting Classrooms programme has facilitated thousands of school partnerships and has exceeded expectations on professional development for teachers with over 28,000 benefiting from high quality training in global citizenship, ICT and English language for international exchange. This new programme built upon the success of the first phase of Connecting Classrooms, which had been run from 2012 to 2015, and focused on building global awareness and cross-cultural learning amongst young people. This has enabled over 28,000 teachers in this region to benefit from professional development training, with over 900 schools engaged in this programme including 112 international partnerships with UK schools.

Opinion	
Innovation	Connecting Classrooms aimed to improve teaching in Egypt, Morocco, the Occupied Palestinian Territories, Lebanon, Jordan, Iraq and Yemen in the following key areas: • **Professional development** for teachers and school leaders;

	• **Sustainable partnerships** between schools in this region and the UK; • **Professional dialogue** opportunities for policy makers that will support national and regional level debate, reflection and action; • **Awards** to schools which are successful in equipping young people with the knowledge and skills to live and work in a globalised economy; • **Online access to high quality resources** to support teachers in delivering improved learning outcomes for young people.
Effectiveness	Programme reached more than 4,000 teachers and school leaders. Over the 3 years delivery of this programme and in partnership with ministries of education, school leaders, teachers and students from countries in MENA, the Connecting Classrooms programme has facilitated thousands of school partnerships and has exceeded expectations on professional development for teachers with over 28,000 benefiting from high quality training in global citizenship, ICT and English language for international exchange.
Sustainability	Sustainability has been introduced through the partnerships between schools in this region and the UK.
Replicability	**Awards** to schools which are successful in equipping young people with the knowledge and skills to live and work in a globalised economy. **Online access to high quality resources** to support teachers in delivering improved learning outcomes for young people. **Inclusive pedagogies module**

Potential for learning or transfer for schools wanting to be more inclusive

Online access to high quality resources to support teachers in delivering improved learning outcomes for young people.
Inclusive pedagogies module

6. Developing Resilience and Self Efficacy

Name of the Project	Hope for the Future
Contact details	Poppy Chandler - Educational Psychologist poppychandler@psychologyaction.onmicrosoft.com
Characteristics	
Aims and objectives	Intervention programmes to develop and enhance the well -being, self- efficacy and resilience of our children and young people To encourage C&YP to have a belief and move towards a positive future
Target groups with focus on inclusion	Inclusive of all students 8yrs to 16yrs More specifically for C&YP with depleted resilience due to adversity It challenges C&YP from opting out of learning, and enhances aspirations for the future, creating hopefulness. Disadvantaged students or students who have experienced trauma Developing the role of school in promoting resilience for children from disadvantaged communities
Languages	English
Duration	Long-term duration
Resources	Personal resources: Educational Psychologist Access to training through media such as TEAMs or Zoom
Context	

Universal context provided English translation is accessible.

Intervention

- Psychological interventions for bereavement, loss and trauma (adversity)
- Evidence based resources to enhance resilience and self -efficacy
- Interventions to promote mastery of own environment (Maslow)

- Interventions to promote emotional self -regulation

Considerations for successful implementation:

- Impact measures using resilience scales pre and post intervention (locus of control)
- Long term increase in predicted academic performance
- Increased well -being measures such as young people's ability to withstand stress and adversity
- Increase in social interactions/friendship groups

Results/Impact

Emotional co- regulation- reduction in exclusion, increase attendance rates, positive teacher evaluations
Academic achievement – increase in performance such as literacy acceleration
Social competence – friendship groups, access community social events, access after school clubs

Innovation and Success Factors

Identified strong points	Teacher involvement and belief that schools can affect resilience in pupils

Challenges

Identified problems/obstacles	Evaluations dependent on school's feedback/engagement

Lessons learned

Evaluation	These interventions are well founded in theory and research and have a national evidence base. The interventions have been delivered and evaluated as part of the emotional health and well-being programme developed for schools by the Shropshire Educational Psychology Service. The evaluations/impact measures will be shared.

Opinion

Effectiveness	The effectiveness and the achievement of the objectives are good. The schools delivering the interventions are positive about the delivery and the impact. Schools have sought further training in these interventions that apply psychological principles of therapeutic intervention to the classoom context.
Sustainability	Evidence to be provided for short term impact. Long term sustainability for such interventions can be visible in national research.
Replicability	This practice can be transferred to different geographical areas.

Potential for learning or transfer for schools wanting to be more inclusive
It can be implemented international contexts. However dependent upon translation.

Notes
These interventions programmes are based in psychological theory. The physiologist using the key principles of therapeutic intervention and adapting and applying it to the educational setting

7. Education for All: Disability, Diversity, and Inclusion

Type of the good practice	Online training course
Name of the Project	Education for All: Disability, Diversity, and Inclusion
Leading Organization	University of Cape Town
Contact details	https://www.futurelearn.com/courses/education-for-all
Characteristc	
Aims and objectives	To create a world where learning is for all children by introducing and training teachers and professional on inclusive education: - Analyse the barriers to learning and how to challenge them. - Discover practical ways to create a more inclusive learning environment to apply in one's own area.

Target groups	The course has been created for teachers, other professionals and parents interested in developing inclusive education, especially regarding children with disabilities.
	Indirect beneficiaries: students/children.
Languages	English
Duration	6 weeks – 3 hours per week
Resources	- Free (access limited to 8 weeks and no certification). - €39 (free access and certification available).

Context

Worldwide context (offered by a British digital education platform).
The course is held by Cape Town University, South Africa.

Intervention

Description of the intervention activities

6 weeks course. Topics analysed:

- Why inclusion: the benefits of inclusive education.
- The social context of disability and identifying the barriers to inclusion.
- The role of the family supporting inclusive schooling.
- The importance of a home-school partnership.
- How to build an inclusive school environment.
- Community support for inclusive schooling – key stakeholders, community assets and changing mindsets.
- Changing classroom practices to maximise inclusion.
- Curriculum differentiation and practical tips for teaching.
- Professional support networks to sustain teachers and develop inclusive practices.

→ On every step of the course, it is possible to meet other learners, share ideas and join in with active discussions.

Results/Impact

53.407 people have enrolled on this course.

At the end of the course participants will be able to:
- Describe the principles and approaches of inclusive education.
- Identify environmental and social barriers to inclusion.
- Discuss the role of the family and the community in supporting inclusive education.
- Explore how to create an inclusive school environment.
- Apply ideas for inclusive education practices in the classroom.
- Explore the impact of attitudes on one's ability to implement inclusive education.

Innovation and Success Factors	
Identified strong points	- Self-guided course that allows to learn at your own pace. - <u>Chance to meet other learners, share ideas and join in with active discussions.</u>
Challenges	
Identified problems/obstacles	Available only in English
Opinion	
Innovation	Online course.
Effectiveness	Provision of additional resources and ideas for those wanting to implement inclusive education practices, especially in low resource settings. The majority of the reviews are positive, and the course has been described as "well organized" and "inspiring".
Sustainability	Yes, it can because it is an online resource.
Potential for learning or transfer for schools wanting to be more inclusive	
The possibility to interact with the other learners.	

8. El Cristo de la Yedra. A programme of educational inclusion for more than 35 years

Type of the Inspiring practice	This project does not approach inclusion as specific educational practices. Educational inclusion would be understood as a different way of understanding education, one involves deep and surface changes in the school and which must be tackled in a multidimensional way at all levels.
Name of the Project	**'Inclusive Schools'**
Leading Organization	**Cristo de la Yedra, Jesús-María**

Contact details	Pablo Morilla Portela pablomp@cristodelayedrajmgranadao365.educamos.com +34 647414084

Characteristics

Aims and objectives	The "Inclusive Schools" project arises from the collaboration between the Faculty of Education at the University of Granada and the teachers of 5 schools (public and private) and more than 2000 students. The main objectives of this project are threefold: 1. To carry out a self-assessment of the educational practices, being aware of the degree of inclusion offered to students. 2. To know the personal and social benefits that an inclusive school typically provides for students (in this case, non-disabled students) 3. To offer feedback and appropriate advice to facilitate the modification of their educational practices at all levels.
Target groups with focus on inclusion	The benefits of inclusion extend to the whole school: teaching and non-teaching staff, families and students. However, in this project, the collection of data has focused on non-disabled students. The scientific literature has clearly shown the benefits of inclusive schools for learners with special educational needs, and after 35 years of experience in this field, recognised by the Spanish Ministry of Education, the inclusive model of education in Cristo de la Yedra has shown to have a high transformational potential in relation to social and personal aspects.
Languages	Primarily the language employed is Spanish, the English language is used as a second language in bilingualism projects or in the area of English (also with French but to a lesser extent).
Duration	The "Inclusive Schools" project had a duration of 4 years.

Resources	Resources were provided primarily by the researcher of the project, but also by the Department of Evolutionary Psychology and Education of the University of Granada.

Context

This is a local project in Granada. When looking for a comparison between schools, we tried to look not only for schools in the same area, but which had similar socio-cultural variables in terms of students and families.

Intervention

In the project Inclusive Schools, we did not have a specific intervention per se. However, some of the educational practices were analysed to determine whether or not schools had a high or low level of inclusivity.

Results/Impact

The benefits obtained in the Primary Education students have implications at a personal level (self-concept and self-esteem) and at a social level (prosocial behaviour and acceptance of people with disabilities).

At a personal level, students improve their emotional well-being, they have more satisfying interpersonal relationships with peers, higher physical well-being and even higher satisfaction with material possessions. This aspect is a key element in undertaking changes and reforms in an education system.

The dimensions that were found to be significant are as follows:
o Emotional well-being
o Interpersonal relationships
o Personal development and activities
o Material well-being

A special sensitivity and a highly developed empathic capacity seem to be the triggers that activate the development of prosocial behaviour, i.e., behaviour aimed at helping other people without expecting anything in return. This empathy seems to keep children more attentive to the needs of the rest of their peers, especially those with more needs, and consequently, to set in motion this series of behaviours to help them when necessary. In an inclusive school, the development of this type of behaviour is inevitably part of everyday life, both in the classroom at an academic level, and outside the classroom at a more social or welfare level, especially in less regulated play times when it is the children who, thanks to the tools learned from the teachers, can participate in the different activities that are being carried out.

It can be found that three dimensions were affected in the implementation of the inclusion programme:
o Affective dimension
o Behavioural dimension
o Cognitive dimension

Innovation and Success Factors

Identified strong points	The most important strong points of this project could be highlighted in the two major benefits of inclusion. Firstly, the emotional and psychological improvement of the students. Secondly, creating the right conditions for the students to be open to diversity and to benefit from it.
	This opening towards "what is different or otherness" is fundamental in a world that inevitably tends towards the construction of more diverse societies, in which its inhabitants live together harmoniously. Their education needs to be based on respect and acceptance of diversity.
	We cannot aim to attain a plural society if our classrooms are not plural themselves. However, schools should not be the only agent involved in this necessary global process of change, educational systems of each country have an important role to play. Educational institutions must prepare future citizens in order for them to be able to enjoy their rights and fulfil their responsibilities.

Challenges

Identified problems/obstacles	The biggest problem we found was in relation to issues of consent and commitment of teachers and the lack of specialized teachers.

Lessons learned

Evaluation	During the last stage of the project, the project leader gave feedback to the schools and vice versa (accompanied by an extensive dossier with data from the school)

Opinion

Innovation	The project was highly innovative, as it was one of the first research projects aimed at exploring the benefits of inclusion for non-disabled students.
Effectiveness	The effectiveness and benefits have already been described in the results and impact section.
Sustainability	While the Inclusive Schools project has finished, the inclusion model of Cristo de La Yedra has been ongoing for the last 35 years and the effects have been seen to be lasting.
Replicability	The "Inclusive Schools" project could be replicated at a diagnostic/evaluation level. In fact, it would be very interesting to make comparisons with other schools, other geographical areas and other countries. However, replicating inclusive models is complex. The different inclusive experiences and models can serve as a guide and orientation for other schools that want to move forward in this direction, but it must be understood that each school, with its socio-cultural and economic context, its families, its staff and its students, is unique. Therefore, absolute replicability is not feasible.

Potential for learning or transfer for schools wanting to be more inclusive

Yes, it can be applied in any context. However, as it has been mentioned before, absolute replicability is not feasible.

9. ELICIT Plus

Type of the Inspiring practice	Existing practices, activities or programmes building common values at school with a focus on professional development of school staff
Name of the Project	ELICIT Plus
Leading Organization	AEDE France

Contact details	Marie-France Mailhos mf.mailhos@wanadoo.fr For third stand training Eszter Salamon eszter.salamon@esha.org
Characteristics	
Aims and objectives	The main objective was to establish a sustainable and growing network of training modules and training locations for teachers, parents and other actors in education to educate a growing number of European pupils, students and adults to become responsible European citizens who can be competitive in the global community. During the project's lifetime (2014-2017) three main teacher training strands were built: pre-service training, traditional in-service training and a mutual learning path for teachers, parents and students.
Target groups with focus on inclusion	All
Languages	English (some resources are available in other EU languages such as French, Italian, Romanian, Hungarian, Dutch)
Duration	Mostly 2014-17, but ongoing
Resources	Training material (available open source), time and commitment
Context	

The programme was developed as a collaborative effort of 24 partner organisations, some of them teachers' organisations (national AEDE sections), some teacher training universities (eg. Limoges, Kecskemét) and other stakeholder organisations. The vehicle for fostering lifelong learning is primarily citizenship education and European identity.

Intervention

In initial teacher training and traditional in-service training, the programme was confined to training for teaching active citizenship and European literacy. In the third strand, joint training

sessions were and still are organised in schools where the school leader, teachers, parents, students and sometimes also non-teaching staff participate at a training based on mutual learning. The vehicle is still active citizenship and European literacy, but the main aim is that different stakeholders learn about and from each other. The aim is to support a shared leadership culture where teachers, parents and also students can practice active participation in daily school life.

Results/Impact	
Schools participating in the third strand could develop mutual appreciation among the main school stakeholder groups and thus have become more inclusive towards diverse backgrounds.	

Innovation and Success Factors	
Identified strong points	Mutual learning of teachers, school leaders, parents and students, using citizenship education as a vehicle.

Challenges	
Identified problems/obstacles	Expert trainers are necessary for successful implementation

Lessons learned	
Evaluation	Schools participating in the third strand have evaluated their experience and also reflected on their change a year after the training. It has resulted in measurable change. The pre-service and in-service legs have been evaluated through academic research (Golubeva, I.)

Opinion	
Innovation	In 2014 the ELICIT Plus approach to citizenship education and European literacy was unique. The third strand training for mixed audiences is still a unique feature that leads to more inclusive education leadership practices. It has also utilised digital technology and social media as learning tools.

Effectiveness	In the communities participating, the programme had a direct positive impact on the target audiences. It has been a first and successful EU financed project where teachers were learning not only from peer, but also from parents and students. As a relatively early example of using digital technology and social media in school education, it provided a good example for competence areas where students are at a higher level than their teachers.
Sustainability	Even a one-of training has produced lasting changes especially in how school leaders and teachers see parents and students as partners. However, the growth of the network depends on the availability of trainers (often in the language of instruction)
Replicability	The programme is suitable for any school system and for all students over 10.

Potential for learning or transfer for schools wanting to be more inclusive
Capacity building by mutual learning and learning from students and parents as an approach to inclusion is an element that could be transferred to Inscool

10. Future Memory

Type of the Inspiring practice	Existing practices, activities or programmes implemented by local schools to promote inclusion and common values;
Name of the Project	**Future Memory**
Leading Organization	Liget Műhely Alapítvány Dragonfly educational programme
Contact details	Judit Horgas, Programme Director Horgas@gmail.com

Characteristics	
Aims and objectives	Researchers have determined that many of the same brain structures are involved in both remembering and forecasting. They looked at activity in the brain's default network, which includes the hippocampus as well as regions that involve processing personal information, spatial navigation, and sensory information. They found that activity in many of these regions was almost completely overlapping when people remembered and imagined future events. In our western culture, the life script is something like: go to school, move out of your parents' place, get one or more college degrees, find a job, fall in love, get married, buy a house, have kids, retire, have grandchildren, die. However, these milestones of life are not available for disadvantaged children, because there are no such life scripts in their environment that they could learn from and imitate. Therefore, when picturing their future life, these children revert back to the failures of their parents and grandparents, re-enacting their wrong decisions (e.g. early pregnancy, dropping out of school). Research also shows that by simply talking about ideas and plans, the brain creates so-called "future memories". These can be further strengthened by interactive drama games thus providing disadvantaged children with a pool of future memories and the possibility of imagining a different way of life.
Target groups with focus on inclusion	Targeting 11–14 years old Roma girls living in socially disadvantaged areas of Hungary, the Future Memory project is based on Dragonfly's unique educational methodology that integrates experiential, environmental and art education to facilitate an enjoyable learning process for the students and to provide them with a safe and understanding environment by educating the adults they are most often in connection with.
Languages	Hungarian, English
Duration	Ongoing since 2018
Resources	The most important resource necessary is time commitment on the schools' side. They also provided organizational help in local networking and the necessary locales for the workshops. In the past two years, the foundation has invested in low-cost tablet computers to support digital competence building. For these,

	internet connection is also necessary. Props and catering is provided by the foundation.

Context

The programme is implemented in disadvantaged schools in Hungary and a Hungarian-speaking school in Serbia with a similar background. In both geographic areas, Roma children often live in highly disadvantaged circumstances, many of them coming from families with multigenerational traumas and very little success to learn from. The initiative is originally from Hungary, but builds on international brain research results as well as experiential learning practices.

Intervention

1. Initial training of teachers
2. Teachers and experts developing sessions together
3. Delivery of weekly sessions for children by teachers
4. Delivery of monthly sessions for teachers, parents, children and local community players
5. Reporting and reflection
6. Refining the programme
7. Continuous capacity building and coaching of teachers by experts
8. Dissemination in Hungarian and English, developing the website
9. Expanding the scope of and topics covered by the programme

Results/Impact

The results are multiple. For students it is clearly beneficial as they develop skills and competences, and they also find joy in learning. They learn to express themselves and be assertive while listening to others. In the last year there was more emphasis on STEM-related topics, an area that is problematic for the target group. Teachers have increased their methodological knowledge and implement the methodologies in their regular classroom activities. Teachers also have a much stronger collaboration with parents, and it is a major result as Roma parents are often absent from school. Finally, parents with similar problems to their children also learn new skills and develop competences while also showing teachers their competences that might have been unnoticed by the school before.

Innovation and Success Factors

Identified strong points	The programme is using student-centred methods that bring the joy of learning back to children's lives. It is future-oriented and supports participants in setting goals that support their learning.

	Teachers participating in the programme have become very committed experiencing the enthusiasm of students as well as the programme's impact on their development beyond the sessions.
Challenges	
Identified problems/obstacles	The main challenges are rooted in the lack of support for school inclusion in Hungary. In some cases, teachers – being supported by their school leaders – need to fight against the school district for their being able to deliver the sessions. National policy also results in a lack of funds. As state schools have no funding for such activities, the implementation is dependent on continued external funding even though not large amounts are necessary.
Lessons learned	
Evaluation	Each session is followed by an evaluation and (when necessary) fine-tuning. The joint evaluation by teachers and experts is also a capacity-building opportunity for participating teachers. The overall impact of the programme is also evaluated by the participating schools.
Opinion	
Innovation	The Dragonfly approach of using a literary and ecological children's magazine in everyday education is unique. Combining art, experiential and environmental education for hundreds of schools for 13 years resulted in a vast amount of experience, material and a smoothly working professional network. Due to the rigid, centralized nature of the Hungarian educational system, it is very difficult for NGOs to become actively involved in it and to have a significant effect, but Dragonfly has overcome this problem by offering valuable materials and trainings for free.
Effectiveness	The practice has proven to be effective in supporting the inclusion of Roma girls and preventing their early school leaving. It has also proven to be effective in developing their 21st century skills. It has also been effective as a capacity-building approach for teachers resulting in becoming familiar with student-centred teaching methods, being able to build better home-school relationships and understanding their Roma students more.

Sustainability	The lasting effects for both students and teachers are present. It is a programme that is very cost-effective, so it is easy to maintain if a minimum amount of funding is available for the necessary props and expert support. Participating schools and teachers have also built a strong community of practice and they also collaborate outside of the programme. This also highlights the sustainable nature of the programme.
Replicability	The whole programme as well as any of its elements can be replicated in other contexts. The session plans can be used on their own, but for lasting effects the training and coaching elements are also necessary.

Has this practice a potential for learning for Inclusive Schools?
The importance of training teachers in student-centred methods and 21st century skills development is evident. Another element to be transferred to InScool is the approach that not only offers training, but continuous capacity-building via reflection, coaching and co-learning sessions with children and their families in a whole school/open schooling environment.

11. Gem-In

Type of the good practice	Non-formal education: learning by playing is the main methodology proposed.
Name of the Project	GEM IN – Game to EMbrace INtercultural education
Leading Organization	CESIE
Contact details	Giovanni Barbieri Giovanni.barbieri@cesie.org
Characteristc	
Aims and objectives	The purpose of the project GEM IN is to support intercultural education at school and in non-formal youth environments to foster social inclusion, cross-cultural dialogue, and active citizenship by promoting European values. The project intends to provide inputs and policy recommendations for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework.

	GEM IN aims to disseminate and scale p a selection of good practices in schools, non-formal and youth educational environments, promoting intercultural education.
Target groups	Students and young people between 14-18 years. Teachers and non-formal educators.
Languages	Available in all the languages of the project's partners (English, German, Greek, Portuguese, Italian, French).
Duration	15/01/2020 - 14/01/2022 (24 months)

Context

European context.
The coordinating organization is Italian (CESIE).

Intervention

- Assessment of good practices to promote education to intercultural citizenship.
- Guide on methodological approach of the educational programme.
- Development of the GEM IN board game.
- Creation of the GEM IN common values archive.
- Online training for teachers using the pedagogical kit.
- Pilot workshops in schools and educational youth centres.
- Dissemination in all partner's countries.

Results/Impact

- 50 teachers/non-formal educators reached + 75 in activities peer-to-peer.
- 1000 young people reached (14 to 18 years old).
- More than 3200 stakeholders and policymakers reached

Innovation and Success Factors

Identified strong points	It relies on a board game: an engaging way of learning for students.

Lessons learned

Evaluation	On June 2021 partners held an online project meeting. Partners discussed about the feedback gathered regarding the critical elements of the game and their alignment to the learning and instructional objectives. Partners, also, provided useful insights and suggestions about the GEM IN Board Game based on the conclusions and recommendations from teachers and students.

Opinion	
Innovation	It relies on a board game: an engaging way of learning for students.
Effectiveness	Creation of a digital library containing information on the topics addressed in the questions of the board game (available for the project's targets). Feedback from teachers and students after the piloting meeting of the board game: they expressed their appreciation for the non-formal methodology, for the reflections proposed, for the game itself, also underlining their emotional involvement.
Sustainability	It can be maintained overtime. Especially the creation of the website and of the digital library allows an open access both for students and teachers.
Replicability	The idea of learning by playing is an excellent example of good practise. Recreate a similar board game would result into a long task; however, it would be possible to use it reference point for another thematic and export it into new geographical areas as well.
Potential for learning or transfer for schools wanting to be more inclusive	
The idea of learning by playing.	

12. GOGYA

Type of the Inspiring practice	Existing school policies, practices and cultures that support equitable access to quality education for all learners.
Name of the Project	**GOGYA**
Leading Organization	**AMIT**
Contact details	Anat Shapira Lavi **anatshapira@gmail.com**
Characteristics	

Aims and objectives	The ultimate aim is to ensure that children in classrooms are curious and engaged, not just passive listeners. They aim for teachers to explore new, innovative teaching and learning methods that suit their personality and in turn to offer the same to children for quality and inclusion. Teachers are introduced and trained in a number of innovative educational concepts, and they are free to choose the one(s) they want to implement in their own daily practices, while professional support is offered for all.
Target groups with focus on inclusion	All children, but the special focus is on STEM subject teaching
Languages	Hebrew (some information available in English)
Duration	Ongoing since 2015
Resources	For the teacher training and experimenting the flexible training facility is necessary, with professional training support. The organisation also provides funds for the transformation of old school buildings to cater for learner needs.

Context

108 schools, operated by AMIT has a very diverse student population all over Israel. While the schools have an orthodox Jewish affiliation, schools are mixed with a high percentage of Muslim students in many schools, mostly coming from disadvantaged backgrounds.

Intervention

GOGYA Center first offers a diverse learning experience to teachers to immerse them in innovative learning and thus teaching methods. Teachers then can bring in their students and experiment with their own teaching for themselves to find what suits them best, and for students to experience different teaching methods and styles and to explore what supports their learning best. This happens in a shared, open learning space with a number of teachers offering their teaching to children of a certain age group. There will be more traditional frontal methods, group work, project work, etc. Children are free to join and abandon groups to find the methodology best suiting their learning needs. They focus mostly on STEM teachers, but also offer services to parents and other teachers.

Once a school's STEM teachers are on board of the experiment, trained and experienced the centre with their students, AMIT offers the necessary, not very substantial funding for transforming old school buildings into open learning spaces.

Results/Impact	
Teachers' perception of their own job improves, and thus teacher well-being and retention, too. Student learning outcomes increase as a result of person-centred approaches and the choice of methods. Thus, inclusiveness is also increased as the schools are more able to cope with student diversity.	

Innovation and Success Factors	
Identified strong points	The approach offers teachers a self-exploration and experimentation field that makes it possible for them to experience new teaching methods as well as experiment with them to see how much the methods fit their personality.

Challenges	
Identified problems/obstacles	The programme only supports inclusion properly if students also have the opportunity to experience different teaching methods and decide which suits them best. This requires timetable arrangements that not all schools are prepared for.

Lessons learned	
Evaluation	The owner regularly measures the success of the programme by evaluating schools' results. Teachers also give feedback on their experiences with the training and support received.

Opinion	
Innovation	The reality of old school buildings is often an obstacle in the way of learning transformation. Innovativeness of GOGYA lies in the gradual introduction of new methodologies through personal experience, supported implementation and physical transformation of their own teaching/learning space

Effectiveness	There are two main elements of its effectiveness: on the one hand it is built on a supported mindset change of teachers, and on the other hand it results in an in-depth change in the learning of a high number of students with very little actual investment.
Sustainability	With the initial investment – of the teachers to be trained and implement new methods and of the organisation to transform old buildings – the initiative is fully sustainable without extra funding and as a result of mindset change.
Replicability	It needs commitment, but as it is not an investment-heavy initiative it is easy to replicate in case the necessary professional support is present.

Potential for learning or transfer for schools wanting to be more inclusive
Self-exploration, professional support for in-service training by experiencing and experimenting could be used in other schools.

13. HospiEdu (KórházSuli)

Type of the Inspiring practice	Existing practices, activities or programmes for the professional development of school leaders, teachers and newly qualified teachers (including MOOCs, face-to-face courses, etc.);
Name of the Project	**HospiEdu (KórházSuli)**
Leading Organization	**KórházSuli Alapítvány**
Contact details	Monika Tóth-Almássy moni.almassy@gmail.com
Characteristics	
Aims and objectives	Hospiedu (Kórházsuli) offers individualised learning material and personal learning support to children in hospital with somatic or mental illness. The same support is offered to children that are not hospitalised, but undergo treatment or in recovery, possibly for years. These children are officially in a home-schooled status, and

receive only a little support while in hospital and no support when at home. The project works with two types of volunteers: type one, mostly pre-service teacher students, work directly with children helping them in their learning, type two, mostly secondary school students develop learning material adjusted to the needs of these children.

Target groups with focus on inclusion	Children who are unable to attend school for extended periods of time due to illness.
Languages	Hungarian (some information available in English)
Duration	Ongoing since 2014
Resources	Connection to and some commitment of the school the sick child is enrolled at, active collaboration with hospitals, pre-service teacher students, other volunteers, library of educational resources

Context

They started the programme with the wish to offer support to children at an oncology ward, but since then they have widened the programme to children with various somatic as well as psychological conditions. When in hospital, children in Hungary receive a certain amount of teaching, but this has no professional standards or real quality requirements. This results in low quality service, while they usually need more individual support and more modern methodology. Gamification and the use of IT in general makes studying a desirable activity for them. Education support for children who cannot attend school as a result of their condition, but are not in hospital did not exist before Hospiedu started.

Intervention

Each individual support project starts with reaching out to the child at hospital or recovering at home. In this first phase they not only 'enrol' the child, but also work with the parents to gain their support.

The programme works with university student volunteers, each of them supporting a child in certain subjects. They work in pairs and not only support the child, but also each other. Before starting to work with ill children they receive a special training to prepare them. They need to know what to expect in the hospital environment, what they may face when working with seriously or even terminally ill children.

Another group of volunteers come from secondary schools. They support the work of those regularly meeting the child by developing learning material form them. They develop it for a Moodle platform where material is used and re-used.

They have been pushed to find ways for secondary school volunteers to meet children. As the hospital environment is considered psychologically risky, not they also work with blind and disabled children to offer meeting opportunities for this volunteer group, too, upon request.

The foundation trains volunteers, coordinates the work with children, offers support and supervision. They also support their mentees in returning to their original class when they recover enough.

Results/Impact

Experience of participants show that on the one hand children supported in the programme learn much more effectively than before, but on the other hand it is also a valuable learning experience for supporting students according to their reports. Another important element of success is that the programme is based on peer support that provides peer community experience children with serious illness often lack since they are mostly helped by adults. Success can also be measured in numbers. Since start in 2014 the number of both participating children and supporting volunteers has grown, They started with 20 volunteers working with only 4 children, in 2020 the numbers were 370 children supported by 610 volunteers.

Innovation and Success Factors

Identified strong points	On the one hand, the children supported are gaining a lot from this programme. They are not only able to catch up with their classmates and not lag behind, but they get a service that is enjoyable and gives them distraction while in hospital or recovery. Volunteers also gain a lot from the programme. For pre-service teacher students it is a unique opportunity to be trained and to be able to practice teaching skills in an unusual, challenging, but highly rewarding environment. It also makes them more open to the inclusion of similar children in their later career.

Challenges

Identified problems/obstacles	The most important systemic challenge is to win the cooperation of the schools their mentees are enrolled at. Schools are not even aware of children who are not really home-schooled, but are in this status for reasons of illness. Another main challenge is to ensure sustainability by finding a way to receive regular funding. Currently a lot of effort is put into fundraising, while they basically cater for the education needs of

children of compulsory schooling age. State funding should be in line with this fact. Funding is also crucial for ensuring the right management structure for a growing initiative. While they are planning to double the number of participants their management is already overworked.

Lessons learned	
Evaluation	The best evaluation is the school success of children participating in the programme and testimonials by volunteers. Their work is being recognised by more and more supporters based on these success stories.
Opinion	
Innovation	The initiative is innovative in itself. In most countries there is no support, let alone individualised learning support for children who are forced to be away from school. Innovation is enhanced by the creative use of technology and gamification.
Effectiveness	Their individualised learning methodology has proven to lead to academic success of children. Children who are ill need not only more attention, but also more effort, but the methodology can be beneficial for all children. With their target group boring, not appropriate lessons or teaching trigger immediate rejection. For the university students who are pre-service teachers this is an experience they can utilise when starting regular teaching. They have also experienced that successful learning also depend on the relationship of 'teacher' and 'student', there are pairings that do not work. This is something that needs to be recognised and tackled, but this experience can also be translated to other learning-teaching relationships.
Sustainability	This is the weak point of the programme as currently there is no financing for the education who do not attend school in Hungary. This is a very resource-heavy programme regardless the fact that they mostly work with volunteers. However, for the coming years their sustainability is ensured via financial support from the for-profit sector.
Replicability	The target group is not unique for Hungary, and the approach is replicable anywhere, given the right professional support.

Potential for learning or transfer for schools wanting to be more inclusive

As a pre-service example, a school could utilise the idea of learning by doing, pre-service teacher students volunteering (or having internships) offering the possibility to gain first-hand experience working with students with demanding inclusion needs.

14. Inclusiva..Mente insieme "Sensibilizzazione alla disabilità"

Type of the good practice	Project
Name of the Project	**Inclusiva…Mente insieme**
Leading Organization	**T. Fazello Secondary School**
Contact details	Anna Lia Misuraca, support tacher https://cercalatuascuola.istruzione.it/cercalatuascuola/render/document/ptof/AGIS00800P;jsessionid=QqbDfh92tqXLmYS-PgdLPuHU.mvlas008_2?prgDoc=1&codTipFil=14
Characteristc	
Aims and objectives	Ampliare la consapevolezza dell'intelligenza emotiva degli alunni nell'ambito dell'inclusione
Target groups	Students, teachers, school leader
Languages	Italian
Duration	One academic year
Resources	Teachers
Context	
Local	
Intervention	

With this project they wanted to "contaminate" teachers of the various disciplines.
One of the proposed activities was the suitcase of dreams, a series of role-playing games for putting yourself in someone else's shoes. Architectural barriers are not the real limit, but mental ones (prejudices) are. It is essential to involve all students, leaving no one behind.
They also did a game on prejudices, about mental barriers - I have to go to Mars, who do I bring? Everyone said who he wanted to bring, and 3 people to leave and therefore about prejudices. They realised poems as well.

Through the experience of role playing, the pupils followed a path full of great emotions, addressing how it is possible to break down not only architectural barriers, but above all mental barriers.

Results/Impact	
In classes with pupils with special needs and disabilities, the approach is constantly evaluated. They also evaluated how the project supported them during the distance learning. They evaluate the impact through their participation and involvement. The approach of the other teachers has changed, take everyone's lessons into account. The lesson is now for everyone.	

Innovation and Success Factors	
Identified strong points	It has been a practice implemented during the covid time, and still it has been identified as a growth experience by and for students. It is now a consolidated process.

Challenges	
Identified problems/obstacles	Traditionalist teachers.

Lessons learned	
Evaluation	The initiative has been granted an award by Cpd with the contest *Non il solito tema* in occasion of the International Day of Persons with Disabilities https://www.youtube.com/watch?v=_T6MAhHHnrg

Opinion	
Innovation	It is an approach that involved all the teachers, not only the support one for disable students
Sustainability	The process can be sustained without any special resource.
Replicability	The process can be replicated without any special resource.

Potential for learning or transfer for schools wanting to be more inclusive	
Teachers should learn from this type of experiences, understanding that an effective inclusive approach involves everyone in the school community, not only those who are "directly affected" by diversities.	

15. Inclusive Pedagogies

Type of the Inspiring practice	Teacher training course promoting fostering inclusive education.
Name of the Project	**Inclusive Pedagogies**

Leading Organization	The British Council
Contact details	marina.gautier@britishcouncil.org

Characteristics	
Aims and objectives	Development of self-awareness and reflect on unconscious bias and filters. Recognition of strengths and diversity within the group, in the classroom and in schools. Identification of opportunities and strategies to improve the inclusive ethos in school communities. Access to practical classroom strategies and tools to support becoming a more inclusive practitioner.
Target groups with focus on inclusion	**Target groups:** The primary target groups are teachers. **Inclusion challenges addressed:** Biases and prejudices, lack of knowledge and skills around inclusive pedagogies/education among teachers Barriers to inclusion at schools.
Languages	English
Duration	3 days teacher training course
Resources	Time, commitment, financial resources

Context
Originally good practices come from the UK and the context is national.

Intervention

Provision of course to teachers that will focus on:

1. How inclusion and exclusion is reinforced in schools, communities and wider society
2. Unconscious bias, recognising it and ways to counteract it, using the example of gender
3. Definitions and models of inclusion, using the example of pupils with SEND
4. Self-awareness and reflection on beliefs and practices

5. Creating an inclusive classroom through classroom management, teacher attitude, language, and differentiation
6. Creating an inclusive school community

Results/Impact	
- Understand the values of an inclusive mindset, for example collaboration, empathy, celebrating difference, ensuring every child is seen. - Understand the rights and responsibilities for everyone involved. - Understand the rules sourced in values, rights and responsibilities, involving the students. - Learn the classroom management techniques to support inclusion. - Understand different methods of differentiation: by task, by outcome, by content, by responsibility, by self-access.	

Innovation and Success Factors	
Identified strong points	Learn about the use of reflective learning journals. Learn how to conduct a whole-school audit on inclusiveness. Use of classroom management techniques to support inclusion. Planning for inclusion, differentiation in all forms.

Challenges	
Identified problems/obstacles	Keeping high level of engagement during the whole course. Allocating time for the course by teachers. Allocating financial resources to pay for this course.

Opinion	
Innovation	Understand how to use questions effectively as a way to differentiate. Understand the use of Bloom's taxonomy to differentiate lesson aims.

Effectiveness	Develop a greater awareness of issues around inclusion and identity those who are excluded from education.
	Consider alternative definitions of inclusion in educational literature.
	Gain an understanding of theoretical frameworks underpinning discussions on inclusion, social relations, unconscious bias, medical and social models.
	Consider international legal frameworks which support inclusion
	Develop your self-awareness and reflect on your own unconscious bias and filters.
	Recognize strengths and diversity within the group, in the classroom and in schools.
	Identity opportunities and strategies to improve the inclusive ethos in school communities.
	Gain practical classroom strategies and tools to support becoming a more inclusive practitioner.
	Plan, carry out and reflect on a school-based project.
Sustainability	Teachers on this course received practical strategies to support their development as inclusive practitioners in their own particular contexts so that they can further incorporate learned technics in everyday practice after finishing this course.
Replicability	1.Bloom's taxonomy
	2.Reflective learning journals

Potential for learning or transfer for schools wanting to be more inclusive

Bloom's taxonomy. It is a way of distinguishing the different types of questions which can be used in learning. It can be useful to understand Bloom's classification of questions to ask questions suitable to the level of the student.

16. Inclusive playgrounds

Type of the Inspiring practice	Inclusive education

Name of the Project	Inclusive playgrounds
Leading Organization	
Contact details	Marta López Ordóñez, Educator and Inclusive Project Manager
Characteristics	
Aims and objectives	**Main objective:** - To promote social inclusion during break times in schools. **Specific objectives:** - To provide tools and strategies for boys and girls, with and without functional diversity or learning disabilities, to learn to play together. - To favour a climate of understanding and respect towards diversity. -To raise awareness among the rest of the students and the whole educational community about active school inclusion. - To avoid bullying situations -To promote the development of specific areas: social skills, communication, conflict resolution, etc.
Target groups with focus on inclusion	Primary school students
Languages	Spanish
Duration	School year (October 2021 to June 2022)
Resources	**Human resources** - Students/family helpers - 2 Professionals specialised in inclusion and group dynamics. **Material resources**

| | -Materials (sheets of paper, colours, cardboard, scissors, pencils, pens, pens, etc.) |
| | -Sports equipment from the school |

Context

Local context.

The project is carried out in Priego de Córdoba, a town in Córdoba (Andalusia).

Intervention

1st STEP: Educational Training – Awareness: Educational training is given on educational inclusion: "a task for everyone". In addition, a working team is trained to carry out the project. The participation of teachers and families are taken into account.

2ND STEP: Needs Analysis. In this analysis, it is essential to collect the preferred games and activities of each student to observe and find out how students learn, understand their environment and express what they know, in order to adapt spaces, methodologies, materials, etc., accordingly. Also, the different dimensions of accessibility must be considered: physical, sensory, cognitive and emotional accessibility.

3RD STEP: Design of Games and Dynamics for Recreational Activities. The games vary according to the preferences of the students. However, in the design of the games, some aspects need to be considered:

- Natural context. Ideally, the activity should take place in the playground.
- Visual aids. The use of visual information to provide the instructions of the games.
- Map of the distribution of the games: it is interesting to create a map of the distribution of the games, so that all the students know where they have to go at all times.
- Playground rules: just as we have classroom or school rules, it is interesting to establish playground rules, as the interactions they have in the playground are very different from those in other school environments.
- Interests of the participants. Create games based on themes demanded by the students, change the name of traditional games or introduce variants of the games in order to make them more attractive and motivating for the children.
- If a child does not seem to be interested in any game, analyse why he/she is not motivated. Analyse why they are not motivated, are they always disinterested, or does it coincide with the presence of many classmates? Also, participation is voluntary.
- Additional material: additional material can be used for different moments of the game. For example, it is interesting to have de-stressing materials (anti-stress balls, fidget cubes, spinners, etc.) when they are waiting in lines or other places. Also, it is interesting to

mention the material included in Gey Lagar's book. It talks about students' behaviour in the playground. For example, it includes pictographic sequences when students are bad losers, don't want to play, have a fight with a classmate, etc.

Results/Impact

50% of pupils take part in the proposed inclusive playground games (students with and without disabilities).
-30% of the teaching staff are involved in the project.
- 10% of the families are involved in the project.
-Bullying behaviour is reduced by 20%.

Innovation and Success Factors

Identified strong points	Teacher involvement

Challenges

Identified problems/obstacles	Teacher training and families' involvement

Lessons learned

Evaluation	The evaluation has not been carried out yet

Opinion

Innovation	This is the first time that these initiatives have been carried out in the school centres, contributing at the same time to the achievement of the Sustainable Development Goals (SDGs).
Effectiveness	Good coexistence among all pupils (regardless of their characteristics, needs, etc.). -Good feedback given by families and teachers. - High participation of students and teachers who take part in the project.
Sustainability	This project can be sustained over time, thus, achieving and expanding our objectives.

Replicability	Due to the context (playgrounds) in which this good practice is implemented, there is no problem to be transferred to different geographical areas.
Potential for learning or transfer for schools wanting to be more inclusive	
It can be implemented international contexts. However, absolute replicability is not feasible.	

17. Interacting Families

Type of the Inspiring practice	**Creating Community**
Name of the Project	**KA1 Immersion courses**
Leading Organization	**Interacting / LFEE**
Contact details	Ed Cousins Lead trainer and expert in drama-based pedagogy Patrick Deas Lead trainer and expert in drama-based pedagogy Richard Tallaron Lead trainer and expert in modern language pedagogy and internationalisation in schools Richard@lfee.net
Characteristics	
Aims and objectives	To create community and nurture a sense of belonging and wellbeing. To create inclusive groups and teams within larger groups or classes. Creating a space for collective creativity where all voices and abilities have opportunities to shine.
Target groups with focus on inclusion	Students with different learning styles, students with lack of confidence and different ethnic and linguist backgrounds. Students from refugee or immigrant backgrounds.

	Interacting families work with learners in multiple contexts, from everyday classroom routine to excursions or intensive courses. The family structure gives a platform for the lesser heard voices to contribute in meaningful and motivating ways to the challenges of the larger group.
Languages	English, all languages Practitioners from different language backgrounds use the activity in mother tongue or target language.
Duration	Academic year. Shorter family experiences work well on intensive courses or excursions
Resources	For the start-up, pens, posters, paper. A scoreboard. Regular and surprising tasks for teams.

Context

This innovation began as a way of organising large groups of teachers on residential in service training courses. The benefits were such that the idea has transferred to schools and is practiced all over Europe. Experience from practitioners suggests the Families are a sound vehicle for promoting and practising the values of inclusion.

Intervention

Families are made up of groups of students made up by teachers, the size of a family depends on the overall size of the group and numbers should be fairly evenly distributed so that each family has more or less the same number of members. The family structure works well for its members early in a course allowing them to identify with a smaller group within a group. This is particularly useful for students who may be shy as the large group may be intimidating when it comes to openly expressing opinions. The families are useful in quickly forming friendships and managing year-long projects, games and activities. They are also very effective for integrating new students into already formed classes.

How to prepare and design

1   Before students arrive, teachers study the lists of names and any other information available on the class. In forming the families, a balance should be looked for where each

family should reflect as much ethnic and linguistic diversity as possible, Academic, musical, artistic, sports and other abilities should be taken into account when creating balanced teams. This stage is dependent on the quality of information we have on the class from previous years or previous schools.

2   When family groups have been organised, give each family a name, this can be done thematically, examples including famous writers, local celebrities, historical figures, geographical features etc. Alternatively, once families are formed, they can create their own name, either within an agreed theme or free style.

3   Families now have members and (perhaps) names. Next choose a text which can be associated with each family, examples being a speech from Shakespeare for the Shakespeare family, a song by the Beatles for the family of that name, a piece of sensationalist journalism about the Beckhams…
The various texts should be printed each one in different fonts **making two copies** of each text. The text should then be cut up with scissors jigsaw style with one piece of text for each member of the family. This piece of text should then be inserted into the back of a name tag which each student receives on arrival to the class. When the name tags are handed out explain to students that there is a piece of text in their name tag but that they must not look at it until instructed to do so.

4   The first family activity is a game of discovery. When all are assembled for the first time they   are instructed to remove and read the text inserted in their name tag. They are told that their text is a small part of a larger text and that they should find the others with the same text. When they have found the pieces of the same text they should try to put them in the correct order and guess the identity of their family. When the families have found and identified themselves ask the members to introduce each other, name where they are from etc and to share any information they may have about their family ie if you have a Swift family, they may know that Swift wrote Gulliver's Travels and was from Dublin

Family activities and scoring

One of the early successes of the Interacting Family structure is the work done where families are chosen to make presentations of songs or games which instruct us on who they are and what they have achieved. The first of these presentations is a general activity undertaken by the whole group. Families are asked to sit together with pens, paper and posters. As a they family negotiate decisions on their identity. They are asked to choose;
      a family colour or colours
      a motto or slogan
      a mascot or symbol
      a song
      a captain

It should be explained while they are doing this that their decisions will be binding for the duration of the course and that they may be awarded points for sporting their colours in a coordinated or pleasing way. They should be told that their motto or slogan should be like a chant to motivate players in games where the team is involved and they may be awarded points for using it, the same goes for both song and symbol. The captain's first job will be to present or chose the person to present the decisions taken by the family in this Identity game. Generally, the captain will be the person responsible for their family, they will be called upon in games to choose a representative from the family. They will also be the person who will communicate any family business with the Coordinating or staff team. Captains can be elected on a monthly or term basis.

In the initial presentations, families should be encouraged to perform their family song perhaps with a dance. They should also be made aware that even the initial presentation will be awarded points so they should jazz up their style!

The teacher should create a scoreboard and on a regular basis give an update on points gained.
Points are awarded for games during timetabled activities were deemed appropriate and coordinated that each class is able to score on similar activities during the day.
Points should also be awarded for family presentation, cleanliness, friendliness, use of languages, politeness and for many random but public reasons. Spot prizes with ridiculously high points should be awarded.

Once family life is established on the course and families are trained in the way of making presentations and working as a unit, teachers should encourage 'adoptions' where members of one family 'live' with another for a day or one family invites another to go on holiday with them (join them in activities).
Elections can be held with each family trying to become the Course Government for a day.

Scoring points should be fun, the competition should not be allowed to get too serious. Give points for silly reasons and occasionally be unfair.

Prizes and presentations

At the end of the course there should be a prize giving ceremony with joke prizes for the different categories, overall best family, best presentations, tidiest, most helpful, best singers. Try to find something for everyone so that everyone is a winner as Hot Chocolate used to say.
Interim rewards can be invented, with monthly or weekly champions in different categories.
Be creative with rewards!

Results/Impact

A sense of community is created and support networks within the smaller groups are highly effective.

Task and project-based learning opportunities are enhanced with these ready-made teams.

Students with different identities find a common bond and work towards goals of collective creativity. Creating and maintaining safe spaces within the group and class. The support network extends beyond the class to the wider school context.

Innovation and Success Factors	
Identified strong points	Collective creativity, confidence building, collective responsibility. Building teamwork and presentational competences.
Challenges	
Identified problems/obstacles	Training for teachers, establishing the correct balance between collaboration and competition.
Lessons learned	
Evaluation	For maximum benefit, teachers need to maintain the scoring throughout the chosen period of the Family life. This could be for a school year or for a term. The team ethos of this approach can be embedded in delivery of mainstream curriculum content.
Opinion	
Innovation	Teachers in schools with a high intake of refugee or immigrant children find the family structure helpful for integration. Setting tasks for class families within curriculum content creates opportunities to Show What You Know. Learners with different learning styles are given a platform.
Effectiveness	Many teachers reported the structure to be of particular value in transition years where there are many newcomers in the group. Social and emotional intelligence are highlighted and given value.
Sustainability	Yes, relationships and friendships are cemented and go beyond the Family life. Teamwork, negotiation and presentational competences developed in this way are lifelong.

Replicability	Interacting Families are highly portable! We use them in all our learning environments, from a week long teacher training event to a year long drama course. Teachers trained in this approach use it inside curriculum subjects and as a practical way of managing large groups.
Potential for learning or transfer for schools wanting to be more inclusive	
We recommend this approach for schools	

18. Let's Get Serious about Play

Type of the Inspiring practice	**Inclusion, building confidence, self-esteem, building cooperation, building team skills, negotiating skills, conflict resolution skills and leadership**
Name of the Project	**KA1 Immersion courses**
Leading Organization	**Interacting UK**
Contact details	Ed Cousins Lead trainer and expert in drama-based pedagogy Patrick Deas Lead trainer and expert in drama-based pedagogy Danny Cunningham drama facilitator
Characteristics	
Aims and objectives	To create a space in each school day where students feel safe and can develop their emotional and social skill set. Through games we learn to interact, we learn to cooperate and we learn how to solve conflicts. Through games we build our sense of community, our

	sense of team and our self-esteem. Students can learn and take on roles of leadership.
Target groups with focus on inclusion	Games are focused on all student groups and adults. We believe that all students have the right to play and to learn through play. Irrespective of ethnicity, social or economic factors playing games provides a platform for all students to develop in a safe environment, to investigate and explore different roles and different rules of engagement.
Languages	English, all languages Practitioners from different language backgrounds use the activity in mother tongue or target language.
Duration	Academic year and beyond. The working principle is that students have the space every day at break time or lunch time to express their creativity through games.
Resources	The Interacting guide to games. Any materials that the games require such as a ball, a blindfold, a scarf etc.
Context	
Context	The Interacting Theatre Academy has used games for educational, emotional and social develop for over twenty years. The practice is well documented and in use across Europa and the USA. Data has shown that play brings a multitude of benefits to all children and adults – and reduces the extent of bullying in many schools.
Intervention	

The description of the activities can be found in our Interacting Guide. This guide is an open-source guide led by InterActing. Practitioners, teachers, educators add new games and new activities to the guide. Our aim is the develop the "ultimate" handbook/guide of games.

Results/Impact

The practice is well documented and in use across Europa and the USA. Data has shown that play brings a multitude of benefits to all children and adults.

- Develops emotional skills
- Develops social skills
- Develops physical skills
- Sense of community
- Cooperation
- Team building
- Leadership (we encourage that older students take on leaders roles with younger students)

 – and reduces the extent of bullying in many schools.

Innovation and Success Factors

Identified strong points	Imagination, creativity, confidence building, collective responsibility. Builds confidence, self-esteem and negotiating skills. Learning to resolve conflict in a safe environment.
Challenges	
Identified problems/obstacles	Convincing school leaders to take play seriously!
Lessons learned	
Evaluation	It is important to sustain a continued programme of play throughout the school year. As with any muscle our play muscle needs to be used regularly to gain strength. Kids need to play as much as possible and always in a safe environment for the programme to be

	successful. Informal evaluation is reported through teachers and game leaders observing and noting improvement on many different levels. We have no formal evaluation criteria as yet.
Opinion	
Innovation	Games provide a safe platform for school inclusiveness at every level. The innovation is establishing play as a student's right every day of the school year.
Effectiveness	Schools report that when games/play is introduced to the playground it takes only a short period of time for children to become invested in the activities and hence in their own development and that of their peers. The overall improvements can be measured from individual level, to classroom level to year group and to the general school spirit.
Sustainability	As mentioned above a critical part of the empowerment of playing games is the handing over of leadership from an adult to an older student. This ensures the sustainability of play.
Replicability	The interacting guide and the Interacting methodology of game and play can be transferred to any imaginable situation or scenario. Games can be played anywhere and by EVERYONE. A sustained programme of training more and more play enthusiasts is what is required to have play in every school world wide.
Potential for learning or transfer for schools wanting to be more inclusive	
We recommend this approach for all schools.	

19. Migrants and Refugees in Education: A toolkit for teachers

Type of the Inspiring practice	Online toolkit for teachers - 4 weeks self-guided course format.
Name of the Project	Migrants and Refugees in Education: A toolkit for teachers https://www.futurelearn.com/courses/migrants-and-refugees-in-education
Leading Organization	**The British Council**
Contact details	LearningandDevelopmentPoland@BritishCouncil.onmicrosoft.com John Ward
Characteristics	
Aims and objectives	1. Present experienced teachers talking about the challenges of refugee education, what they learnt, and strategies they have used when teaching migrant learners both in countries affected by conflict and in host countries. 2. Support teachers in building inclusive classrooms and volunteers working with refugees and migrants to develop learners' confidence, considering the languages they know and their cultures.
Target groups with focus on inclusion	**Target groups:** The course will be useful for anyone working with migrants and refugees in an educational context. This can range from those teaching English to refugees to teachers in schools looking to promote inclusive education. **Inclusion challenges addressed:** The impact of trauma on teachers and learners
Languages	English
Duration	4 weeks, 3 hours of study each week
Resources	Smartphones or tablets, laptops, commitment, time

Context	
Context	This course has got international context and was originally created in the UK.

Intervention
Sharing experience on the challenges of refugee education in 4 weeks self-guided course format.

Results/Impact
Teachers can describe the causes, patterns and impact of migration on teaching and learning. They also develop a profile of their learners and consider strategies to engage and include them. Teachers can apply a set of practical tools and techniques in the classroom environment to better cope with the impact of trauma on teachers and learners.

Innovation and Success Factors	
Identified strong points	• Courses are split into weeks, activities, and steps, but you can complete them as quickly or slowly as you like • Learning through a mix of bite-sized videos, long- and short-form articles, audio, and practical activities • Keeping motivation by using the Progress page to keep track of your step completion and assessment scores • Opportunity to experience the power of social learning, and get inspired by an international network of learners • Possibility to share ideas with peers and course educators on every step of the course • Ability of joining the conversation by reading, bookmarking, and replying to comments from others

Challenges	
Identified problems/obstacles	Keep motivation high across the whole 4 weeks course.

Opinion

Innovation	This course shows the power of social learning, and let learners being inspired by an international network of learners

Those attending this course can share ideas with peers and course educators on every step of the course

Comprehensive overlook of different aspects of teaching migrants and refugees:
-different systems and programmes that can be found in conflict, post-conflict and re-settlement across the world and how teachers create and adapt materials in these settings
- skills required to be a good learner in a primary school classroom and why children who have experienced trauma, displacement and conflict might not develop them
-developments in neuroscience on the working of the brain and how these explain the effects of trauma on learning and behaviour in class
-concept of well-being and why it is important for teachers |
| Effectiveness | 1. Large number of learners enrolled on this course
(11,652 attendees)

2. Participants can take this self-guided course and learn at their own pace. On every step of the course, you can meet other learners, share your ideas and join in with active discussions in the comments. |
| Sustainability | This course equips for ongoing learning experience after finishing the course. Network of co-learners can still be maintained as long as the participants are willing to keep the relationship after the course. |
| Replicability | The whole tool is adequate both for a language teacher and teacher of another subject, or a volunteer working in migrant and refugee education. In all of those above-mentioned roles teachers/volunteers will learn about ideas and strategies to use to better understand learners. |

Potential for learning or transfer for schools wanting to be more inclusive

The format of self-guided course, possibility to meet other learners on every step of the course, share ideas, join discussions, build your own network of teachers.

20. MultInclude

Type of the Inspiring practice	Existing school policies, practices and cultures that support equitable access to quality education for all learners.
Name of the Project	**MultInclude**
Leading Organization	**University of Applied Sciences, The Hague**
Contact details	Watte Zijstra w.zijlstra@hhs.nl Eszter Salamon eszter.salamon@esha.org
Characteristics	
Aims and objectives	MultInclude intends to help educational organizations to deploy strategies to create inclusive environments for youth in order to develop their sense of belonging in school, in their communities and society. It is focused on the multiple inclusion needs of students having in mind the completion of secondary education and continuation of studies at tertiary level. In short, what we are aiming at is educating lifelong learners by catering for the individual inclusion needs of each student.
Target groups with focus on inclusion	All students as it is based on the assumption that each student has inclusion needs.
Languages	English, German, Dutch, Swedish, Italian
Duration	2018-2021, but ongoing after the project period ended
Resources	Commitment, time, project-developed scoring matrix, strategic planning tools, internet access to participate at the learning community and use the online, comparative scoring matrix
Context	

Inclusion in education has been a hot topic all over Europe. There have been various attempts to develop inclusion strategies for different groups, such as for the inclusion of disabled students, newly arrived migrants, those with special needs and others. However, these group inclusion approaches have mostly failed to deliver, and many of these groups were still over-represented in early school leaving and becoming NEETs

Intervention

1. Identification and publication of 70+ inspiring practice and analysing them to find "the good of good practices"
2. In-depth analysis, including a video, of 7 highlighted cases
3. Identification of 7 dimensions and 4 domains for inclusion strategy development
4. Development of a scoring matrix for schools based in 3.
5. Development and delivery of a training programme for schools to use the matrix and (further) develop their inclusion strategies by analysing the scores and deciding on priorities
6. A MOOC being available for teachers for individual skills and competences development
7. Fostering a learning community for mutual learning of teachers including webinars and peer learning

Results/Impact

The programme has been implemented in more than 50 schools during the project period and many more since the project ended. It helped schools to understand how they are doing in terms of inclusion, and made it possible for them to identify the areas that are relevant and also offer room for improvement (excluding areas that are not relevant in their local context). Most case studies promote and open schooling approach and helped schools to understand (more) the benefits of collaborating with non-formal and informal learning providers and community actors for better inclusion. This has led to renewed inclusion strategies, mostly in an open schooling way, building on local communities.

Innovation and Success Factors

Identified strong points	MultInclude made a major attempt to highlight commonalities between well-working inclusion practices. It is also a very attractive element of the approach that schools can make decisions on local, targeted interventions based on a comprehensive review of their inclusion practices, often along lines not considered before. It is also a positive element that it reflects on individual needs and does not leave students behind.

Challenges

Identified problems/obstacles	For successful implementation of their developed strategies, schools need to collaborate with local community actors and NGOs. In the current climate it is often difficult to make it a reality both to open the doors of the schools for external actors and to find funding for these activities however small they might be.
Lessons learned	
Evaluation	Participating schools have evaluated the programme to be very beneficial and relatively easy to implement. According to Prof. Frank Tuitt, evaluating the programme as an expert, it helps institutions across the educational spectrum to begin transforming their learning environments into more inclusive organizations that provide access and equity for ALL students regardless of their prior lived experience or cultural background.
Opinion	
Innovation	The project is based on two assumptions. Firstly, that there is a multitude of initiatives already operated by individual schools, NGOs and universities, that have proven success in improving inclusive participation in education. Secondly, that there is a demand from schools and other educational providers to improve their equity profiles. MultInclude is aiming at bringing together operators of successful practices with those of prospective initiatives to stimulate a positive feedback loop whereby they support each other in strengthening/starting such initiatives.
Effectiveness	Multinclude has been praised for translating complex concepts into hands on tools and offering schools the possibility to self-reflect for developing inclusion strategies. So far, it has been proven to be a very effective combination leading to schools developing executable strategies for improving inclusion.
Sustainability	All tools are available as open-source material, and schools can use them without external support. However, we have also embedded it in in-service training offered by the Europass Teacher Academy to support sustainability.
Replicability	As a result of its approach, it can be implemented in any context and all school levels.
Potential for learning or transfer for schools wanting to be more inclusive	

The scoring matrix could be directly utilised in the in-service training, and the approach based on self-reflection could also form the basis of training. Open schooling and stakeholder engagement approaches for inclusion are also important learning points.

21. No Bad Kid

Type of the Inspiring practice	Existing practices, activities or programmes for the professional development of school leaders, teachers and newly qualified teachers (including MOOCs, face-to-face courses, etc.);
Name of the Project	**No Bad Kid**
Leading Organization	**Pressley Ridge Hungary Foundation**
Contact details	**Andrea Gruber, Executive Director** **agruber@nobadkid.hu**
Characteristics	
Aims and objectives	Children with behavioural problems are a horizontal group at risk of not graduating from the level of education that fits their general abilities. Teachers often find it difficult to work with them, and it is quite common that they only apply a symptomatic approach, without looking into the roots of disturbing behaviour. This training and mentoring programme offers a solution by working with the children (and their family that is usually the root of the problems) and school staff.
Target groups with focus on inclusion	Most of the challenging students in schools implementing the programme fall in at least one of these categories: - has an imprisoned parent - there is a history of drug abuse or alcoholism in the family - there is bullying and physical abuse in the family - they are in foster care - their family situation is unclear for some reason - one of their parents died - generational unemployment in the family, - low socio-economic status or extreme poverty - families with multiple problems of the above
Languages	Hungarian, English

Duration	Ongoing since 2003
Resources	The programme largely builds on time investment by the implementing school. In the case of the foundation offering the framework it is on the one hand part of the daily work of their regular staff, on the other hand it also builds on volunteer work. The estimated budget for implementation is 17,000 – 24,000 EUR / school year for 3 – 5 years.

Context

School segregation has increased in Hungary in the last 10 years in an already segregated and non-equitable school system. Thus, there is a growing number of schools where the percentage of challenging children has reached a threshold that makes it impossible for teachers to handle. Another element is that the teaching force is in a more and more difficult situation with staff shortages, burnout and lack of funding.

The programme is built on principles developed in the USA, but it has been developed and implemented in Hungary

Intervention

1. Initial phase: school visit, initial planning with the school head, information session for the teachers
2. Basic training to change mindsets – knowledge about trauma and basics of Re-EDucation
3. Developing a behaviour management system locally – training, development by the school team, introduction to the whole school
4. Implementation and regular coaching and supervision from the first school year
5. Learning in groups and team building training
6. Crisis intervention training
7. Refresher trainings
8. Creating supportive institutional structures and processes
9. Visiting other schools implementing the programme, exchange of experiences
10. Training family liaison staff
11. Experiential education training
12. Youth leadership training

Results/Impact

Higher school attainments, better academic results, increased continuation of studies in secondary education, decreasing percentage of early school leaving, less punitive measures for students.
Teachers experience an increase of their professional position acquiring tools to tackle behavioural problems and not being afraid of aggressive behaviour.

The school involves its immediate environment (i.e. parents active or influential in their own community) and broader community in the school work. As a result, the community acknowledges both the problem and the efforts to tackle it.

Innovation and Success Factors	
Identified strong points	The programme increases collaborative work of teachers that needs to become part of institutional policy. Another policy change is to change from a hostile family-school relationship to a collaborative one

Challenges	
Identified problems/obstacles	The most challenging aspect is how much schools share about the background of their students with the foundation and with other schools. It is a complex issue to find solutions without disclosing too much. During the coaching and supervision stages, foundation staff has a confidentiality obligation similar to doctor-patient confidentiality

Lessons learned	
Evaluation	Commitment of the school's leadership is the basis of success. short-term impact is ensured by professional delivery of trainings, close coaching and supervision in the first period and making support available when necessary. Having implemented the whole programme, it becomes part of school methodology, and the system becomes self-sustaining.

Opinion	
Innovation	Innovation lies in the methodology of Re-ED that requires long-term commitment from schools, but results in a deep change of their whole operation.
Effectiveness	In case there is real commitment from the school's leadership to the programme, it is highly effective. It's main advantage is its holistic approach and the engagement of the students and their families in finding solutions.
Sustainability	The programme needs commitment and investment – mostly in the form of time - in the first period. It is a highly sustainable programme as once the deep changes happen in the school and the method becomes part of the school's DNA, it is very easily sustained.

Replicability	It is an approach that can be implemented anywhere without geographic restrictions. The holistic element of the programme can also be transferred to other thematics to develop solutions based on the engagement of students and their families as well as the self-reflection of schools and school staff.

Potential for learning or transfer for schools wanting to be more inclusive	
It is an important learning that engagement-based, holistic approaches can help go beyond finding solutions for certain groups of students and can result in a programme/approach that is beneficial for all. Its open schooling approach via the collaboration with the expert NGO and the engagement of main stakeholders is also a potential learning point.	

22. Open School Doors

Type of the Inspiring practice	Existing practices, activities or programmes promoting fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity, and reinforcing diversity among education staff.
Name of the Project	**Open School Doors**
Leading Organization	**Technische Universität Dresden**
Contact details	Thomas Köhler (TUD) thomas.koehler@tu-dresden.de Eszter Salamon eszter.salamon@esha.org
Characteristics	
Aims and objectives	The general purpose of this project is to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds especially migrants and refugees. More specific aims are the following: (i) OSD tries to inspire and motivate teachers and school leaders for cooperating with parents with a migrant background and creating constructive and sustainable partnerships with them. (ii) To train teachers and school principals, so that they acquire positive mindsets and skills that will enable parents' motivation to get also engaged in schooling.

Target groups with focus on inclusion	The primary target group is migrants and refugees, but all benefit from it.
Languages	Teacher training: English, German, Greek Resources for parents: English, German, Greek, Arabic, Turkish, Serbian, Hungarian
Duration	As a project 2017-2020, but ongoing
Resources	MOOC, props to deliver the training, smartphones or tablets, commitment, time

Context

Context	The programme was developed to support schools' response to the influx of migrants that was especially demanding during the refugee crisis in 2015-16 when Western European schools also experiences a major increase in the number of Eastern European students. The project was developed as a joint effort of British, Greek and German national partners and an international NGO.

Intervention

Teacher training is the core of this project that requires participation at training sessions as well as research and implementation activities outside the training classroom. The main areas of training are self-reflection and -exploration to understand the level of openness, knowledge of other cultures and hidden biases, and activities aiming at mapping and understanding parents from other cultural backgrounds. The training also put a large emphasis on digital technology use especially in overcoming language and other communication barriers.

Results/Impact

Participating school have been able to support their learners with a mother tongue other than the language of instruction better by having a deeper understanding of differences of culture, offering engagement for all students and families, and utilising digital technology for engaging parents with no or low level of knowledge of the language of instruction.

Innovation and Success Factors

Identified strong points	The strongest element of the training is that it offers a framework for exploration and understanding local realities. It is also a success factor that it is based on teachers' self-reflection and exploration.
Challenges	
Identified problems/obstacles	It needs time investment at the training phase, and for best implementation also a trainer, not only the online material.
Lessons learned	
Evaluation	The programme was evaluated in pilots in two rounds during the project period, and fine-tuned on the basis of feedback. Participants found it unique and useful. It was also evaluated and highlighted as an innovative practice by HundrED, a major global education innovation community.
Opinion	
Innovation	The most innovative element of this training is that it is built on self-reflection and exploration. Very often the real obstacle to inclusion, especially the inclusion of students with backgrounds different from that of the teachers is two-fold: lack of knowledge and hidden prejudices/bias. OSD helps unearthing these.
Effectiveness	Schools implementing the training has reported that they have improved their collaboration with migrant and refugee families, and it resulted on increased student well-being as well as better school results. By informing and engaging the parents about this approach both majority and migrant/refugee parents could build stronger educational relationships with the school that is beneficial for the students.
Sustainability	The training is easy to replicate when realities around the school change or when there is a significant change of staff (however, it is more effective if an expert trainer delivers it). Modified practices based on teachers' exploration and tailored digital solutions are sustainable and lasting.

Replicability	The programme can be replicated in any context with migrant/refugee or minority students and families.

Potential for learning or transfer for schools wanting to be more inclusive

Both the self-reflection approach and directed exploration of local diversity realities could be useful.

23. Parent'R'Us

Type of the Inspiring practice	Existing practices, activities or programmes promoting fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity, and reinforcing diversity among education staff;
Name of the Project	**Parent'R'Us**
Leading Organization	**CCF**
Contact details	Judit Horgas horgas@gmail.com Eszter Salamon eszter.salamon@esha.org
Characteristics	
Aims and objectives	Experience and also research data had shown that children of parents not coming from average, majority families, especially those coming from ethnic minority background and having lower levels of formal education, were more likely to have less school success and were also much more at risk of early school leaving in developed countries. At the same time, it has also been proven that mentoring works quite well with these groups. A high number of programmes that started out as migrant/refugee support initiatives have proven to be effective in Roma minority environment and vice versa, thus a programme was developed that addressed both, depending on local context.

Target groups with focus on inclusion	Vulnerable children, especially Roma children in Eastern Europe and migrant children in Western Europe
Languages	English, Dutch, Hungarian, Romanian, Spanish, Portuguese
Duration	2018-2021, but continuing after the project period
Resources	This is a relatively resource-heavy initiative with the main resources being time (for training, mentoring and supervision), mentor managers and mentors.

Context

A consortium of partners with very different profiles came together from Hungary, the Netherlands, Portugal, Romania and Spain. All partners were building on their previous experiences nationally. Some partners had experience with mentoring in the target minority contexts, while others, including schools, had experience with the parental engagement aspect. Parents International was one of the expert partners in the latter field, so parents played a major role in development. In the course of implementation, parents were active part of the piloting phase not only as mentees, but also as mentors of their peers and teachers, having a major impact on the final shape of the intervention.

Intervention

1. Commitment on the school's side
2. Choosing, evaluating and training mentor managers – a combination of f2f and online, self-directed training - who are primarily teachers, but also community actors with a pedagogical background
3. Recruiting mentors
4. Mentor managers training mentors who are parents from the target group – vulnerable parents with somewhat better relationship with school than average
5. Recruiting mentee parents and teachers who need mentoring
6. Mentoring of teachers and parents by parent mentors
7. Supervision and evaluation

Results/Impact

Impact is multi-faceted. On parent mentees, and to some extent parent mentors the real impact is a in having a more active collaboration with school and becoming much more assertive when it comes to communication with the school. Impact on children is that they feel more accepted at school and they also feel that their parents are capable of defending them when and if necessary. It has an effect on more enthusiastic engagement in school activities, higher level of well-being at

school, but also better grades. On mentored teachers of the school, there has been a clear change in the way they treat those parents they originally look down on, respecting them more, and understanding cultural differences more. In some, the most successful cases we see that the school is adjusting to local needs and moving away from trying to make these families become like "average", white middle class in these contexts.

Innovation and Success Factors	
Identified strong points	Inclusion is built on mutual respect and understanding with the PRUS approach. This approach means that better inclusion increases learning outcomes, but also the sense of belonging and well-being.
Challenges	
Identified problems/obstacles	It needs commitment and understanding from school leadership (or at least teachers) that for the inclusion of vulnerable children the school needs to change and embrace their cultural registers. Otherwise there is a major resistance of teacher to be mentored by vulnerable parents.
Lessons learned	
Evaluation	The implementation of pilots was evaluated by participants as well as project partners, and the programme has been evaluated as successful. It was also chosen as a global inspiring practice in the most recent education innovation publication of the Brookings Institute and was chosen as one of the 12 most innovative parental engagement inclusion practices globally by HundrED.
Opinion	
Innovation	The innovative element is in teachers being mentored and coached by parents with very different cultural backgrounds and much lower levels of formal education.
Effectiveness	In the schools that have implemented the PRUS model, better grades, less truancy, fewer behavioural problems and an increased level of student well-being was reported regardless the fact that in some countries the implementation actually took place in the school closure period.

Sustainability	Sustainability highly depends on mentor managers who can recruit and train parents in subsequent years. It is unlikely that mentor parents will dedicate time to mentoring new parents, however, there is willingness to mentor and coach new teachers.
Replicability	It can be (and being) implemented in any school system or context.

Potential for learning or transfer for schools wanting to be more inclusive
Schools could utilise the experiences with training by members of the inclusion target group.

24. Reduced inequalities- lesson

Type of the Inspiring practice	Lesson scenario - global online learning resource.
Name of the Project	Reduced inequalities: exploring race and power **Connecting classrooms** **https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/inequality**
Leading Organization	**The British Council**
Contact details	*This resource/lesson was written in collaboration between British Council and Alia Alzougbi and Manju Patel-Nair from Global Learning London* hello@globallearninglondon.org *and Rob Unwin from Development Education Centre South Yorkshire* info@decsy.org.uk
Characteristics	
Aims and objectives	The activities in this lesson will help you to explore inequality with your pupils, with a focus on racial and ethnic inequality. Pupils will discover what inequality means and how it manifests in different contexts, as well as looking at some of the reasons behind inequality in our world. They will learn about tackling inequality and the United Nations Global Goal 10, Reduced Inequalities.

Target groups with focus on inclusion	**Target groups:** Schools, pupils, teachers **Inclusion challenges:** Racial and ethnic inequality
Languages	English
Duration	1 school lesson
Resources	Commitment, time, technological resources, props

Context

Inequality is a persistent cause for concern across the world, both within and among countries. This set of activities help explore this important issue, with a focus on racial and ethnic inequality.

The activities in this lesson help to explore inequality with your pupils, with a focus on racial and ethnic inequality. Pupils discover what inequality means and how it manifests in different contexts, as well as looking at some of the reasons behind inequality in our world. Pupils learn about tackling inequality and the United Nations Global Goal 10, Reduced Inequalities.

This course was originally created by British Council UK.

Intervention

High quality online resources to organise classroom conversations around inequality. The activities in this lesson consists of:

Equality, equity and fairness

Equality of opportunity and equality of outcome

Why do people face inequality?

Power, privilege and discrimination

Causes of inequality and racism

Exploring the roots of events

Teaching pupils about these issues is what we call global learning.

Results/Impact

By delivering this lesson teachers equipped pupils with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

Innovation and Success Factors

Identified strong points	It has got a global reach.
	Complex and courageous way of teaching about inequalities, its roots.
	Connecting Classrooms through Global Learning is a completely free and flexible programme open to all schools
	It's completely adaptable to your needs no matter what your role, the subjects you teach, your curriculum or your whole-school priorities.
Challenges	
Identified problems/obstacles	Teachers and schools around the world are facing new challenges because of Covid-19, including virtual teaching, maintaining physical distancing and reduced teaching hours. The teachers may need to adopt the activities in this resource in line with local and school guidelines, to ensure they can be delivered safely.
Opinion	
Innovation	Online or face-to-face options of some activities during the lesson provided
	This lesson gives an opportunity to discuss inequalities in a open manner and provides complex view on the subject, preventing stereotypical attitudes among teachers and pupils.
Effectiveness	Deepened conversation about inequalities (different aspects, meanings) supported with glossary of terms:
	Equality, equity and fairness
	Equality of opportunity and equality of outcome
	Why do people face inequality?
	Power, privilege and discrimination
	Causes of inequality and racism
	Exploring the roots of events
Sustainability	This lesson is a part of Connecting Classrooms through Global Learning that can help UK-based schools find partner schools in almost 30 countries across Africa, the Middle East and South Asia.
	There is a range of support to help you get started and build a strong and sustainable school partnership, including the best online platforms to use for your international school collaboration.

Replicability	It's completely adaptable to your needs no matter what your role, the subjects you teach, your curriculum or your whole-school priorities.

Potential for learning or transfer for schools wanting to be more inclusive

Lesson scenario open to everyone having internet access.

25. Reflecting for Change

Type of the Inspiring practice	Existing practices, activities or programmes building common values at school with a focus on professional development of school staff.
Name of the Project	**Reflecting4Change**
Leading Organization	**Ellinogermaniki Agogi, Greece**
Contact details	Nikos Zygouritsas zygouritsas@ea.gr Luca László luca.laszlo@esha.org
Characteristics	
Aims and objectives	Promoting the use of self-reflection tools to support innovation and systemic change in schools The Reflecting for Change (R4C) project aims at proposing an advanced support framework, as well as a set of core policy recommendations, to schools seeking to introduce a type of holistic change that will ensure a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. R4C is a Forward-Looking Cooperation Project that promotes the use of self-reflection tools to support innovation and systemic change in education and training institutions. These projects highlight good practice in using and, in particular, following-up results from the two self-reflection tools developed by the European

	Commission, namely HEInnovate for higher education institutions and SELFIE for schools.
Target groups with focus on inclusion	It has a whole school, open schooling approach, and aims to help schools transform themselves to become open and accommodating to all students and their families regardless of the background.
Languages	English
Duration	2019 Nov – 2021 Nov
Resources	The self-reflection tool and other resources developed in the project are available as open-source material online, otherwise the tool helps schools to use their own available resources

Context

The programme was piloted in Portugal, Greece and Italy, but the resources are aimed to be used for any school.

Intervention

The project support material helps schools to implement the following interventions:

1. Schools review to roadmap to understand the aim and necessity of making their schools more open and e-mature, and understand the way the project tools are meant to be used
2. Schools fill out the self-reflection tool, to identify their strengths and weaknesses
3. The system automatically suggests some strategies to improve the desired areas
4. The schools can use the training materials to help their staff learn about specific areas of school openness and e-maturity, and where to find more resources
5. The school sends its professional educators to the Teacher Academy to be trained
6. The school evaluates its progress by using the self-reflection tool again

Results/Impact

The project has been implemented with a bottom up approach in 300 primary and secondary schools in Greece, Portugal and Italy, in urban as well as in rural areas reaching approximately 1,500 teachers and 15,000 students.

The schools that have participated in the pilot are more open, their students are more motivated, more interested in science subjects.

Innovation and Success Factors	
Identified strong points	The schools can assess their own development and resources, and track their development by coming back to the self-reflection tool at any point.

Challenges	
Identified problems/obstacles	The idea of the project is a whole school transformation, it can seem frightening to school to start it.

Lessons learned	
Evaluation	The project is currently in its finishing phase, the project has delivered upon its expectations.

Opinion	
Innovation	In R4C approach, innovation is understood in terms of a school's pathway to digital maturity (e-maturity) and its comprehensive relationship to the use of ICT, as well as a school's pathway to openness demonstrated in its relationship with external stakeholders, in parental engagement, in fostering the well-being of its community as a whole, in its ability to combine the delivering of the curriculum with a study of local challenges, in its willingness and capacity to share its achievements with other schools and in its engagement with contemporary Responsible Research Innovation (RRI) challenges. The most innovative element of the project is that it offers a whole package (roadmap, self-reflection tool, training materials) for those schools that wish to be more open and e-mature, and that it links open schooling with e-maturity.
Effectiveness	The outcome of the project depends entirely on the school´s commitment. It provides all the tools, and a dedicated school can achieve great results as confirmed by the pilot evaluation.

Sustainability	The output package of the project is freely available for any interested school, and it can be used without the help of the consortium. The project will also offer a Teacher Academy, that is currently under development to offer training in any of the areas the schools identifies as a weak point.
Replicability	The project is meant to be fully replicable with the use of the project deliverables.

Potential for learning or transfer for schools wanting to be more inclusive

Both open schooling and increasing e-maturity of schools are relevant for the training programmes

26. Social Lab

Type of the good practice	**Virtual Lab + toolkits for teachers and school leaders**
Name of the Project	**SOCI@LL – Whole school social labs: Innovative and participatory approaches for citizenship education and social inclusion**
Leading Organization	**Inova+**
Contact details	Francesca Barbino Francesca.barbino@cesie.org
Characteristics	

Aims and objectives	The "SOCI@LL – Whole School Social Labs" project aims at creating innovative approaches for social inclusion, by changing the way students, teachers, schools, and communities cooperate. To achieve these goals, a set of different tools, resources and guidelines for teachers, school leaders and local authorities were produced to involve all targets in the development of initiatives, inside and outside the classes. What we can highlight: - Promotion of social inclusion and multicultural learning in the educational field by including the target of the project (students, teachers, local authorities, and communities). - Creation of local social labs, meaning virtual platforms interconnected at European level used to promote innovative teaching tools. - Promotion of a positive change towards inclusive communities, both inside and outside schools by a methodology that includes all key actors at local and European level.
Target groups	- Teachers and school leaders. - Students. - Local authorities.
Languages	English, Italian, Greek, Polish, Portuguese. (Languages of the organizations involved in the project)
Duration Please write the duration of the implementation	15/01/2018 – 14/01/2021 (36 months)

Context

European context.
The coordinating organization was Portuguese.

Intervention

5-steps - participatory approach.
- Map current landscapes, benchmark inspiring practices, and develop a road map aiming at changes in social inclusion.
- Engage key players for collaborative actions, such as shared experiences and cooperation among schools and communities at local and European level.
- Co-develop and test innovating educative assets: offer school leaders and teachers resources for creating an inclusive system both inside and outside schools.
- Offer resources to local authorities on how to generate and sustain cross-sectorial platforms for social inclusion.
- Creation of the "Virtual Social Lab – SOCI@LL" where the projects resources are available to final users to create inclusive systems.

Results/Impact	
- SOCI@LL Guide: a strategic plan that contains good practices, action plan, and recommendations based on the results of the project's research.	
- Virtual Social Lab: promotion of relations at local and European level to create learning opportunities (both inclusive and participative), supported by the developed resources.	
- Online kit for school leaders and teachers: creation of inclusive and multicultural teaching resources.	
- Guide for local authorities to support them in the creation of platforms that encourage social inclusion.	

Innovation and Success Factors	
Identified strong points	Establishment of **local partnerships** and co-work between students, the community, and schools.
	Participation of all the actors involved in the implementation of the project, **both inside and outside school.**
	Virtual Lab: intuitive way to explore the resources.

Lessons learned	
Evaluation	(It is possible to leave feedback on the website, aimed at improving the resources).

Opinion	
Innovation	The creation of a Virtual Lab where users can access to the resources and interact one another.
	The engagement of local authorities in the process of social inclusion.
Effectiveness	a) The presence of a virtual forum, where people can initiate new discussions about a theme or enter in existing discussions.
	b)The SOCI@LL project was represented at the 13th annual International Conference on Education and New Learning Technologies (EDULEARN 2021).
Sustainability	Being an online resource, it can be maintained and used over time.
Replicability	Creation of online toolkits/forum for users about a different thematic and ideally available worldwide.

Potential for learning or transfer for schools wanting to be more inclusive	
The two projects share similar goals and activities, as they provide toolkits for teachers and school	

leaders.

The idea of a virtual forum where users can interact could be transferred to InScool practices.

27. Special Educational Needs Training

Type of the Inspiring practice	Online course promoting fostering the education of learners with SEN, including through supporting educational staff with knowledge, skills and tools.
Name of the Project	**Special Educational Needs Training for Teachers** **https://www.britishcouncil.si/en/teach/online-courses/special-educational-needs**
Leading Organization	**The British Council**
Contact details	LearningandDevelopmentPoland@BritishCouncil.onmicrosoft.com John Ward
Characteristics	
Aims and objectives	The British Council supports the ultimate goal of ensuring that all schools meet the needs of all their pupils. However, in working towards this goal, the British Council believes that a more achievable, realistic and empowering stance is to support schools and education systems to work towards a position where more schools meet the needs of more of their pupils. The British Council therefore believes that the inclusion of pupils with SEN should be an ongoing process rather than an end product. By adopting the definition that more schools meet the needs of more of their pupils, schools and education systems are empowered to constantly engage in improvement rather than be subject to a pass or fail finite judgement **Inclusion objective** to support more schools to meet the needs of more children **SEN objective** – to demonstrate that as a result of Connecting Classrooms more schools are meeting more need of more children with SEN

Target groups with focus on inclusion	The primary target groups are teachers. This self-access online course is aimed at all primary and secondary level teachers working with learners with special needs. **Inclusion challenges addressed:** - dyspraxia -attention deficit hyperactivity disorder (ADHD) -autism spectrum disorder (ASD) -language and speech difficulties -visual, hearing and physical impairments -dyslexia -social, emotional, and behavioural difficulties (SEBDs)
Languages	English
Duration	35 hours over 11 weeks, 3 hours per individual unit of self-study (completion of an assessed portfolio – additional 8 hours)
Resources	Technological (laptops, computers, smartphones) time, commitment

Context

This course has been introduced in:

United Kingdom, Argentina, Bahrain, Brazil, Chile, Colombia, Czech Republic, Egypt, France, Greece, Hong Kong, India, Italy, Korea, Malaysia, Spain, Oman, Portugal, Russia, Vietnam.

Originally good practices come from the UK

Intervention

Organising online course for teachers that helps:
- identify and overcome their own biases and prejudices
- inform teachers about a range of special educational needs and how they affect teaching and learning
- give teachers a set of teaching strategies which promote inclusive learning and benefit all pupils
 - guide teachers in developing an inclusive approach in their classroom or school
- support teachers in becoming a more confident teacher when dealing with learners with special educational needs.

Results/Impact	

Teachers informed about a range of special educational needs and how they affect teaching and learning

Teachers are given a set of teaching strategies which promote inclusive learning and benefit all pupils

Teachers guided in developing an inclusive approach in their classroom or school

Teachers supported in becoming more confident when dealing with learners with special educational needs

Teachers identified and overcame their own bias and prejudices

Innovation and Success Factors	
Identified strong points	Flexible format, complex knowledge, tutor's assessment available

Challenges	
Identified problems/obstacles	Potentially – Financial, challenging are also myths around learning pupils with Special Educational Needs: Myth1 – You have to be a specialist psychologist or specially trained teacher to know how to teach these learners Myth2 – Other learners is the class make less progress when they are thought with learners with SEN
Opinion	
Innovation	This course is easy to access as well as it might be self-assessed or assessed by the tutor: This course provides complex view of SEN described in the below subject areas -multi-cultural influences and the impact on learning difficulty -dyspraxia -inclusive assessment approaches -attention deficit hyperactivity disorder (ADHD) -autism spectrum disorder (ASD) -language and speech difficulties -visual, hearing and physical impairments -dyslexia

	-social, emotional, and behavioural difficulties (SEBDs)
Effectiveness	Teachers informed about a range of special educational needs and how they affect teaching and learning Teachers are given a set of teaching strategies which promote inclusive learning and benefit all pupils Teachers guided in developing an inclusive approach in their classroom or school Teachers supported in becoming more confident when dealing with learners with special educational needs Teachers identified and overcame their own bias and prejudices
Sustainability	The training is easy to access and duplicate in its online format. It is sustainable for all teachers, not just SEN (Special Educational Needs) specialists.
Replicability	The situations presented in the course are taken from the English language learning environment, but the content is applicable to all subject areas.

Potential for learning or transfer for schools wanting to be more inclusive

Assessment participant's portfolio by SEN expert teacher-trainer.
Working with myths around teaching pupils with SEN and building self-confidence in teachers by giving them complex knowledge and tools to support their work in the classroom.

28. Strategies for an inclusive pedagogy S.O.F.I.A

Type of the good practice	Online training course
Name of the Project	**Strategie per una didattica inclusiva**
Leading Organization	**MIUR**
Contact details	https://formazione.loescher.it/prodotto/strategie-per-una-didattica-inclusiva-id-s-o-f-i-a-16378/
Characteristc	

Aims and objectives	**Main focus: inclusive education:**
	- Promotion of the educational success of students with DSA and BES*. - Improvement of an inclusive education. *DSA (Specific Learning Disorders). BES (Special Educational Needs).
Target groups	Secondary school's teachers with at least one disabled child in class. Indirect beneficiaries: students.
Languages	Italian
Duration	Length: 25 hours. Mandatory attendance: 19 hours.
Resources	Cost of the course (which has to be paid by the teachers): € 20

Context	
National course offered by the Italian Ministry of Education (MIUR).	

Intervention
The course consists of 3 webinars about inclusive education.   **Webinar 1. Teaching in classes with disabled children: strategies for an inclusive education (Course held by Monica Celi and Marco Giarratana).**   DSA e BES: legal references.   Good practices: compensatory measures for DSA.   Concrete and operative proposals for an education focused on the needs of every student.   **Webinar 2. DSA: effective practices (Course held by Monica Celi and Marco Giarratana).**   *(By recognizing the rights of DSA students, law 170/2010 reaffirms the right of every student to have a personalization of the learning process).*   The webinar suggests operative ideas and proposals for a learning process able to promote the educational success of DSA students.   **Webinar 3. 2.0 tools for an inclusive education: digital maps (Course held by Andrea Maiello).**   The webinar illustrates useful resources for the realization of digital maps, aiming at an inclusive education (BES students).

Results/Impact
Disclosure of concrete and operative ideas for an inclusive education to all the participants.

Innovation and Success Factors	
Identified strong points	- Being an online course, it can be easily followed by all the teachers interested in the topic. - Certificate of attendance (incentive of participate).
Challenges	
Identified problems/obstacles	- Available only for teachers working in the Italian educational system.
Opinion	
Innovation	It is an online course.
Effectiveness	Advantage: it is available for all teachers working in Italian schools.
Sustainability	It can be maintained overtime because it is an online resource.
Replicability	The structure of it could be recreate: an online course about a different topic, making it available for different countries.
Potential for learning or transfer for schools wanting to be more inclusive	
It helps promoting an inclusive education by giving teachers concrete examples/ tools to reach the objective.	

29. The points-system card

Type of the Inspiring practice	Inclusive education
Name of the Project	**The points-system card**
Leading Organization	**'Nuevo Scala' High-School**
Contact details	Estefanía B. Jiménez Pulido (Pedagogy Therapist teacher and coordinator of the Social Cohesion Plan) Francisco Rodríguez (Pedagogy Therapist teacher) Abundi Alba García (Coordinator of the Social Cohesion Plan)
Characteristics	

Aims and objectives	To promote a climate of respectful and peaceful coexistence by reducing disruptive actions. To improve inclusion and motivation of the students who are included in the compensatory system (medium-low socio-economic level, unfavourable environment...)
Target groups with focus on inclusion	Students with disruptive behaviour It could also be applied to students from the whole school centre.
Languages	Spanish
Duration	Long-term duration
Resources	Personal resources: Pedagogical Therapist and the teacher for compensatory education

Context

Local context

Town of Rute, Córdoba (Andalusia, Spain)

Intervention

The points-system cards.

This system of points is a way of helping disruptive students to adjust their daily behaviour. Students have different cards according to the number of points: green card: 15-10 points, yellow card: 10-5 points, red card: 5-0 points.

This system considers earning and losing points depending on the student's behaviour. They never get punished by having a bad behaviour, but a reinforcement if they win the green card. Winning the green card means they can choose from four types of prices:

- Tangible: Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books
- Activity-Based: Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job

- Social: Tell a joke, lunch with teacher, game with a friend, being a peer model for a younger student
- Intangible: Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

Considerations for successful implementation:

1. The definition of the behaviour that will be targeted for earning/losing points has to be clear for students.
2. It is important to develop a point sheet that acts as a visual reminder for the student and for the teacher.
3. The strategies should be aligned with school and class expectations.
4. When using behaviour management systems, it is important not to take away points after students earn them. It can diminish their value and may cause students not to care about earning future points.
5. For students with a more problematic behaviour, mediation team made up of teachers and student volunteers from the school carry out individualize class strategies. Among these individualize class strategies, it includes weekly individualised monitoring by the centre's volunteer teaching staff of these students who are considered to be at risk of dropping out or lacking motivation and/or attention in their family context with regard to the academic field.

Results/Impact

Drop-out rates and bad behaviours have been reduced considerably.

Students with disruptive behaviour have become more motivated and confident and they feel they have improved their social skills.

Innovation and Success Factors

Identified strong points	Teacher involvement

Challenges

Identified problems/obstacles	Lack of resources and time

Opinion

| Innovation | Students are more aware of their mistakes and are given the opportunity to solve it, recovering points if their attitude changes positively.

Problems are tackled at an early stage with the help of other peers, seeking a peaceful solution and understanding of the problem instead of only being sanctioned by adults when the problem is more serious.

These disruptive students have gone from isolated work in class to be valued by teachers, making them see the importance of their learning. |
|---|---|
| Effectiveness | The effectiveness and the achievement of the objectives is high. The whole educational community is happy about the results. |
| Replicability | This practice can be transferred to different geographical areas. |

Potential for learning or transfer for schools wanting to be more inclusive
It can be implemented international contexts. However, absolute replicability is not feasible.

30. We Match Together

Type of the Inspiring practice	**ATTENTION TO IMMIGRANT STUDENTS**
Name of the Project	**PIECES OF THE SAME PUZZLE**
Leading Organization	Andalusian Government
Educational Local Authority Cordoba
(Area of Inclusive Education For The Professional And Educational Orientation)
Contact details	Dulcenombre De María Trenzano Cantero

(Specialist Teacher On Inclusion) |
| **Characteristics** | |

Aims and objectives	- Welcome immigrant students so that the processes of schooling and inclusion are easy for them - Learning Spanish as a vehicular language with the measures that schools consider - Work on the original cultures of the immigrant students so that different cultures are known and valued
Target groups with focus on inclusion	Pupils from the third level of Primary Education (8 years old) till the 4th the level of Compulsory Secondary Education (aged 16)
Languages	Spanish The authorization that families must approve are offered in French, English, Georgian, Urdu, Chinese, Romanian, Arabic and German
Duration	One school year; it could be two as a maximum if: - The pupil/s have been absent due to different illnesses - School absenteeism due to different reasons - Short or none schooling in their home countries - Registered at schools in the second or third terms of the previous schoolyear
Resources	Specialized teacher on Temporal Attention of Linguistic Support (ATAL in Spanish) Two modules of 2 hours and 15 minutes each per week Tools and resources from each school
Context	
Córdoba Any public school in the province of Córdoba that requests for the ATAL resources from the Province Technical Team for the Professional and Educational Orientation.	
Intervention	

- Teach basic Spanish language so that immigrant students are included in both their social and school environments
- Face possible difficulties of the ATAL pupils (those with a lack of communicative competence in Spanish) fostering their skills and fostering their participation in activities organized by the schools and their communities
- Cooperate with the managing teams of the different schools and the rest of the teaching staff
- Cooperate with class teachers so that they can communicate properly with the families of those ATAL students (neither pupils nor families have the skills to communicate in Spanish)
- Provide teachers from the schools involved with methodological orientations and materials on teaching of Spanish as a second language.
- Design the adequate units of work for the ATAL classes, focusing on the special characteristics of these pupils and the special needs of the different schools
- Create personal reports for each of the participant pupils in the ATAL programme as well as a Follow-Up Folder in which their basic documents of participation and evaluation are included
- Prepare a Final Report at the end of the schoolyear that will be included in the School Final Report in which pupils attended, level of achievement and evaluation of the tasks carried out will be covered.

Results/Impact

 Facilitate the inclusion of immigrant pupils at school and their incorporation in the different activities that are carried out in the levels in which they are placed (these, attending to their age and curricular competences).

Innovation and Success Factors

Identified strong points	Linguistic immersion, inclusive education, interculturality, respect to diversity, tolerance. Universal Design for Learning Methodology (UDL).

Challenges

Identified problems/obstacles	To achieve a general awareness in the school community towards the immigrant pupils and their families as people with rights and duties and citizens of the World.

Lessons learned	

Evaluation	Every trimester a report of the advances in the development of the linguistic competences and if these have been properly acquired, if still in process or if not started. In that report it specified if the pupil is now out of the problem as he/she has already acquired the expected aims and now can follow the curriculum in Spanish with the appropriate level.
Opinion	
Innovation	Through the Survival Algeciras Project, a serious game developed by Omnium Lab in cooperation with the program PeaceApp of the UNAOC (United Nations Alliance of Civilizations) awarded with the "Premio a la Acción Magistral 2017". The mail objective is to raise awareness and make people understand the tragic reality that is so close to them but that they do not face most of the times.
Effectiveness	Through this resource, several cross curricular aspects are dealt: inclusion, education, interculturality, peace, respect, empathy with the highest guarantees that the pupil is accepted and respected by the rest of the group/class/school/community.
Sustainability	The ATAL classes are a starting point for the insertion of immigrant students as well as their families giving them access to the Spanish language, the culture and the way of living, respecting their life baggage as well as their idiosyncrasy.
Replicability	Learning a language is a vehicular tool for the acquisition of the rest of the key elements of our students' life.

Potential for learning or transfer for schools wanting to be more inclusive

Definitely! It can be applied in any context in which pupils and families have to face a new reality, a new society and a new culture with the lack of communicative skills that could insert them quickly in the new society. Through this project, both families and pupils see this process as something easier and tools are given for them to feel included and as a part of the new reality.