



## CONCLUSIONS

1. All schools have students with special needs and other types of students who need to be included. For example, students from families with low income, students coming from one parent family, orphans, commuters, students older than others having their second chance to get education, students with negative previous learning experience, character disturbed, teen pregnancies.  
Only Belgium has a lot of migrants and minorities.
2. The main reasons for choosing a mainstream school is possibility to integrate better into society and having equal chances with other students.
3. All schools have their worked out system of integrating and including different inclusive students. The common traits are: counseling, guidance and advice for teachers who teach, adapting courses to students' needs and appropriate materials, individual support team consisting of different specialists.
4. All students follow the same rules in the classroom, respect each other and are accepted and encouraged, participating in individual, group work, peer learning and small joint projects. Some of them are greatly interested but others less interested in what they are doing.
5. Family and school collaboration in case of integrated students is considered very important by teachers in all four schools but students and their parents do not have a very accurate image of the strengths and weaknesses of the child.
6. Parents should have a say on strategy of teaching and evaluation and should participate actively but they don't show a very big interest.
7. In all schools there is regular exchange of information between parents and staff, students and staff, school comity and local groups and among teachers. The most common forms are individual talks and meetings, telephone conversations, written notes, reports and letters, information exchange using e-mails and school web pages.
8. The main reasons for drop-outs are the negative school experience, difficulties in study process socio-economic reasons, full time or part-time job and being treated as a failure.
9. Teachers participate in training regarding the integration of special needs children which helps to understand disabilities and supports them in their work.



## RECOMMENDATIONS

1. Integration of students has to be achieved gradually, supporting them in different ways:
  - Individual interview with the student and talking to classmates;
  - Counselling, guidance and advice for teachers and parents;
  - Individual educational plan and adapting courses to their needs;
  - Providing individual and classroom support, assistance and guidance during classes;
  - Monitoring of the progress;
  - Participation in attractive extracurricular activities.
2. Schools have to work on providing a realistic self-image and sufficient knowledge of the labor market to ensure effective educational route for every student.
3. Schools have to work on educating and involving parents in the progress of their children. Parents have to be supported throughout the study year psychologically and pedagogically.
4. Promote the participation of students in the design of a positive school climate and a safe environment in school.
5. Students have to be helped to settle into the school environment and have to be encouraged to participate in inside and outside activities where their abilities could be used in a positive direction.
6. Forms of assessment should contribute to the achievements of all students.
7. Teaching staff should be educated constantly to acquire new methods and competences.
8. Teaching and learning processes have to be planned with all learners in mind.
9. Teachers must always be ready not only to teach but also cope with different behavior problems in the classroom knowing what to do. Suggested help is: a second teacher, a time-room, a chance to talk to psychologist, educator or student's counsellor at any time.
10. Diagnose the behavior of the affected students to be able to comprehend absences and to react to it appropriately.



11. Realistic flexibility within the curriculum, i.e. for more choice between and within subjects; crosscurricular approaches; real life situations.
12. Design the learning and teaching content of classes so that it corresponds with the present and future life of the students.
13. Promote cooperation and collaboration through increased teamwork among the working staff.
14. Place greater emphasis on the transition to working life.
15. Connect cognitive learning - emotional learning - social learning.
16. Cooperate with external partners (NGO's, associations etc.) to offer young people an insight into working and social life.
17. Put the topic of absenteeism and school leaving regularly on the agenda at school.
18. Regularly work in school teams and discuss concrete examples, situations and share with parents.
19. The recommended procedure of evaluating the degree of including has to consist of the following levels:
  - Understanding what integration and inclusion is for each school;
  - Analyzing the real situation - what we already do and what we need to do next or to improve;
  - Cooperate with school councillor, psychologist;
  - Exploring students and parents' views, opinions;
  - Summarizing priorities for development;
  - Elaborating a working plan;
  - Evaluating development.



# GOOD EXAMPLES AND PRACTICES

**LATVIA** can share experience in

- noticing students' positive traits, working on their undeveloped skills and supporting the progress in the sphere where students can express themselves
- using e-materials (Moodle)

**BELGIUM** can share experience in

- working with migrants and minorities
- having a second teacher and a time-out room for a cool down period
- having special homework classes and starting a year earlier being a new student

**CROATIA** can share experience in

- using e-portfolio

**ROMANIA** can share experience in

- organizing a wide variety of extracurricular activities for students
- organizing open days at school
- career guidance

