

Erasmus+ strategic partnership project

**“NEW ANGLES OF GOOD
PRACTICES ON INCLUSION FOR
ALL STUDENTS (NAIS)”**

*Activity 1: Questionnaire on equity and
inclusion*

1. Analysis of Actual State of Inclusion in

- Tukums Evening and Distance Learning Secondary School, Latvia
- Secondary Medical School Ante Kuzamnića Zadar, Croatia
- Liceul Tehnologic Francisc Neuman, Romania
- Sint-JozefinstituutBuSO, Belgium

2. Conclusions

**3. Recommendation on Equity and Quality of
Inclusion**

4. Good examples and practices

2016



TUKUMS EVENING AND DISTANCE LEARNING SECONDARY SCHOOL, LATVIA

Summary of responses (total number 10)

1. In your class, do you have students that need to be integrated?

a) special needs children (SEN)

Yes

No

b) Migrants

Yes

No

c) Minorities

Yes

No

d) Other (please describe):

Yes : Students from families with poor economic condition, orphans, students living far from school and not able to attend school regularly, single parent family, negative learning experience, older than others

No

2. Which could be the reasons that the family of a child with special needs chooses a mainstreaming school and not a special school?

a) Possibility to integrate in society

b) Creating proper interpersonal relations

c) Adaptability

d) **Equal chances**

e) Other

3. Which do you think is the most important element of integration in a mainstream school?

a) Curricular adaptation

b) Different activities and evaluation

c) **Socio-emotional relations between students and between teacher-student**

d) **Support persons in school**

4. How do you try to integrate different inclusive students? Please describe.

Adapt materials, memo materials

Individual educational plan, extra classes

Psychological support (+talk to other students)

Take out from the class for some time or move to another class

Support team

5. What kind of individual and classroom support does each inclusive student get?

Individual :

- Individual explanations during regular classes and consultations
- Possibility to use memo materials
- Possibility to do the task longer than others

Classroom:

- In group work- one student helping others
- Cooperative learning
- Discussion forums in e-studies and classroom

In general :

- Noticing positive traits, working on undeveloped skills
- Supporting the progress in the sphere where student can express himself/herself (for example, development through singing)

6. Is there also differentiation between different class subject?

No

7. How are pupils learning together in respect of:

- pupil as subjects of their own learning

All students are accepted, encouraged and they learn together. They follow the same rules, the same outcome is expected but adjustments can be made.

- presentation of work results

Respecting what everybody has achieved.

- working forms (group, partner, single person working)

Individually, in pairs and groups, respecting each other.

8. Are there any school-welcoming rituals and activities to integrate them? (pupils, educational staff, parents) If so, which?

- Class lessons (first/last school day, every week)
- School assemblies, thematic group and extra curriculum classes presentations
- School reunion (every five years)
- Events and celebrations (teachers and students together)
- Study advisers (welcoming rituals, talk, offer help, discuss problems, lead into studies)
- Special rituals celebrating holidays together

9. Diagnostics? Does this happen internally or externally.

Both. Observations, suggestions, recommendations are done internally. Commission-externally.

10. Can students count on psychological support?

Yes

11. How important do you consider the family-school collaboration in case of integrated children?

- a) Very important
- b) Important
- c) Less important
- d) Unimportant

12. To what extent do students and parents have an understanding and participation in the action planning? (both group action planning and individual action planning)

To medium extent

And to what extent they have a say on strategy and evaluation?

They should have a say but are not very interested in it.

13. To what extent do pupils, parents and teachers have a correct image of the strengths and weaknesses of the pupil at the start of their journey in your school?

To medium extent

And to what extent do they adapt this view in the course of their education?

To medium extent

14. Do students have a realistic self-image and an accurate professional image and sufficient knowledge of the labor market while making a rational choice of study?

No

15. How does a disciplinary procedure go?

- 1 Conversation between a subject teacher and the student about the need to change behavior.
- 2 Talking to a class teacher.
- 3 Report to principal.
- 4 Institutions (Orphans Court, Social Office) are informed.

16. How is the information flow and -exchange ensured in terms of

- between parents and educational staff:

- Individual talks and telephone conversations
- Class and school parents meeting
- Interviewing parents, analysing their answers
- Diaries, draugi.lv/ facebook, school home page, media
- between pupils and educational staff:
 - Individual talks at school
 - Diaries/report books
 - School home page, media, Moodle
 - Thematic talks
- school committees and local groups:
 - Students Council meetings
 - School Council meetings
- between teachers:
 - Meetings of individual support team
 - Individual communication between a class teacher and a subject teacher or several subject teachers
 - Telephone conversations and e-mails

17. How are parents educated?

- Parents get support throughout the study year from the class teacher, being patient and not losing a hope for the child's success is very important
- Educational meetings twice a year for parents to help psychologically and pedagogically
- Social pedagogue and psychologist educated parents individually

18. What kind of tangible/material resources (interior decoration, media, configuration/design schoolhouse, accessibly etc.) are available?

- Memo materials
- Worksheets
- Posters
- Visual aids
- Models
- IT tools
- Infographics
- Films
- Music
- Portfolio
- Interactive materials
- Moodle
- Books

19. Are teachers empowered and supported to adapt and develop locally relevant curricula and materials to address learners' specific needs and classroom learning contexts?

Yes

20. How are students evaluated? Which kind of practices for the appraisal by results are chosen and in what matter are they realized?

Evaluation (oral) after any work done in the classroom.

Tests (grades 1-10).

Resume in the end of each term (twice a year) in paper format.

21. What are the reasons for drop-out? Mark the reasons you have in your school.

Language delay

Social economical

Environmental issues

Negative school experience

Full-time or part-time work

Being older than others

Difficulties in communication

Difficulties in study process

Parenting habits

Being rejected

Being treated as failure

Living far from school

Others

23. Have you participated in any training regarding the integration of special needs children?

a)Yes, teachers have to participate regularly.

b)No

If yes, please describe how the training has helped you, if it did, in integrating special needs children in your school.

Better understanding of disabilities, examples of good practices, insight into the way we have to teach, better understanding about how to use the strength of the student.

If no, please describe what you would like to find out more about the integration of special needs children.

24. Which do you think are the main obstacles in integrating students with special needs/from other communities/foreigners, etc. Mention the main obstacles in integrating students with special needs/from other communities/foreigners, etc

Insufficient materials and resources.

Parents do not have time to supervise the children learning time

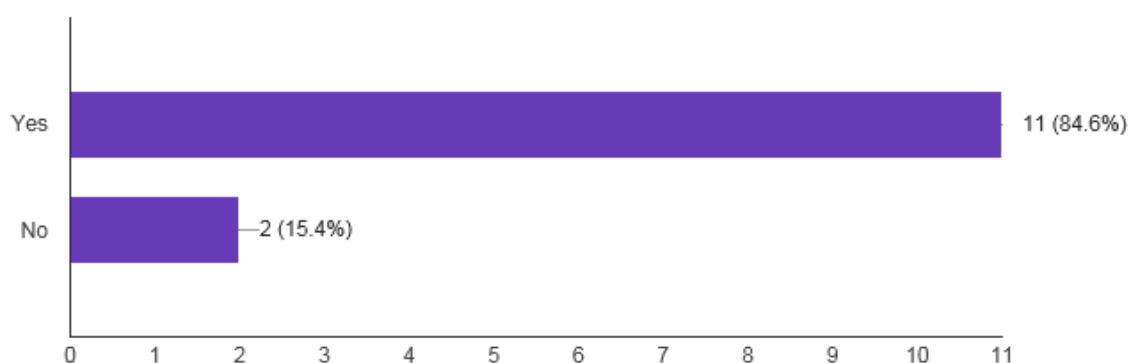
Behavioral problems- teachers know how to teach but are not ready to cope with them.



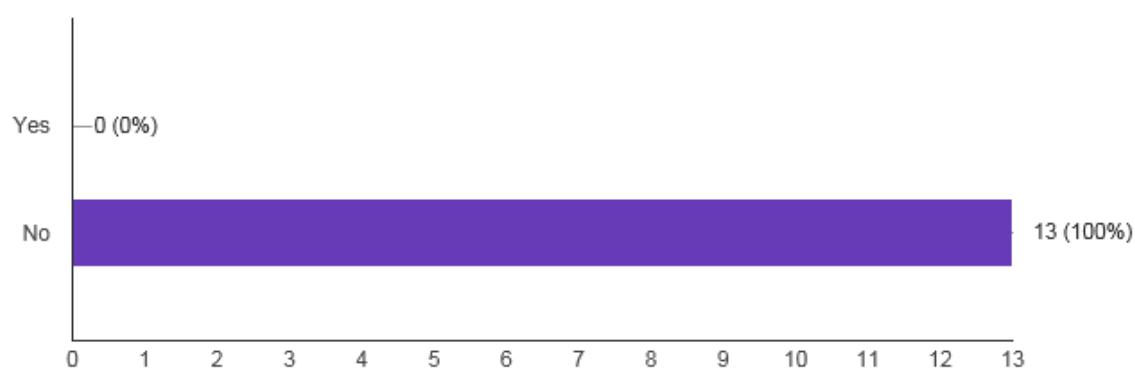
SECONDARY MEDICAL SCHOOL ANTE KUZAMNIĆA ZADAR, CROATIA

Summary of responses (total number 13)

1. a) Special needs children (SEN) (13 responses)



1. b) Migrants (13 responses)

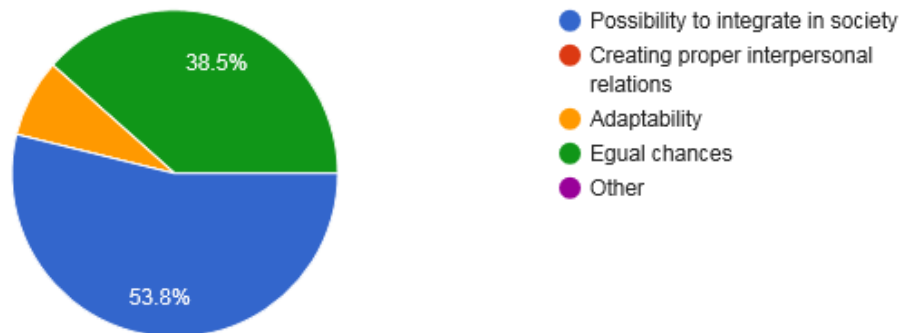


1. c) Minorities (13 responses)

1. d) Other (please describe) (0 responses)

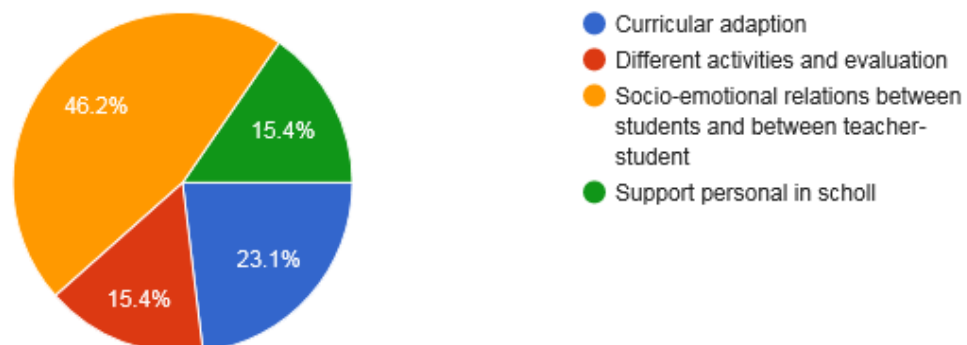
No responses yet for this question.

2. Which could be the reasons that the family of a child with special needs chooses a mainstreaming school and not a special school (13 responses)



3. Which do you think is the most important element of integration in a mainstream school?

(13 responses)



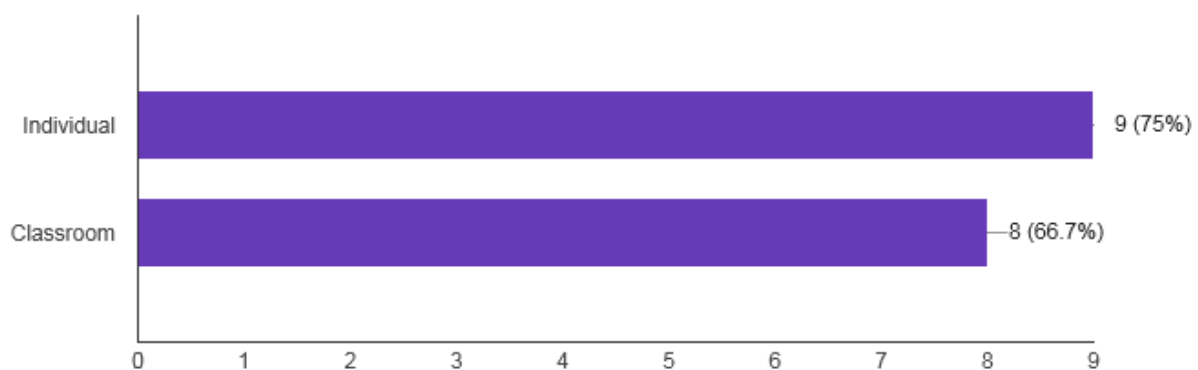
5. How do you try to integrate different inclusive students? Please describe.

(10 responses)

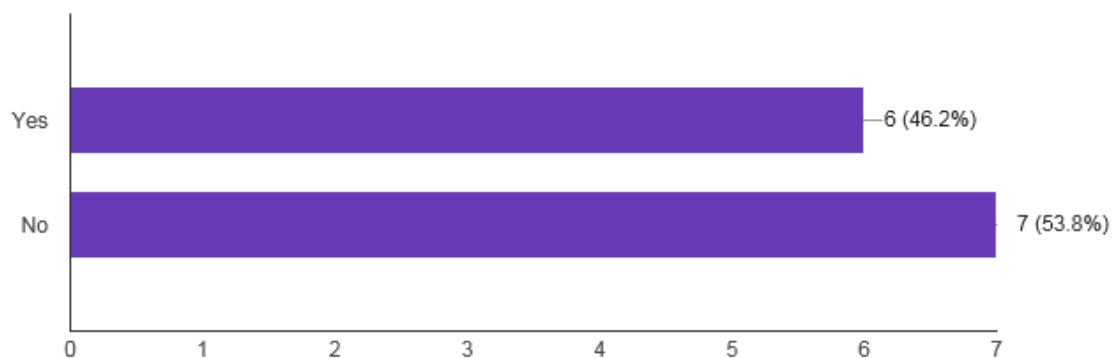
- Student want to provide maximum support and understanding
- Adaptation of curriculum, Adaptation of methods
- I usually provide adjustment in curriculum content, accommodation in learning resources, instructional strategies and assessment strategies.
- I try to help them at all levels. Customized access, individual interview, talking with other students in the class
- I try to help them at all levels. Customized access, individual interview, talking with other students in the class ...It takes a commitment of the entire community in order to better student involved in all learning processes and thus reached its full potential
- the inclusive student and me as the teacher, but also the rest of the class, through the time and the classes, are learning together all the different aspects of student needs and possibilities, and by that, off course, we all try to adapt, but unfortunately - mostly in a real-time

- I do try to more actively engage in teaching, along with other students. Adapting courses to their needs, and by trying as much as possible to involve in group work.
- I have a role of counselor in making of Individual education plan for students with special needs. I also provide psychological support in interpersonal relations for example -student-student, student-teacher.
- through joint work and activity with other students
- Individual program and adjusting mode (eg. Adaptation test materials, teaching, talking, teaching students of all class section of the importance of providing support, assistance and acceptance of children with special needs)

5. What kind of individual and classroom support does each inclusive student get
(12 responses)



6. Is there also differentiation between different class subject? (13 responses)



7. a How are pupils learning together in respect of pupil as subjects of their own learning? (8 responses)

- All pupils, without exception, follow the same classroom rules . Adjustments or accommodations in the process of learning (for special needs children) have no effect on learning goals and learning outcomes of other pupils.
- Mutual aid, understanding and appreciation of diversity
- Students are encouraged to be more aware of their own goals and

achievements. Teaching should be directed at students, a teacher should be the only moderator classes.

- Through their every-day pupil-to-pupil communication.
- Often students to adapt to the individual
- Each pupil has his own role in a group work, they respect each other despite differences in individual abilities.
- mostly by their own every day mutual communication
- Students are accepted, no real differences, seek help.

7. b How are pupils learning together in respect of presentation of work results?

(8 responses)

- Pupils usually change their group roles so that each individual has a chance to show his strengths. For example, in a Project based learning inclusive student is making progress follow his own time and has opportunity, even to present the final results.
- group
- Take into account the results
- Mostly by single person work results presentations....
- Students are willing to group together in a common learning and the results are considered joint activity
- Pupils respect each other in all classroom activities, sometimes student with special needs present one part of the final project.
- presentation of work result is done by single person
- They have an understanding.

7. c How are pupils learning together in respect of working forms (group, partner, single person working). (10 responses)

They work good in group and in pair

Special needs children in our school participate in the classroom activities equally. They can learn individually or participate in peer or group activities taking into account their strengths and weaknesses.

group

Help each other taking into account and respecting the rules.

In the teaching process, students gladly participate in the work in pairs or in group mode.

This mode teaches them responsibility, better communication within the group, strategy presentations and at the end of self-evaluation within the group.

sometimes in grups, but mostly in single person workouts...

Students combine together in a common learning

We provide different forms of activities -peer work, group work...

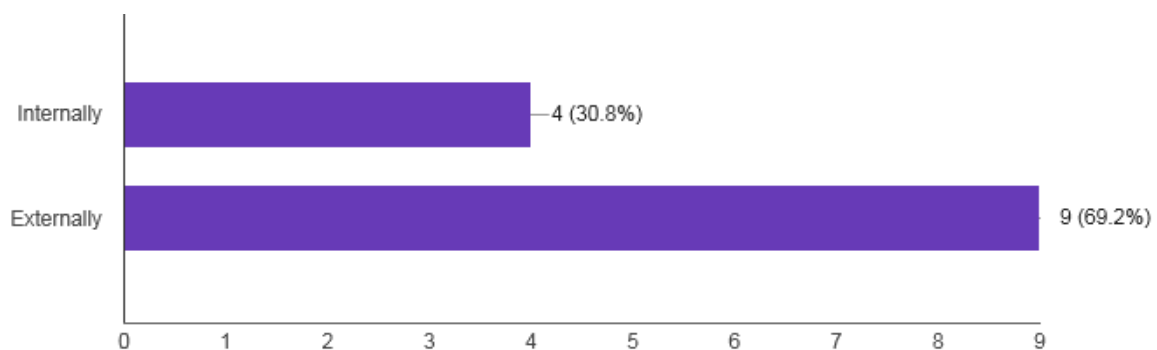
seldom they work in group, mostly individually

All students in classes where I teach participate equally in various forms of work, teaching, practice and do not make any difference.

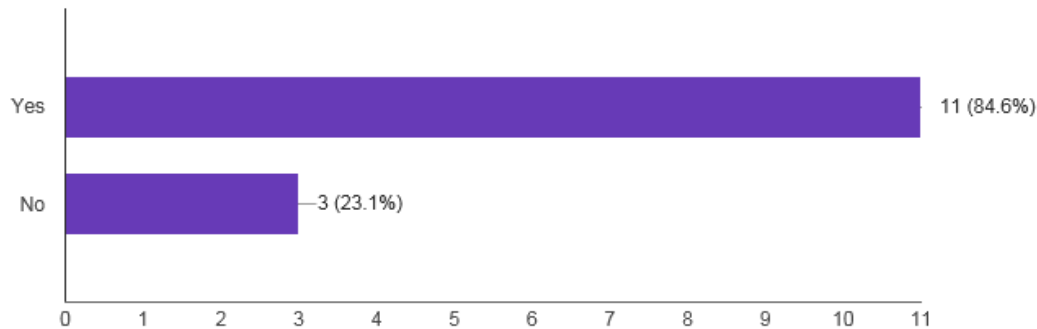
8. Are there any school-welcoming rituals and activities to integrate them? (pupils, educational staff, parents) If so, which? (10 responses)

- No
- There is no any welcoming rituals
- There are. Professors to further educate, cooperate with the aim of better integrating students
- Professional service seeks to provide early warnings professors on such cases. At school, organize workshops, expert meetings and seminars related trained representatives of the institutions that teachers present examples of good practice that can be applied in the teaching precession. Also, professors exchange their experiences of teaching in order to improve the integration and progress of such students.
- unfortunately, there are no special school-welcoming rituals and/or activites, except a several meetings between the parents and a school personal.
- Arrival of students in the school flag first interview with the Headmaster and than the Pedagogical Service. Afterr that students present class
- No, we have not.
- no
- For students with special needs school organizes lectures for the teaching staff, the class teacher and the teacher talk individually with students with special needs and with the bottom of their parents, talk also with the other students in the classroom. At the sessions NV and RV regularly director, teacher, teacher and subject teachers share their experiences and are always looking for better, more efficient ways of working

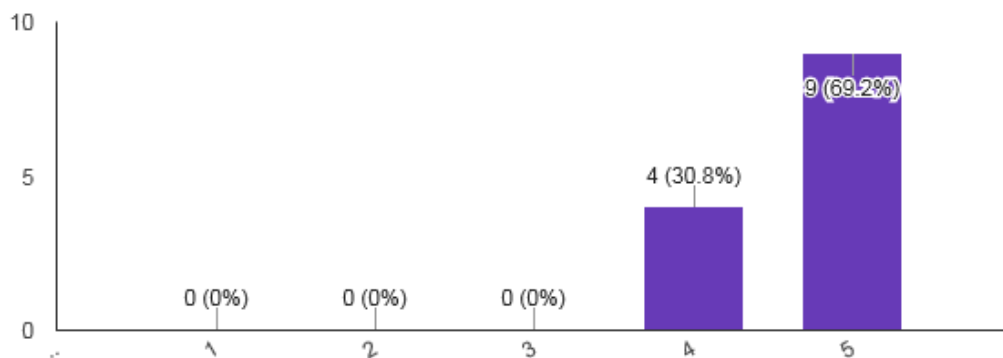
9. Diagnostics? Does this happen internally or externally. (13 responses)



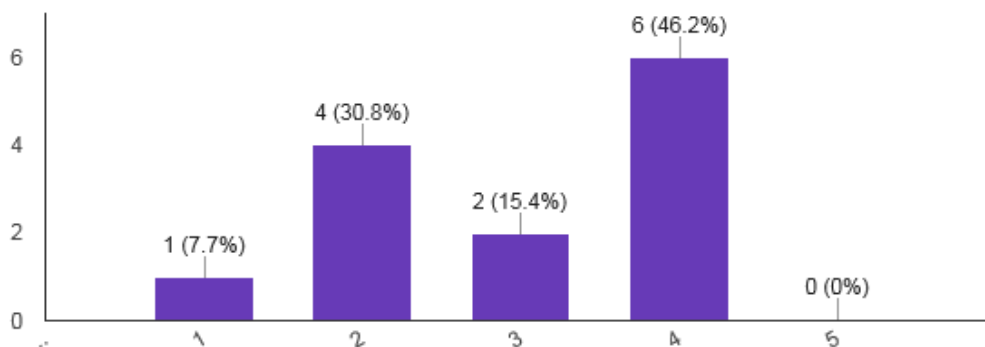
10. Can students count on psychological support? (13 responses)



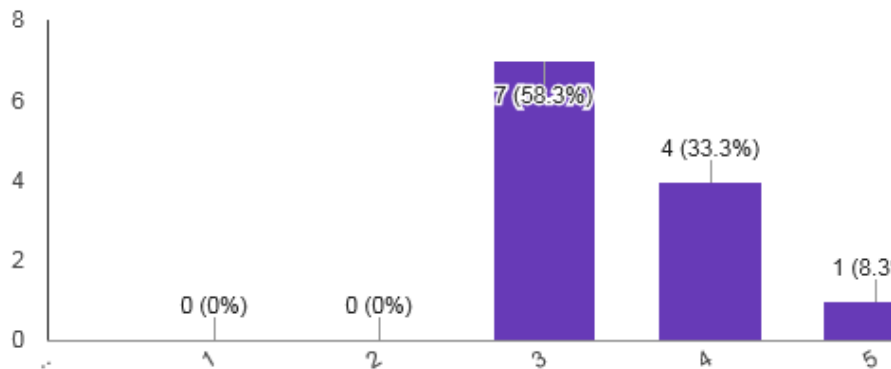
11. How important do you consider the family-school collaboration in case of integrated children? (13 responses)



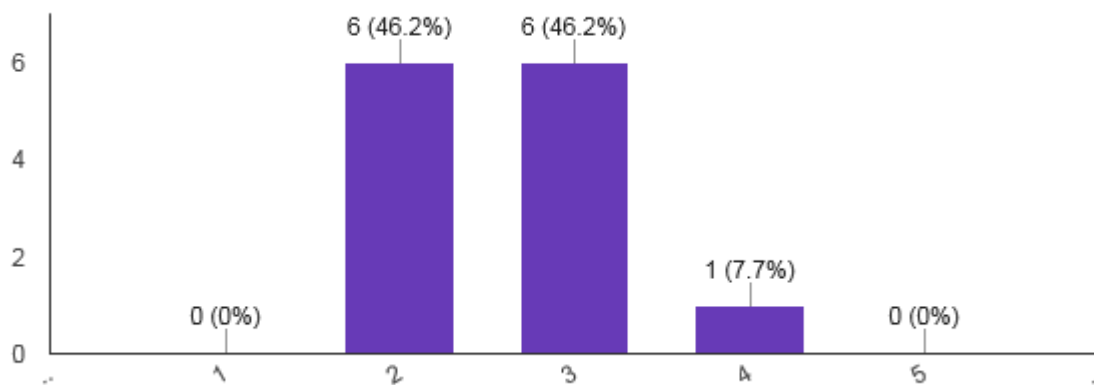
12. To what extent do students and parents have an understanding and participation in the action planning? (both group action planning and individual action planning) And to what extent they have a say on strategy and evaluation? (13 responses)



13. To what extent do pupils, parents and teachers have a correct image of the strengths and weaknesses of the pupil at the start of their journey in your school? And to what extent do they adapt this view in the course of their education? (12 responses)



14. Do students have a realistic self-image and an accurate professional image and sufficient knowledge of the labor market while making a rational choice of study?
(13 responses)



15. How does a disciplinary procedure go? (7 responses)

- in accordance with applicable regulations
- We have state regulations and school rules.
- in accordance with the Rules
- Disciplinary proceedings are conducted in accordance with existing regulations prescribed by a ministry. Of course, before the disciplinary proceedings is trying to do everything possible to provide the students point out the shortcomings in the work.
- The disciplinary procedures involved all segments of the Pedagogical Office and class section, and follows a written procedure
- We have state regulations, school rules
- No major problems or difficulties

16. a How does a disciplinary procedure go between parents and educational staff?
(7 responses)

- in accordance with applicable regulations
- We organize individual meetings.

- in accordance with the Rules. There are no particular problems
- In accordance with the prescribed regulations, parents must be timely informed about the procedures that the school intends to implement. In this way it seeks to create a more positive climate around the students and encourage them to positive change
- We follows a written procedure, and at all times have involved parents and teachers that the student submission
- We organize meetings
- Satisfactory and without difficulty.

16. b How does a disciplinary procedure go between pupils and educational staff?

(7 responses)

- in accordance with applicable regulations
- Individual meetings, consultation with a school counselor
- in accordance with the Rules. There are no particular problems
- We follows a written procedure, and the whole time they involved teachers who teach this student. They are familiar with each step in the process so that each teacher has individual access to the student
- We organize meetings with a counselor, support team
- No problem.
- Students prior to the imposition of some pedagogical measure seeks to encourage conversation on the change in behavior. He seeks to point out their errors and the consequences of such behavior. Ensured his professional psychological help.

16. c How does a disciplinary procedure go between school committees and local groups? (5 responses)

- in accordance with applicable regulations
- in accordance with the Rules. There are no particular problems
- If the time has needs, the school cooperates with local centers that provide necessary assistance or advice in order to progress students. Communication is achieved through teacher or professional services school (depending on needs)
- Educator often invites experts from the local community who in the framework of the Teachers Council posture lecture / workshop on a particular subject integration of students and their problems
- Without difficulty.

16. d How does a disciplinary procedure go between teachers? (7 responses)

- in accordance with applicable regulations
- teacher's Council
- in accordance with the Rules. There are no particular problems
- Teachers love to cooperate and exchange experience when it comes to troublesome students. Seeks to provide early warnings of the responsible person. Entertainment includes classroom and teachers' council on which exchange experiences and opinions

amount to teachers who participate in the teaching process.

- Teachers are mutually correlated
- State regulations, meetings with principal
- Normaly, without difficulty.

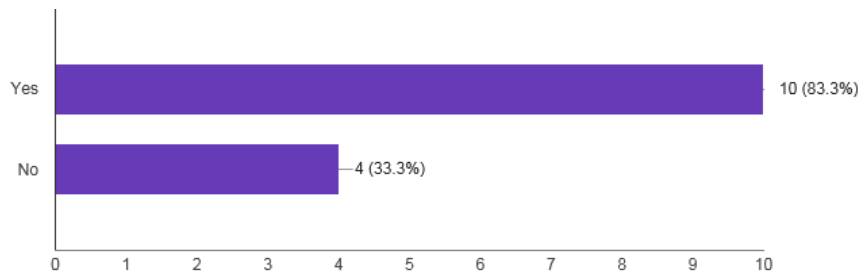
17. How are parents educated? (8 responses)

- They are not educated.
- They are not educated.
- in accordance with applicable regulations
- It depends on type of parents, some are well educated and some are in denial
- Parent education varies from case to case
- Parents are trying to educate from the first day of entering students in the new school. The class is required to meet parents with all rules and regulations and thus act preventively.
- Parents are more involved maximum
- I dont know.

18. What kind of tangible/material resources (interior decoration, media, configuration/design schoolhouse, accessibly etc.) are available? (8 responses)

- Plenty of them
- None
- Media, E -portfolio, school library
- Common materials and resources in the classroom. Efforts are made to keep up with time
- The school is constantly modernized with modern technical tools that contribute to better the teaching procedure. The school is equipped with projectors, computers and other modern tools (especially for students with physical disabilities). Students are encouraged to use technology in the development process
- Available resources required a particular type of students and their needs
- Media, school library
- Access to the Internet, new technologies of teaching, educational materials ...

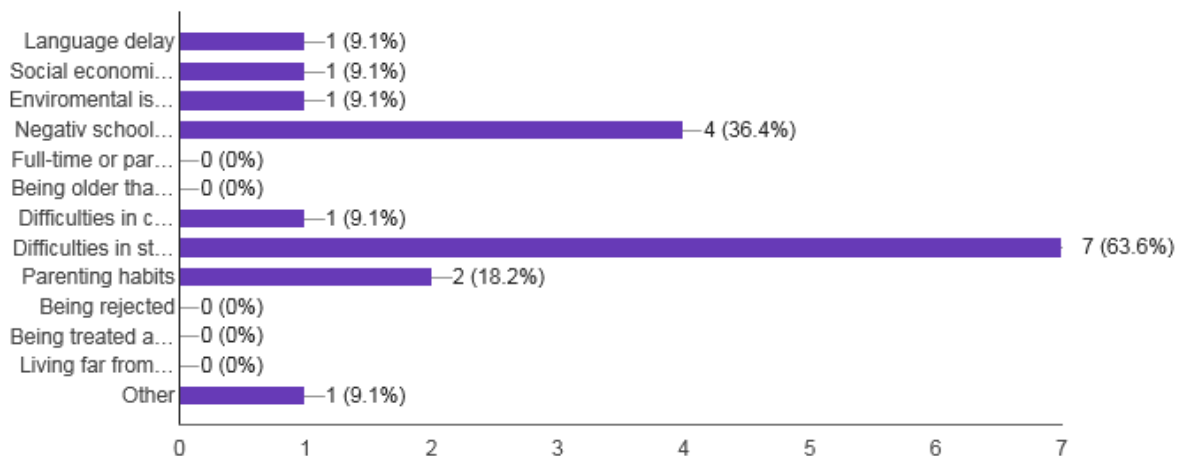
19. Are teachers empowered and supported to adapt and develop locally relevant curricula and materials to address learners' specific needs and classroom learning contexts? (12 responses)



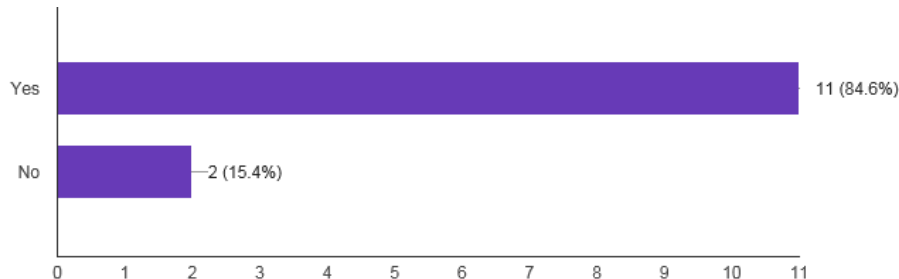
20. How are students evaluated? Which kind of practices for the appraisal by results are chosen and in what matter are they realized? (10 responses)

- in accordance with applicable regulations
- Oral and written evaluation
- We use different assessment strategies
- Knowledge is checked by conventional tests, interview and custom shapes for students in need
- Students' achievements are evaluated in accordance with the school curriculum. Of course, with students with disabilities apply individualized approach that is specifically tailored to them. This does not mean relief material but a different approach to teaching and checking the acquired knowledge.
- Students are evaluated through the grades 1 to 5, where 5 is the highest one, and it is used to appraise the result, also combined with the teacher notes.
- We try to integrate as much as possible and assessed as ordinary students, but what exactly students with special needs and want. Rarely exploit the possibilities of special treatment
- We have different assessment activities
- grades 1-5
- Evaluated their skills, accomplishments, adopted professional skills customary means of evaluation in the learning process - oral and written tests, seminar work, conversation

21. What are the reasons for drop-out? Mark the reasons you have in your school. (11 responses)



22. Have you participated in any training regarding the integration of special needs children? (13)



23. Have you participated in any training regarding the integration of special needs children? If yes, please describe how the training has helped you, if it did, in integrating special needs children in your school. (11 responses)

- I participated in a special training for children with special needs. The trainings were very useful because they provided examples of good practice that could be used in teaching
- I participated in a special training for children with special needs. The trainings were very useful because they provided examples of good practice that could be used in teaching
- No
- It helped me in better understanding of challenges that pupil with certain difficulties is faced in every day life
- It helped me in a way to become more sensitive, empathic and encourage me to implement new teaching strategies.
- It gives an insight into the way you work with such pupils
- The training we had was more a subject of creating and/or adopting all the learning materials for the children with special needs, by trying to understand the problem they have.
- It helped me to understand the needs of such students, and that part of their teaching content of lectures and customize more students with special needs
- Yes, it helped me a lot for my profesional development
- we had some training and written materials
- Professional education has helped to better understand students' specific problems and understand their way of perception and experience everyday activities including learning activities - school attendance, learning, communication ...

24. Which do you think are the main obstacles in integrating students with special needs/ from other communities/ foreigners, etc. (11 responses)

- maladjustment of the local community
- The fear of unknown, we are more concentrated on differences and things student can't do
- Insufficient support of school staff, prejudices, insufficient understanding of pupil's disability, professional development...



- difficulty in accepting a different person
- Communication between the environment they come from and the environment in which they move. Unpreparedness of the entire system, many legal obstacles
- I think the biggest obstacles maladjustment of the system to the specific needs of the students with whom they come. Then, a major problem lies in the middle of origin among students coming person minority groups. We should put more emphasis on the education of the parents themselves, sensitizing the wider community. Also, communication between the institutions should be on a higher level than the present
- Not well-enough informed, educated and/or trained school/teacher personal, lack of support personal within the school itself (psychologist?), non well-enough understanding of the problem itself by the rest of the society, and specially by the people responsible, but without a real-life experience in such kind of classwork.
- The problem is the regular curriculum, which is optional and which I have to do during the school year, a student with special needs can not be traced in its entirety.
- Curriculum content, communication
- Further and more comprehensive education and training of school/teacher personal is needed, lack of understanding of the problem by the local society
- Insufficient education and teaching staff and society as a whole; prejudices and false beliefs that are still deeply rooted in our society, solely because of the lack of education and educations for people on these issues; inadequate and / or non-existent material conditions in our schools; insufficient investment in the education system ...



LICEUL TEHNOLOGIC FRANCISC NEUMAN ARAD, ROMANIA

Summary of responses (total number 16)

1. a) In your class, do you have students with special needs?

Yes 52.9%
No 47.1%

b) In your class, do you have migrants?

Yes 0%
No 100%

c) In your class, do you have students belonging to minorities?

Yes 82.4%
No 17.6%

d) Do you have other type of included students in your class? (commuters, single parent families, orphans a.o) Mention category

Commuters
Single parent families
Orphans
Students from families with poor economic condition

2. Which could be the reasons that the family of a child with special needs chooses a mainstreaming school and not a special school?

| | |
|---|------------|
| a) Possibility to integrate in society | 10 – 62.5% |
| b) Creating appropriate interpersonal relationships | 2 – 12.5% |
| c) Adaptability | 1 – 6.3% |
| d) Equal opportunities | 3 – 18.8% |
| e) Other | 0 |

3. Which do you think is the most important element of integration in a mainstream school?

| | |
|--|-----------|
| a) Curricular adaptation | 4 – 25% |
| b) Different activities and evaluation | 2 – 12.5% |
| c) Socio-emotional relations student-student and teacher-student | 9 – 56.3% |
| d) Support persons in school | 1 – 6.3% |

4. How do you try to integrate students with different disabilities?

Please describe.

- Grating special attention
- Social activities with colleagues, collective class advice on topics such acceptance
- Positive interrelation, collaboration and support
- Integration of students with different disabilities will be achieved gradually through conversation, games, paying higher attention
- Appropriate teaching/assessment methods
- Various activities regarding the entire group
- Attractive activities
- Counselling
- Psycho-pedagogical counselling for students and families, guidance and advice for teachers who teach at the class
- Working differently but at the same time collectively
- Adapting as much as possible activities to the required level without discriminating other students
- Differentiated treatment
- Contextual tips
- Direct dialogue and extracurricular school activities or simple school activities
- Because a student in my class is studying at home teachers are moving to the student's house; she is asked to participate at extracurricular activities

5. What kind of support does each included student receive?

| | |
|------------|------------|
| Individual | 14 – 87.5% |
| Classroom | 9 – 56.3% |

6. Are there colleagues who provide a different support to those students than you ?

| | |
|-----|------------|
| Yes | 13 - 81.3% |
| No | 3 – 18.8% |

7. How do students cooperate (learning, evaluation and in other activities, form of organization) ?

- The collaboration is difficult and requires a lot of patience in the learning and assessment process
- Peer learning, small groups, peer feedback, joint projects
- Students collaborate depending on their mood and on how attractive is the teaching-learning method
- Students collaborate quite well
- Regardless of organizational form, students participate in activities in an active way as long as the proposed activity is an interactive one. The direct involvement

of the student and the assignment with various activities attract the attention and makes them more responsible

- It depends on each student, some have greater collaboration being greatly interested and others less interested
- It depends on the situation and on the subject. Generally, students are involved in the psycho-pedagogical counseling activities
- Generally, students are working well and strive more and are quite interested in the suggested topics. When they receive themes of individual projects they solve them and believe that there is a very good collaboration
- In the process of assessment, the results are satisfactory even when they receive the same subjects as other students
- Collaboration starts from the deskmate through the learning activities, writing notes; group activities both for learning and evaluation; extracurricular activities and leisure; conversations fostered by social networks: Facebook, Whats up;
- Some are motivated but have learning difficulties
- Individual, in group, frontal
- Working groups
- They are interested and open to collaboration. They are particularly attracted by extracurricular activities
- Groups of students Some students are disinterested and isolated

8. Are there particular school-welcoming rituals and activities to integrate them? (pupils, educational staff, parents) If so, which?

- Tasks with low difficulty level
- I do not know
- For a better integration of students with special needs they should be treated in the same way the others are treated to achieve integration and effective communication
- No
- Yes: celebrating the opening of the school year where the students are participating in the group they belong; Master classes where class teachers acquaint students with the other
- Yes: extracurricular activities
- Remembering the rules of the class, raising other children on some minor issues that children with SEN have
- Yes: celebrations, practical activities
- There are not
- Individual dialogue with the tutor on various topics of interest
- No
- Raising sensitivity of students

9. a) Is there an internal or external diagnosis of these children?

| | |
|-----|------------|
| Yes | 10 – 66.7% |
| No | 5- 33.3% |

b) If the answer to the previous question was yes explain how this diagnosis is made

- Through evaluation service and educational and vocational guidance in a special institution that collaborates with school (CJRAE)
- The student must be monitored throughout the learning process to see if she/he managed to make progress or to see if really fits into the group to which it belongs. Students with special needs will be helped both by teachers in the classroom and by class master, they will ask for help from colleagues
- Permanent observation, questionnaires
- Evaluation, school guidance and vocational guidance. Students with SEN are assessed and are given a certificate of school orientation for the suitable type of mainstream school
- Intervention plans based on initial test results, progress tests
- Dialogue with parents, foster parents and authorities, school psychologist
- Observing the behavior, correcting the aggressive language or behavior
- At the level of class master and school counselor
- School psychologist

10. Can students rely on psychological support?

| | |
|-----|-----------|
| Yes | 16 – 100% |
| No | 0 – 0% |

11. How important do you think it is the family-school collaboration in case of integrated children?

| | |
|-------------------------|------------|
| a) Very important | 13 – 81.3% |
| b) Important | 3 – 18.8% |
| c) Less important | 0 |
| d) Not at all important | 0 |

12. a) To what degree do the students and parents understand and participate in planning activities? (both group and individual activities)

| | |
|--------------|--------------|
| Small extent | 1: 2 - 12.5% |
| | 2: 3 – 18.8% |
| | 3: 6 – 37.5% |
| | 4: 5 – 31.3% |
| Large extent | 5: 0 |

b) To what degree have students and parents something to say in teaching and evaluation strategy?

| | |
|--------------|--------------|
| Small extent | 1: 1 – 6.3% |
| | 2: 5 – 31.3% |

| | |
|--------------|--------------|
| | 3: 7 – 43.8% |
| | 4: 2 – 12.5% |
| Large extent | 5: 1 – 6.3% |

13. a) To what degree have students, parents and teachers an accurate image of the strengths and weaknesses of the child at the beginning of their journey in your school?

| | |
|--------------|--------------|
| Small extent | 1: 0 |
| | 2: 5 – 31.3% |
| | 3: 6 – 37.5% |
| | 4: 4 – 25% |
| Large extent | 5: 1 – 6.3% |

b) To what degree do they adapt this image during the educational route?

| | |
|--------------|--------------|
| small extent | 1: 0 |
| | 2: 2 – 12.5% |
| | 3: 5 – 31.3% |
| | 4: 8 – 50 % |
| Large extent | 1: 6.3% |

14. Do students have a realistic self-image, an accurate professional image and sufficient knowledge of the labor market while making a rational choice of study?

| | |
|-----|------------|
| Yes | 5 – 31.3% |
| No | 11 – 68.8% |

15. How does a disciplinary procedure flow? Describe

- Analysis of the situation of those involved, working with parents, classroom teachers, school counselor, managers of school
- The procedures are applied by teachers in accordance with the facts
- After we ascertain a specific offense of a student, class council proposes to teachers council the method to use
- Following school regulations, after presenting the issue to class council – teachers council who vote that penalty which is specified in regulations of the ministry of education
- Deed analysis, individual observation, observation in the group, warning, written report, decrease of conduct mark a.o.; disciplinary committee;
- Series of steps following regulations

16. a) How is the information flow and the exchange of information between parents and teachers ensured in school?

- Relatively constant
- Directly, by phone, email, written notes
- Very good

- The information is made by teacher or tutor
- Good
- The teaching staff is always open to cooperation with parents but unfortunately the interest of many parents for their children school evolution is very low, either for objective reasons as in case of parents who work abroad or less objective reasons
- In school: secretariate, headmasters, teachers, administrative staff and other departments. Teachers communicate with both students and parents. Parents directly contact the secretariate or headmasters, most often the communication is verbal or by telephone
- Very well in school, between parents and teachers well
- Lectureship with parents, biannual meetings, phone calls, conversations, letters by post
- Secretariate and other departments
- Parents are less interested in school life
- Secretariate and other departments
- Directly, via the media
- Parent meetings, telephone conversations

16.b) How is the information flow and the exchange of information between students and teachers ensured in school?

- Good
- Directly and indirectly through communication sources
- Permanently
- Directly by phone
- Very good
- Direct communication
- Very good
- The teaching staff provides information to students

17. Does your school give to parents the possibility to participate in various educational activities for parents? If so indicate how

- Lectures, seminars, workshops
- Through various educational programs, workshops and collaboration with NGOs
- Through mentoring classes for parents
- Lectures with parents, meetings with parents, direct involvement of parents
- Lectorates with parents
- Involvement in various extracurricular activities, participating in organized meetings at class or school level. They have the opportunity to express their agreement or disagreement on all important decisions related to school, for example internal rules or changes that are made throughout the school year
- Meetings with parents, participation of parents representatives on the Board of school, parental participation in school commissions

- Lectorates with parents
- Parents Counseling
- Extracurricular activities, other activities in school
- Open Day, lectorates
- Representative Council of Parents

18. What kind of material resources (interior decoration, media, configuration/school design, accessibility etc.) are available for inclusion in school?

- Media promotion, accessibility
- Ramp, panels with products made by students
- Laptop, video projector, flipchart, roll ups, school web site
- Psychologist, appropriate teaching materials
- Interior decoration, accessibility to electronic devices
- Interior decoration
- Elevator at school entry for students with motor impairment
- Media channels that facilitate the learning process, activities on equal opportunities
- Billboards with pictures or activities to encourage them to attend activities. Calendars with activities. Flexible schedule for commuters
- Media resources
- Sport competitions
- Posters
- Newsletters
- School magazine

19. Are teachers empowered and supported to adapt and develop relevant curricula and materials to address learners' specific needs and classroom learning contexts?

- a) Yes 15 – 93,8%
- b) No 1 – 6,3%

20. What is your state's current policy towards integrating special needs children?

- Repulsive
- Open, contoured
- State policy is toward integrating SEN children
- Integration of SEN children in mainstream education
- The state ensures the treatment of SEN children by integrating them in compact classes
- Methodological and legislative framework in this regard is not very clear
- Teachers are not required to make an adapted curriculum but are advised to do so
- It is a rich policy only in words, low funding

21. How are the students evaluated? Which kind of practices for the appraisal by results are chosen and in what matter are they realized?

- They are judged on individual psychological peculiarities
- Oral and written forms. Tests, portfolios
- Projects, worksheets, workshops, drawings, alternative assessment
- Different assessment depending on their abilities
- Questionnaires
- Individual projects where tasks are tailored to the needs
- Practical work
- Classical and modern methods of evaluation

22. What are the reasons for drop-out? Mark the reasons you have in your school.

- | | |
|--|------------|
| • Language delay (Dyslexia) | 1 – 6,3% |
| • Socio-economic | 15 – 93,8% |
| • Environmental issues | 4 – 25% |
| • Negative school experience | 7 – 43,8% |
| • Full-time or part-time work | 10 – 62,5% |
| • Being older than others | 4 – 25% |
| • Difficulties in communication | 6 – 37,5% |
| • Difficulties in learning process | 15 – 93,8% |
| • Parenting habits (family model) | 2 – 12,5% |
| • Being rejected | 3 – 18,8% |
| • Being treated as failure (rejection) | 13 – 81,3% |
| • Living far from school | 2 – 12,5% |
| • Others | |

23. Have you participated in any training regarding the integration of special needs children?

a) Yes 9 – 56,3%

b) No 7 – 43,8%

If yes, please describe how the training has helped you, if it did, in integrating special needs children in your school.

- I was in training courses and seminars about inclusion. It helped me with information and practice skills
- The preparation helped me understand the problems that these students face in the learning and school integration process
- Participation in the course for students with SEN helped me finding and using modern methods in class

- I participated in a Leonardo da Vinci project in Spain related to integration. We found out that these aspects are more tightly regulated by laws and methodologies and supported with adequate funds. Teachers are dedicated and open when working with these children, they have the willingness to integrate them.
- I was able to understand better the needs of these children, to have no longer communication barriers with them, to treat them differently giving support
- I developed communication skills with SEN students

If no, please describe what you would like to find out more about the integration of special needs children.

- The teachers need help to realize the importance of integration
- I would like to know how to be more effective in working with these students and how to transmit more easily information to them
- I would like to learn ways and methods used by others teachers in inclusion and integration

24. Which do you think are the main obstacles in integrating students with special needs/from other communities/foreigners, etc./

- The inexistence of legislation
- Low budget, insufficient human resources
- Non-acceptance by the group, fear to work with someone who is different, fear of not knowing how to integrate them
- Outdated mentality of teachers and lack of understanding from peers
- The entire class, social maladjustment, difficulties in the learning process, adaptability, overloaded program
- Lack of a clear legislative and methodological framework
- How do we integrate?
- Disregard of colleagues and learning difficulties
- Direct and honest communication needs, relatively limited financial resources
- Unsuitable curriculum, insufficient materials, training for teachers
- Insufficient communication between students and teachers, students lack of study, precarious economic situation
- Communication and information resources
- Mentality and lack of education in the community regarding the acceptance and support of these children
- Variety of integration activities
- Lack of understanding, tolerance and communication
- Parents do not have time to supervise the children learning time



SINT-JOZEFINSTITUUTBUSO ANTWERPEN, BELGIUM

Summary of responses

1. In your class, do you have students that need to be integrated?

a) special needs children (SEN)

Yes

b) Migrants

Yes

c) Minorities

Yes

d) Other (please describe):

Yes

- Borderline, poor social- economical background, all kinds of learning disabilities, generation poverty, character disturbed, gay students in a school where the dominant culture isn't tolerant not to say homophobic, teen pregnancies with unmarried muslim girls
- We have 207 students from about 40 nationalities. The origin that is most present is Moroccan. This is also the dominant culture. Moroccans are followed by Turkish, Kosovar and Albanian origin. Only 15 students have a Belgian/Flemish background. All continents except North America and Oceania are represented in our school. As are various religions like Hindu, Buddhist, all different kinds of Muslims and all kinds of Eastern and Western Christianity.

2. Which could be the reasons that the family of a child with special needs chooses a mainstreaming school and not a special school?

a) Possibility to integrate in society

b) Creating proper interpersonal relations

c) Adaptability

d) Equal chances

e) Other:

- In Belgium it's a privilege to go to a special needs school. You need a certificate from the centre of student counseling (CLB). Otherwise enlistment in this kind of school is impossible. This certificate is advisory. Parents can enlist their children in a mainstream school as they see fit. Unfortunately, this happens more frequently against the advice of CLB and teachers. This has various reasons.
- Regrettably, children who are not able to go to mainstream education are sometimes forced by their parents to go there anyway. This decision is often based on inferiority complex or denial as explained below. Another reason is the concern of students and parents that they will have more chances to find work and earn more money when they finish in a mainstream school instead of a special school. Often parents or students don't realize that special need schools are there to give students equal chances and education.
- Many of our parents are immigrants, they don't have a good knowledge of the structure of the Belgian educational system. Also we notice that often they don't have a clear insight on the talents and disabilities of their children. They often conclude that the reason their children were referred to the special education is because they didn't acquire the Dutch language properly. Even though the learning difficulties and disabilities are well explained we notice that the parents are in denial about it. Especially because our students don't have a visible handicap they have the wrong impression that they are just as normal as other students from their age. There also is a big taboo around disabilities in some Muslim cultures.

3. Which do you think is the most important element of integration in a mainstream school?

- a) Curricular adaptation
 - b) Different activities and evaluation
 - c) Socio-emotional relations student-student and teacher-student
 - d) Support persons in school
- The answers vary from a, b and d.
 - Often there is an emotional factor in the decision: Prestige of the mainstream education, stigma of the special needs school.

4. How do you try to integrate different inclusive students? Please describe.

In our school we have a very wide spectrum of disabilities, some of our students have a mental handicap, others have a behavioral disorder, others have a learning deficit, others have a motorical impairment and we also have a few students who have a language disorder. It's not easy for teachers to have such a wide variation of problems together in one group.

At the beginning of the school year we start with special meetings about all the students. The focus of this meetings is to gather all the information necessary to acquire a complete insight on individual students but also on the group. Based on this information we make plans for the group called GWP's (like Group Work Plan). These plans contain the strategies the teachers will use so the students acquire the knowledge and skills required in the chosen study. If we notice that a student has special needs (that aren't described in the group plan) we make an individual plan called IHP (like Individual Act Plan).

At regular times during the school year we have meetings to evaluate and, if necessary, adjust these plans. The class groups are quite small compared to mainstream education. Max 14 students. (most of the time a lot less). This also enables teachers to implement the IHP's and GWP's on a very personal level.

5. How do we show acceptance for:

- each culture,
 - set of values
 - behaviors
-
- Respect is one of the basic values in our school, we find it very important that everybody respects each other. At the time of enlistment in our school we explain this to the student and their parents. This is repeated throughout the school year. During the lessons and activities we keep on repeating this. We teach our students the importance and meaning of respect, we also notice that our population is very sensitive for the feeling of being respected. If we notice that students are unrespectful there are certain interventions, we'll make. They vary from talks, help from external partners, even medical tests to punishments. We always include parents throughout this process. We have a great paramedic team of certified educators, psychologists, physiotherapist and orthopedagogues who work close and advise teachers if necessary.
 - We also show a lot of respect towards our students and their culture by being aware of their culture and even participate in it. For example, as a Catholic school we also celebrate different feasts from different religions or cultures. This is much appreciated by our students and their parents. It shows the respect and tolerance we also expect from them.

6. What kind of individual and classroom support does each inclusive student get?

- The IHP's and GWP's describe the needed individual and classroom support.
- If necessary students, who come from OKAN (a student from another country who doesn't speak our language yet goes to an OKAN school for a year with the purpose of acquiring the language needed to follow the lessons in a mainstream or special needs school) and didn't acquire the Dutch language enough get support from the speech

therapist. In our school some students get individual therapy others get support in the class room.

- Another kind of support consists of co- teaching. A second teacher will assist the individual students where necessary.
 - When - mostly behavioral - problems arise during a lesson, teachers can count on a time out room for a cool down period. This can be on demand of the teacher but also on demand of a student who feels he has a need for it. The pupil has the chance to talk to a psychologist, an educator, or a student counselor. The main idea is to resolve problems outside the classroom. Teachers must always be able to teach and to create a safe learning environment for all pupils.
 - Personal follow-ups by paramedics (speech therapy, physical therapy, psychologist, educator, pedagogue, student counselor, contact with a personal chosen trust teacher, talk with class teacher
 - After each lesson: a review letters and numbers explained in the agenda, encouragement card.
 - If necessary technical adjustments.
 - If the language is a problem: individual support in the classroom by a speech therapist.
 - Special lessons by the speech therapist to raise the language skills.
 - Special homework class for math's.
 - classroom adjustments where needed.
 - Most of the time we differentiate. This is more the rule than the exception.
- The teaching methods are adapted to each group and justified by the GWP's.

7. How are pupils learning together in respect of:

- **pupil as subjects of their own learning**
 - Teachers provide feedback about the learning process and learning results of the students daily. If capable, students are asked to reflect on their work. Sometimes certain teaching methods are used for this purpose.
- **presentation of work results**
 - Students are informed about their work results in the reports but also about the expectations of the educational staff. They don't only get feedback about the results but also about the things that need to improve and how they can do so. This is a process, students are often given the time they need to achieve the best they can be or do. Some students have insufficient hand skills to achieve acceptable results according themselves. Some students where never supported at home, encouraged in their schoolwork. It occurs they can't bring up the needed respect for their own work.
- **working forms (group, partner, single person working)**
 - The educational staff uses different methods of working forms. They evaluate those working forms at the end of the lessons. Teachers take time for feedback about the working forms.

8. Are there any school-welcoming rituals and activities to integrate them? (pupils, educational staff, parents) If so, which?

The enlistment is a very important moment. We make a good initial analyses of the special needs and capacities of the student. Enlistment are only performed by the student counselors. They have the expertise to ask the right questions. They also inform the colleagues: teachers but also the speech therapist or physiotherapist if therapy is necessary. In case of medical issues the school nurse is also informed from the start on.

Integration starts at the 1st of September. All new students are welcomed by the educational staff and principal. New students start earlier than the others so they get all the special attention they need.

9. Diagnostics? Does this happen internally or externally.

Diagnostics happen externally. Some of our students already have a diagnose when they enter the school. Sometimes there is no diagnose but for example when we notice signals that make us suspect there is a behavioral disorder we talk with the student and parents about the behavior we notice and why we are concerned. If the parents and student agree we make referrals to specialists who can make the right diagnose. During this process we communicate with the specialists about the things we notice at school. If medication is necessary, we make an evaluation on regular times about the progress in behavior. All this depends on the good will and cooperation of the parents. They can refuse additional research for all kinds of emotional, cultural, financial ... reasons.

10. Can students count on psychological support?

We have a psychologist employed at school. If necessary, she can see students on a regular base. If students aren't feeling well (emotionally) they are always welcome at the time-out room where they can talk to the student counselors. They make time for the student and help where necessary.

11. How important do you consider the family-school-community collaboration in case of integrated children?

Answers go from Very important to Important

12. To what extent do students and parents have an understanding and participation in the action planning? (both group action planning and individual action planning)

To what extent do they have a say on strategy and evaluation?

None. We are already extremely happy as the parents show up on mandatory parent meetings by the end of each term to discuss the report.

13. To what extent do pupils, parents and teachers have a correct image of the strengths and weaknesses of the pupil at the start of their journey in your school? And to what extent do they adapt this view in the course of their education?

At the start in our school we get a elaborate report of the situation of an individual student. This report is made up by the previous school, together with the CLB (Centre of Student Council). This is obligatory by the Ministry of Education. This report sketches not only the strengths and weaknesses of the pupil but also gives more background information like origin, constellation of the family, possible help from social services, possible approaches that work or don't work etc. This document is a summary that changes constantly. The view is adapted as the student gets older, learns more, goes on a work experience, when the context of the student changes... All these changes are also written down in the dossier of the student which is the base for the IHP's and GWP's. This way we can offer the student a very personalized and inclusive approach both inside and outside the classroom.

14. Do students have a realistic self-image, an accurate professional image and sufficient knowledge of the labor market while making a rational choice of study?

We notice that some students don't have a realistic self-image. Through their education at our school they acquire a more adequate self-image. The school also organizes internships in the 4th and 5th grade, this helps the students to acquire work experience but also an accurate professional image. The labor market is often too far away for our students at the beginning of their education. By internships they get more familiar with the labor market. In our school we organize 'inleefdagen' especially for the primary school. During these days students can get acquainted with our school by experiencing the different professional trainings our school offers. It makes them more familiar about the different possible professions we offer so they can make a more rational choice of study. Students don't choose a particular direction yet at the first year but experience all 5 directions. They make a choice out of these five directions at the end of the first year.

15. How does a disciplinary procedure go?

It starts with a suspension, whether internal or external. Internal means the student can't enter the classroom, he/she comes to school and makes tasks in the time-out class. The teachers of the class decide whether the student can enter the class again or not.

We also have external suspension, which is the actual start of the whole disciplinary procedure. The student can't enter the school anymore before the teachers decided what's going to happen next. Student and parents are informed about this procedure verbally and by letter. The teachers gather in presence of the CLB and principal and they give an advice to the principal. The student counselors make a dossier about all the incident that led to the suspension and all the interventions that happened to help and discipline the student before the suspension. The student and his/her parents are invited to come to school to read this dossier. Based on that information they can prepare the disciplinary interview with the principal that follows after that. The interview happens between the principal, student, parents and student counselor. The task of the student counselor is only to note what is discussed during this interview. During this interview the student and parents get the opportunity to motivate why the student shouldn't get removed from school. After this interview the principal takes a decision. The student and parents are informed about this decision verbally and by letter. If the decision is to

remove the student from school, he is expelled and can't enter the school anymore. He also will be removed from the school administration and CLB has to help him to inscribe in another school.

The disciplinary procedure grants the student and his/her parents to appeal against the decision of the principal. A special commission has to decide whether the decision has to be annulated or not. In practice we never experienced an appeal.

16. How is the information flow and -exchange ensured?

- between parents and educational staff
 - Teachers communicate through notes in the agenda, making phone calls or personal meetings at school if there are problems (beside the 3 parent meetings a year). There are also 2 general parent meetings in the beginning of the school year.
- between pupils and educational staff
 - Classroom observations in their agenda in 3 colors (green, blue and red) also meant for parents who can't read or don't speak our language.
 - Personal conversation with the teachers to correct habits
 - Personal conversation with paramedic team
- between school committees and local groups
 - School committee has regular meetings. There is feedback from these meetings on staff meetings.
- between teachers
 - We have an internal digital system - School Online - but teachers also have regular meetings, specific about the lessons they teach but also in general we have staff meetings for the whole team. Teachers also have informal meetings during brakes etc.

17. How are parents educated?

We try to involve parents in school life as much as possible. It is a great success if we achieve this. We have a teacher who spends 10 hours / week to achieve this.

18. What kind of tangible/material resources (interior decoration, media, configuration/designschoolhouse, accessibly etc.) are available?

Our school has smaller class rooms since the classes have less students than in mainstream education. We have a lift for students with a motor disability. For students with behavioral problems we have a time-out class and student counselors available. We don't use books. Teachers make the teaching material themselves in workgroups.

19. Are teachers empowered and supported to adapt and develop locally relevant curricula and materials to address learners' specific needs and classroom learning contexts?

Yes, in our context only local developed materials.

20. What is your state's current policy towards integrating special needs children?**ACTIVITY 2 (when we discuss legislation)**

- Since 1/09/2015 all students with a disability have the right to be inscribed in normal education. The school can't refuse an inscription but it has to make a good analyses of the strengths and disabilities of the students and which adaptations the school has to make to integrate the student with special needs. This can also mean that the student doesn't follow the general curriculum but has an individual adapted curriculum based on his/her needs. Only if the school can prove that the adaptations are too unreasonable it can decide to end the inscription and the student has to be return to the special education.
- In practice, we notice that some schools make good efforts to integrate children with special needs but others don't. I think it's important that the government makes evaluations about this practices because children with special needs don't get equal opportunities now. Some of our students do have the abilities to succeed in normal education but others don't and should better finish their education in special schools.

21. How are students evaluated? Which kind of practices for the appraisal by results are chosen and in what matter are they realized?

Teachers evaluate on regular base the knowledge and skills (professionally) – behavior and language of the students. 3 times a year there is a report about the evolution of the students, at the end of the year teachers decide whether the student passes or not, based on those 3 evaluations.

22. What are the reasons for drop-out? Mark the reasons you have in your school.

- Language delay
- Social economical
- Negative school experience
- Difficulties in communication
- Difficulties in study process
- Parenting habits
- Being rejected
- Being treated as failure

23. Have you participated in any training regarding the integration of special needs children?

Yes, as all of our teachers I have the possibility (have to do) to participate in this trainings.

If yes, please describe how the training has helped you, if it did, in integrating special needs children in your school.

- Almost every training support us in the way we work with our students. Most of the time we have such a specific extensive experience that trainings usually make anything new. We work with such a wide variety of problems that there are no ready-made solutions.

- I have participated in several trainings about learning difficulties and behavioral disorders and how to integrate students with those difficulties in the class. I also coached starting teachers about these students and class management.

24. Which do you think are the main obstacles in integrating students with special needs/from other communities/foreigners, etc./ Mention the main obstacles in integrating students with special needs/from other communities/foreigners, etc

- Totally different or complete absence of any school culture in their previous live. Even when we talk about families that are expected to be integrated into the Flemish culture.
- In our society people often have preconceptions about other communities/foreigners. Although our school has a very mixed population, which contains about 95% immigrants we notice that the majority of our students have preconceptions about each other. We also notice that students who don't speak the language good enough are often experienced as mental disabled why often only the language is the problem and not their cognitive capacities.
- Many of our students grow up in communities who aren't well integrated in our society. Although parents are often already decades living in Belgium we sometimes notice they didn't even take the effort to acquire the language or integrate good in our society. Too often they only interact with people from their own community and they keep distance with other communities. This makes it a very hard job for the teachers to learn the students to integrate well, we notice that it is a long process to motivate students and parents to deliver the efforts necessary to integrate well. As described before, the fact that students and parents often don't have a realistic insight about the disabilities makes it hard to make a positive evolution with students and we see often that students drop out or make the switch to normal education where they drop out as well.

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

The questionnaire has been applied in all partner schools, the results have been discussed during the first transnational project meeting (A1) that took place in Antwerpen, November 2016.

The booklet presents conclusions of the evaluation of equity and inclusion in each partner school and country and recommendations for the further activities to be accomplished.