

Project nr. 2016-1-LV01-KA219-022646

Erasmus+ strategic partnership project
**“NEW ANGLES OF GOOD PRACTICES ON
INCLUSION FOR ALL STUDENTS (NAIS)”**

RESULTS AND OUTCOMES - FIRST PROJECT YEAR

The presence of diversity in our educational activities is a fact. Backgrounds, opinions, experiences, conclusions, contexts, contents, organisational frameworks and methods are all aspects that have been considered.

THE OBJECTIVES OF THE PROJECT reached during the first year:

- to create professional skills to work as integrative schools and do active outreach to open up schools as institutions to our local communities gaining/developing new knowledge and skills in managing diversity.
- to promote inclusive practices in school creating a learning community in which everyone – staff, students, parents are involved and valued for their input
- to support teachers in dealing with diversified groups of learners

The numbers of teachers, students, parents and other representatives involved in the project during the first year:

Latvia:

Directly involved: 10 teachers, 15 students, 5 project team members

Indirectly involved: 90 students, 20 teachers, 15 parents, 100 teachers from other schools, virtual community, 1 governing authority (Education Office of Tukums)

Romania:

Directly involved: 18 teachers, 40 students, 5 project team members

Indirectly involved: 200 students, 24 teachers, 20 parents, 60 teachers from other schools, virtual community, 2 governing authorities (School Inspectorate, County Centre for Resources and Educational Assistance)

Croatia:

Directly involved: 7 teachers, 40 students, 7 project team members

Indirectly involved: 250 students, 30 teachers, 100 parents, 25 teachers from other schools, virtual community, 4 authorities from Educational Center (Vinko Bek Zagreb), 2 authorities from Zadar County (Department of Social Activities), 1 person from Caritas Zadar.

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Belgium:

Directly involved: 8 teachers (project team members) – 2 technical advisers – 1 education pedagogue, 1 psychologist, 1 headmaster – 15 mobility students – 60 students during the visits of the partners.

Indirectly involved: 160 students, 20 teachers, 15 parents, number of teachers from other schools: to be determined, virtual community

STRATEGIES, METHODS used:

- questioning
- assessing sources of information
- clarifying issues, drawing conclusions
- exploring implications and consequences
- think -pair-share
- compare and contrast
- transferring knowledge into new contexts
- asking and answering questions
- oral presentations/lectures
- workshops
- classroom observations
- school visits
- questionnaires

ACTIVITIES

- The activities carried out during the first year aimed to familiarize participants with each other and create a group dynamic, participants started working as a group together and create the group cohesion
- Teams of each school proposed the project logo. After voting, a combination of the Romanian and Belgium's proposal was accepted
- September 2016 – March 2017: Teachers evaluated the process of inclusion, study materials and resources on inclusion and shared good practices by producing new materials, activities and games (A1, A2, A3) to stimulate inclusion of all students. These were tested and evaluated at every partner school and during the exchange of students (C1) in a completely new environment by connection between main stream students and special need students. The purpose of all these was to focus on differentiations, diversity and multicultural education in the classroom. Thus, the different angles of inclusion of each school have been understood by every partner.
- Participants of the project (students and teachers) were practicing and teaching others in order to act as multipliers for other colleagues in school by organising follow-up sessions to activities with classmates in a newly formed cooperative learning group. They:
 - got to know each other using different non formal education activities with great opportunities for interactions prepared by the multinational project team

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- improved different important skills such as: communication, cooperation, collaboration, delegation and task division, decision making, creativity, flexible thinking, accepting others ideas, intercultural skills, language skills and understood personal limits and to which extent they can be developed
- exercised respect for all people
- appreciated and accepted individual differences
- increased capacity of inclusion in future environments
- increased cultural awareness and English language command
- April 2017 : Short Term Exchange of Groups of Pupils (C1) helped us to achieve the following objectives of the project:
 - to ensure high-quality education for all pupils in accordance with the European principle of equity
 - to promote the inclusion and integration of all students no matter what their origin, previous experience, abilities and social skills
 - to support teachers in dealing with diversified groups of learners

All the teachers and staff involved in the project:

- raised their motivation to recognize and support individual needs of students,
- developed new professional skills, competences and strategies,
- accepted and valued individual differences,
- practised cooperative planning,
- adjusted curriculum and instructions to ensure that all students have successful educational experiences,
- were able to make critical decisions regarding methods of instruction,
- were challenged to practice inclusion in new ways,
- learned about different types of assessment procedures used to measure progress rather than cumulative knowledge.

All the participating schools:

- shared their experience and good practices focusing on abilities rather than disabilities,
- improved their individual support system introducing the good practice of other countries,
- used the project as a resource in long-term development and promoted inclusive practice,
- considered the topic of inclusion one of their main objective for the school year to come

The impact on the students involved in the project:

- Increased individual support and better self-knowledge
- Awareness of the opportunities offered by a multicultural environment and diversity
- Involvement in their own development
- Higher cognitive skills, fewer behavioural problems

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- Feeling good about themselves and working together as valued members
- Learning to value themselves and others as unique individuals, having a better understanding of individual differences through learning and inclusive settings
- Greater opportunities for interactions
- Increased appreciation and acceptance of individual differences
- Openness of all students for adult life in an inclusive society

OUTCOMES :

- Identification, evaluation and use of information from a large range of sources
- Educational and pedagogical knowledge sharing
- Good communication and team work
- Broaden understandings about the complexity of differences
- Develop understandings about the educational systems in a global context
- Analyze, select and utilize the best strategies and tools to focus training on 21st century skills (communication, collaboration, problem solving, creativity)
- Cross-cultural dialogue
- Better understanding of equity and inclusion seen from the four angles of the partnership
- Opportunities to master activities by practicing and teaching others

RESULTS:

- The booklet of conclusions and recommendation on equity and quality – written after questionnaire in each partner school was done in order to form a good picture of the opportunities and obstacles of the students, what we have to adjust and improve in order to optimize the chances of success of each individual.(students and teacher).
- PowerPoint presentation about good practices of inclusion in partner countries were prepared after studying legislation, publications and the real situation in each country and school. They were used to prepare activities and study materials for students.
- Collection of activities published in the booklet “GAMES, ENERGIZERS, ICE-BREAKERS”: Teachers in each partner school prepared activities, games and ice breakers for inclusive students to promote different kinds of inclusion and to assist individuals. The product was tested out by students in a complete new environment by connections between main stream students and special need students – differentiations, diversity and multicultural education in the classroom during a short term exchange of groups of pupils. (C1)
- Results of the A1, A2 and A3 activities are available on the website www.nais.medskolazd.hr
- Teachers of each partner school have evaluated and adjusted the materials, games and activities produced during the first year to their school needs
- Project website www.nais.medskolazd.hr has been created for dissemination, evaluation and sharing experience, translated in the languages of each partner school
- Project logo

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- Videos with presentations on topics of main nowadays interest/problems from the point of view of Belgium school from the first Transnational Project Meeting are available on the website.
- Programmes, reviews, press articles and photos of the Short Term Exchange of Groups of Pupils and the first Transnational Project Meeting are available on the website.

Qualitative measures of achievement and success of the first year are:

The gains of each partner organisation after sharing experiences and good practices have been evaluated; satisfaction of the students involved in activities and short term exchange in Latvia has been analysed. Thus:

- students developed better self-image and recognize their own academic and social strength
- all students gain greater understanding of differences and acceptance of others
- all students develop a new appreciation of their own skills and accomplishments
- staff demonstrates knowledge of the aims and results of the project
- staff feels confident enough to work on inclusion and guidance
- continuous improvement through continuous training

Quantitative measures of success in each partnerschool are:

- the number of teachers using our recommendations, games and activities
- the number of teaching staff participating in the activities
- the number of new methods used in each school

Project activities are aimed at a sustainable improvement in the conditions of education and training offered by each school.

MEASURES that need to be taken:

- To avoid misconceptions about persons with disabilities and to create a safe environment for all children, to raise awareness among classmates and their parents
- Teaching staff must be given further on specific training on inclusion, guidance, diversity
- Networking with educational establishments, disabled people's organisations, NGOs
- Implementing the use of digital tools in each partner school