



**Integration of Practices for Minorities,
Refugees and Migrants
The Profile of the Inclusive Teacher**

Project no: 2017-1-PT01-KA201-035788

ABSTRACT

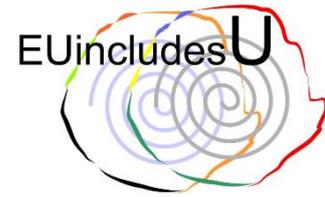
This guide describes the stages of the Europe Includes You project as well as its objectives, concepts and activities. In this context, “Eu Includes You” is based on the assumption that inclusive education benefits all students, is a matter of equity and therefore its quality has an impact on all students regardless of academic performance.

In this guide, we find the evolution of the concept of inclusion, which emerged in the debate with the different partners, together with the basic programme that supported its development, accompanied by a new teacher profile, the inclusive teacher, responsible for the dynamic and implementation of inclusive activities.

In addition to this guide, there is also a website (<https://www.europeincludesyou.com/>) on which the different schools and organisations involved in this project can be consulted, as well as the activities, the process of dissemination and the results achieved.

Keywords: Inclusion, inclusive teacher, activities.

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1. INTRODUCTION

This project establishes an orientation towards inclusive education, broadening its scope to the context of migrants, minorities and refugees. It was part of the Erasmus + cycle, which started in 2017 and ended in 2020 with the reference K1-PT01-035788.

Six countries participated in its elaboration: Turkey, the Republic of Macedonia, Germany, Portugal, Italy and Romania. Countries that had and have in their educational base, a repertoire of contacts, knowledge and experiences with migrants, minorities and refugees. The coordination of the project was done by Portugal, through the Agrupamento de Escolas de Moure e Ribeira do Neiva, located in Vila Verde, district of Braga.

In its essence, the project sought to address the importance of an inclusive approach, seeing it as one of the dimensions of the universal project of the *homo* gender in a *latossensus* sense, through Art, considering it as essential for its survival and sustainability.

Thus, this project aimed to build two intellectual products that were: i) a guide on the importance of implementing inclusive practices and the emergence of the inclusive teacher profile; ii) the development of a MOOC course, which develops skills for its implementation and dissemination.

In this document we find the framework of the first product (guide on the importance of implementing inclusive practices and the emergence of the inclusive teacher profile) as well as the starting point for its origin and decision-taking.

In addition, there is a repertoire of implemented inclusive practices that will add value to universal inclusive education. In the Portuguese case, the dynamics of this project led to the creation of a new subject, which focused its intervention on inclusion through Art as the promoter of educational success in the school responsible for the project coordination, presenting promising results.

From these practices was born the need to explain a new emerging teacher profile, the inclusive teacher. This profile was, in the view of all collaborators, a vital change for the dissemination, implementation and understanding of inclusive practices.

We conclude this guide with some final considerations about the limits and continuation of this project, which may be useful for those who intend to deepen this topic.



2. GENERAL FRAMEWORK



Europe, in its commitment to bring quality educational practices to everyone, has shown a growing interest in the concept of inclusion in a broad sense. These practices are based on respect for the human condition, that is, the space that *homo sapiens sapiens* conquered on planet earth, differentiating himself from other species due to various factors such as his mobility, emotional responses, social relationships, power of communication and cognitive and creative skills that led him to the fulfilment of his needs based on analytical, creative and practical intelligence.

In this path, we regularly find an effort and a desire to achieve: i) dominion over other species; ii) dominion over other men; iii) dominion over the planet, with the desire for control and power as the main objective.

Control, dominance and power can, however, lead to their self-destruction, and a question arises: How can this process be reversed?

As a response to this complex problem, the idea of the Eu Includes You project emerged, seeking solutions in the trend towards an inclusive education, an education that should be part of the *homo* project on a planetary level, in its most broadest sense.

In this context, all the actions of the project were inspired:

- In the diversity of learning through art, accepting it as a universal language, which can be developed by all kinds of students including, Refugees, Emigrants, Immigrants and Minorities;
- The principles and values that are based on the following concepts: autonomy, dignity, freedom, mobility (displacement) and borders;

- In achieving educational success through an authentic education guided by universal and ecological support, in or outside the classroom, ensuring an inclusive and differentiated approach.

We can then question: How does inclusive education work in this project?

The project "EU includes You" was based on the assumption that inclusive education benefits all students, is a matter of equity and therefore its quality has an impact on all students regardless of academic performance. The construction of this assumption has been based on several documents, for example: Universal Declaration of Human Rights (1948); Report of Faure *et al* (1972); Convention on the Rights of the Child (1996); Delors Report (1996) and Incheon Declaration (2015).

This path was guided by the following generative question:

Was inclusion understood in the same way by all the partners of this project?

In this understanding other complementary issues have arisen such as: What is inclusion? What dimensions underlie it? What are its barriers and limits? To whom does it apply? What practices are used in inclusion? What policies support and simplify it?

2.1. STARTING POINT



The questions set out at the beginning gave rise to an initial debate and reflection (see Annex 1 to 6) which made it possible to identify all the partners concerned with the theme of inclusion. It can be said that the concept of inclusion (Annex 1) was not initially understood in the same way by the partners involved in this project. For some, inclusion was very focused on students with special educational needs, while for others, inclusion was not limited to these students and consisted in an attitude and approach to diversity and differences in students, promoting equal opportunities for all.

Another explanation interpreted inclusion, in a broad process of acceptance of the other, of respect for his culture and differences. In this sense, it covered not only their integration, but also the participation of each one, always taking into account their needs, limitations, but also their abilities, strengths and talent, as well as the physical, technological and human resources needed to develop them. Inclusion would imply, on the one hand, a negotiating attitude between those who want to be included, including their willingness to change and adapt, and on the other hand, the entity, organisation or subject, who will include it and accept it, requiring in this communication process, feedback and commitment, and may include several mediators.

In this context, inclusion should be seen as a universal human right in which equitable access and opportunities are given and discrimination is eliminated. It should enable every individual to feel accepted, valued and secure and is a way of reducing exclusion, discrimination, barriers to learning and participation based on the use of an educational design that is also inclusive, which means creating places that everyone can use.

Based on this ideal, the concept of inclusion in this project has evolved, adding to this dialogical environment not only the emotional, cognitive and social necessities of children, but also recognizing the centrality of a relational school environment, based on pupil-centered, welcoming and caring learning, also including marginalized groups, vulnerable to early school leaving and parental and social alienation such as minorities, emigrants and refugees.

In the dimensions related to the **concept of inclusion** (Annex 2) there were observed some differences, but there was also a general trend. In this debate were identified as major dimensions equity and non-discrimination, the need for a holistic and systemic approach, materialised in multidisciplinary as a principle that recognises the need for multifaceted responses.

From the recognition of this complexity, the idea of exploring and applying it through an ecological and flexible model emerged, given its dialogical emergency, which forces teachers to interpret and plan their practices under the light of multiple intelligences.

These dimensions have led us to question the existence of different levels of inclusion, which means that there may also be different types of social communities inside and outside school and simultaneously different types of intervention. Despite this diversity of dimensions, there was a consensus that there is no dimension of society that is not contemplated by inclusion and is seen as an emerging and universal topic.

In the context of the barriers and limits to inclusion (see Annex 3), has been identified:

- the inconsistencies of educational policies, which are linked to a confusing and difficult to operate legal framework;
- the lack of communication between the actors responsible for implementing national inclusion policies;
- the lack of development of teachers' skills to work with marginalised groups and those with special educational needs;
- the existence of teachers who do not have sufficient professional competence in this area and professional development and training does not provide them with this knowledge either, nor does it cover the appropriate practices and models for inclusive intervention;
- the lack of human, physical and financial resources.

Of all these points, what was identified as the main barrier was related to the training of teachers in the implementation of inclusive education practices, followed by the question of the usefulness of the legislation produced and the difficulty of finding human, physical and financial resources.

As for its application (see Annex 4), this analysis was partially made when the concept of inclusion was discussed. However, the following points were highlighted:

- The concept of inclusion should be applied to pupils with complex needs such as: situations of poverty and social exclusion and risk of early school leaving;
- Those experiencing bullying, mental health difficulties and/or special educational needs, migrants and minorities.

- Inclusive education is a way of thinking creatively by turning schools into places where all children can participate. As a value, inclusive education reflects the expectation of what we want for our children, i.e. to be appreciated, recognised and accepted throughout life.
- The concept of inclusion must be extended to all levels of education.

In the **context of the educational practices used** (see Annex 5) in the implementation of inclusion, were highlighted:

- Individual and group counselling;
- Individual support for students;
- The use of universal and selective measures for students;
- The constitution of multidisciplinary teams at the school;
- Placing students in regular school classes whenever possible;
- The use of technological resources and materials to support inclusion;
- A permanent dialogue and the full support of the whole community, including pupils, parents, teachers, businesses, government in the different departments and other organisations;
- The use of effective inclusive education models that offer everyone the opportunity to flourish;
- The understanding that in inclusive education no two pupils are alike;
- The establishment of a friendly and non-threatening climate in the classroom;
- Mainly positive feedback;
- The ability to differentiate educational objectives;
- Pointing out students' strengths, not their disabilities or weaknesses;- the implementation of projects that encourage inclusion.

As for **the policies that support and simplify it** (see Annex 6), teacher training courses should be reviewed, as well as more financial resources for educational organisations. The lack of educational programmes focusing on this issue and a better coordination between central and local authorities were also noted. Finally, the need for

educational policies focusing on the issue of minorities, emigrants and refugees was pointed out too.

2.2. WHAT IS MEANT BY MIGRANTS, REFUGEES AND MINORITIES

Focusing on migrants, refugees and minorities, we move on to defining these concepts as they are essential for understanding their context. We then begin with migrants and refugees. Both terms fit into the complex action of displacement, but they assume different contexts.

Migrants are people who migrate, i.e. move from one region or country to another to settle there, usually for economic or social reasons. It is also possible that migration occurs for other reasons, such as family, dating or marriage issues. In any case, this term is associated with people who have entered a territory different from their origin, remaining in it, establishing and organising their life in that new place. This definition understands the migrant as a subject of rights. In this sense, it is mainly about focusing on migration as a human phenomenon, involving various actors and transnational processes.

Refugees, although also associated with a process of displacement, are associated with people who have fled their countries because their lives, security or freedom have been threatened by widespread violence, foreign aggression, internal conflicts or massive human rights violations. In this context they need refuge, protection normally involving international domination.

A **minority** is defined as a group of people who in some way and in some sector of social relations find themselves in a situation of dependence or disadvantage in relation to a so-called majority group, both integrated into a wider society. This minority group, struggles with some barriers usually framed in the following aspects: vulnerability, identity, the struggle against the privileges of dominant groups. In this sense, these groups tend to be excluded for various reasons, such as social class, gender, sexual orientation, ethnic origin or special needs.

This brief characterization of what is understood by the terms mentioned, allows us now to move forward in the application of inclusive practices, since, regardless of the life history of each migrant, refugee or minority, the great objective of this project is inclusion, and there is a need for access to quality education, regardless of its origin or classification, this will be the path we intend to take.

3. DESIGN OF INCLUSIVE EDUCATION PRACTICES

3.1. ART AS A REFERENCE FOR INCLUSION

3.2.1. INTRODUCTION



This project was born from the idea and also from the need to build an opportunity, that is, an environment where conditions are create for the integral development of the child, starting from an inclusive context through art.

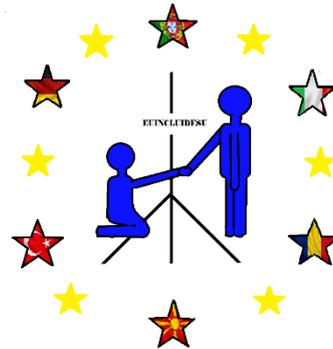
Based on this ideal, human and material resources were made available to initiate this challenge, initially experienced and developed, in the Portuguese school, coordinator of the project, and then adapted and disseminated among the other partners. In this intervention, the arts context was defended as the basis of a holistic and equitable learning and enrichment process, whose problem was defined as an **"intervention programme in the school context, resulting from an effective need to make the school more inclusive and motivating, seeking an approach through Art Education, seeing it as a stimulus for success"**.

In this way, we can find in the following description, its framework which supports its importance, its principles and values, as well as the competences which are to be developed. On the basis of this framework, its great objective has also been defined, which consists of **"Building and implementing a programme of enrichment of learning that promotes the inclusion of children as well as their interests"**.

This is the goal that will be responsible for evaluating the project, which has been planned on the basis of a methodology that includes three types of activities that work as

circular entry and exit doors. An open model in which all children give themselves independently of their cultural, ethnic or cognitive characteristics, defining themselves in this way as a universal model of educational intervention. In order for this process to be formalised in a systematic and reflective manner, we find its procedures and instruments in the evaluation section. It was a challenging and ambitious project, exposed to risks and challenges. However, it should be noted that the instruments used for data collection, namely the WISC III and the psychological assessment battery, the BRP - Bateria de Provas de Raciocínio (Leandro S. Almeida & Gina C. Lemos (2006), were only used in the Portuguese context. In the other contexts, a reflection sheet was used, built for this purpose, in the different interventions and a questionnaire for monitoring educational environments and practices.

3.2.2. FRAMEWORK OF PRACTICES



This project includes a whole conceptual structure that values the arts as a highly important element in human education. In this context, art is not a cultural and optional complement to science, but is critically linked to it (Read, 2007; Adorno, 2008).

This vision fits in the ideal of an authentic school that is defended, in the Educational Project of Agrupamento de Escolas de Moure e Ribeira do Neiva - PE, the school that coordinates the project. According to the guidelines of the PE, the construction of this ideal implies the awareness of the barriers that limit it, namely the disengagement of some of the students and their lack of commitment, the presence of families with a context of emotional and socio-economic instability and problems of accompanying their students. We would also add some difficulties felt in the teaching process itself, pointing out guidelines in this project, to act in a future world, which is seen as Volatile, Uncertain, Complex and Ambitious (VUCA), which often increases insecurity and fear of trying out new procedures and methods.

Therefore, this project tried to give a concrete answer to these problems respecting the principle of the implementation of an Inclusive Education, in order to respond to the students' needs, in accordance with their characteristics, their learning profile, in combination with the Pupil's Profile at the Exit of the Compulsory Schooling (Decision no. 6478/2017, July 26), in the Portuguese case.

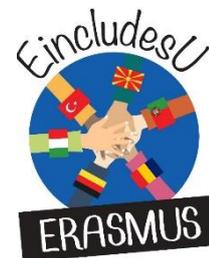
Such an approach requires seeing education from a holistic perspective that contradicts to some extent the clerical/disciplinary or departmental approach of the education system. In order to be achievable, it must be based on principles and values that imply a structure that can be transmitted, reflected, researched, questioned and again improved. Without this attitude, all the actors would be in a state of constant immaturity, since they do not reflect on their own practices and as a consequence do not change their way of thinking and acting.

However, this posture has costs and risks, making it necessary to break the initial fears of this unawareness. This posture is in the perspective of this crucial project, valuing the audacity of its actors, as a necessary and urgent transgression. If we do not innovate, we will risk disappearing. If this happens at any rate, the determination that at least something has been attempted and we have not been accommodated will be evident.

It has thus become pertinent to become conscious of what the school is today: What is teaching and learning? What is intelligence and creativity? What does the concept of learning disability mean? What is Inclusion? What is the psychological value of knowledge offered in schools? What skills will students and teachers need in the future? Is the school prepared to give them? How can we improve?

3.2.3. PRINCIPLES AND VALUES

The principles of this project are influenced by the idea that all children should have access to quality education with equity. Inclusion in this scope is defined as a process, which aims to provide all students with relevant educational opportunities, being a great



challenge, for the educational system of the Portuguese school, but also for the whole world.

To ensure this accessibility, we think of universal learning environments in school organisations, where all those involved in this ideal have the opportunity to have access to quality educational resources. This objective was described at the *World Conference on Special Educational Needs Access and Quality*¹ where *"the challenge facing this inclusive school is to be able to develop a pedagogy centred on children, capable of successfully educating them all, including those with serious disabilities"*. (UNESCO & MECE, 1994, p.6). In other words, inclusion is based on a philosophy in which everyone is different in various ways, exposing in this context a set of differentiated learning needs, requiring schools to adapt and change their practices.

In this way, the following guiding principles and values are established, influenced by inclusive education (Monteiro, 2017; Morin, 1999; Postic, 2008), as well as the skills that are to be developed.

Thr principles considered in this project are:

1. The principle of acceptance of difference;
2. The principle of pedagogical complexity;
3. The principle of pedagogical authority in the education of the child;
4. The principle of recognition;
5. The principle of well-made heads;
6. The principle of survival and human sustainability;
7. The esthetic principle.

The values stand out:

1. Mutual respect;
2. The development of critical thinking;
1. Respect for freedoms with responsibility as their regulator;
3. Understanding the human condition;
4. Ethics, transparency and justice.

Skills to be developed:

1. The resilience capacity (daring to risk and learn from mistakes);
2. The ability to listen to others;
3. The ability to empathise (to put oneself in the other's place);
4. The ability to work as a team and to lead them;
5. The ability to work in complex environments;
6. The ability to solve problems, well and badly structured;
7. The ability to plan and define strategies;
8. The capacity to learn how to learn and to self-regulate.

3.2.4. OBJECTIVES

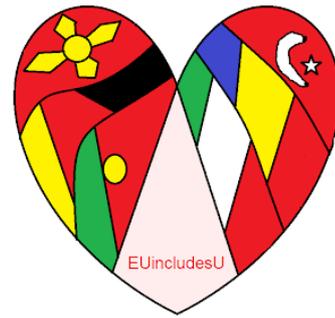
This project seeks essentially:

To build and implement a learning enrichment programme that favours the inclusion of children, as well as their interests in order to:

1. **To awake their interest and curiosity**, providing students with the conditions to develop their abilities/excellences in order to build safe stages in their training path to adulthood, implementing strategies that avoid school dropouts and promote the motivation and educational success of each one;
2. **To make the educational action more effective**, leading teachers to define their objectives, renewing the methods of building educational programmes and based on the clear definition of these objectives, to develop the skills and knowledge necessary to achieve them, favouring the construction of an evaluation that promotes learning in students;
3. **Develop integrative activities**, which allow students to increase autonomy, initiative, responsibility and critical spirit;
4. **To value flexibility**, beginning with interdisciplinarity and transdisciplinarity through project work, as a guarantee of improved learning for all;

5. **To promote a more active, continuous and organized intervention of parents** in the life of the school, through their involvement in the activities and interests of their students
6. **Establish other partnerships**, by invitation, or link to projects and competitions;
7. **Valuing** the identity of the School.

3.2.5. BIRTH OF A NEW SUBJECT



Based on the principles and values described above, a new discipline has been created at the Project Coordinating School. This subject had a multidimensional and complex nature, taking **a holistic view** in this context. Thus, it seeks to develop in the students a set of knowledges, facts and competences in a networked form, which is interconnected through a system of anchoring concepts, movements, ideas and practices that will form a structure of meaningful relationships.

This structure was supported by the world of global artistic expressions (e.g. visual and plastic expression, musical, dramatic, poetic, corporal) building from them, the bridge to the other scientific and humanist domains.

In order to combine and organise his curriculum, several theoretical currents were explored, focusing our attention on those that see learning as a multidimensional and complex process, of which the Gardner Multiple Intelligences Theory (1995), the Sternberg Triarchy Theory (2000), in articulation with the Bronfenbrenner ecological models (2006) and the Revolving Door Triadic Enrichment Model developed by Renzulli and Reis (1996, 2009) stand out. Parallel to this articulation, the perspective of the Universal Learning Design (ULD) was also integrated, which bases a neuropsychological posture of the learning process.

Starting from this complexity, the curriculum of this subject has been an open and flexible door to the knowledge and know-how of the child, the development of his curiosity and willingness to experiment, but also the assumption of commitment, leadership and responsibility to his tasks/activities and to his peers through the development of projects, whose areas of exploration have as a starting point their interests, not existing in these circumstances a rigid structure of themes, contents, issues or knowledge to address.

3.2.5.1. PROGRAMME PLANNING AND METHODOLOGY

The programme took education through art as its starting point, starting the process by surveying the areas of interest of the child. Starting from this registry, the teacher will plan his teaching and learning process through the articulation of three types of enrichment activities:

1. **Type I activities:** children individually or in small groups with common interests, explore different artistic fields and their relationships with other fields. These activities have an eminently exploratory character. If the different areas of interest are identified, the following activities are carried out;
2. **Type II activities:** Group work activities, which develop the students' cognitive and affective capacities, learning, researching and communication skills (in this type of activities we try to improve the internal processes of each child in order to make them as autonomous as possible). In group work, children assume well-defined roles. At the end, each group will share their work with other colleagues. In certain situations, in the case of performances, these can also be presented to the school community;
3. **Type III activities:** Individual works/researches and in small groups of real problems, which investigates the areas of interest of the students, using the modus operante of personal fulfilment (in this part only the students who dominate the previous ones and whose autonomy is evident). In these activities, the commitment to the tasks is high and probably the children included here will need an articulation and integration of their parents as well as other human and material resources.

3.2.5.2. SYNTHESIS OF THE PROGRAMME

In order to better understand the organic structure of this enrichment plan, a map of the different stages that comprise it has been drawn up (figure 3.2.5.2.1). In this representation, we see that in addition to the problem, the objectives (general and specific)

as well as their framework, resources, activities, outputs and intended results are described.

However, the way the project was evaluated remains to be described. Although its operability has been briefly described, there is still a need to describe its procedures and instruments more broadly. This will be the subject of the next point.

3.2.5.3. PROJECT EVALUATION

The evaluation of these programmes is part of a systemic investigation process, which is passive and can be transformed into useful information, with the aim of a holistic understanding of the answers given to certain problems, as well as the issuing of judgements of value embodied in the programme and its methodologies, contributing to a reflection on the solutions achieved.

Thus, the procedures to be followed, in a first moment of monitoring, were characterised by the following steps:

1. Presentation to the parents of the new subject;
2. Description of its structure and complexity;
3. Selection of control and experimental classes;
4. Presentation of the program to students in a classroom context (experimental group);
5. Collection of the authorizations for the application of the questionnaires and collection of images (experimental and control group);
6. Implementation of the data collection tools;
7. Development of the programme.

Development of the programme.

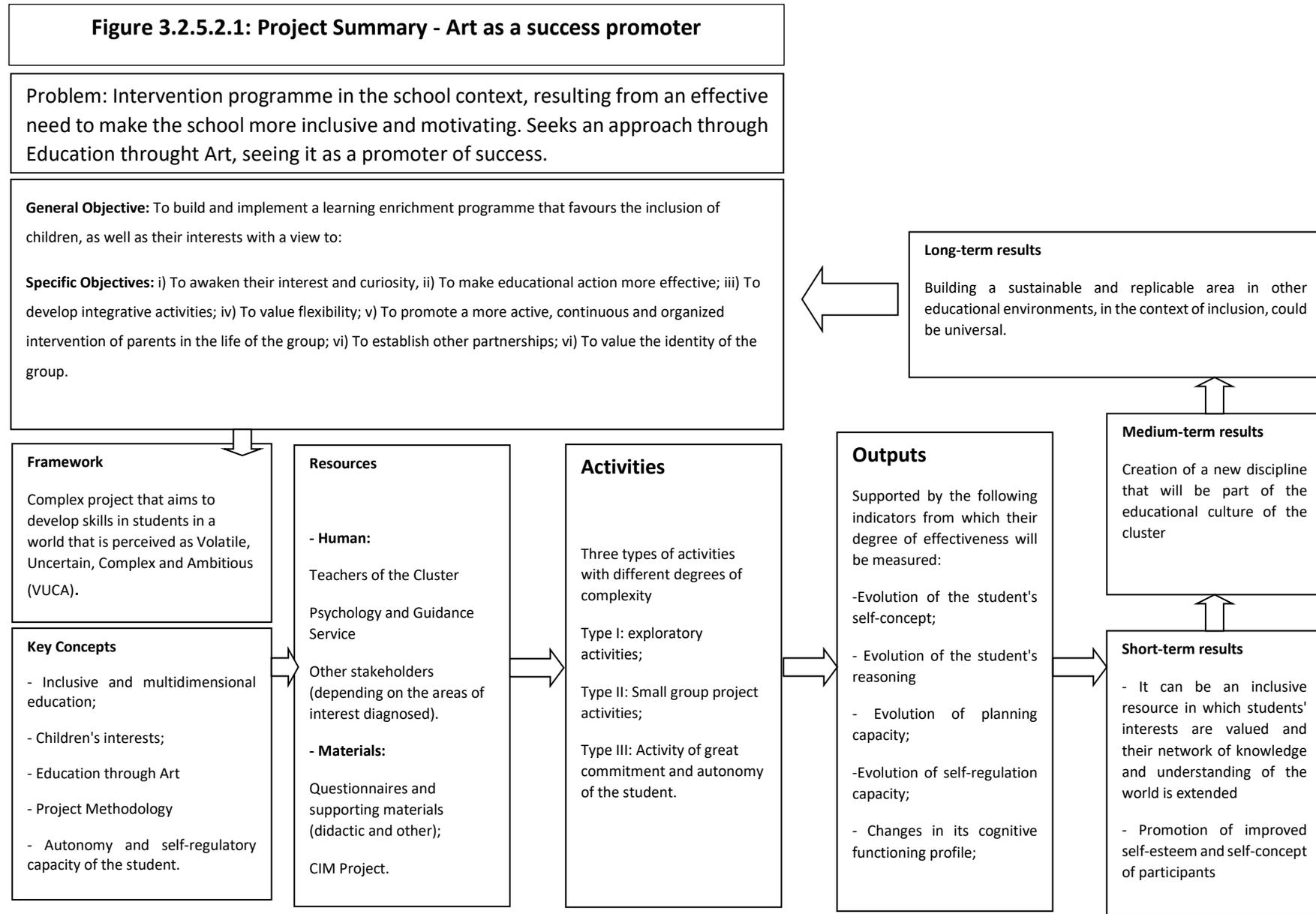
The instruments used include some subtests of the Wechsler Intelligence Scale for Children - WISC III and another psychological assessment battery, the BRP - Bateria de

Provasio de Raciocínio (Leandro S. Almeida & Gina C. Lemos (2006). These tests will be applied in group and/or individually by psychologists of the Psychology and Guidance Service of the Cluster.

In addition, a tool to record the profile of the multiple intelligences of each child and a previous organiser will be applied, which will work in a double sense, i.e. as a portfolio and as a graphic diary in which each child records his/her learning process.

At the second stage of evaluation, this structure will be repeated, giving rise to a reflective report.





4. PLANNING OF ACTIVITIES

As mentioned above, the model presented in the planning of activities was based on the intervention programme drawn up in Portugal, having been considered relevant and accepted by the other partners, thus serving as a reference for the activities developed, within the proposals that were presented and that are recorded in the section on activities developed. The general structure of these was as shown in the figure (4.1).

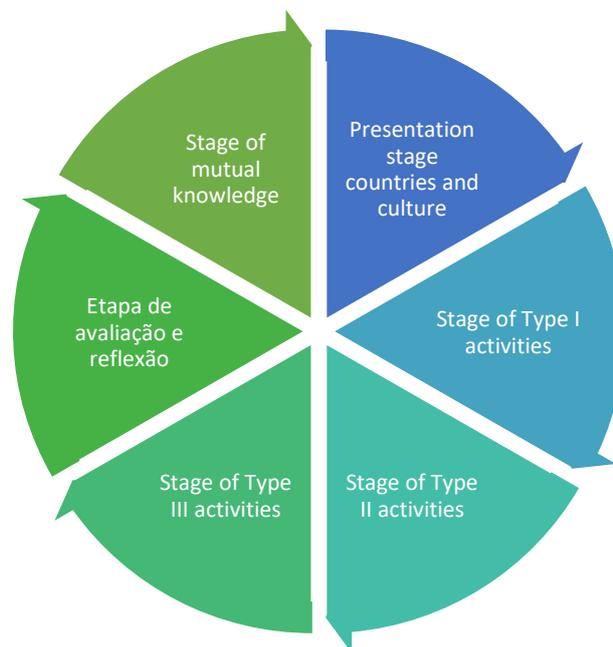


Figure 4.1: Organization of activities according to three different types of complexity. This rotating system has allowed students to enter and leave in a dynamic and inclusive way..

Based on this dynamic, the activities contemplated in a general way 3 stages:

1. **Stage of knowledge** of the different partners (ice breaking) - These moments provided, through playful games, the possibility of contact between different students and teachers, helping to break down the barriers of communication between different cultures;
2. **Stage of presentation** of the localities and countries of provenance - These moments helped to know the places of provenance in the different mobilities, sharing information

- about their culture and customs in different aspects (gastronomy, clothing, architecture, art, music, landscapes, tourism among others);
3. **Type I activity-** consisted of research activities and organization of information, in small groups, on a given subject, allowing an enrichment on the context of inclusion to be dynamized;
 4. **Type II activities-** were activities centred on the work of large groups, in which the students explored the diversity of ideas and points of view, through cultural mixing;
 5. **Type III activities** - activities developed with the aim of having a social impact, which can be developed in small or large groups, according to a specific scenario, theme or subject.
 6. The **stage of evaluation and reflection** was characterized by moments in which students and teachers evaluated the different activities using also different processes of gathering information such as questionnaires or debates.

In this course, different organizers of activity planning were tried out. These experiences have broadened the understanding of how the different partners construct their practices, comparing different ways of organising them.

Of all the plans presented, the one that was seen as most effective and useful was the one presented by the Portuguese team (figure 4.2).

This structure will allow, in future situations of planning and organisation, the activities to be replicated in other contexts, being a didactic tool of intervention not only for the teacher, but also for the schools, as an inclusive repertoire of practices could be produced, serving as a support base for all kinds of learning situations.

ACTIVITY PLANNING

Title of the Unit:	Title of task:	Date:	
Reference to the qualification:	Title of qualification:		
Description of the Unit:			
Knowledge	Skills	Competence	
He/she is able to:	He/she is able to:	He/she is able to:	
Assessment of learning outcomes			
Additional information:			
Developed by:			

Figure 4.2: Planning Structure of the activities developed in Eu Includes You Project in the Portuguese context.

5. THE INCLUSIVE TEACHER PROFILE



The inclusive teacher profile was built on the "Project "EUrope includes You" - Building an Inclusive Classroom-Monitoring of inclusive educational practices and resources used based, on the Index for inclusion" questionnaire. The sample collected included 170 answers distributed among the different partners (see table 5.1)

Table 5.1: Number of participants by countries.

Partners	Number of replies	%
Germany	30	17,6
Italy	36	21,2
Portugal	31	18,2
Rep. Macedónia	33	19,4
Romania	6	3,5
Turkey	34	20
Total	170	100

This questionnaire was answered by teachers from the different countries involved, who were at different levels of education as represented in table 5.2.

Table 5.2: Teacher's Teaching School levels

Level of teaching	F- Absolute Frequencies						% - Percentages					
	Germany		Italy		Portugal		Rep. Macedonia		Romania		Turkey	
Participants	F	%	F	%	F	%	F	%	F	%	F	%
Kindergarten	0	0	0	0	3	9,7	0	0	0	0	1	2,9
Elementary School	1	3	0	0	15	48,4	2	6,1	5	83	0	0
High School	27	90	30	83	13	41,9	32	97	3	50	32	94,1
Higher Education	3	10	9	25	1	3,2	0	0	0	0	1	2,9
School for special education	1	3,3	0	0	1	3,2	0	0	0	0	0	0
Other	1	3,3	0	0	1	3,2	1	3	0	0	0	0

We can also observe that in this sample (see table 5.3) the female gender represents the large share of teachers.

Table 5.3: Gender distribution among participating teachers.

Gender of respondents	F- Absolute Frequencies						% - Percentages					
	Germany		Italy		Portugal		Rep. Macedonia		Romania		Turkey	
	F	%	F	%	F	%	F	%	F	%	F	%
Male	7	23,3	13	36,1	7	22,6	18	54,5	1	16,7	13	38,2
Female	23	76,7	23	63,9	24	77,4	15	45,5	5	83,3	21	61,8

Finally, the years of service in the teaching profession in the different partners were quite heterogeneous, varying in this context from country to country (see table 5.4)

Table 5.4: Distribution of years of services in the teaching profession among the different partners

Distribution of Years of Partner Teaching	F- Absolute Frequencies						% - Percentages					
	Germany		Italy		Portugal		Rep. Macedonia		Romania		Turkey	
	F	%	F	%	F	%	F	%	F	%	F	%
1 to 5 years	5	16,7	7	19,4	0	0	7	21,2	0	0	10	29,4
6 to 10 years	8	26,7	3	8,3	1	3,2	12	36,4	0	0	7	20,6
11 to 15 years	3	10	4	11,1	2	6,5	2	6,1	1	16,7	4	11,8
16 to 20 years	6	20	9	25	6	19,4	4	12,1	2	33,3	10	29,4

21 to 25 years	0	0	5	13,9	10	32,3	5	15,2	2	33,3	2	5,9
26 to 30 years	2	6,7	4	11,1	1	3,2	3	9,1	1	16,7	1	2,9
More than 31 years	2	20	4	11,1	11	35,5	0	0	0	0	0	0

In this way, and taking the distribution described above as a guideline, the data collection has enabled us to identify five categories that describe the profile of the inclusive teacher and which are recorded in table 5.1

General Categories	General Descriptor
A- Mediator.	<p>Able to support and encourage cooperation between pupils, valuing knowledge and the skills and characteristics of each child. It will be in this context:</p> <ul style="list-style-type: none"> - A mentor, because he is attentive to the diversity of strategies so that all students have the opportunity to achieve educational success, creating credible expectations. He shows the way to the students by preparing them with different tools (technical, cognitive, emotional and social) which will help them in their life paths; - It also takes on the role of moderator and carer as it creates opportunities for the knowledge and development of its students in their relationships with their peers, generating environments with shared responsibilities, in which differences and cultural diversity are seen as a precious resource, having an attitude of carer and protector of all children; - A facilitator, because it facilitates the teaching and learning process, understanding the strengths and needs of each student, reducing the barriers that hinder the relational and learning process, acting in an affective way where "teaching is touching the heart" with love, becoming a creator of an inclusive conscience.
B - Manager of differentiated practices	<p>Able to support and encourage cooperation between pupils, valuing knowledge and the skills and characteristics of each child. It will be in this context:</p> <ul style="list-style-type: none"> - A mentor, because he is attentive to the diversity of strategies so that all students have the opportunity to achieve educational success, creating credible expectations. He shows the way to the students by preparing them with different tools (technical, cognitive, emotional and social) which will help them in their life paths; - It also takes on the role of moderator and carer as it creates opportunities for the knowledge and development of its students in their relationships with their peers, generating environments with shared responsibilities, in which differences and cultural diversity are seen as a precious resource, having an attitude of carer and protector of all children; - A facilitator, because it facilitates the teaching and learning process, understanding the strengths and needs of each student, reducing the barriers that hinder the relational and learning process, acting in an affective way where "teaching is touching the heart" with love, becoming a creator of an inclusive conscience.
C- Reflexive researcher	<p>It has the concern and curiosity to experiment theories and models of teaching and learning, regularly enriching their training. In this context, he assumes a motivated professional, having an attitude of openness to new educational practices, accepting differences and knowing how to deal with them. Curious because he tries to</p>

	<p>understand the educational phenomena, not discarding practices, presenting a constructive critical spirit. Learning because it tries to deepen its educational knowledge and practices, using various situations and self-learning environment (students, peers, MOOCs, postgraduate courses), being able to manage this same process in an autonomous way (Self-direct-learning), assuming therefore, a metacognitive thinking, i.e. reflective, able to think about what it has done and how it has done, introducing a thought about its own thinking.</p>
<p>D- Collaborator and cooperator with his peers and the educational community.</p>	<p>It presents a dialogical and cooperative attitude with its peers and the educational community. It is able to work with other education professionals, valuing the educational teams. It also shows itself to be an expert in the environment where it develops its educational practice. In this sense, he assumes inclusion as a teaching philosophy, not being afraid or afraid to assume his responsibilities.</p>
<p>E- Bearer of a holistic and multicultural vision, in which emotional intelligence is valued in the teaching and learning process</p>	<p>Teacher who builds learning opportunities for all. Has knowledge about general, universal and specific learning strategies. Cultural differences are tools for learning. Effectively manages inter and transdisciplinarity, having an acute sensitivity for intercultural understanding and respect for individual needs.</p> <p>It has a humanist framework. In his profile he is seen as: understanding, calm, sensitive and empathetic, patient, determined, consistent and useful. He has a spirit of openness and reflection. Responsible, dynamic and committed inquisitive and learning. Knows how human emotions work. He also shows good emotional stability. Encourages the search for the life path of each student.</p>
<p>F- Catalyst for human development.</p>	<p>It builds tools that enable the full development of the student. It shows the ability to integrate students because it considers diversity as an important part of education. In this context, it articulates and builds pedagogical tools in a contextualized way. It does not separate the areas of education because they have a holistic vision, from the emotional and social side. It uses practices that are essentially student-centred.</p>
<p>G- Effective communicator.</p>	<p>It can communicate in different ways by adapting skills to each case. He knows how to manage instruction time, being aware of the time he spends teaching certain contents. He is sensitive to foreign languages as well as to different customs and habits. It looks for other forms of communication by integrating them into its educational practice.</p>

This frame of reference can now serve as a support for new comparative studies, allowing an evolution of this construction of the 21st century teacher.

6. ACTIVITIES DEVELOPED



Several activities have been developed in this project, with the inclusive perspective as a guide, the right of access to a quality education for all children. These can be divided into five categories:

1. Activity of framing in the exploration of visual and plastic education;
2. Activities of a holistic nature.
3. Activities of exploration of music, dance and rhythms;
4. Activities of exploration in Museums.

The first activities explored drawing and painting, and fitted into typology I and II in which students explored different concepts, techniques and materials, broadening their knowledge. On the other hand, they were developed in small groups, allowing a cultural rapprochement of the different actors, increasing the pro-social relations of understanding and mutual respect.

The second activities were explored in two areas: icebreaking activities; the exploration of dance and music in large spaces (gymnasiums or outdoor spaces at the school) open spaces in different contexts from the school (city centre, gardens, streets).

The third activities focused their attention on strategies of large groups, exploring acoustic rhythms, allowing different mixes of actors, where the facilitator of inclusion is the exploration of rhythms, serving this communication as a universal language, having as reference videos for guidance.



VISUAL AND PLASTIC EDUCATION ACTIVITIES

ACTIVITY PLANNING

Title of the Unit: Geometric draw	Title of task: Elaboration of a giant geometric drawing on the ground, in the outer space of the school.	Date: 31 /01/2018	
Reference to the qualification: 5 th and 6 th level	Title of qualification: Cooperative and collaborative learning		
<p>Description of the Unit:</p> <p>The first part corresponds to the construction of student knowledge using a previous "task sheet" (Annex 1). In this instrument each student records: i) the problems that he discovered; ii) research and organization of information; (iii) proposals for solutions; iv) the final idea that was debated with the other final ideas of his colleagues; v) justification of the idea; vi) and the conceptual map of what he/she has learned. This construction is done using the work of small groups consisting of 4 or 5 students. Each group establishes well-defined roles for each of its elements. In this unit the following roles were defined: Thus, each group should choose a leader who has the responsibility to structure the work and guide the group towards the common goal that is the elaboration of a giant geometric design. In addition to the leader, each group must have a negotiator who is responsible for negotiating ideas, resources and other needs that your group has with other groups in the class; a facilitator, who has the responsibility to help colleagues who for any reason have difficulty; an organizer who has the responsibility to verify that the group has all the resources necessary to start the work and at the end of the class if the group is ready to leave the classroom; a timekeeper who has the responsibility to warn the group about the time remaining to complete a task.</p> <p>The second part consisted in the elaboration of a giant geometric drawing resorting to the final ideas of each group in the outer space of the school. In this context, each group produced bars of chalk of various colours that served as a scribing material. As instruments, each group was asked for a wooden batten with 1.5 m and a rope with 2m in length. The challenge was to design the final idea using these resources (Annex 2).</p>			
<p align="center">Knowledge</p>	<p align="center">Skills</p>	<p align="center">Competence</p>	
He/she is able to:	He/she is able to: - Ability to discover and identify good problems;	He/she is able to: - Leadership;	

<ul style="list-style-type: none"> - Identify problems with key issues; - Elaborate geometric constructions; - Develop proposals for solutions to problems; - Select the best idea; - Argue the reason for your choice; - Work for a common group idea. 	<ul style="list-style-type: none"> - Ability to investigate, select and organize the necessary information; - Ability to discover and represent solutions proposals combining fluency of ideas, thinking ability and continuity in the development of the best idea; - Ability to tolerate and resolve conflicts. 	<ul style="list-style-type: none"> - Empathy and respect for the other; - Cooperative learning: - Solving poorly structured problems; - Planning, - Decision-making - Self-regulation.
<p>Assessment of learning outcomes</p> <p>In order to evaluate this activity, the students were asked to complete the project form. In addition, it was also monitored its academic self-concept regarding the subject of visual education; the profile of the group leader; the environment of each group and the materialized learning supports: the emotional process; the metacognitive and creative process. These procedures and instruments aimed to collect data about the microsystemic system where the learning took place (classroom) and the Nano systemic system, corresponding to the constructions that each student made of this whole process. These data were presented through a power point found in materials shared by all partners.</p>		
<p>Additional information:</p> <p>The elaboration of the chalk bars had the support of the school, which acquired the necessary material (gypsum plaster) and the dyes (oxides and anilines of different colours). Each group was responsible for the remaining material. In the orientation given by the teacher, there were three important moments of instruction: the first at the beginning of the activity in which the teacher explained his goals; in the organization of the groups and distribution of the different responsibilities for each element and at the end in the context of the evaluation that was shared taking into account the perspective of the students and the teacher.</p>		
<p>Developed by: José Martins; Paulo Antunes; Manuela Bruzaca; Anabela Sousa.</p>		

Annex 1: Cooperative learning process



Subtitle: 1- organizing the classroom in small groups; 2 and 3- development of information research and proposals for solutions; 4- elaboration of the final idea; 5 and 6- geometric drawing with chalk on the school's outdoor space.

ACTIVITY PLANNING

Title of the Unit: Upcycling to build musical instruments	Title of task: Pupils build different musical instruments out of litter, rubbish and household items in order to give a short presentation as a "Litter orchestra"	Date: 18. April 2018	
Reference to the qualification:	Title of qualification: Cooperating without speaking the same language		
Description of the Unit: Phase 1: Students from the international classes (refugees as well as immigrants) got simple blueprints in order to build Instruments. By using different parts of litter and household items such as cans, rope, gardening hoses, rubberbands, nails, wood and other materials they built instruments. The Idea of this first part was to let them get experience, so they could teach the guest pupils in the following lesson. Phase 2: When the guest pupils arrived, they and the pupils from our international class had to build Instruments together. Focus was on reading simple blue prints and working together, without having a connecting language for explanations. So the focus in communication was on showing each other. Afterwards it was a task for the whole group to build an orchestra. The Pupils had to divide themselves in percussion, blowing instruments and others, so that a music teacher could conduct the whole group. Along with that ending of the unit, everybody could show his success by being part of a (very loud) orchestra, as well as feeling the achievement of the whole group.			

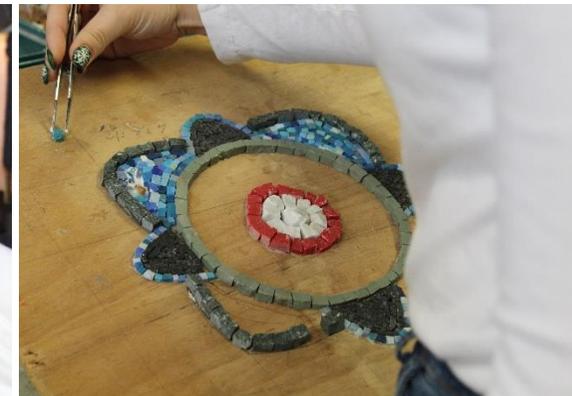
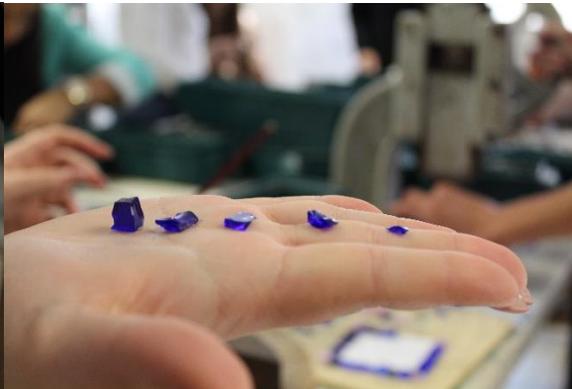
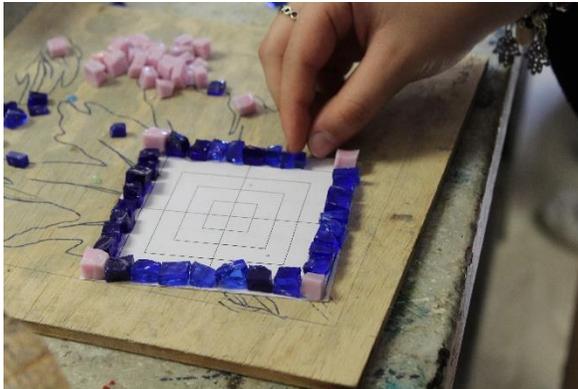
Knowledge	Skills	Competence
<p>He/she is able to: read a drawing as a blue print</p>	<p>He/she is able to: The social effects lay in helping each other (e.g. holding, screwing, advising), communicating new ideas, inventing own ways together.</p>	<p>He/she is able to: - show somebody else a craft-process - be part of a group in a performance (hearing the others, following a conductor)</p>
<p>Assessment of learning outcomes</p> <p>The students learnt, that there is always a way to use things, eventhough not in the way, they were invented: Even out of litter, there is some way to (re-)use it. So they should be more aware in belongings of environment an industrial production and caring for resources.</p> <p>Also the social learning was important, which was learnt by working together with total strangers and communicating in order to get a resultat.</p>		
<p>Additional information:</p> <p>This Unit could always change by the availability of rubbish. Also it is important to prepare for different ages of the pupils, according to the tools they have to use.</p>		
<p>Developed by:</p> <p>Albert Sonnabend</p>		



ACTIVITY PLANNING

Title of the Unit: mosaic creation	Title of task: creation of a small artistic mosaic, in the mosaic laboratory of the school.	Date: 21 /01/2020	
Reference to the qualification: 2 nd Cycle	Title of qualification: Cooperative and collaborative learning getting to know new culture artistic creation		
<p>Description of the Unit:</p> <p>The first part corresponds to the creation of a drawing , individual for each student or in group using creativity freely or making use of simple geometric pattern . After listening to a simple explanation by the lab teacher, each student i) decide the pattern or drawing to decorate comparing their opinions in small groups also supporting students for special needs (there 2 of these students involved in activities , the special needs teachers offer support ,too); ii) organization of information received about the new task; (iii) select colours and sizes of mosaic cells to apply on their working surface iv) make use of simple tools for their artistic creation (small hams to cut, glue) sharing them and giving some help to each other in case of difficulties; v) complete the mosaic about the new art that he/she has learned. This creation is done using the work of small groups consisting of 2-3 students producing different products or individually, supporting each other, comparing their efforts, in this new kind of artistic art, typical of Sicily. In this unit the following roles were defined: each group was supported by the lab technician who in turns, had the task to make sure all students worked safely . They were observed by their techers to guide the group towards the common objective that is the creation of a small mosaic . In addition to the technician and teachers all students must have a facilitator, who has the responsibility to help colleagues or students who for any reason have difficulty; a timekeeper who had the responsibility to warn the group about the time remaining to complete a task.</p> <p>The second part consisted in the production of each mosaic discussing their impressions comparing the result of each group in the lab. Each group created square tables of mosaic of various colours and patterns .</p>			
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">Competence</p>	
He/she is able to:	He/she is able to:	He/she is able to:	

<ul style="list-style-type: none"> - Elaborate geometric, abstract or real drawings; - Develop gradual phases to process an artistic idea; - Select the best idea; - Work for a common group idea. 	<ul style="list-style-type: none"> - Ability to discover new cultural artistic techniques - Ability to select and organize the new instructions and information received; - Ability to discover and represent creative proposals , thinking ability and continuity in the development of the idea selected; - Ability to work side by side respecting each other, waiting for each turns to use tools 	<ul style="list-style-type: none"> - Leadership; - Empathy and respect for the other; - Cooperative learning: - Planning, - Self-regulation.
<p>Assessment of learning outcomes</p> <p>In order to evaluate this activity, the students were asked to complete the project of their artistic work which was a challenging project considering they experienced the knowledge of a new artistic culture in which they tried to add their individuality and the result of their choice and inspiration . it was also observed their positive involvement in this completely new creative activity ; the profile of the student supporting the schoolfriend with special needs while working and the materialized learning supports: the emotional process; the metacognitive and creative process.</p>		
<p>Additional information:</p> <p>The elaboration of the mosaics had the support of the school, which acquired the necessary material (marble cells, glass cells, golden cells, enamel, glue , wooden and paper surfaces to prepare the mosaic) and the dyes. In the orientation given by the teacher, there were three important moments of instruction: the first at the beginning of the activity in which the technician explained theory; in the organization of the groups (students with special needs supported by schoolfrinds) and finally the creation of an artistic product as the result of small group working understanding multiculturality</p>		
<p>Developed by Simonetta Luppino (See photo on the following page)</p>		





Europe includes You

Project no: 2017-1-PT01-KA201-035788

HOLISTIC ACTIVITIES

ACTIVITY PLANNING

Title of the Unit: Flashmob	Title of task: planning and executing your own flash mob	Date: April 16 th, 19th 2018	
Reference to the qualification:	Title of qualification: Cooperative learning		
Description of the Unit: <p>The first part includes the knowledge of people about a flashmob. Students meet each other in a gym to organize a flashmob about the topic “ Europe includes you” and to create (draw) banners and posters with concise messages. In groups they discuss a topic, that has to be related to europe. At the beginning each student decides if he/she prefers to work in a performance or drawing group. The group appoints a leader and a topic. In a certain among of time the discuss and develop a product.</p> <p>The second part is an organized routine of a group of performers working together to surprise the general public for a temporary period of time with a spontaneous performance. Flash mob performances can include dances and songs. Before and during the performances there are also various encounters and contact with random spectators. Positive external effects, for example in the sense of a short conversation with outsiders about Europe, are therefore quite possible.</p>			
Knowledge	Skills	Competence	

<p>He/she is able to:</p> <ul style="list-style-type: none"> - Identify European items, symbols - Select the best ideas in a group - finding suitable locations for the performance - Develop a dance performance 	<p>He/she is able to:</p> <ul style="list-style-type: none"> - Ability to create their own flashmob dance and a current slogan - Ability to challenge every member to learn the dance and to meet at a specific day in the city centre 	<p>He/she is able to:</p> <ul style="list-style-type: none"> - Cooperative Learning - Organize a flashmob in a group
<p>Assessment of learning outcomes</p> <p>Particularly noteworthy is: This workshop promotes the development of creative and social skills. In addition, an artistic and therefore very entertaining examination of European ideas is encouraged. The experience of urban space as an extracurricular learning location / action space also had an motivating impact on many students.</p>		
<p>Additional information:</p> <ul style="list-style-type: none"> - Photos are attached 		
<p>Developed by:</p> <p><i>Martina Auler</i></p>		



ACTIVITY PLANNING

Title of the Unit: Emotions from the artwork	Title of task: Exploration of Painting: Gustav Klimt's Kiss	Date: 18 /01/2018	
Reference to the qualification:	Title of qualification: Discovery-based and cooperative learning		
<p>Description of the Unit:</p> <p>The aim of this activity develop affective concepts in human relationship través art, starting from the material of Gustav Klimt work - The Kiss</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Refine and sensitize students to the affections in human relationships; 2. Discuss and explore, through pictorial nature, the different points of view about kissing, developing the concept of interculturality; 3. Produce different works on the interpretation of the kiss 4. Present and disseminate the works produced by the educational community. 			
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">Competence</p>	
<ul style="list-style-type: none"> - Descobrir as diferenças de género na interpretação dos afetos; - Desenvolver processos de aceitação multicultural; - Aprimorar estratégias de interpretação da cultura visual - Compreender a importância 	<p>He/she is able to:</p> <ul style="list-style-type: none"> - Ability to discover and identify good problems; - Ability to investigate, select and organize the necessary information; - Ability to discover and represent solutions proposals combining fluency of ideas, thinking ability and continuity in the development of the best idea; - Ability to tolerate and resolve conflicts. 	<p>He/she is able to:</p> <ul style="list-style-type: none"> - Leadership; - Empathy and respect for the other; - Cooperative learning; - Solving poorly structured problems; - Planning, - Decision-making - Self-regulation. 	

da inclusão através do trabalho por objetivos comuns		
<p>Assessment of learning outcomes</p> <p>This activity allows us to share different views on human affections. Thus students are invited to find consensus on different points of view, stimulating the ability to negotiate, interpret and accept the other.</p>		
<p>Additional information:</p> <p>This activity is carried out in groups of 3 to 5 elements. Each group must elect a leader and a negotiator. The leader will have the role of setting good examples and showing the group the way. The negotiator will be responsible for exchanging information, materials or ideas with other groups</p>		
<p>Developed by: José Martins; Paulo Antunes; Antoaneta Luchian</p>		



Name and surname _____

Country _____

Task 1. What do you see?

Look at the picture on the screen and describe **what do you see**.

Name and surname _____

Country _____

Task 2. What do you see?

After completed the task of the today workshop look at the picture on the screen and describe **what do you see.**

ACTIVITIES OF EXPLORATION OF MUSIC, DANCE AND RHYTHMS

A1. Will Broadband: The National Anthems!

Aim: National Anthems analysis, historical facts – country group presentations

Materials required: phones/digital devices and internet connection, A.1.1 and A1.2 worksheets, flipchart, markers

Description:

Step 1: students organized in country groups (ex. Students from Turkey and 2 students from RO) will search for important facts about each partner country national anthem.

Student will use the A1.1 activity worksheet.

Step 2: each group will make a short presentation of each national anthems. The presentation will be preceding by the audition of the national anthem.

The audience (other participants) will complete A1.2 activity worksheet.

Step 3. Group debriefing: invite students to read and analyze the notes about each anthem. Read the following definition of the national anthem:

The national anthem (also **state anthem, national hymn, national song, etc.**) is generally a patriotic musical composition that speak about the history, traditions, and struggles of its people, recognized either by a nation's government as the official national song, or by convention through use by the people.

Conclusions: Draw a final conclusion for each national anthem and for the idea and necessity of having a song to represent each country

Inclusive tips:

In giving instruction use easy language tips (short phrases, easy/common words, pictograms)

A.1.1. Activity Worksheet

Task 1: Using internet tool (Google and Wikipedia research) find the following information about your National Anthem

1. Name of the song/melody

2. Authors:

music

lyrics

3. In which year this song/melody became your country National Anthem

4. Present 3 - 4 Trivia facts about you National Anthem

A.1.2. Activity Worksheet

Please fill the following information about the project partner's national anthems:

NAME/COUNTRY:	
The National Anthem from:	
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>

A3. Body Music

Aim: discover different rhythmic patterns through body percussion; learn through “listen” each other through specific music education techniques and tools (boomwhackers/pseudo-instruments)

Materials required: boomwhackers, laptop, video projector, internet connection, pseudo-instruments

Activity plan:

Step 1:

1. Warm up exercises/presenting the body percussion techniques: students dispose in a big circle will repeat different rhythmic patterns proposed by the teachers using clapping, tapping, stamping etc.
2. Invite a student to tap the syllables of their name using body percussion
3. Invite the whole group to tap and recite the name of the student and its rhythmic pattern
4. The whole class tap only the rhythmic pattern
5. Continue the exercises with other students' names.
6. Divide the students in small groups and invite them to create a body percussion exercises of aprox.16 beats, using the pattern of their names
7. Each small group will present and teach the other students, the group rhythmic pattern.

Step 2: Percussion karaoke (Trepak)

Step 3. Using the boomwhackers instruments work on homogenizing the group

Step 4. Group debriefing: invite students to express their feelings about the A.3. activities (write them down on post-its/flipchart)

Inclusive tips:

- Tapping a rhythm on the table, a knee, or a drum is a great tool for students who speak too fast or are difficult to understand.
- You can use to call by name, special needs students using the name signature discovered during the lesson (chanting both the student name and the rhythmic pattern. To increase attention, you can tap the rhythmic pattern on the table).
- In giving instruction use easy language tips (short phrases, easy/common words, pictograms)

Name/Country _____

A.3. Observation Activity Worksheet

Task 1: during the activities please observe and grade from 1 to 5 (1 the lowest score and 5 the biggest score) the following aspects:

The level of achievement of project objectives through this specific activities: inclusion in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: better communication skills in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing self-esteem	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing creativity	1	2	3	4	5
The level of achievement of project objectives through this specific activities: deliver a personal contribution to the group activity	1	2	3	4	5
The involvement of your students in the activities	1	2	3	4	5
The cohesion of the proposed activity plan	1	2	3	4	5

Task 2. List 3 strengths and 3 weaknesses for each of activity/sub-activity you observed.

A4. Listen not hearing

Aim: representation with body movement through the Dalcroze method: by the sentences music to the choreographic phrases.

Materials required: laptop, video projector, internet connection, pseudo-instruments, balloons, scarfs, pseudo instruments.

Activity plan:

Step 1:

1. Body movement warm ups: use the Phantom Melody – A. Ketelbey and warm up your upper body (neck/shoulders/poigne).

Step 2:

1. Follow the leader – warming exercises: walk in circle/ walk in circle and stomp/ walk in circle, stomp and clap; repeat 8 to 8 beats and change direction (2/3 series)

2. Attention seekers - working in groups students will do the following: stomp walk to the command hip/ stomp and clap to the command hop/ stop for 8 beats and turn around

3. Listen and DO:

Jumping game – jump on the fourth note

Twice as slow twice as fast – 2 min,

Stop/ Start/ Clap - 1– 2 min

Cocktail Piano - 5 min,

Skipping game – listen to this motifs: switch the direction of the dance/ stop and wiggle your body

Flick and glide – 3 min

4. MusicFun – Bim Bam son/ Bum Snap Clap/Sally Goes Rouns/ Beans Music/Paper Music

Step 3. Group debriefing: invite students to express their feelings about the A.4. activities (write them down on post-its/flipchart)

Inclusive tips:

In giving instruction use easy language tips (short phrases, easy/common words, pictograms)

Name/Country _____

A.4. Observation Activity Worksheet

Task 1: during the activities please observe and grade from 1 to 5 (1 the lowest score and 5 the biggest score) the following aspects:

The level of achievement of project objectives through this specific activities: inclusion in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: better communication skills in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing self-esteem	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing creativity	1	2	3	4	5
The level of achievement of project objectives through this specific activities: deliver a personal contribution to the group activity	1	2	3	4	5
The involvement of your students in the activities	1	2	3	4	5
The cohesion of the proposed activity plan	1	2	3	4	5

Task 2. List 3 strengths and 3 weaknesses for each of activity/sub-activity you observed.

A6. Images and rhythmic for inclusion

Aim: reproduce rhythmic patterns using unconventional instruments (sticks/buckets)

Materials required: pseudo-instruments (sticks/buckets)

Step 1: all of the students (from Romania and foreign countries) will take part in a group activity. They will learn basic rhythmic patterns using pairs of sticks, resulting a percussion group moment.

Step 2: the students organized in small groups (6-8 people) will prepare their own moment, using what they learned in the first part of the activity.

Step 3: the groups are going to present their moment in front of the audience.

Step 4. Group debriefing: invite students to express their feelings about the A.6. activities (write them down on post-its/flipchart)

N.B. Teachers will complete A.6 observation worksheet

Inclusive tips:

- In giving instruction use easy language tips (short phrases, easy/common words, pictograms)

Name/Country _____

A.6. Observation Activity Worksheet

Task 1: during the activities please observe and grade from 1 to 5 (1 the lowest score and 5 the biggest score) the following aspects:

The level of achievement of project objectives through this specific activities: inclusion in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: better communication skills in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing self-esteem	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing creativity	1	2	3	4	5
The level of achievement of project objectives through this specific activities: deliver a personal contribution to the group activity	1	2	3	4	5
The involvement of your students in the activities	1	2	3	4	5
The cohesion of the proposed activity plan	1	2	3	4	5

Task 2. List 3 strengths and 3 weaknesses for each of activity/sub-activity you observed

A8. The Power of Music

Aim: developing ways off communication through artistic expression using movement, body percussion, rhythm and dance

Materials required: boomwkachers, laptop, video projector, internet connection, pseudo-instruments

Activity plan:

Students organized in international groups will create an artistic moment using music (body-percussion, rhythmic patterns) and choreography on a specific theme (Moods).

Students will follow the guidelines provided by the teachers at the beginning of the week.

Inclusive tips:

- Always observe the students and encourage them to get involved in the artistic process
- In giving instruction using easy language tips (short phrases, easy/common words, pictograms)

The power of Music. Let's start the show! Guidelines!

Let's start the Show is a competition in which international teams of students (will assemble a short artistic moment using the experiences you will have/had during this week (things you learned/experience/like during this week workshops).

The competition has three phases:

Each team will have approx. 6 hours and the necessary logistic (pseudo-instruments internet access) to put together an artistic moment that includes music and dance. Each moment must incorporate

1. **Presentation of the results** – day 5 (afternoon).

Each team will have 5-10 min to present the result of their week work.

The evaluation of the winning product will take in consideration the following criteria:

- Team work– 5 points
- Creativity – 5 points
- Cohesion of the presentation/time management – 5 points

Note: All team members must participate to the final presentation

Name/Country _____

A.8. Observation Activity Worksheet

Task 1: during the activities please observe and grade from 1 to 5 (1 the lowest score and 5 the biggest score) the following aspects:

The level of achievement of project objectives through this specific activities: inclusion in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: better communication skills in an international group	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing self-esteem	1	2	3	4	5
The level of achievement of project objectives through this specific activities: increasing creativity	1	2	3	4	5
The level of achievement of project objectives through this specific activities: deliver a personal contribution to the group activity	1	2	3	4	5
The involvement of your students in the activities	1	2	3	4	5
The cohesion of the proposed activity plan	1	2	3	4	5

Task 2. List 3 strengths and 3 weaknesses for each of activity/sub-activity you observed

ACTIVITIES DEVELOPED IN MUSEUMS

A1. Will Broadband: the National Anthems!

A.1.1. Activity Worksheet

Task 1: Using internet tool (Google and Wikipedia research) find the following information about your National Anthem

1. Name of the song/melody

2. Authors:

music _____

lyrics _____

3. In which year this song/melody became your country National Anthem

4. Present 3 - 4 Trivia facts about you National Anthem

A1. Will Broadband: The National Anthems!

A.1.2. Activity Worksheet

Please fill the following information about the project partner's national anthems:

NAME/COUNTRY:	
The National Anthem from:	
	After listening to the anthem, choose 3 words to describe it:
	Name of the song:
	Year of becoming the National Anthem of this country:
	Trivia facts:

	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>

	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>
	<p>After listening to the anthem, choose 3 words to describe it:</p> <p>Name of the song:</p> <p>Year of becoming the National Anthem of this country:</p> <p>Trivia facts:</p>

7. FINAL CONSIDERATIONS

We have come to the point of making some final considerations about the project developed. First of all, there was a feeling of belonging to it by all the participants. The fact that this feeling existed does not mean that everything was easy. There were moments of great tension, discussion and conflict, but it was these moments that led us to change and to develop, reaching this point, with a concrete orientation on the theme of inclusion in the context of minorities, migrants and refugees.

The experience of exchanging ideas and practices has made easier to raise awareness, besides teachers and students, of the importance of the dissemination and application of the concept of inclusion in the educational community of the countries where this intervention was made.

However, we also got the feeling that this project showed only the tip of the iceberg to the extent that the nature of the theme projects limit situations on the human condition, often invisible, that are not part of the safeguarding objectives of the countries involved and are easily neglected.

In this way, we can weave some aspects that we consider important in the construction of this script:

1. The need for a debate on the concept of inclusion, as it can take on different meanings according to cultural contexts, giving rise to different interpretations, avoiding misunderstandings of communication;
2. The existence of a reality associated with migrants, refugees and minorities in schools, which needs a concrete intervention in educational practices and a wider awareness of this problem;
3. The importance of the arts as a privileged means of developing inclusion activities, because they allow different contexts of communication and expression, constituting a universal form of human understanding;
4. The existence of a deficit in initial and in-service teacher training on understanding and implementing inclusive educational practices;

5. The logistical barriers to the implementation of these practices, where human and material resources are also included;
6. Educational policies at European level clash with the actions of the countries involved, with different levels of evolution in the inclusive context.

This universe of situations alerts us to the work that still remains to be done in the context of inclusive education, requiring further investment both in training and in emerging educational resources and policies, necessary contributions to building a better world.

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ANNEXES

ANNEX 1 – THE CONCEPT OF INCLUSION SEEN BY THE DIFFERENT PARTNERS

The Concept of Inclusion		
Germany	Turkey	Republic of Macedonia
<p>Inclusion seeks to build a society that enables everyone to participate in political, social, economic and cultural life and that offers equal opportunities in education and working life. Inclusion is defined as the integration of children with disabilities as well as the integration of people with different cultural backgrounds. However, the German school system has still segregated certain children using schools for children with special needs. But many pupils now visit regular schools more extensively. At local level, pupils with learning difficulties or disabilities can, at the request of their parents, also visit a special school.</p>	<p>Inclusion is a way of thinking and acting that allows each individual to feel accepted, valued and secure. Inclusion is a way of reducing exclusion, discrimination, barriers to learning and participation. Inclusion should be seen as a universal human right. The goal of inclusion is to include all people, regardless of race, gender, disability, medical or other needs. In this context, it is about giving equal access and opportunities and eliminating discrimination. Inclusive design means creating places that everyone can use. Inclusive education is about how we develop and design our schools, classrooms, programmes and activities so that all students learn and participate together.</p>	<p>The inclusion does not only concern students with special needs. It is an attitude and approach that embraces diversity and differences in the student and promotes equal opportunities for all students (individual needs)</p>
Portugal	Romania	Italy
<p>Inclusion corresponds to a broad process of acceptance of the other. Therefore, it covers not only their integration, but also the participation of each other, always taking into account their needs, limitations, but also their aptitudes and strengths. Inclusion implies a negotiating attitude between those who want to be included and the</p>	<p>Inclusion in education concentrates teaching efforts on supportive and quality learning environments, welcoming and caring for schools and classrooms, and preventing discrimination. It meets students' needs in a holistic way - their emotional, physical, cognitive and social needs - and recognises their individual talents and voices.</p>	<p>Inclusion is a global construct of interest not only for education, but for all areas of society. It requires a pedagogical, social and political attitude of openness and respect for individuals and for different cultures and differences. In education it is seen as a universal right that enables every person to have</p>

<p>entity/organisation/subject that will include them, requiring constant feedback in this communication process, with the participation of different mediators. From all areas of knowledge and those related to the arts in a broad sense, they constitute reference opportunities for its implementation.</p>	<p>Recognising the centrality of a relational school climate, based on student-centred, welcoming and caring learning environments as part of inclusive education.</p> <p>Inclusive systems within and around schools focus on the differentiated needs of marginalized and vulnerable groups, including those of early school leavers and alienation from society.</p>	<p>access to quality education. In this context, art is seen as the driving force behind this process.</p>
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ANNEX 2 – DIMENSIONS UNDERLYING THE INCLUSION

<p><i>What dimensions are behind it?</i></p> <p>Further information can be found in the answers to this question:</p> <p>In the Romanian context according to Downes, Nairs-Wirth & Rusinaite (2017) we have:</p> <ol style="list-style-type: none"> 1. Equality and non-discrimination, which recognises that different groups may need additional support in a respectful and prejudice-free environment; 2. The need for a holistic approach that recognizes the social, emotional, and physical needs of students and not just the cognitive, academic needs; 3. Multidisciplinarity as a principle that recognizes the need for a multifaceted response for marginalized students with complex needs; marginalized groups include people experiencing poverty and social exclusion, people at risk of early school leaving, people facing bullying, mental health difficulties and/or special educational needs, as well as some groups of migrants and ethnic minorities; <p>In the Portuguese and Italian context the dimensions that accommodate inclusion are quite complex. Its organisation will be systemic and, in this sense, dependent on a set of interrelated variables. We can say that they assume an ecological model that embraces the technological, social, psychological, neuropsychological and also pedagogical dimension.</p> <p>From the Turkish perspective, best practice in schools cannot be achieved without continuous dialogue and the full support of the whole community, including pupils, parents, teachers, businesses, government and other organisations. Effective inclusive education models not only benefit students with disabilities, but also create an environment in which all students, including those without disabilities, have the opportunity to flourish.</p>

Inclusive educational practices should develop the school's capacity to educate all students effectively. One of the most important principles of inclusive education is that no two students are the same.

Teachers in inclusive schools should therefore consider a wide range of learning modalities (visual, auditive, kinesthetic, etc.) when planning their teaching. This would certainly improve the way in which educators provide support and accommodation for students with disabilities, but it would also diversify the educational experience of all students.

For the Republic of Macedonia, the following is related: different levels of inclusion; different types of social communities within and outside school, from which a child may be included or excluded; the classroom itself may be one such type of social community, but equally important is the participation in the self-organised community of children in school playgrounds, bilateral relations with other children and/or teachers.

In the German context, there is no dimension of society which is not taken into account by inclusion. Inclusion is an emerging and universal topic.

ANNEX 3 – BARRIERS AND LIMITS TO INCLUSION

What are its barriers and limits?

In the Romanian context the following barriers and boundaries have been identified: an inconsistent national policy for inclusions; the confusing legal framework, which should make it operational; its application in the different legal aspects; the lack of communication between the actors responsible for implementing national inclusion policies (national and regional bodies and local offices); the lack of development of teachers' skills in vocational guidance to work with marginalised groups and those with special educational needs; national surveys in this area which indicate that many teachers do not yet have sufficient professional competence in this area and that initial professional development and training also does not provide them with the knowledge, nor does it cover appropriate practices and models of sustained school development; the lack of methodological tools and specialised staff to identify individual problems of pupils in this area (there is a mentor for 800 pupils).

In the Portuguese context the limits and barriers are many and of great variety. We start from the architectural issues of physical accessibility, up to the classroom space, because we are talking about the educational context. We also emphasize the training of teachers, the quality of the didactic material produced, the usefulness and functionality of the legislation that supports the applicability of inclusion, social prejudices and in particular those related to the educational community, the resources and support provided, for students and families. Important guidelines already exist and a path has been mapped out, but they must be improved on all sides.

In the Italian context, the barriers begin in the legal support that makes inclusion operational, which has been compounded by the mass arrival of refugees and migrants. Schools have been trying to adapt to this new reality, requiring training for teachers, material and didactic resources, as well as greater openness and awareness for the understanding and implementation of this concept.

In the Turkish context, three relevant aspects have been pointed out:

The role of legislators in education policies who do not understand or accept the concept of inclusive education; these barriers may be related to ethnicity, gender, social status, poverty, disability among others; in some contexts, certain ethnic minorities face discrimination in the classroom, while in other contexts, the poverty of the family itself may make it difficult to keep children in school.

In the context of the Republic of Macedonia it has identified as the main barriers and limits to the development of inclusion: the lack of additional specialists and staff to meet students' needs; the lack of equipped and standardised classrooms and educational material (each teacher should prepare his own individual lesson plan according to his teaching practice); negative attitudes and stereotypes, caused by a lack of knowledge and understanding by teachers and educators. Added to this is the lack of communication between administrators,

teachers, specialists, staff, parents and pupils; the disapproval of parents and pupils who often do not accept being included.

In the German context, at the national level, educational legislation and the administration of the educational system emerge as the main barrier to the implementation of inclusion. This can lead to very different implementations of inclusion and there is no guideline for this process. At the local level, language barriers, material, human resources that are temporary and limited have been pointed out. For many people, the idea of students with and without disabilities learning together is still not consensual. In our school since 2005 it has been compulsory for special education teachers to support normal teachers, but they are increasingly less so due to financial limits.

ANNEX 4 – IMPLEMENTATION OF INCLUSION

To whom does it apply?

In the Romanian context the concept of inclusion should be applied to pupils with complex needs such as: those in a situation of poverty and social exclusion, those at risk of dropping out of school early, those experiencing bullying, mental health difficulties and/or special educational needs, migrants and ethnic minorities. At the national level it is implemented by the government through strategic and intersectoral initiatives. At the school level it is implemented by the school and/or local authorities, in line with the national strategic initiative

In the Portuguese and Italian context, the concept of inclusion has been interpreted as a question of justice, which allows for the creation of opportunities for all in an equitable manner and should be applied not only in institutions, organisations and educational institutions, but throughout national and global society.

In the Turkish context, inclusion does not only concern students with special needs. It is an attitude and approach that covers and promotes equal opportunities for all students. Therefore, inclusive education is not only for some children. Being included is not something for which a child should be ready. All children are always ready to attend regular schools and classrooms. Inclusive education is a creative way of thinking, turning schools into places where all children can participate. The value of inclusive education reflects the expectation that we want all our children to be appreciated and accepted throughout their lives.

In the context of the Republic of Macedonia its application should be made for all pupils who have some kind of individual need (not only for those with special needs and disabilities) should be applied: in the classroom (teaching classes); in kindergarten; in secondary school youth organisation and other types of student organisations; in school sports events and study visits.

In the German context, its application must provide that the human being has a right to education. This means a quality basic education, with more and more voluntary behaviour being sought. However, teachers should educate by taking responsibility for the pupils, although they may not understand it in its entirety.

ANNEX 5 – INCLUSIVE PRACTICES

What practices are used in inclusion?

Individual and group counselling (bullying, emotional and social problems) as well as individual support for SEN students (who need special support) are used in the Romanian context.

In the Portuguese and Italian context the inclusive practice frames different factors of which we highlight:

- Specialist support from special education teachers;
- The differentiation of support measures: universal, selective and additional;
- The constitution of multidisciplinary teams at school;
- The placement of students in regular education classes whenever possible;
- The adoption of technological resources and materials to support inclusion.

In the Turkish context, best practices are achieved through continuous dialogue and the full support of the whole community, including pupils, parents, teachers, businesses, government in different departments and other organisations. In this way, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which all students, including non-disabled ones, have the opportunity to flourish. Inclusive educational practices should develop the school's capacity to educate all students effectively.

One of the most important principles of inclusive education is that no two pupils are alike.

In the context of the Republic of Macedonia, demand is being made:

- To establish a supportive climate in the classroom;
- Provide support from friends and colleagues;
- Providing predominantly positive feedback;
- Creating an individual lesson plan for the student (teachers);
- Providing differentiation of educational objectives;
- Pointing out the strengths of the students, not their disabilities.

In the German context and starting from the reality of the "Elisabeth-Selbert-Gesamtschule" students with some kind of disability are included, together with their colleagues without disabilities whenever possible. Some of the students therefore have an adult tutor ("Schulbegleiter", an auxiliary paid for by the district council) who accompanies them throughout the day. We also have two projects of our own, "Project 18" and "Project 27", especially for students with disabilities. In our school we have nine special education teachers. In addition, we have four special education programmes. Our IFKs (international classes) are only for refugees and children who do not speak German.

ANNEX 6 – POLICIES THAT IMPLEMENT THE INCLUSION

What policies support and simplify it?

In the Romanian context, courses for teachers organised by local authorities emerge in educational policies (general information on national strategies, rapid presentation of different methodologies for implementing different national strategies, some methods and tools to address aspects of inclusion), professional support from the school counsellor (if the school has a 1/800 ratio). E.g. a rural school with 100 pupils does not have a school counsellor). So we can talk about a local / regional / national scale. The responsibility for solving the problems of inclusion is assumed by teachers and parents. The most important barriers are the weak initial and continuing professional training of teachers, the lack of financial resources.

In the Portuguese political context there is a commitment by the government to this teaching philosophy, leading to the creation of a useful and applicable legal framework in this area. To this end, all those involved in this process have been heard. In this way, teacher training organisations and all those involved in this field expand and disseminate knowledge about inclusive educational practices not only in the basic training of future teachers and educators, but also in their continuing training by updating these practices. However, educational organizations are not yet equipped with the necessary materials and human resources to implement them.

The Italian context is very similar to the Portuguese one, and there is a commitment to proximity with local chambers and schools. However, there is still a lack of educational programmes that focus on this theme, especially on the continuous and general training of teachers.

In the Turkish context compared to most other Western countries, it has a very young population. Almost 30% of the population are children. The Turkish government has several agencies responsible for educational research, special education and inclusion. The basic principles of special education and inclusion in line with the general objectives and basic principles of Turkish National Education are;

- All Individuals with Special Educational Needs (SEN) benefit from special education services according to their needs, interests, capacities and competences;
- The planning and implementation of special education services for individuals with SEN, is elaborated as much as possible, without changing their social and physical environment;
- Preference is given to the education of individuals with SEN together with their peers,
- Collaboration with organizations and institutions that provide rehabilitation services to individuals with SEN, to maintain their education at all levels and in all types;

The Ministry of Education cooperates and collaborates with associated organizations and institutions to identify and detect individuals with SEN and to carry out the education provided to these individuals.

For example, with a Ministry of Health programme mothers are monitored from the time of pregnancy and this monitoring is continued after the birth of the baby until the age of 6. If any problems are detected in the child,

the necessary care is taken and the child is referred to the agreed institutions, such as hospitals, guidance and research centres.

Some universities have departments for the teaching of different types of special needs; namely visual impairment, hearing impairment, overdevelopment, mental impairment and a general teacher training department for special education.

Regarding teacher training and education. In infant and primary education, teacher training departments have a course on special needs as a compulsory course, while secondary education departments offer the course simply as an option.

In the context of the education of Syrian refugee children, there are about 1.5 million Syrian refugee children of school age living in Turkey, Jordan and Lebanon, but approximately half of them do not have access to formal education. Turkey has taken generous measures to increase enrolment, such as the provision of free public education and the opening of "second shifts" in the afternoon in schools to accommodate more children. But there are barriers such as child labour, enrolment requirements, language difficulties and lack of transport that keep the many children out of the classroom.

In this environment, disabled children and school-age children are at greater risk. Human Rights Watch is working to ensure that all these children can realize their right to education.

No contexto da republica da macedónia, a maioria dos recursos está disponível em inglês devido a poucos seminários de formação educacional para professores incluindo apenas, abordagens teóricas.

In the German educational context, we understand our entire educational attempt to support children to become an active and responsible member of our society, who behave appropriately and succeed in life and professionally. Teaching is always an attempt in both directions: by offering knowledge, skills and education, we hope to activate an attitude of interest to young people. However, there is no universal recipe, because the interest is individual.

We believe that the right to education is universal. The human being has that right. This means a basic education, everything that goes beyond this level of education corresponds to voluntary behaviour. However, teachers must educate themselves by taking responsibility for their students, although they often do not understand this attitude and responsibilities inherent in this action.

Within the actions that support this education we have: project weeks, mediation, peer education, real life classes, school trips, a study trip programme (i.e. senior classes: Weimar), work experience in the 8th, 9th and 11th grades, boys' and girls' day, work activities with parents, parents' intercultural cafe, workshop on dyslexia for parents and tutoring classes.