



Cofinanciado por el
programa Erasmus+
de la Unión Europea



Co-funded by the
Erasmus+ Programme
of the European Union

ERASMUS + ACCIÓN CLAVE KA229 2018-2020

INCLUATION: from ex - to INCLusive educATIION



SUMMARY OF THE PROJECT:

Out of a common need, secondary schools from Veurne (Belgium), Lagos (Portugal), Maroussi, Athens (Greece), and Villaluenga de la Sagra, Toledo (Spain) wanted to improve social inclusion in their schools. All these schools have a number of pupils for whom it is very difficult to get integrated into the regular education system. Students with social/economic problems, with a different cultural, religious, or language background, or with learning disorders.

During the project working methods and activities in which all students, also from our target group, participated, were discussed, developed, implemented, and shared. We got rid of prejudices, discrimination and intolerance. As such, we created better inclusive schools, i.e. schools where all pupils are welcome and where initiatives are taken to adapt learning methods to every student, also the ones from our target groups. In other words, schools that focus on inclusive education or which offer our newly created Word “inclusion.” With our project, we enabled success for all students.

The teachers and staff adopted an inclusive attitude while preparing, educating and evaluating.

During the project, there was extensive cooperation with external stakeholders, such as special schools for pupils with learning disorders and/or psychological problems,

welfare organisations, schools for pupils with a different mother-tongue, factories for people with fewer opportunities etc. Besides learning from their experience, we established a closer relationship between our schools and these organisations.

Last but not least, we made our parents and the local community aware of the fact that “inclusion” is not just a choice, but should be inherent to all forms of education.

We also crushed the taboo as much as possible which is linked to these types of problems and/or disorders.

The participants in the project were pupils from the four schools between 13 to 16 years old, with or without a problem or disorder. They were monitored by a team of enthusiastic teachers and staff in each school. To achieve our objectives, we organised four learning, teaching, training meetings, one in each school. These meetings were prepared by the students and a small number from each school (7; 2 from our target pupils) were able to participate in a meeting abroad. These meetings were carefully prepared by means of presentations and extensive correspondence via eTwinning between the hosting partner and his/her guest. Unluckily, due to the worldwide Corona-crisis, the fourth meeting in Spain could not take place.

In these meetings we organised different activities during which special attention was drawn to inclusion. In Belgium, these were: a hackathon, a multicultural buffet, a refugee walk in Brussels and visits to welfare organisations and a factory for people with fewer opportunities. In Portugal, there were special workshops, visits to special needs institutions and an adapted way of exploring the historical city centre. In Greece the focus was on connection and inclusion activities and drama. In Spain, there would have been a photo contest and a “socioinclusive” Gymkhana, an escape room and an adapted visit to Toledo. During the implementation of these activities not only the international guests were involved, but also an extensive number of students of the hosting school.

There was also a joint staff training event in Portugal during which each partner school presented its view on dealing with special needs students and learning disorders, experiences and good practices were exchanged and common outlines to deal with these students were discussed and developed. Furthermore, there was a job shadowing experience and several workshops and visits to special needs institutions. Last but not least, the teachers attended a national conference on inclusion in education, on which also the Secretary of Education was present. There they presented their educational system and the efforts that are done what inclusion is concerned.

TEAM: PARTNER COUNTRIES / SCHOOLS

<https://www.thinglink.com/card/1109428229690621954#>

Our students had the opportunity to travel to three different countries in order to work on the aim of the project and create **New International Friendship Bonds**.

FIRST DESTINATION: VEURNE (BELGIUM)

- **Sunday 18 November 2018**

Day of arrival

- **Monday 19 November**

In the morning all participants gathered in the school’s gathering room. First the headmistress welcomed everyone and then all pupils from the four delegations did their utmost to present their school and region. After that we all went to the gym

room to do some icebreaking activities. The pupils had a great time with original games the gymteacher had prepared for them and more important they learned to know each other better.

After the morning break there was a fashion workshop. All students made one or more rings for our inclusion ring. During this activity the foreign students got assistance from pupils from the fashion department. The activity was concluded by a demonstration of the ring on the playground where other pupils had painted small figures which refer to our INCLUation logo.

All students had lunch together and after lunch they had to fill out a kahoot with as topic: social inclusion. Then they did a walking quiz in Veurne to learn to know the town. During this walk they visited the Netzak: a social welfare organisation and had a conversation with an asylum seeker from the Lebanon.

- **Tuesday 20 November**

On Tuesday we started with a two-day hackathon. Tuesday morning students in groups of 6 with a teacher as coach did a brainstorming: How to make an appropriate stand for a multicultural foodtruck festival. To the foodtruck festival about 100 people (students, parents, staff and some external people like the Mayor of Veurne and a responsible person from the Flemish National Agency) were invited. After the brainstorming they had to work out their idea with help of experts (teachers from our care department): create a company name, logo, slogan a multicultural dish and a video.

In the afternoon the logo was sprayed on t-shirts and all ideas were worked out in detail. What ingredients, quantity, price, where to buy etc. Also all details for the company videos were agreed upon.

- **Wednesday 21 November**

In the morning students recorded the videos and made up a shopping list. Each group also had to sign a contract before receiving the budget of € 150 per group.

After the pause students went tot he supermarket and/or local market to buy all ingredients. They had to ask for all receipts because they needed to give a detailed report (Exell file) of all expenses.

After lunch they finished the videos and some students started preparing the stand, others prepared their multicultural dish in the Annuntiata kitchens with help of Belgian students from the 7 th form vocational studies Care and some teachers from the same department.

In the evening The Foodtruck festival was presented. First the principal and the Mayor of Veurne held a speech, then the videos of all companies were projected on the screen and last but not least all people present could enjoy 7 different well prepared multicultural dishes. After the festival all students helped to clean the gathering room and all kitchens and kitchen equipment.

- **Thursday 22 November**

We met very early in the morning (7.30 am) to take the train to Brussels. In Brussels we first went to the Parlamentarium. There students learned more about Europe, its history and its institutions. After lunch three groups were formed. Each group did a guided walk of hope. One group started at the station North to do the walk "In the

traces of an asylum seeker”, another group started at Central station to do the walk “The seven works of mercy” and a last group also started at Central station to do the walk “The real Marollen”. All students were very much impressed by this non-touristic view on the Capital of Europe.

We finished our visit to Brusses with a typical touristic walk along the Great Market Square, Manneken Pis, The Royal Galleries etc.

The trip back to Veurne turned out to be very difficult as a lot of trains were cancelled because of a car accident. We eventually ended up in Bruges station where parents collected all of us.

- **Friday 23 November**

Again we met early in the morning at Veurne station. We took the train to Lichtervelde. There we visited a big company OptimaT where specific target people (people with special needs, ass, down syndrome etc) work. We first got a very interesting PoperPoint presentation about the company. Especially their outsourcing activities were explained in detail. After that we had a one hour guided walk through all the divisions of the factory. The students were astonished to see what work is done there by specific target group people.

Before lunch we took the train to Bruges. There the students were free to spend an afternoon together. In groups they went shopping, visited some touristic sights etc.

In the evening there was a farewell party for all students, guest-families and staff. Everybody was offered the typical Belgian fries and guest-families prepared some nice desserts. The students danced, sang and had a lot of fun.

- **Saturday 24 November**

Day of departure.

SECOND DESTINATION: ATHENS (GREECE)

You can see the presentation POWER POINT in our web.

THIRD DESTINATION: LAGOS (PORTUGAL)

- **Sunday, 5 May**

Arrival day

- **Monday, 6 May**

(C2/C3) Morning: partners’ presentation (teams, school, region). Ice Breaking activities joining all team members (planned by host school physical education teachers).

(C2) Afternoon: Tiles’ workshop. celebrating “Portuguese Tiles National Day”, students have attended a workshop where, after listening to a short presentation about tiles’ characteristics and way of being produced, have painted their own tile. Next to that, students have also passed by a “senses” exhibition, where they could identify different

sounds, typically from the host town Lagos. All activities were supported by Portuguese students and teachers from different classes/levels of studies.

At the end of these activities, coordinators had a first meeting to discuss project budget, communication, students exchange timetable (meeting in Greece, November 2019), planned activities, evaluation and eTwinning.

(C3) Teachers attending the training program have visited the elementary school Sophia de Mello Breyner Andresen where they could experience activities by special education teachers. They could also get into contact directly with special needs students that were attending the support classes....

- **Tuesday, 7 May**

Due to the fact of being 40 students involved in the students' exchange, it was needed to create two groups.

Morning

Group A (Hackathon): students in mixed groups of 5 participated in an APP workshop. At the end of the activity, they had to present a logo and a short promotional video of an APP that could be created, related to the theme: "Inclusion". Stages of the activity: brainstorming (discuss and write possible ideas); group discussion (select the most reasonable and practical idea); group work (create a logo and a short promotional video or Ppt in order to present the international teamwork result).

Group B (Sports activity): a well-known activity to integrate students in Gil Eanes and supported by the surf club from the Consortium Gil Eanes. Our students (20) had the opportunity to have a first approach to this activity: techniques and security issues were demonstrated and tried out.

(C3) Teachers attending the training program have visited the Secondary school Gil Eanes where they could experience in context the activities planned by special education teachers. There was also the opportunity to get into contact directly with special needs students that were attending the support classes. Teachers were shown the functioning of the Learning Support Center, with diversified materials, namely: material for the reeducation of dyslexia; books for the anticipation and reinforcement of the learning, ex: The Lusíadas in prosa of João de Barros or in Comic Strip; they met two students with different problems, one with asperger's syndrome and one student with cognitive deficit. They saw the work developed by this student: the creation of a cookbook (not yet finished); they were shown the documents Individual Educational Program; Technical-Pedagogical Report and Individual Transition Plan. They visited two classrooms: Geography, where a student with asperger syndrome participated and Natural Sciences, where two dyslectic students (one light and the other more serious) attended the lesson. The teachers in training interacted with the two special needs teachers.

Teachers in training had the opportunity to learn how the special education teacher works with the special needs students, before and after the regular classes. They saw also how these students attend regular classes and what kind of work the regular teachers do with them. There was also time to see some specific materials to work with children with emotional issues and dyslexia.

At the end of the morning, coordinators had a second meeting, in order to discuss Mobility tool (different fields to complete, missing information...)

In the afternoon all teachers and students visited to two special needs institutions (NECI and URP) where teachers and students, "in loco", were able to contact with different types of disabled people, from different ages, and, at the same time, could

follow the work (and the importance) that these type of institution has at a local and regional level.

This visit was important to note that some of Gil Eanes' students are referred to the URP as a way of transition to an active life. One of their students is taking the computer operator course and another one is doing the graphic design course. We could see examples of the work they are doing in this rehabilitation unit.

- **Wednesday, 8 May**

Morning / afternoon: study visit to Sagres (Fortress) and Silves (Museum and Castle): students had the opportunity to learn some aspects from historical background of Portugal, in particular, the Algarve region: the Portuguese navigators that have started their first navigations to Africa, departing from Lagos and Sagres. And Silves is especially important for the influence from Muslim culture in this region for long centuries and, at the same time, to confirm a good integration between muslim and christian cultures until present days.

- **Thursday, 9 May**

Due to the fact of being 40 students involved in the students' exchange, it was needed to create two groups.

Morning

Group B (Hackathon): students in mixed groups of 5 participated in an APP workshop. At the end of the activity, they had to present a logo and a short promotional video of an APP that could be created, related to the theme: "Inclusion". Stages of the activity: brainstorming (discuss and write possible ideas); group discussion (select the most reasonable and practical idea); group work (create a logo and a short promotional video or Ppt in order to present the international teamwork result).

Group A (Sports activity): another well-known activity in Gil Eanes students had a chance to do a canoeing activity along the shore, from Praia da Batata until Ponta da Piedade, For the majority, it was the first time they've tried this activity, its techniques, security issues, integration of all kinds of students. It was an interesting activity since students had to cooperate in pairs and work as a group to be able to cross the waves and withstand the currents.

(C3) Teachers attending the training program have visited the Middle school Escola Básica das Naus, where they could observe in context the activities planned by special education teachers. There was also the opportunity to contact directly with special needs students that were attending the support classes....

Afternoon:

Project Coordinators and teachers in training have participated in a seminar named "Inclusion", where all four partners have presented the "inclusion" issue in what concerns their schools/region/country. This seminar was attended by the responsible person from Portuguese National Agency for the KA2 projects and the Portuguese Secretary of State – Education. They also presented the main guidelines in what concerns the new inclusion law and, also, some good practices implemented at Consortium Gil Eanes.

Meanwhile the students visited Centro de Ciência Viva, a science museum, existing in Lagos, where they had the opportunity to experiment different scientific activities, some of them related to the discoveries.

- **Friday, 10 May**

Morning:

Students and teachers spent the morning at Secundária Gil Eanes where they could observe and take part in different activities organized by students and teachers as it was an “open day” at the school.

At the end of the morning, students presented their logos and short videos or Ppt to an audience existing out of students and teachers. All the presentations were uploaded to the eTwinning platform where students have to vote for the best one.

Evening: farewell party for all students, guest-families and staff. It was a shared meal, offered by parents and the school. At the end, certificates of attendance were given to all participants in the meeting.

- **Saturday, 11 May**

Departure day

FOURTH DESTINATION: VILLALUENGA DE LA SAGRA (SPAIN)

The last and fourth destination would have been **VILLALUENGA DE LA SAGRA**, our highschool **IES CASTILLO DEL ÁGUILA** but due to the pandemic situation we could not receive our Greek, Belgian and Portuguese friends. We have been doing activities online but we say “bye-bye” to this Project with a bitter feeling.

We will keep the experiences and the joy we lived in our mobilities to other countries and the bonds we could do through the screens with thanks to the activities.



INLUATION:

BELGIUM

PORTUGAL

GREECE

SPAIN