

# Report on the third learning, teaching, training activity

PROGRAMMA ERASMUS+ THIRD LEARNING, TEACHING, TRAINING ACTIVITY C3 ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP

Cenon 7th – 12th December 2015

“EUROPE FOR INCLUSION”

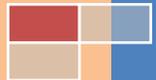
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- GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

By

THE FRENCH SCIENTIFIC COMMITTEE

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- Cécile Prévost, Head of “Centre Académique “ for the schooling of allophone children
- Fanny de la Taille, teacher in UPE2A (course dedicated to allophone children) and Trainer
- Dominique Carré, trainer for Primary School Teacher
- Sylvain Trias, trainer for teachers concerned with the inclusion of allophone students





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## INTRODUCTION

The following report has been carried out by the French Scientific Committee after the Partner Countries having filled in ***The Trainees' Journal*** and ***The Assessment Tool Booklet***, instruments elaborated by the partnership containing all the grids of observation, data recording and evaluation for the punctual and precise definition of the evaluation and control **C3 LEARNING, TEACHING, TRAINING ACTIVITY**. The *Booklet* was used as an interactive tool, since the data collected have been used by the Management Groups, the Scientific Committees, the Trainers and the Tutors with the aim of assessing all the ongoing processes. The Trainees had to fill in the Trainees' Journal properly and the coordinators of the different countries had to collect all the answers in the grids which makes up the Tool Assessment Booklet and reassume them in the following items:

1. Report on the level of motivation, attention and trainees' participation to the lessons
2. Report on the trainees' formative process evaluation
3. Report on the difference between the ordinary didactic praxis
4. Report on the evaluation of the training course
5. Report on the evaluation of the expectations
6. Report on the overall course evaluation

Particularly the following grids from ***The Trainees' Journal*** and ***The Assessment Tool Booklet*** have been taken into account:

- Grid n. 2 for the participation in the lessons
- Grid n. 3 for the formative process of trainees
- Grid n. 4 for the difference between the ordinary didactic praxis
- Grid n. 5 Course evaluation
- Grid n. 6 for the formative process of trainees
- Grid n. 7 for the reached and not reached competences
- Grid n. 8 Assessment on diary's filling up
- Grid n. 9 Assessment on diary's filling up

***The French Scientific Committee***



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## 1. Report on the level of motivation, attention and trainees' participation to the lesson

<b>ITALY</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lessons</b>
	<p>As regards the orientation to the task ( cognitive sphere ), according to the data collected from grid n. 1 of the Assessment Tool Booklet, the Italian Trainees were really involved in the process and worked in a serene climate willing to know and practice what was being proposed. Generally speaking, in the group they made suggestions, produced ideas and possible directions. They expressed opinions, evaluations and statements. The course was so interesting that they commented, gave information and asked for clarifications. They made suggestions and expressed opinions, as well. Under the relational point of view (socio-affective sphere) the Italian trainees supported, helped, encouraged each other and showed esteem towards each other. They have seemed to be relaxed and looked glad and they accepted, understood and agreed with themselves on a high level.</p>
<b>LATVIA</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p>During Mr Trias lessons 5 latvian team teachers were really engaged. They were busy analyzing the examples and comparing them to the situation in Latvia. Trainees were motivated to participate in Mr Trias lessons, in order to improve their knowledge and skills dealing with their own students in their home country. There were many notes taken and the discussions arose among the participants.</p>
<b>LITHUANIA</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p>The Lithuanian team accepted all the information and have reached the high level of positiveness. According to the answers filled in the Trainees' Journal and collected in the grid No 6, the Lithuanian team have gained a deeper understanding of inclusion of allophones into educational process, tolerance, methodological and cultural challenges of</p>



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	<p>cooperative –learning.</p>
<p><b>POLAND</b></p>	<p><b>1. Report on the level of motivation, attention and trainees’ participation to the lesson</b></p>
	<p>According to the Assessment Tool Booklet (grid 1) the level of motivation of the Polish teachers was very high as they made suggestions, expressed their opinions about the observed lessons. They also commented and gave information to the trainees who couldn’t participate in the lessons. They also supported each other and considered the group a source of well-being.</p> <p>The Polish team was very interested in the French school system and the school curriculum as they were not familiar with it, due to the fact that France was a new country working in the Erasmus+ project. During the visit around the school they had a chance to gather a lot of information from the teachers working there.</p>
<p><b>PORTUGAL</b></p>	<p><b>1. Report on the level of motivation, attention and trainees’ participation to the lesson</b></p>
	<p>The portuguese group enjoyed a lot the lesson by Teacher and Specialist Sylvain Trias. It was really profitable and innovator. Indeed we have been able to reflect about all the constraints that influence the evolution in learning of a student newly arrived in a country from which he does not know the language or the culture. We believe that reflexion will help us all to act in a better way when we receive students like those in our own countries.</p>
<p><b>ROMANIA</b></p>	<p><b>1. Report on the level of motivation, attention and trainees’ participation to the lesson</b></p>
	<p>Taking into account the notes from the Assessment Tool Booklet, as far as the cognitive and the socio-affective spheres are concerned, we can say that the Romanian trainees were very motivated to take part at the event organised by the French partner school. They expressed opinions, asked for information, supported and helped each others if necessary. They seemed very relaxed, eager to find new information, to gain new skills, to learn new things about the French school system, about methods used in the partner school. Some of the trainees had little difficulties in understanding English or</p>



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	<p>in making themselves understood, but the tutor and the other colleagues helped them overpass this impediment by translating whenever necessary. Thus, they accepted each others, they considered the group as a source of well-being. They were very attentive and they participated actively in the activities proposed by the French partners. It was very motivating, challenging and interesting to try to understand how an allophone student feels in a new country, in a new environment, among new people and the French team knew exactly what to do, offering us the opportunity to be in the allophone student's shoes, making us use a language we do not manage very well (or we do only a little bit), among foreign people.</p>
<p><b>TURKEY</b></p>	<p><b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b></p>
	<p>As most of the lessons were in French, we sometimes had great difficulties in understanding the content and the objectives of the lessons. French is a difficult language for an allophone student. No matter how much we tried to understand the content, we couldn't follow the activities and we lost our attention in some parts of the activities. We had the chance of understanding how an allophone student would feel when he/she participated in the lessons at the beginning of his/her education in France. We showed a great effort so as not to be lost during the activities and we sometimes needed English translations from our French colleagues. Besides, we observed an allophone student's first meeting and saw how he/she was tested in some subjects which were the first procedural stages of inclusion. This procedure attracted our attention so much and we saw that this process was difficult and complex both for the inclusive student and for his/her trainer. Moreover, as teachers, we have learnt that we need to use some motivation techniques for the allophone students so as to provide their continuity in their education life.</p>

## 2. Report on the trainees' formative process evaluation

<p><b>ITALIA</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>The Italian team was made up by a school principal and 4 teachers, all of them from primary school. All the teachers have been working in the school for at least 25 years, one of them know English language quite well and three just a little bit, but with different skills ( they can understand what is said but have great difficulties in speaking .) When they arrived in Cenon and started filling in their Trainees' Journal, they reflected on their initial competences according to the topic chosen by the French team" How to make an allophone student member of the class". All of them stated that they knew</p>



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	<p>what an allophone student was only partly as they understood the meaning of the word but could not recognize why the stress was put on this term. They could realize that they did not know neither how the skills of allophone students were determined and checked at their arrival in France nor on what skills to focus to decide where an allophone student should be next school year nor how schools use to take in charge them. They had no idea of how the first lesson in a class with a new allophone student was led in France nor how they learn the classroom language. Besides, they did not make out how in France they assessed the skills acquired by the allophone students</p>
<p><b>LATVIA</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>Since, during the lessons, there was such a big interest about the topic, it was considered to give a presentation to the teachers in Latvian schools, since this was the topic that is recently becoming very important in our country.</p>
<p><b>LITHUANIA</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>For the Lithuanian teachers it was very interesting to compare teaching systems in France and Lithuania, different methods for students with special needs, their involvement into the practical work (gardening, cooking, construction), using modern technologies in their work during the lessons.</p>
<p><b>POLAND</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>The Polish team included a head teacher and 4 teachers working with students at different levels in a primary school. All the teachers have been working as teachers for the last 15 years. Their command of English was very different (from an English teacher performing a job of a translator; an IT teacher who knows technical language to teachers knowing some</p>



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	<p>basic words).</p> <p>The training sessions presented a subject that in case of our country is not familiar and our initial competences were very low. At the beginning the term “allophone student” was also new to the Polish team but during the training session it became very clear and the presentation has been very understandable. Additionally, the course objectives have been clearly explained. The sessions were very interesting and helpful. They provided us with the useful information and gave guidance how to deal with a situation of an allophone student should it ever happen in our school.</p>
<p><b>PORTUGAL</b></p>	<p><b>2. Report on the trainees’ formative process evaluation</b></p>
	<p>The Portuguese Trainees have acquired the following competences:</p> <ul style="list-style-type: none"> <li>• Knowledge about understanding the real difficulties that foreign students experience;</li> <li>• Knowledge of the tools available to teachers to truly "reach" those students problems and distresses;</li> <li>• Learn to value the students efforts and give them confidence;</li> <li>• To be always attentive to the “ups and downs” of the process, being able to correct the negative phases and consequent demotivation.</li> </ul>
<p><b>ROMANIA</b></p>	<p><b>2. Report on the trainees’ formative process evaluation</b></p>
	<p>During the teaching – learning – training event in Cenon the Romanian trainees learnt information about allophone students: what an allophone student is, the reason we call someone “an allophone person” and not “a person who doesn’t speak a certain language which is spoken in the area he / she leaves” – that is for motivation, the procedures a family has to follow when arriving in Bordeaux area and willing to enrol the child at school, the interviews and tests a child has to pass to decide the appropriate school for him, the first steps in a new school, the methods and techniques used by the teachers to integrate the child. They also saw theory put in practice, they assisted at classes and they could observe how the teachers work with the students, they could observe the process of inclusion of the allophone students. Even if we do not have allophone students in our school, we can say that the activities, methods and techniques seen in the French partner school can be adapted to our own needs to be used with our students. Thus, the English teacher, for example, considers that she can use very well the example of the desk blotter presented during the course, and can dedicate some minutes, at the beginning of the lessons, to the students with special needs, to make them more motivated to be attentive and involved in the activities.</p>



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<b>TURKEY</b>	<b>2. Report on the trainees' formative process evaluation</b>
	<p>During the training course, we were taken into an orientation center called "Casnav" where new allophone students' academic level and capacity were tested and evaluated by different test and techniques in any language which he/she would choose. The inclusive student was offered to choose a language among 28 languages in order to be tested in a few subjects. By this way, the trainer was trying to find out his/her academic level in the French education system. After this procedure, the trainers had some data and idea about the level which he/she belonged to according to his/her age. At the end of this process, we compared the differences between our country's education policy and the hosting country's education policy for the inclusive students. We have had some lack in adaptation of inclusive students, especially the ones who come from other countries.</p>

### 3. Report on the difference between the ordinary didactic praxis

<b>ITALIE</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p>After attending the training session in the classes with the children, the Italian Trainees noticed that French teachers put a great stress in making students to become acquainted as soon as possible with the French language. The activities have enriched teachers' skills through different proposals which made them reflect on daily praxis. In our school we use some of these strategies too, but we usually devote lots of time in making children feel good without taking so much care of the development of Italian language.</p>
<b>LATVIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p>If we compare the differences between the ordinary didactic praxis and the example lessons we received, then, as we all agreed, didactic praxis is similar in our school, but, it is not specifically recognized and pointed out. There were of course, many great examples that we would like to implement in our lessons, for example that the pace of the information given is quite fast. Or the example were few words or sentences, picked by a teacher, are written on the board, in order for an Allophone student to learn them easier and faster.</p>



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<b>LITHUANIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	The Lithuanian trainees noticed that students were motivated. They had all necessary means for studying, they liked different methods and forms, were very friendly and polite to each other and towards foreigners. It was very impressive that the students with special needs had possibility to try gardening, cooking, constructing and later to choose what subject is the best for them and to study it in the vocational schools.
<b>POLAND</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	After attending the training session in the classes with the children, the Polish teachers noticed that students are praised a lot and encouraged to get involved in the course of the lesson, despite their low language level or special needs. The activities presented by the teachers were adapted to the students' age – even when the class consisted of students at different age. The students didn't mind being observed and really enjoyed performing the tasks assigned by their teachers. The quality of pedagogical choices, strategies and tools was very good. During one of the observed lessons Polish teachers could participate actively. The material produced could be useful.
<b>PORTUGAL</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	After attending the training sessions in the classes with the children, the Portuguese Trainees have noticed that there is a high quality of the Pedagogical choices, strategies and tools. We found the teachers work and commitment very hard and the results are obviously good. We have found a climate of cultural tolerance and healthy living together among students from very different worlds.
<b>ROMANIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	In our school we do not have allophone students. The Romanian trainees noticed that the French system is very well structured as far as the allophone students are concerned. It is clear – cut how the allophone students and their families



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	<p>have to do to get enrolled in a school. CASNAV has a very important role in this process. After choosing the appropriate school and level, the student is helped to integrate in the new class. There are specific methods French teachers use to make that student overpass the barriers against learning and be part of his class. Some of the key features, among others, are encouragement, calm atmosphere, clear instructions, determination, trust and some time (short) especially for the allophone students. It is to underline the fact that, to integrate an allophone student in his class, the French teachers also integrate his family in the school.</p>
<p><b>TURKEY</b></p>	<p><b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b></p>
	<p>The pedagogical choices were effective and student-centered which aimed the inclusion to the French education system. The teachers were aware of the difficulty of this part of their jobs and were progressing successfully among education steps. The body language that the teachers used and the methods of their teaching were very important in order to attract and motivate for the orientation of the inclusive students.</p> <p>We were informed about the importance of the strategies used during the inclusion process. In an inclusive classroom, we realized how the speaking way and words and the body language used were crucial for a positive classroom atmosphere. As for the assessment of an inclusive student, we have found out that as teachers we should assess the inclusive students with various dimensions and we can sometimes face that the inclusive students may be more successful than we expect.</p> <p>Also, we think that an inclusive student's being informed by a Desk Blotter is very important and he/she has to be evaluated in general (like musical skills, ability in a performances, sports or theatre... etc.). Even food can be used to provide inter-cultural cooperation and providence of cultural relationships, too. And, the teachers can also create his/her own tools for the effectiveness of inclusive students. We have also observed that the learner-centered modern methods are more effective and useful than the classical methods.</p>



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## 4. Report on the evaluation of the training course

ITALIA	4. Report on the evaluation of the training course
	<p>The Training course was really interesting. We had lessons and training moments which made us aware of a different approach towards allophone students compared to the Italian situation. We got to know about CASNAV, which stands for Centre Académique pour la Scolarisation des élèves allophones Nouvellement Arrivés, a very important place for the foreign pupils as it is the space where they take the first step into French school system. We had the chance to discover that they stay in this place for about 2 hours during which three steps are taken. During the first step we had the opportunity to assist at an interview with a linguistic mediator accompanying two Chinese students who cannot speak French at all, just to investigate the scholarship in the country they come from. As a second step, the students had to do some exercises of their level according to the age and their scholar career in maths, text reading and writing in their own language ( the exercises are translated into 27 languages ). As a third step the CASNAV teachers communicate the parents or linguistic mediators the results and they propose the grade for the pupil, according to the level and the age. Afterwards a summery is prepared and sent to the administrative department, which assigns them to a school and a grade where there is space for them to be welcomed. At this point the family receive the official letter. At CASNAV we were told that since August 2015 they had already received 280 pupils from 11 to 16 from all around the world. When students enter school, a collective process takes place: a protocol must be followed and the headmaster, the headteacher and the teachers must participate at the first interview with the student and the family as inclusion of allophone students also means a sort of inclusion of the family. During this meeting, a brochure in foreign languages is discussed to explain the school system to the parents. As regards how to behave in the classroom, the lesson held by Sylvain Trias, trainer for teachers concerned with the inclusion of allophone students, CASNAV Bordeaux, was complete and made us reflect once more on what seen and done during the week in Cenon</p>
LATVIA	4. Report on the evaluation of the training course



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	<p>The Latvian delegation assesses in a very positive way the training course in Bordeaux. The training course was full with useful information, different activities. Latvian delegation rated French system how to work with different nationalities, who do not know French or English language, but they should be integrated into the school. We were able to see the inclusion of allophone students in to the correct class. Also we were able to get into this place of students and see the standard procedure. It is good to discuss the different methods of inclusion.</p>
<p><b>LITHUANIA</b></p>	<p><b>4. Report on the evaluation of the training course</b></p>
	<p>The Training Course in Bordeaux was very informative and interesting. Attending different lessons and lectures we had possibility to watch how different methods work in reality, to discuss with colleagues, to meet with students. It was a very new experience for the Lithuanian teachers to see how French colleagues work with allophone students, because in our school we do not have any foreign students at the moment, but in the nearest future it could be very useful to know more about this kind of teaching.</p> <p>The Lithuanian Trainees have been satisfied with the whole course.</p>
<p><b>POLAND</b></p>	<p><b>4. Report on the evaluation of the training course</b></p>
	<p>During the training course the Polish team were presented the procedures of accepting an allophone student to a French school. It has been useful because of a current immigrant crisis in Europe, we can create a similar procedure in our school. We had a chance to see some tests translated into Polish which help French teachers assign allophone students to the correct class. During a very short French course in CASNAV we had minor language difficulties as nobody in our team spoke French so understanding a trainer was a bit problematic. However, the material produced can be used in the future.</p>
<p><b>PORTUGAL</b></p>	<p><b>4. Report on the evaluation of the training course</b></p>
	<ul style="list-style-type: none"> <li>The Portuguese trainees think that the conference by Teacher Sylvain Trias has been useful and instructive because they have reflected about their own practices and scientific knowledge. We also found very enriching the visit to</li> </ul>



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	<p>the French center in Bordeaux where the students are observed and tested regarding their Mathematics and Language skills.</p> <ul style="list-style-type: none"> <li>• The lessons at school were really enriching. The atmosphere was really positive and we were able to participate with joy and commitment.</li> <li>• The Portuguese Trainees have been satisfied and grateful to be able to discuss with fellow teachers and specialists.</li> <li>• We found the commitment of the teachers working quite high and contagious. It was easy to discuss methods and practical strategies with them.</li> <li>• This training course was very complete and rewarding in every aspect.</li> </ul>
<p><b>ROMANIA</b></p>	<p><b>4. Report on the evaluation of the training course</b></p>
	<p>The training course was structured taking into account especially the practical feature of things, the application of theory in practice.</p> <p>One of the activities which started the teaching – learning – training event in Cenon was “ As a non-speaking French person” and it was designed to offer us the possibility to fully understand what an allophone student feels at the beginning of his new life in a foreign country, in a new environment, in the middle of a group whom he doesn’t know, among people whose language he understands only a little or he doesn’t understand at all. We were split into mixed groups and, together with two French students, we developed a “treasure hunt”, where we had to communicate only in French, to manage ourselves in a new, unknown town, to ask passengers-by, in French, for information, to answer some questions prepared in advance about different places which we had to find downtown using the indications found out from the French passengers.</p> <p>When we visited CASNAV, Centre Academique pour la Scolarisation des Eleves Allophones Nouvellement Arrivees et des Enfants Issus de Familles Itinerantes et de Voyageurs, where one of the teachers from the partner school is a trainer, we were explained the procedures followed by the foreign families who move in the area around Bordeaux to enroll their children to school and to integrate them in the classes, we saw two interviews with such families, we were showed types of tests applied to the children before choosing the school they would attend and all kinds of documents which help in the recommendation of the school, we took part at a session of learning French for foreigners.</p> <p>The teaching – learning – training courses were conducted by Mr. Sylvain Trias, teacher at College Jean Jaures and also trainer for teachers concerned with the inclusion of allophone students at CASNAV.</p>



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	<p>The teaching – learning – training activities in Cenon were designed so that, at the end of the course, we could be able to answer at least seven questions: 1. Do I know what an allophone student is? 2. Do I know how the skills of allophone students are determined and checked when they arrive? 3. Do I know how allophone students are taken in charge by their school? 4. Do I know the first teaching actions to be done when an allophone student is in my class? 5. Do I know to teach the language used at school to an allophone student? 6. Do I know how to assess the skills acquired by an allophone students in the subject I teach? 7. Do I know what skills I should focus on to decide where an allophone student should be the next year?</p> <p>Apart from the theoretical meetings, practical sessions were organised and the European teachers were involved in activities in different classes (French, History, Food Industry, Constructions). We could observe how the French teachers work with the students, different techniques to integrate allophone students, learning through cooperation, ways to apply theory into practice. We should underline that the integration of allophone students is real, the theory presented during the courses finding application in the classes we observed. (allophone students are helped to read, to use the dictionaries, to verify the correctness of their answers, to express themselves, to understand the tasks, to learn school vocabulary). The teachers use facial mimic and gestures to help the students, the atmosphere is relaxed, encouraging, understanding and comfortable. Nobody makes differences between the students, all the children are involved in the activities, there is some special time allocated for the students with special educational needs.</p>
<p><b>TURKEY</b></p>	<p><b>4. Report on the evaluation of the training course</b></p>
	<p>It was a big chance for us to meet a teacher who was working in Casnav at the same time with the hosting partner school. We had the opportunity of seeing the inclusive procedural stages in Casnav and educational appliances in our partner school at the same time by an expert's guidance.</p>

**5. Report on the evaluation of the training course compared to the initial expectations**



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<b>ITALIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p>As regards the expectations, they were met and what is more, the course let the trainees not only consolidate their previous knowledge but even to get to know much more about how to handle with foreign students. Our school, located in the centre of Sassari town, is attended by a great number of foreign students and we could realize that from this experience we have learnt a lot and that we can use what we have learnt to improve our lessons in Italy. The course was well organized, interactive and they introduce us to relaxing and thoughtful activities, very rich in contents. The lessons led by the trainers in Canvas and at school were interactive and with the support of multimedia interactive technologies. The individual needs were met as we had the chance to compare the techniques used in France to include foreign students to the situation in our school in Italy. The competence level at the end of the training course has increased quite a lot as we have enriched the knowledge of different approaches to include allophone students.</p>
<b>LATVIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>The course and all demonstrative activities fulfilled the Latvian team's expectations. It was pretty instructive and useful. We had the opportunity not to only see but feel the same procedure. It was quite difficult, but interesting.</i></p>
<b>LITHUANIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p>As regards the expectations, the Lithuanian Trainees were very satisfied with the possibility to take part in that Training course, because comparison of teaching methods, watching even new means of teaching let our trainees to increase their competences. We could see that successful implementation of inclusive policy is largely dependent on educators being positive about it, how students with disabilities continue to fit into the future. In Cenon we realised that the newest challenge is to make inclusive practices available to everybody , who needs them, everywhere and all the time students are at school.</p>



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<p><b>POLAND</b></p>	<p><b>5. Report on the evaluation of the expectations</b></p>
	<p>As regards the expectations, they were met, and the thanks to the course we learnt something new. The management of meetings was very good - while the coordinators were having meetings, the other teachers were observing the lessons. The timing and the length of the training course was also very good. The trainers' lessons were well-prepared and consisted of interesting activities. The whole training session took place in a positive atmosphere and our individual needs have been fulfilled. The level of our competences has increased at the end of the course.</p>
<p><b>PORTUGAL</b></p>	<p><b>5. Report on the evaluation of the expectations</b></p>
	<p>The Portuguese delegation found that their expectations for learning new concepts and methodologies were greatly exceeded. The conference attended about Allophone students, (from non-official French-speaking countries) had exceptional quality and we took the opportunity to share it with our colleagues in Portugal.</p> <p>Also the classes attended were very lively and showed a good climate for learning. We found the students motivated and quiet in the context of classroom and playground.</p>
<p><b>ROMANIA</b></p>	<p><b>5. Report on the evaluation of the expectations</b></p>
	<p>Analyzing the Grids from the Trainee's Journal, we can say that the specific expectations before the course were all fulfilled by the French team. Here are some of our expectations:</p> <ul style="list-style-type: none"> <li>- we wanted to find out exactly what an allophone student is (before the course we only had some ideas), we wanted to interact with the French teachers to find out about their applied methods, we wanted to take part at demonstrative activities to see how the French colleagues work with the students. We expected that the meetings would be very well prepared, with lots of information given by specialized trainers. We expected that the pace of the meetings would be appropriate, according to the trainers' needs, the working modalities – varied, including explanations, team work and involving the trainees. We expected the lessons would contain explanations about allophone students, about</li> </ul>



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	<p>the French school system and what it is done to integrate the students with learning deficiencies, about the way the allophone students are tested and enrolled in school and how they are helped to go on their studies and also to learn French. The English teacher from the Romanian team stated that she considered the course very interesting because it involved, in a certain extent, concepts about foreign languages; the course offered the chance to better understand the process of learning a foreign language “on the spot”, not necessarily taking into account grammar or patterns or rules, but learning a foreign language by using it in everyday life.</p>
<p><b>TURKEY</b></p>	<p><b>5. Report on the evaluation of the expectations</b></p>
	<p>As Turkish trainees, we have learnt far more than we expected in the course. The courses full filled our expectations quite well. We have learned about the French schools’ inclusive system from the beginning to the end by observing in Casnav and application phase at College Jean Jaures.</p>

### 6. Report on the overall course evaluation

<p><b>ITALIA</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>According to grid n. 5 of the Assessment Tool Booklet, the Italian Trainees were very satisfied as regards the presentation of the course as it was comprehensible and they are going to reuse what learnt inside their daily didactic practice in order to develop our students’ skills in Italian as language 2. The course objectives were clearly explained and the Trainees were moved by total willingness, interest and curiosity. What is more, the group atmosphere was very positive.</p>
<p><b>LATVIA</b></p>	<p><b>6. Report on the overall course evaluation</b></p>



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	<p>We consider, that the lessons and presentations prepared and presented by Mr Trias were really well prepared and based on the evidence that comes from real practical experience.</p> <p>The first lesson provided by Mr Trias showed as tactics and methods on how the children and their families are integrated into the culture and social life of France. There were multilevel tasks and exercises to find out the language level and intellectual level in order to find the best solution in choosing the right class for the student to be rolled in. But anyway, it was suggested that the range should vary</p> <p>During the French language lesson our teachers were actively involved in the learning process and they were eager to do their best, which shows that the language lesson was effective and motivating.</p> <p>During the second lesson provided by Mr Trias, we had a chance to see the structure and a very well developed plan for the steps to be taken to have the best integration. There were several main points, explained in detail, which we found very useful</p> <p>This course gave as an insight into very well developed and structured strategy on how to help children and their families to become part of the local community members.</p>
<p><b>LITHUANIA</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>The Lithuanian teachers liked the atmosphere of the school, all the lessons that were shown to them, activities and methods that were taught. They realized how important is to use different materials for students, to create a positive atmosphere, to encourage them and provide with the help during the teaching process. Lithuanian teachers learned new methods of inclusion of allophone students, the ways of organization their work during the activities, to learn how important is the relationship between school subjects and learning difficulties.</p> <p>As regard the expectations the Lithuanian Team were satisfied with course of training. Despite the French language used in the lessons all the instructions and tasks were provided in English too. It helped for better comprehensibility of the materials.</p>
<p><b>POLAND</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>As mentioned above, the subject of the training course was new to the Polish team, nevertheless according to grid n. 5 of</p>



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	<p>the Assessment Tool Booklet, the Polish team was very satisfied as the course was well organized, interactive and introduced us to interesting activities, very rich in content. The course was interactive – both in interpersonal aspect (during our first contact with French during the “Treasure Hunt” game and in CASNAV) and technological. Our individual needs were met as we had a chance to find out something completely new. The competence level at the end of the training course has increased quite a lot as we have enriched the knowledge of different approaches to include allophone students. The Polish team came to conclusion that the same procedures could be adapted in our country.</p>
<p><b>PORTUGAL</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>As regards the expectations, they have been full field and even exceeded. We thank from our hearts the extraordinary week we spent in Bordeaux, at the College Jean Jaurés. We have learned, we have worked, we have shared and, in the end, we became better teachers!</p>
<p><b>ROMANIA</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>The Romanian team was very satisfied about the course in Cenon. The presentation has been understandable, we can adapt what we have been taught in our ordinary jobs, even if we do not have allophone students in our school, the course objectives were very clear explained, we could participate actively, the atmosphere was positive and all the materials were useful.</p>
<p><b>TURKEY</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p>In general, we have learnt what allophone means and what kind of difficulties an allophone student faces during his/her education in France. And, we have also learnt the steps of his/her inclusion in the French education system. We have been taught how an allophone student behaves and is taught in various lessons and how important the trainers’ attitudes are towards him/her for his/her inclusion. We have also been impressed by how French officials give importance to the education of inclusive students in their community.</p>



## Erasmus+



Thanks to French inclusive education system, the allophone students are able to be a part of the school and they can easily adapt themselves to the school and the community. In a student performance show, we observed that the allophone students were able to perform in theatre shows, make and produce short films, play different musical instruments and sing. This shows how the inclusion is important for the allophone students in France.

It was a big chance for us to meet a teacher who was working in Casnav at the same time with the hosting partner school. We had the opportunity of seeing the inclusive procedural stages in Casnav and educational appliances in our partner school at the same time by an expert's guidance.