

## ERASMUS+ PROGRAM: “EUROPE FOR INCLUSION”

REPORT ON THE FOURTH LEARNING, TEACHING AND TRAINING  
ACTIVITY SCHOOL TO SCHOOL PARTNERSHIP - ACTION KA4

### Agrupamento de Escolas Coimbra Sul - Portugal

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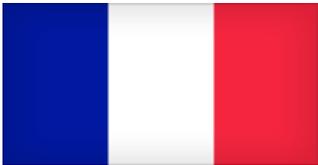
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ROMANIA	<p>The Romanian team considers the teaching – learning – training event in Coimbra very interesting because the theme was <i>communication</i> and, for example, two of the members from our team teach foreign languages, where communication plays a very important role. A teacher from our group has a pupil in her class who suffer from Autism and she was very motivated to take part at the course in Coimbra to find out ways to work with such pupils. A member of the Romanian team declared that for her, the course was an opportunity to learn new things, to meet new people, a possibility to learn new things from other’s experience and to gain new working techniques to be used at classes with students with SEN. It was an opportunity to take part at courses, debates, workshops organized by specialized people, an opportunity to improve my English, to develop my personal and professional competences, to share my experience with the other participants. The level of the Romanian participants’ attention was very high, they paid attention to the courses and lessons in order to notice aspects for future comparison and applications in daily activities. They were motivated because the course was interesting and the theme was directly connected to their specialization. As regards the orientation to the task (cognitive sphere), according to the data collected from the grid n.1 of the Assessment Tool Booklet, some of the Romanian trainees made suggestions, produced ideas and evaluations and statements, commented, gave information, asked for information and explanations at a high level. Under the relational point of view (socio – affective sphere, they supported each others, helped, encouraged and showed esteem at a high level. They were relaxed and they understood the others, considered the group as a source of well being at a high level. They did not reject or refuse, they did not doubt, they did not show or produce tension, they did not oppose or provoke conflicts. They did not have difficulties in making themselves understood.</p>
	
TURKEY	<p>We were fully motivated with the content and the way how it was presented to us. Because, the instructor was always trying to include us into the topic and was constantly asking the questions for the active participation of the trainees. By this way, we didn’t get bored with the content and found an opportunity to learn some facts about communication and ask some questions to the instructor about communication strategies.</p>
	

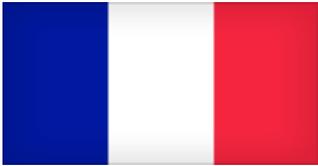
## 2. Report on the trainees' formative process evaluation

<p>FRANCE</p> 	<p>We have a teaching experience acquired in our everyday job. We have already learned a lot taking part in the previous Europe for Inclusion courses. What we learned in Coimbra is the necessity to have members of the staff with teaching skills for students with special needs who assist both the students and the teachers. What we learned too is the importance of communication and feedback as far as messages (teaching instructions and general information within the school) to students are concerned.</p>
<p>ITALY</p> 	<p>The team carried out the task scrupulously. They paid attention to how the students were involved in the lessons and to the way they reacted at the activities proposed. The initial presentation on <b>knots and loops in communication - Dealing with complex communication needs</b> has been comprehensible with clear explained objectives. The activities have been thought so that each foreign teacher could participate actively in the observation, overcoming the language difficulties.</p>
<p>LATVA</p> 	<p>For teachers from Latvia it was helpful to compare our teaching systems. We have some similar things, but there was some new ideas what we can use. Of course it is always good to saw different methods for students with special needs. In Coimbra we learned – it is important to have members of the staff with teaching skills, because they are very useful for students with special needs. They assist first the students in school and second the teachers in lessons.</p>
<p>LITHUANIA</p> 	<p>The presentation about the ways of communication was very useful. We tried to practice in using some methods in communication with each other.</p>

TURKEY	
	<p>We started with a misinterpretation of a communication description and we were expected to realize or identify the mistake in the definition of communication. As humanbeings, we learnt that we could communicate in different ways by using gestures, mimics, body language, sounds... etc. For the following parts of the training, we watched some videos of some people with disabilities. We tried to focus on how they started to communicate with the people around them and the basic elements needed for communication.</p>
ROMANIA	
	<p>The course was very efficient; it had methods which can be applied in different situations. The formative process was very complex. The theory was presented punctually, very clearly, but the theoretical notions were also supported by practical applications which actively implied the trainees. During the course, there were also presented or explanation of the theoretical matters, different video materials with children with disabilities. Thus, the trainees could understand, for example, the ways a disabled child can show interest, without oral communication. The formative process had an applicative part when we assisted at demonstrative lessons, observing inclusive aspects and also aspects connected to communication. On the other hand, we had the occasion to visit the laboratory especially designed for children with special needs. We could see different computer programs, tools, books, worksheets for disabled children. Some of these materials are made by the teachers themselves at school. According to the grid 6 of the Assessment Tool Booklet, the Romanian trainees have acquired the following competences: THEORY: what communication is, the elements of the communication, process, barriers in communication, techniques to overpass the barriers in communication, types of communication (non verbal communication). As far as relational dynamics are concerned, after the course, the trainees can communicate easier, they can listen more to the others, they can understand other types of communication, too. They know more about addressing to the students with communication problems. Even if the student does not speak, he may show interest for the designed activity, and he may communicate nonverbally. (Using gestures, eyes, sometimes even only a head movement or a slight hand movement).</p> <p>The activities had pedagogical choices suitable to the students' age and level. We noticed variety and students' active involvement. The strategies were varied, offering the teachers and the students the possibility to develop interesting activities. The materials were either from school (both bought by school or made by the teachers themselves) or prepared during the classes, as included activity. (see Memory game – the cards made by the students).</p>

POLAND	<p>The Polish team consisted of 5 people: a head master, two English teachers and two teachers working with young children in early school education. Their English command was very different, from being fluent to knowing only a few words in English. However, everybody participated actively in the training sessions as their main topic was communication itself. The Polish teachers learned more about non-verbal communication, its many ways, other than words, to deliver a message and that it can be as successful as speaking itself. They were presented with different videos showing disabled kids who were communicating in different ways-speech was not one of them. The Polish team was quite impressed with the fact that teachers in the hosting school communicate in such ways with their disabled students on the daily basis and they found the training to be very interesting as their knowledge on the topic of communication was vastly expanded</p>
	

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

<p style="text-align: center;">FRANCE</p> 	<p>After attending the training session in the classes with the children, the French Trainees noticed that the Portuguese teachers had an ability to use a multitude of teaching tools (widespread ones as books, notebooks, pictures, computers for limited needs and singular ones like communication tools specifically adapted to a specific need or a specific disability). We noticed too that the Coimbra school community worked upon two levels (interaction between teachers and subjects and the interaction between generations since pupils from 6 to 15 years old attend these schools</p>
<p style="text-align: center;">ITALY</p> 	<p>In Italy “Inclusion” is a very important topic and we have got a strong and long pedagogical tradition on the subject as in our schools children with different learning difficulties and handicaps study together with the other schoolmates. During the Portuguese experience the team have appreciated the great importance the Portuguese staff gave to the interaction between teachers and students and among students and students: this approach implies to admit that every child can learn and this statement has as a logical consequence that motivation is basic in getting students to take an active role during the lessons.</p> <p>The students were treated as individual, trusted, encouraged, supported and made stronger in their dignity and self-esteem. The teaching staff was able to create learning environments which let students gain new experience both during lessons in the classroom and outside it (gym, theatre, schoolyards, labs). Comparing the ordinary didactic praxis, the Italian staff was interested in the way the Portuguese school, which is the site of a territorial research centre for children with special needs, organizes the schooldays for children with special needs, which is different from the Italian modality. In Portugal children with serious handicaps are admitted into normal classes, but they receive special lessons, as well, in order to develop their autonomy (for instance to cook, to make a bed, to iron, to do shopping and so on). The school has got different tools, both structured materials and software, and informatics devices which can help students to work together with the other children with less difficulties. Very interesting the software which could transform words in drawing, so that children with serious communicative problems could be able to read a complex text.</p>

<p>LATVA</p> 	<p>We noticed that all students are motivated, they can perform different tasks that are commensurate with their abilities. Teachers and assistants helps if necessary and they see in every child talent. Some of them are good in music, others in drama etc. Also Portuguese teachers, assistants and other school staff prepare their own and using a variety of materials and techniques. They have computer programs with communication tools, special books and pictures. They are all the time come up with something new</p>
<p>LITHUANIA</p> 	<p>Lithuanian team did not have enough knowledge about how to work , to communicate with inclusive students. This session helped us to find out more about more about different adapted programs, technique, means for those students. Teachers who work with inclusive students should have special knowledge, skills of communicating ia a special way. The aim of the process is clear – to help to adapt to social life of the society</p>
<p>POLAND</p> 	<p>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 special needs. The activities presented by the teachers were adapted to the students’ age and needs. 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 the observed lessons Polish teachers could participate actively almost every time. The material produced could be useful.</p>

ROMANIA	<p>Even if the practice in our school as far as students with problems is very attentively done, we noticed a difference between the activities in our school and the school in Coimbra. Thus, even if the partner school is a normal school, there are a lot of disabled students and the attention for them is very high and the materials for these students are many and very good, even if some of them are made in school, by teachers. The Romanian teachers appreciated this aspect and it is very important that we should know how to design materials for the students, according to their needs. We also appreciated the fact that the disabled students had a chance to succeed, to overcome their disability, because the support of the school. The experience of the teachers, their care, the activities attentively chosen according to the students' needs, the team of specialized people from school are only some aspects interconnected in inclusion of disabled students.</p>
	
TURKEY	<p>We had limited knowledge about the ways and the tools of the communication and we learnt that communication was a cycle between the stimuli and the people. Even people with disabilities could use these stimuli so as to start the communication. The main fact was to try to understand the message and start the communication. As inclusive people, they need to be understood and evaluated as the other people in the community so long as this procedure goes on because their inclusion can be successfully done only by this wa</p>
	

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

FRANCE	 <p>A wide variety of the activities were offered (classes and workshops we attended, performances made by the students, a lecture about communication) . We had the constant possibility to share with local teachers, to ask them questions and get materials from them. We took part in the course as observers, as students in learning situation and as spectators during performances. This was stimulating and this fed our teaching skills.</p>
ITALY	 <p>The course has been well organized, involving and respectful of foreign teachers' needs. All the didactic proposals have been based on the idea that interaction between teacher and student is good teaching and encourages good learning. The course has ensured variety and validity of teaching and learning methods. It has given the chance to make foreign teachers live a very enlighten experience as they could try out appropriate methods, apply active and stimulating communication approaches and strategies and take part into group work, pair-work, project work ( integrated subject ), practical, creative and integrated learning.</p> <p>In its overall, the course carried out has been a great opportunity of founding how other countries deal with special needs and communicative disorders. It was possible to discuss with fellow teachers and specialists. The training course was very complete and rewarding in every aspects.</p>
LATVA	 <p>In Coimbra Latvian team participated in different activities. There were performances made by the students, workshops, observation of lessons and we could ask questions. All the time we could talk and share with local teachers, also get materials from them. It was pleasing to observe teachers in cooperation with the children</p>

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POLAND	
	<p>When it comes to the expectations, they were met. Moreover, the course let the Trainees consolidate their knowledge. The course was considered respectful of time, as it was well balanced in regards to the time for explanation and time for reflection. In fact, it was organized so that trainees could listen to short theoretical passages, immediately followed by practical activities to put into practice what was introduced seconds before. In our opinion the management of meetings, their pace and modalities were conducted very well.</p>
ROMANIA	
	<p>The teaching – learning – training event was interactive, interesting, above our expectations, extremely useful. We learnt about alternative communication, about assertive communication. We learnt how to prepare by ourselves different books for students with special educational needs and how to use the computer soft WIDGET. We are positive now that we can succeed in our work at classes where there are students with educational problems. Thus, for example we can organize a PE class with students with movement impairing, we can prepare a show – music or theatre with students suffering from Autism or the Down syndrome, and these are only a few examples learnt in Coimbra. The course was complex, with lots of information, examples, workshops, debates, demonstrative lessons, theory presented in a very interesting way, activities which involved students with special needs etc.</p>
TURKEY	
	<p>The course was useful for us with respect to the content and the way how it was handled. Of course, we already had some knowledge about communication but our knowledge was somehow limited and wasn't enough for effective communication rather than regular application on daily basis. The major reflection of this process is to have motivation and inclusion of the inclusive people to the community as an individual.</p>

## 5. Report on the evaluation of the expectations

<p>FRANCE</p> 	<p>As we wrote before, we had an idea of what to expect from Portugal in terms of knowledge and reflections. Our expectations were fulfilled thanks to the different experiences we had the opportunity to live during our stay. Moreover, the lecture on communication was a theoretical enlightenment and it enabled us to change our views on the way we communicate both with our students and with our workmates. Yet, we start a course with a certain part of us not knowing what to expect but ready to learn anything valuable for our students and ourselves.</p>
<p>ITALY</p> 	
<p>LATVA</p> 	<p>We went to Portugal with an open mind to learn something new, get experience. We expected to learn useful techniques and methods about work with kids with special needs. Coimbra teachers showed us how to work with the genuine warmth of the school with children that require more patience, attention. Our teachers had the opportunity to see a good example of inclusive education in Portugal.</p>
<p>LITHUANIA</p> 	<p>Thanks to these training courses the Lithuanian teachers could find more about different means, programs for inclusive students, to watch colleagues work. Our expectations were fulfilled.</p>

POLAND 	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 took active part in 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.
ROMANIA 	Some of the Romanian team members' expectations were: to find out new things of working with students with special needs, to find out details about communication, to observe techniques used in classes with students with special educational needs, to know details about alternative techniques, to overcome the barriers in communication. All these expectations were fulfilled by the partners school in Coimbra. More than that, we were offered a lot of information and examples, we were involved in activities where we could understand, we could see programs and materials.
TURKEY 	The content fulfilled our expectations and was far more effective than our expectations at the beginning of the course. We feel that we are improving our knowledge and skills about concentration and motivation thanks to these training courses. And after the course, we are anticipated to use these methods and knowledge on our professional lives and daily basis.

## 6. Report on the evaluation of the expectations

FRANCE	<p>The French team thanks their Portuguese hosts (teachers, school staff, students, and Mrs Filomena Namora ...) for the quality of the course.</p> <p>The atmosphere was really warm and positive. We could participate and share views actively.</p> <p>Now, we feel the need to improve our work and teaching as a team. The important issue for us is to make every one of us understand inclusion is richness and not an obstacle in a teaching process.</p> <p>It has fed our desire to continue their share of work and thinking in the Erasmus program.</p>
	
ITALY	
	
LATVA	<p>The Latvian trainees think that the all days in Coimbra was helpful.</p> <p>The atmosphere was really positive. Portuguese teachers were hospitable, as well as other members of the group from other countries will create a sense of togetherness. We were able to participate actively. It is always good to be able to discuss with teachers and specialists. It was easy to discuss different methods and practical strategies what they are using. This training course was very complete and rewarding in every aspects. Teachers who work daily with children with special needs, it is important not only to learn new techniques, but also ways to restore its internal resources and energy. Naturally beautiful Coimbra remain for a long time Latvian teacher's memory. Thank you very much!</p>
	

LITHUANIA	
	The training course was very useful and successful. We could observe lessons, develop collaborative relationship, provide appropriate support for students. We could notice how important is to teach in meaningful ways.
POLAND	
	The Polish team was very satisfied as the course was well organized, interactive and introduced us to interesting activities, very rich in content. . 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 communication strategies and dealing with different disabilities that include speech impairment.
ROMANIA	
	The course was very useful, very well structured, with a lot of information; it presented a lot of variety, the pace was according to the trainees' needs. The trainer was very attentive, very well prepared; he succeeded in keeping our attention during the all conference. He made us communicate in different ways. The teachers from the partner school showed us a lot of materials used in classes with students with special needs, and designed for us demonstrative lessons and shows (theatre and music) where we had the chance to understand that students with special needs shouldn't be hidden, on contrary, they can be involved in activities and thus they had a chance to succeed. According to the Grid n. 5 in the Assessment Tool Booklet, the Romanian trainees have been very satisfied about the following aspects: the presentations were easy to understand, we can use what we have learnt during the course, the objectives were clearly explained at the beginning, we had the chance to be actively involved, in our group the atmosphere was relaxed, the materials we produced are useful and we can use them in our daily activity.

TURKEY	
	<p>We think that a person is successful as long as he/she provides opportunities and innovations to the people who have difficulty in communicating with the other people. We observed that the trainers and the teachers in the hosting school were trying to include the pupils who were far more in need of communication than the others. As a result of the processes used in this training, we observed that the inclusive pupils were successfully integrated to the school and the education programme. Also, the other pupils accepted their inclusive friends as an individual. And, the system was working successfully regarding to the inclusive practices and this success was the result of the teachers' and students' effort.</p>