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## Report

# on the first learning, teaching, training activity

PROGRAMMA ERASMUS+ FIRST LEARNING, TEACHING, TRAINING ACTIVITY C1 ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP

Sassari 12th – 16th January 2015

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE  
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA  
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SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

By  
The Italian Scientific Committee

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## INTRODUCTION

The following report has been carried out by the Italian 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 **C1 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:

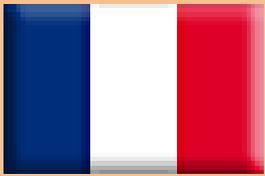
- Grid n. 2 for the participation in the lessons carried out on Thursday 16<sup>th</sup> January in Caniga Primary School
- Grid n. 3 for the formative process of trainees
- Grid n. 4 for the difference between the ordinary didactic praxis
- Grid n. 5 Course evaluation
- Grid n. 6 for the formative process 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

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

<b>FRANCE</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p><i>The French group enjoyed the opportunity of being taken away from their daily professional practice and being able to have time to observe other teaching methods, to think them over and to share both within their own group and with the other teachers involved in the course.</i></p> <p><i>The course was a time for them to confirm their own teaching methods and to discover new methods. They really want to underline the 'good mood' in which the course was carried out. It was really a time for sharing. Thus, they can willingly defend and present the importance of the course to their workmates in France.</i></p>
<b>LATVIA</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p><i>Latvian team is grateful for the opportunity given to them and they are eager to try out new ideas in their own practice at home. They participated with great interest and discussed it later with each other. Trainees also showed initiative by participating during the lessons they observed, by interacting with students and teachers. They shared their knowledge with other colleagues and parents involved in the school life after they returned. This was a really good way of broadening their horizons and they are looking forward for more trips offered to them.</i></p>
<b>LITHUANIA</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p><i>As regards to the orientation to the task (cognitive sphere), according to the data collected from grid No1 of the Assessment Tool booklet, the <b>Lithuanian Trainees</b> have made some suggestions and comments about the structure and the pace of the lessons. Under the relational point of view (socio-affective sphere) they expressed encouragement, they have accepted all the information that was provided, did not show any tension or antagonism. The <b>Lithuanian Trainees</b> helped each other, discussed and shared all the opinions and ideas because all members of the Lithuanian team could understand English well. Nobody has tried to provoke conflicts, refuse suggestions without a clear reason. According to the socio-cultural sphere</i></p>



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	<p><i>Trainees have reached the high level of positiveness in socio-affective sphere of the training course.</i></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><i>As regards the orientation to the task ( cognitive sphere ), according to the data collected from grid n. 1 of the Assessment Tool Booklet, <b>the Polish Trainees</b> made suggestions, produced ideas and possible directions on the medium level. They also expressed opinions, evaluations and statements on the same level.</i></p> <p><i>When it comes to commenting, giving information, confirming, clarifying and repeating these things were done on the high level. Asking for information and explanations as well as asking for impressions, suggestions and opinions were conducted on the medium level. Under the relational point of view ( socio-affective sphere ) the Polish trainees supported, helped, encouraged each other and showed esteem towards each other on the high level. They have seemed to be relaxed and looked glad on the high level. Also they accepted, understood and agreed with themselves on the high level. They considered the group source of well being on the high level. They did not reject and refuse, show or produce tension, attack or defend themselves, oppose or provoke the conflict. Nobody also had difficulties in making themselves understood. On the medium level accepting critically other's ideas can be evaluated.</i></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><i>As regards the orientation to the task (cognitive sphere), according to the data collected from grid n. 1 of the Assessment Tool Booklet, the <b>Portuguese Trainees</b> found the sessions motivating and scientifically correct and interesting.</i></p> <p><i>Under the relational point of view (socio-affective sphere) they were pleasant to listen and enjoyable to follow up.</i></p>



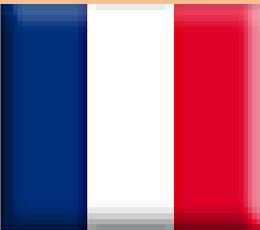
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<b>ROMANIA</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p><i>As regards the orientation to the task (cognitive sphere), according to the data collected from grid n. 1 of the Assessment Tool Booklet, the <b>Romanian trainees</b> made suggestions, produced ideas, expressed opinions, evaluations and statements, commented, gave information, asked for information and explanations at a high level.</i></p> <p><i>Under the relational point of view (socio-affective sphere) they supported each others, helped, encourages and showed esteem at a high level. They were relaxed and 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 tension, they did not produce tension. They did not attack or defend themselves, oppose or provoke conflicts. They did not have difficulties in making themselves understood.</i></p>
<b>TURKEY</b>	<b>1. Report on the level of motivation, attention and trainees' participation to the lesson</b>
	<p><i>As regards the orientation to the task (cognitive sphere), according to the data collected from grid number 1 of the Assessment Tool Booklet, the <b>Turkish trainees</b> have produced ideas and could make suggestions about the subjects and sessions. Also, they could follow the possible directions given in the tasks. Moreover, they adequately expressed their opinions, evaluated the data and statements taken place during the training. During the training activities, they actively gave their comments, stated their knowledge about the subjects and they clarified their previous data, as well. However, the 3 of Turkish trainees couldn't speak English well. So, they asked for information and explanations about the presentations. As a result, they weren't able to ask for suggestions and opinions.</i></p> <p><i>Under the relational point of view (socio-affective sphere), they supported and helped each other and the other participants by showing their esteem. Also, they accepted the new ideas, showed their effort to understand the others and agreed with the participants. They carried out their tasks by considering the group as a source of well-being. As the criticism is the way to the new ideas and creativity, they didn't accept others' ideas uncritically. Instead, they made their criticism in a positive way. They carried out the tasks willingly, so they didn't relax themselves and they didn't cheat. Moreover, they didn't reject the tasks or refuse the outcomes of the training. Besides, they didn't show or produce tension against the training. There weren't any case of attack, antagonism or opposition in the group or among the trainees. Although they could understand all of the information or the ideas given during the sessions, they sometimes had difficulties in making themselves understood.</i></p>



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

<b>FRANCE</b>	<b>2. Report on the trainees' formative process evaluation</b>
	<p><i>When reading the answers in grid n. 6 of the Assessment Tool Booklet, the French trainees have achieved several competences. They perfectly knew the laws protecting students with scholastic skill disorders. They also knew how to deal with them. Still, they partly knew the laws in partner countries. Thanks to the course they have increased their knowledge. As far as psychological competences they had good knowledge of dyslexia, Dysgraphia, Dysorthographia, and dyscalculia. They had pretty good knowledge of methodological competences. They knew how to use laboratorial, collaborative, simulative methodologies. In their teaching they also used discussions and inclusive didactic strategies. They often used group work, role-play, cooperative and peer learning as well as ICT tools. The French trainees also knew how to use different self-assessment strategies : diary, questionnaires and interviews. They knew how to use the results of the self-assessment to question themselves.</i></p>
<b>LATVIA</b>	<b>2. Report on the trainees' formative process evaluation</b>
	<p><i>After collecting and analyzing data in grid No3, it became clear that when trainees were introduced with specific needs for inclusive learning and with different forms of learning difficulties, they were already familiar with some of the terms. But this gave them the deeper insight into the subject and made it more systematic. They paid a lot of interest into different learning/teaching styles and different techniques of inclusive learning. They were interested in implementing different materials and methods in learning process for children with learning difficulties. Trainees also called back what they already knew, but they were not familiar with Graphic Organizers. Also specific reading and rhythm exercises were new to them. During the learning process trainees acquired the knowledge that each action taken relates to the next action that has to be done additionally. Therefore teaching/learning is a lifelong experience, that has to be assessed and improved constantly. This opportunity allowed them to improve their communication skills significantly as well.</i></p>



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<b>LITHUANIA</b>	<b>2. Report on the trainees' formative process evaluation</b>
	<p><i>According to the answers filled in the Trainee's journal and collected in grid No. 6 of the assessment Tool booklet, the <b>Lithuanian Trainees</b> have acquired the following competences.</i></p> <p><i>All the trainees renewed the knowledge about skill disorders and how to work with SEN students. The <b>Lithuanian Trainees</b> have understood how important is showing empathy, help to every student despite difficulty of their disorders.</i></p> <p><i>The <b>Lithuanian Trainees</b> realized how important are active teaching methods, visual materials, practical work in everyday teaching. They think they have still to work on improving teaching of students that have very serious disorders and no motivation, how to make the lesson or training course very attractive and useful for every student and to find the reason or point for positive, not negative assessment, how using active methods (pair work, playing roles, peer teaching group work) to reach the best possible results.</i></p> <p><i>After attending the training session in the classes with the children, the <b>Lithuanian Trainees</b> have noticed the quality of the Pedagogical choices has increased in the same way as Quality of Strategies and Tools that could be used in their everyday work.</i></p> <p><i>The <b>Lithuanian Trainees</b> think that from the session they have learned how important is to find even the smallest reason for positive assessment of students, well-preparation to the lessons with all the necessary visual, audio material and equipment, different active methods, give clear instructions at the beginning of the lesson.</i></p>
<b>POLAND</b>	<b>2. Report on the trainees' formative process evaluation</b>
	<p><i>According to the answer filled in their Trainees' journal and collected in grid n. 6 of the Assessment Tool Booklet, the Polish Trainees acquired the following competences.</i></p> <p><i>When it comes to their normative knowledge they knew perfectly the laws which protect students with scholastic skill disorders and the territorial boards devoted to them and how to deal with them. However, they did not know the laws in partnership countries. After the course they gained that knowledge. As far as psychological competences they had very good knowledge of dyslexia, Dysgraphia, discalculia and Dysorthographia. They had quite good knowledge of methodological competences, they knew how to use personalized, laboratorial, collaborative, metacognitive and simulative methodologies. Additionally in their work they also used discussions and inclusive didactic strategies. Considering relational dynamics they also quite often used group work, role-play, cooperative and peer learning as well as ICT resources. The Polish Trainees</i></p>



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	<p>also knew how to use different self-assessment strategies, such as: diary, questionnaires and interviews to think over their didactic praxis and they knew very well how to use the results of the self-assessment to question themselves, self-evaluate themselves, become conscious and enhance changes. They could get into relations with their colleagues through listening to them, mediation and a proposal attitude, collaboration, conflicts management and negotiation. They marked them on the highest level. The Polish Trainees concluded that they reached knowledge, relational and methodological-didactic competences.</p>
<p><b>PORTUGAL</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>According to the answer filled in their Trainees Journal and collected in grid n. 6 of the Assessment Tool Booklet , the Portuguese Trainees have acquired the following competences:</p> <ul style="list-style-type: none"> <li>• Knowledge about the subjects of Dyslexia and other learning disorders – once again it was useful to know how other countries manage and work with those items.</li> <li>• Regarding Relational Competences and Methodological-didactic, the Portuguese team found common points of view between the two countries as well as practical methods of dealing with learning disorders.</li> </ul>
<p><b>ROMANIA</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p>According to the answer filled in their Trainees' journal and collected in grid n. 6 of the Assessment Tool Booklet, the Romanian trainees have acquired the following competences:</p> <p><b>KNOWLEDGE COMPETENCES</b></p> <p>a) Normative knowledge: They found out about the laws that protect students with Scholastic Skill Disorders in their country and also in the partners' countries and they have now a clear idea about the territorial boards devoted to Scholastic Skill Disorders and know how to deal with them.</p> <p>b) Psychological competences : The Romanian trainees have acquired competences in learning theories about special needs: dyslexia, dysgraphia, dyscalculia and dysorthography.</p> <p>c) Methodological competences : The Romanian trainees have acquired the following competences: personalized</p>



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*methodologies - adjustment of objectives, contents, counseling and support, laboratorial methodologies - problem solving (brainstorming, Wh- questions) research, active and constructive learning, intentional and situated learning, collaborative methodologies - peer education, modeling learning, metacognitive methodologies - reflective learning and different learning styles, simulative methodologies (role-playing), inclusive didactic strategies and methodologies, dispensative measures, compensative instruments*

*d) Relational dynamics: The Romanian trainees have acquired competences in dealing with group work, simulation – role play, cooperative learning and peer learning.*

*e) Knowing how to use the informatics resources: The Romanian trainees have acquired competences in using vocal synthesis, building graphic organizers, using the devoted software and using multimedia resources on Internet.*

### *RELATIONAL COMPETENCE*

*a) knowing how to think over their didactic praxis by using different self-assessment strategies – they got used to diary, questionnaires and / or grids, external observer, interviews.*

*b) they extended their competences in knowing how to use the results of the self-assessment to question themselves, self-evaluate themselves, become more conscious*

*c) they extended their competences in knowing how to get into relation with their colleagues through: listening to them, conflict management, negotiation*

### *METHODOLOGICAL-DIDACTIC COMPETENCE*

*a) knowing how to work in group to design a didactic plan – they got competences in using as a framework Common European Framework of Reference, Ministerial Indicators, they consider they still have to work on using AIP (Annual Inclusion Plan), EEP (Educative Personalized plan) and Continuity among the different school levels as frameworks.*

*b) Knowing how to design cross-curricular didactic units – they got competences in taking into account: Ministerial indications related to all disciplines, transversal competences and transversal objectives.*

*c) Knowing how to make organizative decisions, they acquired competences in using of space, instruments and planning time and its management.*

*d) Learning strategies - they acquired competences in using VAK, Multiple intelligences theory, knowing the main compensative instruments and how to handle classroom management, knowing different dispensative strategies.*

*e) Interactive modalities – the Romanian trainees got competences in using group work, cooperative learning, peer learning, using learning styles and individual formative needs.*

*f) Knowing how to plan to reach the specific objectives – the Romanian trainees have acquired competences in planning of*



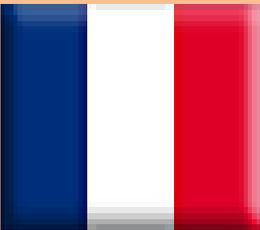
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	<p><i>cross-curricular units, using of management of classes with mixed-up abilities, respecting of the individual learning pace, enhancing of motivation and collaboration among the students.</i></p> <p><i>g) As related to individuate evaluation criteria, they got competences in using ministerial indications, curriculum, learning units, linguistic skills and age of students, but they still have to work more on these aspects.</i></p> <p><i>h) Knowing how to individuate evaluation modalities, they got competences in using diary, structured tests, interviews, questionnaires or grids, feedback.</i></p>
<p><b>TURKEY</b></p>	<p><b>2. Report on the trainees' formative process evaluation</b></p>
	<p><i>According to the answers filled in their Trainees' journal and collected in grid number 6 of the Assessment Tool Booklet, the Turkish trainees have acquired the following competence:</i></p> <p><i>As regards the Normative Knowledge, they have acquired the laws which protect students with Scholastic Skill Disorders in the countries of the partnership and the territorial boards devoted to Scholastic Skill Disorders and how to deal with them. Under the Psychological point of view, they have acquired learning theories related to Scholastic Skill Disorders (dyslexia, Dysgraphia, dyscalculia and Dysorthographia). Methodologically they have acquired Collaborative Methodologies (peer education, dialogic learning and modeling learning), Metacognitive Methodologies (reflective learning and different learning styles), Simulative Methodologies (role-playing), Discussion Methods (circle time and case analysis), Inclusive Didactic Strategies and Methodologies, Dispensative Measures and Compensative Instruments.</i></p> <p><i>As regards the relational dynamics, they have acquired Simulation-Role Play, Peer Learning and Circle Time. About knowing informatics resources, they have acquired the importance of using Vocal Synthesis and Building Hypertext. About knowing how to think over their didactic praxis, they have get in touch with different self-assessment strategies like the Diary that they had to fill in. About knowing how to work in group to design a didactic plan, they have known that AIP (Annual Inclusion Plan) can be used as framework. They think that they have still to work more on Common European Framework of Reference and Continuity among the different school levels. About knowing how to design cross-curricular didactic units; they have come across Transversal Competences and Transversal Objectives. About knowing how to individuate evaluation modalities they have acquired Interviews and Questionnaires and/or grids. They think that they have still to work more on Diary, External observer, Audio/video recording and Portfolio of competences</i></p>



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

<b>FRANCE</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>French teachers met staff and students as well as parents who seem to consider they have their part to play within the school and within the learning process. In the classes, the French teachers were very sensitive to the benevolence from the Sardinian teachers towards their students and the trust from the children in the teachers. They had the impression that motivation was enhanced and that most students were happy to be at school.</i></p>
<b>LATVIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>Latvian teachers liked that the trainer teacher had prepared a lesson which was based on the theoretical material presented to us on the previous day. It showed them a good inclusive learning during the activities, finding appropriate tasks for children. Children were divided into different groups according to their abilities and psychological differences. Also the environment was created child friendly, which as we know is essential in the learning process.</i></p>
<b>LITHUANIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>The course in the classes was very useful because the <b>Lithuanian Trainees</b> could compare the teaching systems, methods here at Italian schools with the ones in their country. It was very easy to notice the differences. The Trainees had a great possibility to interact with students and colleagues. They were satisfied with the lessons, a variety activities and methods shown.</i></p> <p><i>The Italian students were very kind, friendly, highly motivated and well prepared.</i></p>



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<b>POLAND</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>After attending the training session in the classes with the children, the Polish Trainees noticed that the Italian children were very open and friendly towards them. They carried out the tasks scrupulously and paid attention to how the students worked. They also monitored the trainees and observed so that they could perform the tasks well. The quality of pedagogical choices, strategies and tools was very good</i></p>
<b>PORTUGAL</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>After attending the training session 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 find those similar to the Portuguese practice. We found the teachers work and commitment very hard and the results are obviously good.</i></p>
<b>ROMANIA</b>	<b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b>
	<p><i>While attending the classes at Caniga School, the Romanian trainees noticed the close relationship between the Italian teachers and the students, the determination of the teachers to make the students understand everything that was taught, by using different and interesting methods, designed according the students' needs, level and pace. The students were very attentive with the foreign guests, they helped us understand what we had to do, and they took care that we could succeed in accomplishing our tasks. In the same way, the foreign students are helped to integrate themselves in the new collectives in the Italian school.</i></p>



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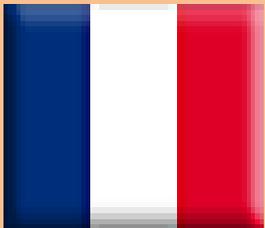
	<p><i>The pedagogical choices are at a high quality, they help teachers create an appropriate learning environment and encourage students work with pleasure. The strategies are chosen according to the students' needs and we could notice the teachers' ability to chose them so that the whole class could have the chance to take part at the activities. We can say that the lessons were inclusive, that all the students were involved in the proposed activities.</i></p>
<p><b>TURKEY</b></p>	<p><b>3. Report on the difference between the ordinary didactic praxis ( Grid number 4 )</b></p>
	<p><i>After attending the training session in the classes with the children, the Turkish trainees have noticed that quality of the pedagogical choices are equal to the way you interact with your pupils and the pedagogical choices made by the Italian teachers provided them an effective tool to create a different teaching atmosphere. In the same way, the teachers' pedagogical choices are the way of their expressing themselves and providing their full participations especially with the learning disabilities. Finally, they have also noticed that an overall evaluation needs suitable pedagogical choices to be selected.</i></p> <p><i>As for the results on the quality of strategies put into action, the strategies, which were applied by the teachers during the training session, show the strengthens of the teaching process. As they can't always use the same strategies, they sometimes need to adapt their competences according to the situation. They also think that the strategies used during the teaching process were more student-centred than teacher-centred and aimed to provoke the learners' development.</i></p> <p><i>Lastly, as for the quality of tools used, the Turkish trainees think that the tools used were simple, clear, concrete and were making the understanding easier. They think that some tools used were designed by the pupils and they were precious for them, as well.</i></p>



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

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<b>FRANCE</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>The French trainees think that from this training session they improved their knowledge concerning students with special needs. They now have a better understanding of inclusive strategies in European school at large. As written in the first point they appreciated to be shown tools and to be taught inclusion techniques and methods.</i></p>
<b>LATVIA</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>Latvian team have agreed, that the presentations have been comprehensible and they can definitely use new practices and knowledge in their ordinary jobs. They would like to be more involved in different activities during the training course. But the atmosphere they felt there was a really positive experience to them.</i></p>
<b>LITHUANIA</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>The Lithuanian Trainees think that from this training session they have learned more about disorders such as Dyslexia, Dysgraphia, Dysorthographia and Dyscalculia, what methods are the most effective working with students that have such disorders, how to organise inclusive lessons for all the students in the class. They could compare lessons and realised that in Lithuania methods are more active and the pace of the lessons is usually faster but in Italian schools students seems to be more relaxed, happy and satisfied during the lessons.</i></p>



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<b>POLAND</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>The Polish trainees think that from this training session they completed their knowledge concerning children with special needs. The course was useful because they have such students in their school and they got a different look at these problems. During the activities they did not encounter any difficulties. During this course they did not produce any material because they had already been using all the modalities in their own job.</i></p>
<b>PORTUGAL</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>The Portuguese trainees think that the course has been useful because they have reflected about their own practices and scientific knowledge during the activities.</i></p>
<b>ROMANIA</b>	<b>4. Report on the evaluation of the training course</b>
	<p><i>The Romanian trainees consider that during this training course they have learnt mainly about the learning difficulties (dyslexia, dysgraphia, dyscalculia and dysorthography), they found out ways of dealing with such difficulties and strategies to be used in order to cope with the problems caused by these Scholastic Skill Disorders. This course has been useful because it fulfilled our knowledge about the laws that protect students with Scholastic Skill Disorders in the countries which are partners in Europe for Inclusion project and the trainees have acquired competences in learning theories about special needs. It was useful because it helped us in working with students with special needs. There were some difficulties during the course, but they were solved by the help of the tutor who translated the information into Romanian. The difficulties were related to the trainees' poor knowledge of English and/or Italian languages. The Romanian trainees did not produce any</i></p>



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material during the course. A possible drawback in our work would be the lack of specialized people in our school who could help us be successful with students with such problems.

### TURKEY

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



The Turkish trainees think that from this training session they have learnt;

- The concepts of Dyslexia, Dysgraphia, Dysorthographia and Dyscalculia and their symptoms and the facts related to these disturbances and some visual examples
- What sort of attitudes and implementation are related to didactic learning disorders
- What definitely is needed for inclusive learners and especially with dyslexia and what they are going to face when they can't diagnose the learners' with learning difficulties
- The names of fruit in Italian language and their pronunciation.

They think that the course has been useful for;

- Learning Skill Disorders and their symptoms and the facts related to these disturbances and some visual examples
- Learning the importance of cooperative learning in the school atmosphere and benefits of it
- Learning different learning strategies and modalities and some didactic approaches needed for learning the learning disabilities
- Using differentiated instructions and respecting to personal learning styles
- Learning the names of the fruit in Italian language, being able to pronounce them in Italian language and matching them with flash cards.

During activities they encountered the following difficulties;

- The sessions were a little long.
- The content of the lesson was mainly based on methodology.
- They couldn't partially reach the expected results of one session at the end of this training. The reason was that there wasn't enough interaction between the trainees and the training lesson on cooperative learning
- The presentations were a little bit long and some parts of them had to be passed more quickly and illustrated superficially.
- As the sound systems in Italian and Turkish language were different, they had some difficulty in singing the Italian children song about the letters.



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*They think that the following solutions could be adopted to overcome these difficulties;*

- It would be better for them to join or study with real dyslexic students and to see their notebooks and studies. It would also be better if they could see their behaviour and attitude in the classroom atmosphere.*
- The training session about cooperative learning could have been progressed by including the trainees much more effectively and actively.*
- It would be better if this session was organized in the morning rather than afternoon when the participants were fresher and relaxed.*

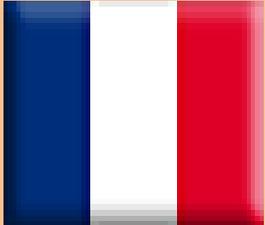
*They couldn't produce any materials during this course.*

*They think that there will be the possible setbacks of this training on their jobs. In their opinion, the training was lucrative and beneficial for them. There was a page on the presentation that made them feel like a dyslexic student. This enabled them to look at the learning situations from a dyslexic student's perspective. Moreover, this training made them think about people surrounding them from this point of view, even from their family members and they re-evaluate their own difficulties. They have also gained knowledge about the learning skill disorders which have vital importance in a learner's future life and habits. Then, they have learnt about the important role of the collaborative learning method in the classroom atmosphere and the way of practising the advantages of this modality and the expected results on the learners, as well. And, this lesson has reinforced them to search for further attention and research on this subject in their city, region and country. They feel that they have had some positive impression about Italian education system. The thing which affected them most was the students being happy and having a smiling face during the whole lesson: this made the classroom climate positive as it was reflecting their happiness and willingness to carry out their task. Another thing they have noticed is that, when they tried to teach some Turkish words to them, the students were better than them and this is a confirmation of the fact that the earlier you start teaching foreign languages, the best it is.*



# Erasmus+

## 5. Report on the evaluation of the expectations

<b>FRANCE</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>Seeing and experiencing different methodologies and different relational practices is a way to question their teaching. They have become aware of the usefulness of peer learning. The training course was from them the confirmation that oral practise was as important as written practise for students to acquire new skills</i></p>
<b>LATVIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>Trainees have learnt how to integrate different subject areas and how to individualize work with children from different backgrounds. They also got familiar with the practice on how to recognize different reading difficulties. Latvian teachers also found out that dyslexia is a genetic problem and that it might even be recognized during the negotiation process with parents.</i></p>
<b>LITHUANIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>As regards the expectations the Lithuanian Trainees were satisfied with the lessons, management of the meeting, a variety of activities they could take part in. They realised once again how important and useful peer teaching could be because the trainees had possibility to become “students” and learn something new without knowing Italian. It was a challenging experience that helped to understand students’ difficulties especially during the lessons of foreign languages.</i></p>



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<b>POLAND</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>As regards the expectations, they were met. What is more, the course let the Trainees consolidate their knowledge. All courses that they attend are an important part of our job, they let us approach different problems in different ways and they enabled the trainees to work more efficiently. In our opinion the management of meetings, their pace and modalities were conducted very well. When it comes to the Trainers' lessons they were involving, however, the Polish Team thinks that if there had been workshops not lectures, they would have been even more involving.</i></p>
<b>PORTUGAL</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>As regards the expectations, they have been fulfilled.</i></p>
<b>ROMANIA</b>	<b>5. Report on the evaluation of the expectations</b>
	<p><i>The training course contained diverse and well structured materials. It met the trainees' expectations. After attending this course the Romanian trainees realized the real importance of trying to deepen the knowledge they have already received in Italy. At the end of the training course the level of the trainees' competences was higher, as related to the diagnosis and also the working strategies used with the students with SEN. Having students with SEN in their classrooms, the Romanian trainees' motivation to take part at the training course was very strong.</i></p>



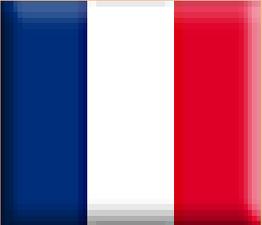
## Erasmus+

TURKEY	5. Report on the evaluation of the expectations
	<p><i>The Turkish trainees think that the meetings were very dense, but they have learnt so much thing about learning difficulties and inclusive education. And, the trainers were very good at the subject. They presented the subject quite well although some of them were presenting it in Italian before being translated into English. They also think that they have needed to learn inclusive education because of their professions. In their future career, they will use the knowledge and modalities about inclusive education which they have learnt via this training course. Moreover, this training course has provided them to gain necessary knowledge about inclusive education which every teacher should know. Thanks to this training course, they think that they can deal better with the learners with learning difficulties comparing to before taking this course. And, before attending this course, their motivation was quite high and it is still at the same level. They have always been keen on the inclusive education but couldn't have any chance to be educated in this field. Now, they are so glad that they have attended this course and learnt a lot of information about inclusive education.</i></p>



## Erasmus+

### 6. Report on the overall course evaluation

<p><b>FRANCE</b></p> 	<p><b>6. Report on the overall course evaluation</b></p> <p><i>The French team thank their Sardinian host (teachers, school staff, students, parents and Mrs. Patricia Mercuri) for the quality of the training course.</i></p> <p><i>The atmosphere was really positive. They could participate actively.</i></p> <p><i>Now, they feel they have the ability to enhance changes. They can work along with their colleagues by listening to them and through collaboration.</i></p> <p><i>It has improved their wish to develop inclusion in their classes and to continue their share of work and thinking in the Erasmus program.</i></p>
<p><b>LATVIA</b></p> 	<p><b>6. Report on the overall course evaluation</b></p> <p><i>Latvian team is really thankful to Italian team members and especially to their team leader Mrs. Patricia Mercuri. Despite the busy schedule, Patricia and her team mates could fulfill all our needs, surprising us every day. Also parents impressed us by supplying us with delicious treats and meals and breath taking performances.</i></p> <p><i>And of course the knowledge carried back home has a value in implementing it and sharing with others. The course taken has improved teachers interest in Erasmus+ project and in the matter of inclusion. .</i></p>
<p><b>LITHUANIA</b></p> 	<p><b>6. Report on the overall course evaluation</b></p> <p><i>According to the grid No5 of the Assessment Tool Booklet, the <b>Lithuanian Trainees</b> were very satisfied as regard the possibility to participate actively, very positive group atmosphere, the useful material, possibility using the materials that were presented in ordinary work, and with the comprehensibility of the some presentations because of bilingualism (Italian and English) but sometimes some objectives were difficult to understand because of the same reason – mixture of two or even more languages.</i></p>



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<p><b>POLAND</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p><i>According to grid n. 5 of the Assessment Tool Booklet, the Polish Trainees were very satisfied as regards the presentation as it was comprehensible and they could use the presented material in their job. The course objectives were clearly explained and the Trainees had the chance to participate actively. What is more, the group atmosphere was very positive.</i></p>
<p><b>PORTUGAL</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p><i>The Portuguese Trainees have been satisfied regarding the scientific sessions and the way they were programmed and carried out. We had the opportunity of founding how other countries deal with the Special needs and learning disorders. It is always grateful to be able to discuss with fellow teachers and specialists.</i></p> <p><i>We found the commitment of the teachers working at the different schools quite high and contagious. Everybody was happy to welcome “foreigners” and made us feel at home. It was easy to discuss methods and practical strategies with them. They had to work very hard to prepare all the materials, the decoration of schools, the choreographies of children and all the coffee breaks and astonishing Italian meals.</i></p> <p><i>This training course was very complete and rewarding in every aspects.</i></p>
<p><b>ROMANIA</b></p>	<p><b>6. Report on the overall course evaluation</b></p>
	<p><i>According to grid n. 5 of the Assessment Tool Booklet, the Romanian trainees have been very satisfied as regards the following aspects: the presentation has been comprehensible, they can use what has been presented in their ordinary job, the course objectives have been clearly explained, in our group the atmosphere was positive, the material produced seems to be useful and satisfied as far as their active participation is concerned. They consider that they would have needed some active implication in direct work or observation with / of the students with SEN.</i></p>



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TURKEY	6. Report on the overall course evaluation
	<p><i>According to grid number 5 of the Assessment Tool Booklet, the Turkish trainees have been very satisfied with the course objectives' having been clearly explained, their having the chance to participate actively and the atmosphere's being positive in their group. They have been so and so satisfied with the presentation's having been comprehensible and their being able to use what has been presented in their ordinary job. Last, they have been a little satisfied with the produced material's seeming to be useful.</i></p>