



## *Final Report and Results*

### **Inclusion in Secondary School**

2018-2021

Context (2018-expanded because of the pandemic until 2021)

In this project participated four countries: Germany as a main co-ordinator, France, Greece and Romania as partners. We started in September 2018 but because of the pandemic we expanded the Erasmus+ project until August 2021.

The good inclusive education is our future. Germany's been working hard becoming a school with the main focus of inclusive education. Romania has limited opportunities to contact other nationalities from Europe but has a very good experience with children from different ethnic and cultural background like Sinti and Roma.

France has had a large number of students with different cultural and ethnic background, refugees from Africa, Eastern countries, Middle East. Greece's been working hard becoming an inclusive school and has a number of emigrants from the Middle,- South-East and Eastern Europe.

All the schools have had an increasing number of children with with special needs.

In this context the objectives of the project were the reduction of the impact on the balance of the teachers' work and the increase of the quality of support actually available for inclusive education in secondary schools.

The needs addressed by the project were related to secondary schools having to make critical decisions about admission of students from diverse origins, backgrounds and learning disabilities with consideration of resources, expertise and the balance of needs across the school and within individual classrooms.

#### Objectives

- Improving the reading and writing competence in English, mathematical and science skills of students with and without special needs through creative and artistic activities
- developing of intercultural competence
- achieve a partnership where we introduced new friends to our pupils
- teachers shared practices and teaching strategies to learn from each other in the different environment
- to strengthen the international profile of the secondary school and inclusive school
- reducing the early school leavers



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### Number and profile of participants

- 4 secondary vocational schools with students with and without special needs. The age between all countries ranges from 14 to 18 years.
- The German school was a reference school for the students with and without dyslexia and teacher's training for the project management and developing of working materials for Reading comprehension in English. The Romanian school specializes in inclusion of children with different ethnic background (Sinti and Roma) for children with dyscalculia and science. The French school has been specialized in inclusion and the art promoting learning through theater play, dance, song, artistic expression and gastronomic art. They promoted the inclusion of immigrants and refugees. The Greek school is a school with children with special needs and promote inclusion of immigrants, students with dyslexia and dyscalculia, promoting learning through drama and creative writing, e.g. theater draft.

### Activities

By the First year/ By the end of **first year**

1. initial questionnaire about perception of the social inclusion in each school
2. design of the website (realised by experts)
3. observation of inclusion practices: Teacher's workshop in Munich
4. developing the reading skills in English /testing materials on students with and without special needs: Workshop with students in Munich
5. Developing the maths and science competence using English/testing materials on students: Workshop with students in Iasi

By the end of **second year**

1. Teacher's workshop in Paris: Second teacher's training (inclusion through creative activities)
2. virtual conferences via Twinspace

By the **third year** (virtual mobility with students and teachers), Because of pandemic we expanded the project and we organised the following activities virtually

1. applying methods to write the assessment test
2. testing students during teaching activities, interviewing teachers, parents
3. Developing of writing skills through creative performance (virtual mobility, Athens)
4. Developing of reading, writing and calculating skills through creative work (creating social events and creative gastronomic project) (virtual mobility, Paris)
5. making the good practices guide
6. making the inclusive education assessment test
7. Third Workshop with teachers in Paris: Methodology, Project management and e-book materials





Methodology: observation, debriefing, reflexion, questionnaire, qualitative Interviews

We enhanced the communication links between the schools through eTwinning, Skype, Gateway, E-Mails, google meets and a partner school website. The end products were displayed in all schools and shared all partners via the website.

### Results/Long term Benefits

- develop an inventory aimed at identifying actual needs of the target groups for inclusion in secondary partner schools
- the promotion of a guide of good practices
- strengthen the European awareness of such good practices through a wide dissemination of project results
- an inclusion assessment test/e-book

The end product is a brochure(e-book) with best practice materials for improving the Reading competence in English and mathematical and science skills

### Main achievements and Results

#### 1. For teachers:

- Language skills

Improving communication skills (e-mails, online and physical meetings, creation of materials, instructions during activities

- Social skills

Permanent contact with project partners of different nationalities; accommodating various cultures and educational systems to create a common product

- Computer skills

Computer science teachers organised students in virtual groups for the online mobilities, presented educational software during activities

Teachers are now more proficient in using educational tools, online websites, and in drawing up documents

- Innovative methodology for inclusive education

Creating learning material: PPT and Word presentations, kahoot quizzes, informational games, posters, drawings, dialogues, for future teaching sessions





Participants have access to materials and methods of teaching, innovative ideas, diversifying their methods in teaching and assessing students

The feedback led to drawing conclusions on what are the most effective methods for teaching

- Intercultural competence:

Collaboration on an European level, stressing the importance of international contacts and collaboration on different levels (educational, social, cultural, and technological)

Strengthening the international profile of the secondary and inclusive school

## 2. For students:

- Language skills:

Improved all four competences in English: reading, writing in a creative and collaborative manner, speaking to present their work and discuss activities with international partners, and listening to instructions provided by their foreign partners

- Developed creative abilities

Were stimulated to do tasks involving artistic skills

Received permanent feedback on grammar and vocabulary

- Social skills

The social interaction of students with different backgrounds and abilities was at a school level and at an international level; we achieved cooperation within the school with expected results in future activities.

Learners from various cultural backgrounds collaborated at an international level

A partnership was achieved and new friends were introduced

The project included students vulnerable to drop-out

- Cultural skills

Students shared the particularities of their countries, becoming aware of belonging to a wider European diverse culture.

Awareness of the symbols and identity elements belonging to partner countries

The activities were complex: myths, stories, architecture, music, gastronomy, and cultural heritage; kahoot quizzes helped learners assimilate the cultural information





- Calculating skills

Estimating amounts, distances, using numbers for expressing quantities (in percentage as well) –

- Computer skills

Students were instructed and offered support to accomplish their tasks

Using new information and software presented during virtual meetings, students used their creative side to do their work

A variety of educational games

Students used the eTwinning platform used for communication and uploading materials

#### By the end of **first year**

1. Design of the logo of the project
2. Design of the website (realised by experts)
3. Observation of inclusion practices
4. Developing the reading skills in English /testing materials on students with and without special needs during the physical Germany mobility
5. Developing the maths and science competence using English/testing materials on students in Romania
6. dissemination on Facebook, websites, newspapers, school meetings monitored by local education authorities, ERASMUS days

#### By the end of the **second year**

1. Virtual meetings and conferences took place, organised by the ERASMUS coordinator of the leading institution
2. Teachers participated in three virtual meetings to reschedule the mobilities  
<https://twinspace.etwinning.net/75302/home>
3. Teachers and students participated in a virtual meeting  
<https://twinspace.etwinning.net/75302/materials/images>
4. <https://twinspace.etwinning.net/75302/pages/page/490667>
5. Dissemination during ERASMUS days





By the **third year**

1. We estimated the dates of the virtual mobilities with students and teachers
2. We adapted the material prepared for physical meetings
3. We prepared the students and the infrastructure for the virtual meetings; most of the preparation was done online
4. We tested the materials during the virtual mobilities in Greece and France in April and May 2021
5. Developing of reading, writing and calculating skills through creative work (creating social events and creative gastronomic project)
6. Developing of writing skills through creative performance
7. Feedback was received from students and teachers through evaluation sheets
8. Preparations were made for a physical workshop involving teachers
9. Physical mobility in France with focus on creative methodology, project management, writing a final report and dissemination of ERASMUS projects for teachers (Romania, Germany, France); the Greek team participated online
10. Evaluation of the project and creation of an e-book on best practice
11. Dissemination and articles in newspapers, media, ERASMUS days, ERASMUS plus project platform
12. <https://twinspace.etwinning.net/75302/pages/page/1955023>

**More details on Twinspace: <https://twinspace.etwinning.net/75302/pages/page/490667>**



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