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НАРЪЧНИК

Как да подпомогнем успешната реализация на приобщаващото образование и обучение в масовите училища?

Project: MyHUB – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions.

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Foreword

Prof. Linda Daniela

The origins of inclusive education can be traced back to the attempts of integrating people with special needs into education in Scandinavia, the United States and Japan in the 1970s, but the results showed that such integration offers opportunities to improve the achievement for students with mild disabilities while those with severe disabilities faced even greater discrimination. Over time, it has been concluded that simply integration is not the key word for supporting students with special needs, so other solutions were needed.

The next milestone is 1994, when representatives of 92 countries and 25 international organizations at the World Conference on Special Needs Education in Salamanca (Spain) adopted a new Statement on the education of all disabled children, which called for inclusion to be the norm and where the guiding principle is for ordinary schools to accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Despite the fact that 26 years have passed since the adoption of the Salamanca Statement, it must be acknowledged that not all situations and contexts are always taken for granted and there are still countries where inclusive education is only defined in political documents but not a common practice. However, during these 26 years, the world has accumulated rich experience in implementing inclusive education and organizing various activities to ensure access to education for every individual.

In the MyHUB project - A *one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions*, its participants are committed to bringing together a variety of good practices in inclusive education to ensure knowledge transformation through lending and borrowing the principle developed by Gita Steiner-Khamsi where it takes different dimensions to share good practices among different countries, among different educational levels and among people with diverse special needs.

This handbook is the result of a project, which has gathered information on the principles of inclusive education and the situation in the project countries. It will be useful for teachers who

are eager to create an inclusive learning environment, for parents who wish to understand the principles of inclusive education and for other stakeholders in education.

Karel Van Isacker

The UN Convention for the Rights of Persons with Disabilities makes it very clear that the (continued) existence of special education is contrary to the principles of this Convention. Hence the M-decree was implemented. Unfortunately, I fear that this pressure on the gradual dismantling of special education has led to a "parents' right to have their child in mainstream education (if possible) to take lessons", which we have now apparently shifted to "an obligation of parents to do that unless it really goes wrong there ". That is not the right starting point.

Въведение

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Предизвикателствата, породени от прилагането на приобщаващо образование, са едни от актуалните задачи на професионалната дейност за учителите, университетските преподаватели и политиците в образователната политика в Европейския съюз. Въпреки решителните усилия на международната общност за интеграция, някои държави все още се сблъскват с трудности и пречки при получаването на качествено образование за социалната държава на децата и младите хора в страната.

Този факт потвърждава, че необходимостта от прилагане на приобщаващо образование не намалява необходимостта от системен подход за справяне със социалното изключване, причинено от бариерите пред образованието.

Приобщаването обаче не е само въпрос на образователната система: по същество включването е показател за демократизацията на обществото. Обществените нагласи към приобщаването показват нивото на толерантност като важна ценност на демократичното общество. Отношението към приобщаването също подчертава стойността на гражданското общество, като социална принадлежност и признание.

Всеки има нужда да се чувства част от обществото, да се чувства признат и включен в социалната общност, но за да упражни правото на всички хора на признание и принадлежност, естествено е да се изисква всеки индивид да бъде толерантен към многообразието в обществото. Социалното изключване е показател за липсата на чувство за принадлежност, както и показва липса на толерантност от страна на останалите членове на обществото. Приобщаването е сложна социална задача и ролята на образованието за справяне с нея е безспорно важна.

Кратко описание на проекта

Проектът ще намали бариерите пред приобщаването чрез активно сътрудничество между преподавателите и други заинтересовани страни, включително активното участие на политиците, членовете на местната общност, като политически и религиозни лидери, местни служители в образованието и средствата за масова информация.

Успехът на създаването на приобщаващо образование като ключ към създаването на приобщаващи общества зависи от споразумението между всички съответни партньори за обща визия, подкрепена от редица конкретни стъпки, които трябва да се предприемат, за да се приложи тази визия на практика.

Преминаването към приобщаване е постепенно, което трябва да се основава на ясно формулирани принципи, които се отнасят до общосистемно развитие и мулти-образователни секторни подходи, включващи всички нива на обществото.

Цел на този наръчник

Този наръчник предоставя на посланиците на приобщаващото образование необходимите знания, ресурси и стратегии, които да им позволят да интегрират и подкрепят прилагането на практики за приобщаващо образование.

Целевите потребители:

- Педагогически персонал в институции и училища в ранна детска възраст: учители, обучители, главни учители, директори, директори, преподаватели на ресурси;
- Социални и младежки работници;
- Неправителствени организации;
- Планиращи образованието / създатели на политики - местни образователни власти, общински отдели по политиките за приобщаващо образование, съответните отдели в Министерството на образованието и науката, Министерството на младежта и спорта и др.

Равенство във въвеждането на приобщаващото образование

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Equity means ensuring that everyone has access to the same opportunities. In education, education equity means that everyone has access to the same qualitative educational opportunities. As education is considered to be the means of transforming the lives of children, of enabling upward socioeconomic mobility and the key to escaping poverty, it is important to ensure the access to education and school enrolment for all children. Educational equity should be provided by enhancing education systems, education programmes and classes by taking into account the wide diversity of children's characteristics and needs, and by providing education for all.

Education for all is the foundation of inclusive education. The 1994 UNESCO Salamanca Statement[1] recognized the importance to work towards "schools for all" - institutions which include everybody, celebrate differences, support learning, and respond to individual needs. As it was stated in Salamanca Statement "Education for All effectively means FOR ALL, particularly those who are most vulnerable and most in need"[2]. It was a new direction for special needs education, by ensuring that children with special needs have an equal right to education to learn in regular schools together with their siblings.

The success of creating inclusive education as the key to establishing inclusive societies depends on the agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice. The move towards inclusion is a gradual one that should be based on clearly articulated principles that address system-

[1] UNESCO. (1994). The Salamanca statement and framework for action on special needs education. UNESCO.

[2] UNESCO. (1994). The Salamanca statement and framework for action on special needs education. UNESCO. Page 4.

wide development and multi-educational sectoral approaches involving all levels of the society. The barriers to inclusion can be reduced through active collaboration between policymakers, educational staff and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media.

Worldwide

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Education was recognized as a human right in the UN "Universal Declaration of Human Rights" article 26 in 1948[3]. In 1960, the UNESCO "Convention against Discrimination"[4] declared that discrimination in education is a violation of rights enunciated in the "Universal Declaration of Human Rights". In article 1 discrimination was explained as any "distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education". Although the disability was not included in the "Convention against Discrimination" as a characteristic that would lead to any form of discrimination, in the following years disability was internationally recognised as a possible reason for discrimination in education, it stated stated that the right to education is for all children. At the 1990 Jomtien "World Conference on Education for All"[5] it was ensured that there is right for all in education regardless of individual deterrence. Several United Nations declarations culminated in the 1993 United Nations "Standard Rules on the

[3] United Nations. (1948). *Universal declaration of human rights*. https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

[4] UNESCO (1960). *Convention against discrimination*. http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

[5] UNESCO (1990). *World conference on education for all: Meeting basic learning needs*. Jomtien, Thailand. https://unesdoc.unesco.org/ark:/48223/pf0000097551

Equalization of Opportunities for Persons with Disabilities"[6]. 1994 UNESCO Salamanca Statement provided the political and philosophical ground for developing inclusive education for all in years to come.

The 2006 UN "Convention on the Rights of Persons with Disabilities"[7] article 24, clearly aimed at realizing the right to education of people with disabilities 'without discrimination and on the basis of equal opportunity'.

Primarily, inclusive education for a person with disabilities is a guaranteed right by the Universal Declaration on Human Rights[8]. Besides, the UN adopted The Convention on the Rights of Persons with Disabilities (CRPD)[9] and its optional protocol on December 13, 2006[10]. This convention contains fundamental human rights and personal freedom. This Convention emphasized the right to inclusive education with a General Comment (No. 4) in 2016. It stresses that the recognition of inclusion as the key to achieving the right to education has strengthened over the past 30 years. The Convention on the Rights of Persons with Disabilities also enshrined the first legally binding instrument to contain a reference to the concept of quality inclusive education. Sustainable Development Goal 4 to affirms the value of inclusive, quality, and equitable education. Inclusive education is central to achieving high-quality education for all learners, including those with disabilities, and the development of inclusive, peaceful, and fair societies.

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[6] United Nations. (1993). *Standard rules on the equalization of opportunities for persons with disabilities.* https://www.un.org/development/desa/disabilities/standard-rules-on-the-equalization-of-opportunities-for-persons-with-disabilities.html

[7] United Nations. (2006). *Convention on the rights of persons with disabilities.* https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

[8] United Nations. (1948). *Universal declaration of human rights.* https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

[9] United Nations. (2006). *Convention on the rights of persons with disabilities.* https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html

[10] United Nations. (2006). *Optional protocol to the convention on the rights of persons with disabilities.* https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/optional-protocol-to-the-convention-on-the-rights-of-persons-with-disabilities.html

CRPD Article 24[11] indicates that

1. State parties recognize the right of persons with disabilities to education. To realize this right without discrimination and based on equal opportunity, State parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
   1.1. the full development of human potential and a sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms, and human diversity;
   1.2. the development by persons with disabilities of their personality, talents, and creativity, as well as their mental and physical abilities, to their fullest potential;
   1.3. enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, State parties shall ensure that:
   2.1. persons with disabilities are not excluded from the general education system based on disability, and that children with disabilities are not excluded from free and compulsory primary education, or secondary education, on the basis of disability;
   2.2. persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
   2.3. reasonable accommodation of the individual's requirements is provided;
   2.4. persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
   2.5. effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. State parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, State parties shall take appropriate measures, including:
   3.1. facilitating the learning of Braille, alternative script, augmentative and alternative

[11] United Nations. (2006). *Convention on the rights of persons with disabilities. Article 24.* https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html

modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

3.2. facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

3.3. ensuring that the education of persons, and in particular children, who are blind, deaf or deaf and blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. To help ensure the realization of this right, State parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques, and materials to support persons with disabilities.
5. State parties shall ensure that persons with disabilities can access general tertiary education, vocational training, adult education, and lifelong learning without discrimination and on an equal basis with others. To this end, State parties shall ensure that reasonable accommodation is provided for persons with disabilities.

Article 24 mainly constructs the basic levels of the inclusive education and guides member states and other institutions accordingly.

The inclusive education and the equity in education has been an important agenda in the worldwide international documents for a while, yet the advocacy for inclusive education continues to grow. In the United Nations (UN) 2030 Agenda for Sustainable Development[12], the plan of “action for people, planet and prosperity” comprises 17 Sustainable Development Goals (SDGs). The fourth Sustainable Development Goal (SDG 4) is the educational: to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

[12] United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

Европейско ниво

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European Union and its institutions encourage an inclusive environment especially in the European education system. In the first step, all European legislation systems progress in harmony with the UN regulations. All EU members accepted UN CRPD protocols for the implementation of their education system. The European Convention of Human Rights (ECHR)[13] in article 14 states that "the enjoyment of the rights and freedoms outlined in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinions, national or social origin, association with a national minority, property, birth or another status". According to Treaty on the Functioning of the European Union[14], "In defining and implementing its policies and activities, the Union shall aim to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation "(art. 10)

In addition to these, the European Commission underlines through the European Pillar of Social Rights (2017)[15] that "Everyone has the right to quality and inclusive education, training, and life-long learning to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market". Moreover, both the European Commission and the European Council are collaboratively working on the implementation of education and training strategies (ET 2020)[16] to reach inclusive education,

[13] Coucil of Europe. (2010). The European convention of human rights. https://www.echr.coe.int/documents/convention_eng.pdf

[14] European Union. (2012). Consolidated version of the treaty on the functioning of the European Union. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012E/TXT&from=EN

[15] European Commission. (2017). *The European pillar of social rights in 20 principles*. https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

[16] *The strategic framework for European cooperation in education and training (ET 2020) is a forum which allows Member States to exchange best practices and to learn from each other.* https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

equality, equity, non-discrimination and the promotion of civic competences as priority areas for European cooperation in the field of education and training.

Besides, the European Accessibility Act[17] aims to encourage and improve the functioning of the internal market for accessible products and services, by removing barriers created by divergent rules in the Member States. The Act promises benefits for businesses, people with disabilities, and elderly people.

The Council of Europe[18] promotes the rights and full participation of the person with disability in society and specifically in education. Since 2009 several recommendations on ensuring full inclusion of children and young persons with disabilities have been developed (2009, 2010, and 2013).

The 2020 "Fundamental rights report"[19] provided a description concerning the EU progress towards fundamental rights issues on the EU level. One part of the report is devoted to children's rights. Although it reports slight improvement, the children's rights issue remains as important as before, as one in four children are under the risk of poverty and social exclusion, and the most vulnerable are those with migrant background. There are several groups that are experiencing discrimination in the society and education – Romas, children with different national and religious background, migrants, LBDRI. Although there are many plans for promoting inclusive education, only limited progress on inclusive education for children with disabilities is reported. The major problems are connected with:

- Separated education systems for children with and without disabilities;
- Lack of support and resources in regular schools for children with disabilities;

[17] European accessibility act. https://ec.europa.eu/social/main.jsp?catId=1202#:~:text=The%20European%20accessibility%20act%20is,EU%20leading%20to%20costs%20reduction

[18] Council of Europe (n.d.). *Children with disabilities*. https://www.coe.int/en/web/children/children-with-disabilities

[19] European Union Agency for Fundamental Rights (EU body or agency) (2020). *Fundamental rights report*. https://op.europa.eu/en/publication-detail/-/publication/a7ce368c-ab89-11ea-bb7a-01aa75ed71a1/language-en?WT.mc_id=Selectedpublications&WT.ria_c=41957&WT.ria_f=5713&WT.ria_ev=search

- Ongoing discrimination against children with disabilities in education and increased numbers of children with special needs in education.

Latvia

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On May 4, 1990, simultaneously with the proclamation of the declaration of independence, Latvia adopted the declaration on country's accession to international legal documents on human rights[20], thus confirming that Latvia legislators will be guided by the idea of human rights. By accepting the UN declaration, the Government of Latvia was obliged to report periodically to the UN on the country's progress. After each report, recommendations were received. Thus, the education system of Latvia has seen the impact of a range of international declarations and conventions. Gradually it has led to such regulations that ensured learning opportunities for all children including children with disabilities. At first, it was affirmed that every child has a right to education and every child is capable of learning, and the idea that some children are 'uneducable' was abandoned. It was a major turning point away from the times when disabled children were not considered to be part of humanity, so accordingly they did not have a right to education. The right to education was included as one of the fundamental rights of every child in Article 112 of the Satversme[21]. As a result, special schools in Latvia started to integrate children with severe disabilities[22], those who previously remained at home or in special care institutions.

[20] *Par Latvijas Republikas pievienošanos starptautisko tiesību dokumentiem cilvēktiesību jautājumos* [On the accession of the Republic of Latvia to international legal instruments on human rights issues] (1990). Augstākā Padome 04.05.1990., Latvijas Republikas Augstākās Padomes un Valdības Ziņotājs, 21, 24.05.1990

[21] Latvijas Republikas Satversme (1922). Satversmes sapulce. Latvijas Vēstnesis, 43, 01.07.1993. https://likumi.lv/ta/id/57980-latvijas-republikas-satversme

[22] Vīgante, R. (2008). Latvija – Vācija: kopīgais un atšķirīgais [Latvia – Germany: Similarities and differences]. *Skolotājs*, *1*.

Although the Law of Education in 1991 stated that education is for all, it was not specifically declared that it concerned children with disabilities.[23] It took some years to establish such a conceptual idea in the Law of Education. The newly developed Law of Education in 1998[24] stated that everyone has the right to education, including those who have some health issues and special needs. The Law on General Education explains special needs as "the necessity to receive such support and rehabilitation which creates an opportunity for a learner to complete an educational programme, taking into account his or her health condition, abilities, and level of development"[25]. The Law on the Protection of the Children's Rights[26] affirmed that every child has the right to have all necessary support to live a proper life despite his health conditions and special needs.

Although the legislation established a normative base for children's with disability (in Latvia – children with special needs) rights to education, it did not mean that automatically they were ensured inclusive education. At the beginning and middle of 90-ties the integration of children with special needs both in special schools (previously those who were called 'uneducable') and in regular schools (mostly in special classes), was considered to be a progressive move towards ensuring children with special needs rights to education. The Law on General Education stated that schools that have necessary means and resources can integrate children with special needs in regular classes[27]. Children with special needs were gradually integrated in regular schools, either by establishing special classes or integrating those children in the regular classroom. There were several Integrative programs developed. The first integrative schools were established, e.g., in 1994 the private school "Patnis" and in 1996

[23] Saeima. (1991). *Izglītības likums* [Law of education]. http://www.likumi.lv/doc.php?mode=DOC&id=67960

[24] Saeima. (1998). *Izglītības likums* [Law of education]. http://www.izm.lv/default.aspx?tabID=3&lang=1&id=102, http://www.likumi.lv/doc.php?id=50759&mode=ICDOC

[25] Saeima. (1999). Vispārējās izglītības likums [General Education Law]. *Latvijas Vēstnesis*, 213/215, 30.06.1999.; Latvijas Republikas Saeimas un Ministru Kabineta Ziņotājs, 14, 22.07.1999. https://likumi.lv/ta/en/en/id/20243

[26] Saeima. (1998). Law on the Protection of the Children's Rights. *Latvijas Vēstnesis*, 199/200, 08.07.1998.; Latvijas Republikas Saeimas un Ministru Kabineta Ziņotājs, 15, 04.08.1998. https://likumi.lv/ta/en/en/id/49096

[27] Saeima. (1999). Vispārējās izglītības likums [General Education Law]. *Latvijas Vēstnesis*, 213/215, 30.06.1999. https://likumi.lv/ta/id/20243-visparejas-izglitibas-likums

in Vaivari, Jūrmala – Vaivari secondary school (later- inclusive school), where children with special needs were integrated in regular school. Integrative processes are still present in the education system in Latvia.

In 2004, Latvia became a member of the European Union; before and after joining the EU the Latvian government made necessary and important changes in the legislation to synchronise it with EU requirements. By adapting EU values of humanity, equality and democratization, the rights to education for every child were promoted and a gradual move towards inclusive education was initiated.

The term *Inclusive education* for the first time was mentioned and explained in the medium-term planning document of education policy "Education Development Guidelines for 2014-2020"[28]. Although the term inclusive education still has not been included in the *Law of Education* and the *Law on General Education*, there have been some gradual changes in the legislation (on the level of Council of Ministers Regulation) to support inclusive education practice, both providing necessary financial resources and legal basis for inclusive education. The financial support for children with special needs has been expanded and there are many more opportunities provided to ensure the necessary support for children with special needs in regular school[29].

In Latvia there are several possible routes for children with special needs to acquire education.

- Home schooling (implemented by parents);
- Prolonged schooling for ill children at home, partially home/partially school schooling;

[28] Saeima. (2014). Izglītības attīstības pamatnostādnes 2014.-2020.gadam [Guidelines for the development of education 2014-2020]. http://likumi.lv/doc.php?id=266406

[29] Ministru kabinets. (2019). *Prasības vispārējās izglītības iestādēm, lai to īstenotajās izglītības programmās uzņemtu izglītojamos ar speciālām vajadzībām* [Requirements for general education institutions to admit students with special needs in the educational programs they implement]. Ministru kabineta noteikumi Nr. 556. Latvijas Vēstnesis, 240, 28.11.2019. https://likumi.lv/ta/id/310939-prasibas-visparejas-izglitibas-iestadem-lai-to-istenotajas-izglitibas-programmas-uznemtu-izglitojamos-ar-specialam-vajadzibam

- Special schools, which are segregated educational establishments, located all around Latvia. Children with special needs had special programs;
- Special classes in regular schools, which are segregated or integrated solutions. Children with special needs had special programs;
- Regular classes, regular school, which could be either integrative or inclusive solutions. Children with special needs had either a special or regular program.

As special needs is a broad definition, in Latvia it is the role of the State or local government Pedagogical Medical Commission to determine who meets the criteria of special needs and who has to have a special program, special services, extra resources. Special education programs are categorised for children with mental health disorders, intellectual disabilities, severe intellectual disabilities, visual impairment, hearing impairment, physical disabilities, somatic diseases, language disorders and learning disabilities.

Starting from 1 September 2020, in Latvia special basic education programs for learners with physical disabilities, somatic diseases, language disorders and learning disabilities will no longer be implemented in special education institutions, but in the form of inclusive special classes or groups of general education schools, as well as integrating learners in general education classes, additionally addressing individually targeted support provision in the educational process[30]. It will promote integration and inclusion of children with special needs in regular schools.

The latest national policy document, the “National Development Plan of Latvia for 2021-2027”[31] (Latvian National Development Plan for 2021-2027, 2020), which was approved on 2 July 2020 is significant because the indicator “Inclusive educational environment” has been included for the first time in the priority “Knowledge and skills for personal and national growth”

[30] Saeima. (2018). *Grozījumi Vispārējās izglītības likumā* [Amendments in General Education Law]. https://likumi.lv/ta/id/300102-grozijumi-visparejas-izglitibas-likuma

[31] *Latvijas Nacionālais attīstības plāns 2021.- 2027. gadam* [National development plan of Latvia for 2021-2027]. (2020). https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81.pdf

in the political document of such a level. It was explained as a necessary action to promote the development of a safe and inclusive environment in educational institutions.

България

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Като член на Европейския съюз, България се ангажира да работи за развитието на по-приобщаващи образователни системи. Българското правителство полага нужните политически усилия в тази област. Що се отнася до децата с увреждания, само около половината са интегрирани в масовото образование и се смята, че 14 000 деца с увреждания са извън училище.

Препоръката на Съвета за насърчаване на общите ценности, приобщаващото образование и европейското измерение на преподаването гласи, че България се ангажира да осигури ефективен равен достъп до висококачествено приобщаващо образование за всички учащи, включително тези от семейства мигранти, тези с неравностойно социално-икономическо положение статус, специални нужди и увреждания - в съответствие с Конвенцията за правата на хората с увреждания. Увреждането е от съществено значение за постигането на по-сплотени общества (Съвет на Европейския съюз, 2018 г.).

Националната стратегия за учене през целия живот[32] е приета с Постановление на Министерския съвет № 12 от 10 януари 2014 г. Стратегията определя стратегическата рамка на държавната политика в областта на образованието и обучението през

[32] *Националната стратегия за учене през целия живот 2014 – 2020*. https://epale.ec.europa.eu/en/resource-centre/content/national-strategy-lifelong-learning-period-2014-2020

периода, която цели постигане на европейската цел за интелигентни, устойчиви и приобщаващи растеж.

Стратегията е разработена в отговор на предизвикателствата, които, от една страна, са свързани с необходимостта на страната ни да преодолее последиците от икономическата и финансовата криза в Европа и по света, а от друга - за запазване на националната идентичност и културно многообразие в хода на прилагане на политиките на сближаване.

Стратегията прилага дефиницията за учене през целия живот, използвана в Меморандума за учене през целия живот (2000 г.), а именно: „всяка целенасочена учебна дейност, предприемана непрекъснато с цел подобряване на знанията, уменията и компетентностите“.

Документът обхваща всички форми на образование, обучение и обучение - формално, неформално и неформално. Той също така предоставя препоръки, които биха послужили като основа при изготвянето на годишни планове, въз основа на които ще се проследи напредъкът в прилагането на УЦЖ в България.

Стратегията описва състоянието на техниката и предизвикателствата, свързани с ученето през целия живот в България. Беше анализирано изпълнението на предишната национална стратегия за УЦЖ за периода 2008-2013 г. Описано е мястото на България по отношение на европейските водещи цели и показатели, заложени в стратегията „Европа 2020“.

Стратегията очертава съдържанието, формите, средата и взаимоотношенията между всички участници в процеса на ученето през целия живот, а именно учащите, доставчиците на обучение, работодателите, търговските организации, синдикатите, организациите на гражданското общество, регионите, общините и местните общности, държавни органи и други партньори.

Целите на стратегията са свързани с целите на националната политика за развитие до 2020 г., т.е. високо ниво на умения, възможности за иновации, адаптивност към промените в характера на работата и пълно социално включване. Стратегията е разработена като интегриран стратегически документ, обхващащ всички сектори на

образованието и обучението от предучилищното образование през общообразователното училище и професионалното образование и обучение до висшето образование, непрекъснатото образование и обучение и валидиране и признаване на неформалното и самостоятелното обучение.

Визията на стратегията гласи, че от 2020 г. България ще бъде държава, в която са създадени условия за пълен творчески и професионален успех на човека и където достъпът до различни и качествени форми на обучение през целия живот се е превърнал в реалност за всички нейни граждани.

В стратегията са заложени следните приоритети за развитието:

- Образователен подход и иновации в образованието и обучението, подпомагащи развитието на всички учащи и допринасящи за развитието на мисленето, способни и инициативни индивиди, способни да се справят с промените и несигурността;
- Повишаване на качеството на образование и обучение в следните насоки:
    - Придобиване на основни умения, които биха се превърнали в трайно постигнати компетентности като компетентности по майчин език за постигане на функционална грамотност, грамотност в областта на математиката и природните науки, технологична и цифрова грамотност, както и умения за комуникация на чужди езици;
    - Повишаване качеството на преподаване; подобряване на институционалното управление;
- По-високо качество на обучението на институционално ниво;
- Подобряване на системата за финансиране на образование и обучение.
- Осигуряване на образователна среда за равен достъп до учене през целия живот и за активно социално включване и активно гражданство.
- Насърчаване на образованието и обучението, съобразени с нуждите на икономиката и промените на пазара на труда.

Друг важен стратегически документ е Националната стратегия за развитие на педагогическият персонал (2014 - 2020)[33]. Стратегията обхваща системата за подготовка и непрекъсната квалификация на педагогическия персонал, основните професионални и социално-демографски особености на педагогическия персонал за периода 2007-2013 г. и кариерно развитие на педагогическия персонал. Анализират се и разходите за образование и обучение на педагогическия персонал.

В Стратегията е направен преглед на европейските политики за развитие на учителската професия, включително обучение на учители, подкрепа за млади членове на педагогическия персонал, набиране на работа, работодатели, трудови договори, непрекъснато професионално развитие и мобилност на учителите. Анализира се и необходимостта от национална стратегия за развитие на педагогическия персонал. Дефинирани са визията, принципите, целите и очакваните резултати от такава стратегия. Посочени са въпроси, свързани с покритието, администрирането и финансирането на системата.

Стратегията е в съответствие с изискванията и приоритетните области на действие на националната програма за развитие на Република България, наречена „България 2020“, насочена към повишаване на жизнения стандарт чрез конкурентно образование и обучение, създаване на условия за качествена заетост, социални включване и гарантирано достъпно и качествено образование. Стратегията е ориентирана към прилагане на политики и мерки за цялостно, достъпно и качествено училищно и предучилищно образование. Той синхронизира политиките за образование на учители и обучители, непрекъсната квалификация и кариерно развитие във връзка със законодателната, институционалната и социалната база на образователната система.

Стратегията предвижда следните мерки:

- Изграждане на единна система за образование и непрекъсната квалификация на учителите;

[33] *Национална стратегия за развитие на педагогическият персонал (2014 - 2020).* www.strategy.bg/FileHandler.ashx?fileId=4627

- Законодателни гаранции за правата и задълженията на учителите по отношение на професионалното развитие;
- Създаване на по-добри условия за професионално и кариерно развитие на учителите;
- Финансово и информационно осигуряване на образователната система;
- Адаптивни структури за управление на средното образование;
- Справедливост и конкурентоспособност на институциите, осигуряващи квалификация на педагогическия персонал;
- Постигане на по-висок социален и икономически статус на педагогическия персонал.

Друг важен документ е Стратегията за редуциране на учащите, напускащи системата на училищното обучение 2013-2020[34] , която е свързана пряко със стратегическата рамка в „България 2020г“. Стратегията пряко засяга и Препоръката на Съвета на Европа от 28 Юни 2011г. по отношение на политиките за редуциране на напускащите системата на училищното образование (2011/C 191/01)[35], както и стратегическата рамка за Европейско кооперирание в областта на образованието и обучението. „България 2020“е националната програма за развитие на Република България. Целта е да се подобри стандартът на живот чрез конкурентно образование и обучение, създаване на условия за качествена заетост и социално включване и гарантиране на качествено и достъпно здравеопазване. „България 2020“е приета от Съвета за развитие на Министерския съвет през 2011 г..

Стратегията е ориентирана към прилагане на политики и мерки, насочени към постигане на целта за дял на напускащите училищното образование под 11%. Същата цел е

[34] *Стратегията за редуциране на учащите, напускащи системата на училищното обучение (2013 – 2020).* https://eacea.ec.europa.eu/national-policies/eurydice/bulgaria/bibliography_en

[35] *Council Recommendation of 28 June 2011 on policies to reduce early school leaving (Text with EEA relevance) (2011/C 191/01)*. https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:191:0001:0006:en:PDF

заложена в Националната програма за реформи на Република България (2012-2020)[36], в цел No 4.

Следните ключови мерки са заложени в стратегията:

I. Превантивни мерки

- Осигуряване на положителна образователна среда - училищна среда, взаимоотношения, управление;
- Повишаване на качеството на образованието като предпоставка за личностно развитие на всяко дете и ученик и превенция на ESL;
- Осигуряване на достъп до образование за деца и ученици от уязвими етнически групи;
- Достъп до качествено образование за деца и ученици със специални образователни потребности;

II. Мерки за интеграция

- Увеличаване на участието и ангажираността на родителите;
- Утвърждаване на индивидуално и групово наставничество;
- Предоставяне на кариерно ориентиране и консултантски услуги;
- Разработване на модели за придобиване на професионална квалификация;
- Подкрепа за развитието на деца и ученици;
- Внедряване на система за ранно предупреждение;
- Развитие на базирани на интереси дейности;
- Подкрепа на учащи в риск от отпадане поради финансови проблеми;

III. Компенсаторни мерки по отношение на ранно-напускащите системата на училищното образование

- Създаване на подходящи условия за реинтеграция на ESL обратно в системата за образование и обучение;

[36] *National reform programme of the Republic of Bulgaria (2012-2020).* https://ec.europa.eu/info/sites/info/files/2019-european-semester-national-reform-programme-bulgaria_en.pdf

- Изграждане на национална система за валидиране на компетентности, придобити чрез неформално и / или самостоятелно обучение.

Belgium (Flanders)

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The current status of inclusive education

The M-decree[37] (Decree of March 21, 2014 concerning measures for pupils with specific educational needs) indicates how Flemish schools must deal with pupils who, due to a disability, cannot simply attend classes in an ordinary school.

Inclusive education is now the first option. The aim is to have more pupils in mainstream schools and thus to refer fewer pupils to schools for special education.

A school builds a care continuum and, together with the teacher or teachers, the parents and the CLB (the CLB -Centrum voor leerlingenbegeleiding/Centre for student guidance is a service that pupils, parents, teachers, and school boards can use for information, advice, and guidance; a CLB includes doctors, social workers, pedagogues, psychologists, psychological assistants and nurses), checks which reasonable adjustments or measures a pupil with specific educational needs, should have to be able to follow the lessons.

A pupil with specific educational needs, therefore, has the right to enrol in an ordinary school. He can:

- Follow the common curriculum (if it meets the admission requirements for mainstream education and has a motivated report);
- Follow an individually adapted curriculum (if he has a report for access to special education);

[37] M-decreet. (2014). https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet

- The M-decree also includes peer support from teachers and paramedical staff from special education. Support is also offered in other ways.

First aid for a learning problem or backlog

Children can experience difficulties when learning. An estimated 1 in 5 young people in Flanders have learning disabilities or a learning problem.

Learning problems have various causes:

- Problems at home;
- Low self-esteem;
- Wrong learning method;
- Stubborn read, write or math problems;
- Attention problems;
- Problems with the working posture;
- Learning disabilities.

In primary and secondary education the first concern lies in the hands of the school itself. A conversation with the class teacher or the subject teacher is an important first step to tackle a learning problem. That teacher can consult with other colleagues, such as a care coordinator, pupil counsellor, degree coordinator, or the director.

Most schools have student counsellors: teachers who help students with problems. In some schools there are also trust students.

In many cases the school will be able to help itself. If this is not the case, it can refer you to the pupil guidance centre (CLB).

Sometimes more specialized help is needed, therefore the CLB works together with other services, such as centres for the treatment of learning disabilities, rehabilitation centres, or mental health centres.

Care continuum

The M-decree states that it is the task of the school to develop a care continuum. It is the care policy in which the school goes through 3 phases in order to provide pupils with the CLB and parents as well as possible:

- Phase 0: broad basic care. From the vision of care, the school offers all pupils a powerful learning environment. The school stimulates the development of all pupils as much as possible, follows them systematically, and actively works on the reduction of risk factors and the strengthening of protective factors.
- Phase 1: increased care. The school takes extra measures to ensure that the pupil can continue to follow the common curriculum (such as remedying, differentiating, compensating, and dispensing).
- Phase 2: expansion of care. The CLB takes an active role and examines what the pupil, the teachers, and the parents can do and what they need. The CLB may subsequently draw up a motivated report in which it substantiates the need for the expansion of care. Then the school can use support from the support network or a school for special education. If phases 0 to 2 have been completed and if following the common curriculum with reasonable adjustments is not feasible, the CLB can draw up a report for access to special education or an individually adapted curriculum in mainstream education.
- Phase 3: individually adapted curriculum (IAC). The CLB draws up a report for the access to special education or an IAC in mainstream education. The IAC phase can take shape in both ordinary and special education.

A pupil with a report can follow an IAC in a school for ordinary education or can enrol in a school for special education. This depends on the choice of the parents and the pupil and the reasonable adjustments that are possible in an ordinary school.

The CLB investigates the possibilities together with the parents, the pupil, and the school.

If the student follows an IAC in a school for mainstream education, the school can request support from the support network or a school for special education.

Action-oriented working

Developing a care continuum also means that the teacher and the school work in an action-oriented way (HGW). In this way people strive for quality education and effective pupil guidance.

HGW has 7 starting points:

- The educational needs of the pupil are central. The teacher must ask himself what the pupil needs to achieve goals.
- Coordination and interaction between pupils, teachers, parents and the school improves the approach.
- The teacher plays an important role in the positive development of the pupil.
- The focus is on the positive aspects of pupils, teachers, the school, and parents. That takes the teacher along in the plan of the approach.
- Collaboration with pupils, teachers, the school, and parents is necessary.
- The teacher formulates goals and looks at what is needed to achieve those goals.
- The teacher works systematically, in steps, and transparently.

Reasonable adjustments

Making reasonable adjustments is also a task of the school according to the M-decree. A form of reasonable adjustment is the so-called STICORDI measures. STICORDI (stimuleren, compenseren, remediëren, differentiëren, dispenseren) is an acronym for:

- encourage: encouraging pupils and emphasizing the child's strengths;
- compensate: allow devices such as a laptop;
- remediate: helping pupils individually;
- differentiate: subject matter and lesson approach vary;
- dispense: allow exemptions from parts of the curriculum.

STICORDI measures are various measures that support children with disabilities to avoid learning disadvantages. Dyslexia can then, for example, be compensated by using a laptop with reading software.

A reasonable adjustment removes the barriers faced by pupils with specific educational needs in a normal school environment. This way, these pupils can follow the lessons and develop optimally.

This is in line with the principle of Universal Design for Learning (UDL): offering the subject matter in a way that is accessible to a diverse pupil population by varying, for example, materials, methods, and evaluation.

When assessing the reasonableness of the adaptation, the school can take into account:

- The cost of the adjustment;
- The impact that the adjustment has on the school and classroom organization;
- How long and how often the pupil can use the adjustment;
- The consequences of the adjustment for the quality of life of the pupil;
- The consequences of the adaptation for the environment and other pupils;
- Whether or not there are no equivalent alternatives.

Mainstream or special education?

A pupil with a disability can enrol in an ordinary school, with or without a report for access to special education.

Pupil does not have a report for access to special education

If the pupil, possibly with extra care, can join the common curriculum, he will remain in mainstream education. For the extra care a motivated report from the CLB is required.

If the educational needs of the pupil change to such an extent that the common curriculum is no longer feasible for him, the CLB can draw up a report for access to special education.

Pupil has a report for access to special education

If the pupil has a report for access to special education, then there are two options: mainstream or special education.

The parents register their children in an ordinary school.

The pupil receives an individually adapted curriculum, with support. In that case, the pupil does not have to meet the same goals as the fellow pupils. In secondary education the pupil makes study progress year after year via a certificate of acquired competences.

The school, after the consultation with parents and the CLB, decides that the adjustments needed to have a pupil follow an individually adapted curriculum are unreasonable. The school dissolves the registration. The pupil then searches, possibly with the help of the local consultation platform (lokaal overlegplatform - LOP), for another regular school. The pupil can also go to special education.

The school, the parents, or the CLB think that the pupil with a report for access to special education can follow the common curriculum in an ordinary school. Then the CLB can, if agreed, cancel the report. The pupil is then fully entitled to a registration in an ordinary school.

The pupil goes to special education.

The type (and the training form) are mentioned in the report.

Admission requirements for special education

Only with a report can a pupil go to special education. The CLB first checks whether the regular school took all possible measures before referring a pupil to a special education school. Referring based on the social background only is not possible.

Pupils who have already attended special education before the school year 2015-2016 may continue with their 'old' enrolment report in their type or form of education until they have terminated the level of education in which they were enrolled.

New types of special education

Since the 2015-2016 school year, there are new definitions for some types in special education.

- Type 1 (pupils with a mild intellectual disability), type 8 (pupils with serious learning disabilities), and type 3 (type 1 in special secondary education) are gradually being phased out and transformed into the new type of basic offer. Pupils from that new type can, after a positive evaluation of the school and the CLB, return to regular education over time.
- There is a new type 9 for children with autism who have no intellectual disability and despite support cannot go to mainstream education.

In September 2015 the M-decree came into effect. The purpose of the decree is to make the Flemish education system more inclusive by:

- Holding more pupils in mainstream education and allowing fewer pupils to move on to special education.

- To include more pupils in special education in mainstream education.

A teacher does not have to become a specialist in the knowledge of learning disabilities or limitations, but must have or obtain several necessary basic competences:

- Assessing the needs of pupils;
- Determine objectives;
- Ensure reasonable adjustments, such as differentiating, remedying, compensating and taking dispensing measures;
- The right to reasonable accommodation is the biggest change in ordinary education. Whether a pupil can start at a school depends on the adjustments that are needed, and whether the school considers these adjustments to be reasonable. Reasonable adjustments include the use of laptops and calculators in the lesson or allow more time to complete a test.

The aim is for teachers to:

- think more closely with the teacher's team about adjustments such as remediation, differentiation, the use of tools, and a more tailor-made curriculum;
- consult more with pupils with specific educational needs and with their parents;
- work more closely with the CLB and other supporters.

Together with others the teacher should look for adjustments that make the provision of quality education reasonable for all pupils and in particular for pupils with special educational needs.

Target audience

Target group for the 2017-2018 school year are schools that have not yet participated in the program in school years 2015-2016 and 2016-2017 and more specifically:

- Teachers;
- Management;
- Internal supervisors: middle management, managers of departments, care coordinators, training coordinators;
- External supervisors: pedagogical supervisors, teacher trainers;
- Supporters within the support model M-decree.

In order to permanently embed the acquired insights, the participation of supervisors is advisable. They can further support the school teams after the project has ended.

The participants will strengthen their mastery in didactics, pedagogy, and action-oriented collaboration:

- broaden and deepen basic competencies as a teacher, so that the teacher can work more inclusively in the team and meet the specific educational needs of pupils;
- receive support in the team to work together on competency development aimed at the maximum development of all pupils and in particular pupils with special educational needs.

Overview of selected projects

The Flemish Government has not yet definitively approved the regulatory framework for the projects. The projects can only start after that has happened.

The below table provides:

- An extensive project description;
- The contact details of the organizer;
- The way how to candidate;
- Place and date.

Title of project (Name of organization)

M-decreet: motor, motivatie en mogelijkheden[38] (Arteveldehogeschool)

V-eSperAnZa (Verbind Samenwerken Aan geïntegreerde Zorg, een hoopvol perspectief[39] (Vzw Nascholing in het katholiek onderwijs)

[38] M-decreet: motor, motivatie en mogelijkheden. https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2017_06_01_Motor_Motivatie_Mogelijkheden_Artevelde.pdf

[39] V-eSperAnZa (Verbind Samenwerken Aan geïntegreerde Zorg, een hoopvol perspectief. https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2017_06-08-Vesperanza_KOV.pdf

Expeditie M: een onderzoekstocht naar duurzame integratie van inclusief handelen en denken[40] (AVSG vzw)

Het M-decreet als motor van uitmuntend onderwijs[41] (Steunpunt Diversiteit en Leren (UGent))

KITS: krachtige indicatoren voor een toegankelijke school[42] (UC Leuven vzw)

Current challenges and future directions

Inclusive education is not very easy to implement in the field. In addition to that new regulations and implementations bring their challenges. M-Decree is another level of the inclusive education in Belgium. So, its challenges also mainly come from inexperience.

In Flanders, the school usually takes the time to decide whether the teacher agrees to accept the child as a member of the class. Children with a disability are often considered to be the exception: regular education is not the place for them to be taught. The practice of exclusion to a more specialized context is embedded in the educational system and represents a common way of thinking.

The disabled child is seen as another category, different from the 'average' pupil. This way of looking at children with special needs in the school context is closely associated with the kind of questions raised about the nature of the difference in the child.

Uncertainties arise because not everything is known. Besides, teachers have doubts about their competency because they feel they have no expertise in the deficit (s) (and the medical

[40] Expeditie M: een onderzoekstocht naar duurzame integratie van inclusief handelen en denken. https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2017_06_01_Expeditie-M_OVSG.docx

[41] Het M-decreet als motor van uitmuntend onderwijs. https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2016_06_01_Motor_uitmuntend_onderwijs_SDL.docx

[42] KITS: krachtige indicatoren voor een toegankelijke school. https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/KITS%20Fiche%202017-2018.docx

complications) of the child. They feel insecure about not knowing enough or not knowing how to act.

M-decree replacement

Flanders is generally the best-organized region in Belgium concerning services for pupils that face challenges towards education. These children can rely on Pupil Guidance Centres (Centrum voor Leerlingenbegeleiding - CLB).

Flanders is currently the leader in the number of pupils that go to special education schools. But as mentioned before since 2008 Flanders has created a new legal framework that aims to include pupils with disabilities in mainstream education, when possible with reasonable adaptations.

- Decree for Flemish equal chances and equal treat policy (2008)[43];
- Government agrees with the UN-Convention on the Rights of Persons with Disabilities (2006)[44];
- M-decree (2014)[45].

Inclusive education in Flanders is defined by the M-decree of 12 March 2014 (M stands for measures for pupils with special educational needs) and aims to invest more into broad baseline care, take appropriate measures and make reasonable adaptations. This is to result in concrete changes in special and mainstream education. In short, education needs to take reasonable measures to keep children as much as possible in the mainstream schools.

Preparations started in January 2015 and have been applied since the 1st of September 2015. However, it must be mentioned that this created other problems, especially because teachers but also CLBs are ill-prepared. The UN Convention on the Rights of Persons with Disabilities

[43] Decree for Flemish equal chances and equal treat policy. (2008). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=NIM%3A264976

[44] United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html

[45] M-decreet. (2014). https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet

makes it very clear that the (continued) existence of special education is contrary to the principles of this Convention. Hence also the M-decree. Unfortunately, this pressure on the progressive dismantling of special education has ensured that a "right of parents to have their children follow lessons in mainstream education (if possible)" has evolved to “a parents' duty to do so, except when it goes wrong”. That is not the attitude or starting point but is the result of agreeing with the UN convention.

Due to the many problems with the M-decree, it will remain in force until September 1, 2021. In the meantime, a new regulation is being prepared: “Towards a guidance decree for pupils with special educational needs”[46].

Replacing M-decree with new Guidance decree

The Flemish Government wants to replace the M-decree for pupils with special educational needs with a new guidance decree. This is stated in the Flemish coalition agreement 2019-2024.

The current model for supporting pupils with special educational needs in mainstream education will remain in force until the 2020-2021 school year. In the meantime, a new support model is being prepared that will enter into force from 1 September 2021 at the earliest.

The Flemish minister of education Ben Weyts[47] has clarified the objectives in the memorandum to the Flemish Government. He also provides many principles, which at the same time form the outlines for drawing up the new guidance decree and the final support model.

Continue to focus on inclusive education

[46] Naar een begeleidingsdecreet voor leerlingen met specifieke onderwijsbehoeften. https://onderwijs.vlaanderen.be/nl/naar-een-begeleidingsdecreet-voor-leerlingen-met-specifieke-onderwijsbehoeften

[47] Naar een begeleidingsdecreet voor leerlingen met specifieke onderwijsbehoeften. https://onderwijs.vlaanderen.be/nl/naar-een-begeleidingsdecreet-voor-leerlingen-met-specifieke-onderwijsbehoeften

The Flemish Government remains behind the principle of inclusion but wants to work step by step. It fills in the goals pragmatically and realistically, for it is crucial to create sufficient public support and pedagogical guidance.

With the guidance decree, the government does not want to take any steps back but wants to continue to build support for a more gradual realization of inclusive education.

The aim of the new decree is not less, but more social inclusion:

- Keep as many pupils as possible through mainstream education in the best possible education and therefore no longer refer pupils to special education.
- Refer fewer tutors to external services for tutoring.

The basic care aimed at creating learning gains at school is being elaborated further. To this end, the Flemish government seeks inspiration from foreign models and examples, such as "response to instruction" (RTI).

In the RTI model, the care needs of the pupil are attuned and an attempt is made to ensure that as many pupils as possible connect with the general learning objectives through the increasing intensity of remediation. This is achieved through permanent screening, intervention, and monitoring in the classroom or a task class. It is checked whether the capacity of school teams is not exceeded and whether the involved pupils achieve sufficient learning gains.

The evolution towards inclusive education will have to proceed step by step and at a feasible pace. Special education also retains a fully-fledged place and is qualitatively strengthened where necessary.

Current support model up to and including school year 2020-2021

Pupils who are already entitled to support today will continue to receive it. Supporters continue to take up their duties as supporters.

The current working method of the support model will continue in the 2020-2021 school year. Based on an evaluation, a definitive support model is now being prepared.

Guidance Decree at the earliest from the school year 2021-2022

A new guidance decree is being prepared in school years 2019-2020 and 2020-2021. A definitive support model will be part of that.

Cross-network cooperation will be an important starting point. Support should be fast and efficient, close to the pupil and the teacher.

A new guidance decree will start at the earliest in the school year 2021-2022. Sufficient time is allocated for preparation and consultation. The Minister of Education, for example, wants to avoid the hasty introduction of a new regulatory framework.

Cyprus

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The case of Cyprus - Legislation and policy

Cyprus became an independent republic on the 16th of August 1960, having been a British colony since 1878.[48] Consequently, the British education system regarding special needs was applied in Cyprus. The British educational legislation of 1870 suggested the "establishment of special classes for learners with physical and intellectual disabilities, as well as for learners with behavioural problems".[49] In 1929, the School for the Blinds was the first special education school established in the island, with the School for the Deaf being opened in 1953. In 1944, "compulsory education for learners with disabilities and learners with special needs, and for learners who had spent a long-time receiving treatment in hospitals" was introduced. Since 1970, it has been compulsory for every child to attend school.[50]

[48] History of Cyprus since 1878. https://en.wikipedia.org/wiki/History_of_Cyprus_since_1878

[49] European Agency Cyprus. *System of Support and Special Education provision.* https://www.european-agency.org/country-information/cyprus/systems-of-support-and-specialist-provision

[50] European Agency Cyprus. *System of Support and Special Education provision*. https://www.european-agency.org/country-information/cyprus/systems-of-support-and-specialist-provision

In 1979, the state took responsibility for establishing special schools for learners between the ages of 5 and 18. By this law, regional multi-disciplinary committees were formed to review the cases of individual learners referred to special education and recommend the most suitable educational placement for each learner (1979: Law 47/1979 – Education of Children with Special Needs in Special Schools & Classes).[51] In the 1980s, there was a trend towards the inclusion of learners with special needs in mainstream schools. In 1993, the Law 24(I)/1993 and its respective amendment provides free and compulsory education at primary and secondary level. Parents or guardians of children, who fail to register and send them to school during the specified period, are subject to a penalty.[52] The practice of inclusion had no legislative foundation in Cyprus until the establishment of the Law for the Education and Training of Children with Special Needs 113(I) of 1999.[53]

Law for the Education and Training of Children with Special Needs 113(I) 1999

The policy regarding the inclusion of learners with special needs in mainstream education is expressed within the Law for the Education and Training of Children with Special Needs 113(I) of 1999 (Special Education Law 113(I)/1999), the Regulations for the Early Detection of Children with Special Needs 185(I)/2001[54] and the Regulations for the Training and Education of Children with Special Needs 186(I)/2001. The two latter regulate the implementation of the law as from September 2001.

The Special Education Law 113(I)/1999 is the legislative framework which regulates: the early detection of children with special educational needs (SEN); their assessment and the

[51] European Agency Cyprus. (1979). *The Special Education Law (N.47/1979).*

[52] Cyprus. (1993). *The Compulsory and Free Education at Elementary and Gymnasium Level Law.* http://www.cylaw.org/nomoi/arith/1993_1_024.pdf

[53] Cyprus. (1999). *The 1999 Education Act for Children with Special Needs (N. 113(I)/1999).*

http://www.cylaw.org/nomoi/enop/non-ind/1999_1_113/full.html

[54] Cyprus. (2001). *The Early Detection of Children with Special Needs Regulations (N. 185(I)/2001).* http://www.moec.gov.cy/eidiki_ekpaidefsi/nomothesia/peri_mihanismou_kanonismoi_2001_185_2001.pdf

development of an individual education plan; their placement in the most appropriate educational setting with provision of both teachers and educational resources to meet their needs and the ongoing evaluation of the child's progress.

According to the law, a child is considered to have a special educational need (SEN) if they have significantly greater difficulty in learning compared to the majority of children of a similar age, or if a disability prevents or creates obstacles to them from using the standard educational facilities and resources available in mainstream schools.

Through the core articles of the law, the state undertakes the early detection of children with special needs from the age of three. It conducts a full multi-disciplinary assessment and aims to provide all the necessary measures in terms of curriculum adaptation, technical and staff support for the children's effective education, within a mainstream setting.

The state provides free special educational services between the ages of 3 and 18 to learners who need them (if deemed necessary, education may be extended up to the age of 21).

Learners with special needs should be educated in public schools, which are equipped with suitable infrastructure, according to the Special Education Law. Indeed, most learners with SEN are educated within mainstream classrooms, however, special educational provision may also be given in special units within mainstream schools. Learners participating in the special units are assigned to a mainstream class, in which they attend inclusive lessons and participate in selective events.

Although the state provides learners the "opportunity" to enrol in mainstream education, there are certain factors that prohibit those learners from being fully included. Angelides et al (2004) noted that "the most important factor that acted as barrier to the implementation of an inclusive education in pre-primary schools is the children themselves, their views together with the

emotions they bring and their relationships, and they should be taken into account when design trainings for teachers".[55]

On the other hand, learners with severe difficulties are educated in special schools. These are equipped with the appropriate staff (psychologists, speech therapists, physiotherapists, and other specialists, as well as auxiliary staff) to support and provide essential means to learners to achieve their mission. In case there is a learner with special needs who cannot attend school for a long period, due to health or other problems, education may be provided in places other than public or special schools, i.e. at home or in hospitals.

Special Educational Provision

Special educational provision can take place in any of the state school educational levels. Hence, pre-primary institutions, primary schools, gymnasia (lower-secondary schools), lyceum (upper-secondary schools) and technical schools must provide adaptations and facilities for learners with special needs.

In secondary education, pupils with specific learning difficulties are enrolled in support programmes, following a decision by the District Committee. Learners are offered educational support individually or in groups, according to their needs.

Special educational support is usually provided for subjects that learners are examined in at the end of the school year (Modern Greek, history, physics, and mathematics). Learners are exempted, for provision of educational support, from lessons that they cannot attend due to their disability (e.g. ancient Greek and/or a second foreign language). Learners with specific sensory disabilities receive specialized assistance from the special schools.

[55] Angelides, P., Charalambous, C., & Vrasidas, C. (2004). Reflections on policy and practice of inclusive education in pre-primary schools in Cyprus. *European Journal Of Special Needs Education*, *19*(2), 211-223. https://doi.org/10.1080/0885625041000167849 6

Special units provide more intensive special education to a small number of learners (usually up to six), while maintaining contact and inclusion with a specific reference class in the school. If none of these adaptations suit the learner's needs, they may attend a special school.

Currently, there are six regional special schools for learners with severe learning difficulties: a school for learners with emotional and behavioural difficulties; a school for learners with visual impairments; a school for learners with hearing impairments among others. The latter two schools provide services to learners with visual or hearing impairments who are included in mainstream schools and to adults requiring specialist assistance or guidance. Specialist educators are also provided to non-governmental institutions offering specialist services to distinct groups of learners, e.g., those with multiple or severe physical disabilities. Services are also provided to learners who are in hospital for a significant period of time or who, for medical or other reasons, must be educated at home.

Статус на приобщаващото образование и обучение

Introduction

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The Salamanca Statement affirmed that every child has unique characteristics, interests, abilities and learning needs, and diversity is a characteristic of every human being. Regular schools with inclusive orientation in the Salamanca Statement are considered as the "most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society"[56]. Inclusive education is closely related to the human right movement and values of a democratic society. Inclusive education by all means helps to overcome the existing barriers to learning and development of every child.[57]

Inclusive education is a global phenomenon, the United Nations (UN) and UNESCO are two most important promoters of inclusive education to all member states. The principles of equality and inclusive education during last 30-40 years have been integrated into the political documents and legislation of many countries around the world. The inclusive education ideas have been included in academic research as well as in social and economic policy, both nationally and internationally. There has been rapid development of both political and scientific routes of inclusive education. However, inclusive education does not work in a vacuum or in isolation from other factors that have a bearing on society. Some progress has been made, countries around the world still face the challenges at different levels. Legislation, political will is important and very necessary, it is considered to be an important factor for promoting inclusive education on the systematic level, but it will never be enough, as inclusion and equity do not work imposed from the above. The current state of progress towards inclusive education is regularly reported by countries to UNESCO. The UNESCO have been gathering

[56] UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Paris: UNESCO. Page 8.

[57] Booth, T. and Ainscow, M. (2002). The index for inclusion. Bristol: Centre for Studies in Inclusive Education.

information from various countries around the world, analysing it and compiling reports on the current situation. The last of such reports is produced in 2020: UNESCO report "Global education monitoring report, 2020: Inclusion and education: all means all"[58]. As it is stated in the report "there are dilemmas and tensions involved in reaching the ideal of full inclusion"[59][4]: There are several problems identified:

- Identity, background and ability dictate education opportunities.
- Discrimination, stereotyping and stigmatization mechanisms are similar for all learners at risk of exclusion.
- Despite progress, many countries still do not collect, report or use data on those left behind.
- Millions are missing out on the opportunity to learn.
- A key barrier to inclusion in education is the lack of belief that it is possible and desirable.
- While some countries are transitioning towards inclusion, segregation is still prevalent.
- Financing needs to target those most in need.
- Teachers, teaching materials and learning environments often ignore the benefits of embracing diversity.

Latvia

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The conceptual understanding of inclusive education in Latvia is very closely linked to UNESCO broader concept of inclusive education. Inclusive education systems work to identify and remove barriers to access, participation and success of all learners to education by

[58] UNESCO. (2020). *Global education monitoring report, 2020: Inclusion and education: All means all.* Paris: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000373718

[59] UNESCO. (2020). *Global education monitoring report, 2020: Inclusion and education: all means all.* Paris: France. Page 5. https://unesdoc.unesco.org/ark:/48223/pf0000373718

ensuring inclusive education in practice and providing qualitative learning for all diverse learners. The education system of Latvia has gradually since 2010 developed policy documents and plans, and instituted mandatory requirements as a way to turn legislature into practice to insure inclusive education in Latvia[60].

However, every country has its own unique and individual context for inclusive education. There are target populations and certain directions of inclusive education relevant in today's Latvia: (1) promotion of inclusive schools, inclusive pedagogy for all learners, (2) including children with special needs in general education, (3) providing necessary support for children who have re-emigrated or children with immigration experience, (4) providing education for all children by including in the education system those who are outside the education system.

As a result of the education reform (competencies based education) in Latvia, it is acceptable that a general education institution plans flexibly the content of learning and organizes the learning process according to the needs of pupils and taking into account their abilities. Schools and teachers are allowed to organize learning activities flexibly and according to the child's needs, including more flexibility in assessing learning performance than before. There are inclusion orientated requirements for schools regarding the learning environment: an inclusive, intellectually and socially emotional development, physically and emotionally safe learning environment according to the age of pupils and the peculiarities of their development.[61] So, one can conclude that there are the necessary requirements in place in legislation for implementing inclusive pedagogy and inclusive and friendly, safe inclusive school environment for everybody.

[60] Prudņikova, I., & Bruveris, I. (2015). Inclusion, legislation and practice: educating students with disabilities – the Australian and Latvian experiences. *SOCIETY. INTEGRATION. EDUCATION*. Proceedings of the International Scientific Conference. Special Pedagogy. 3 (pp. 193-204).

[61] Beizītere, I., Grumolte-Lerhe, I., Ziemane, I., & Valtenbergs, V. (2020). *Iekļaujošā izglītība bērniem ar speciālām vajadzībām Latvijā* [Inclusive education for children with special needs in Latvia]. Latvijas Republikas Saeima. https://www.saeima.lv/petijumi/Ieklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

There are many opportunities for children with special needs and learning difficulties to receive the necessary support in regular schools. Financial[62] and additional resources (for example, assistants, special education teachers, etc.) for pupils with special needs are provided.

New regulations of the Council of Ministers[63] will come into force from 1st of September 2020. It is stated in the regulation:

- There is a possibility to receive support measures also for children who do not have the statement of the state or local government Pedagogical Medical Commissions, but who have development or learning difficulties; those difficulties can be stated by the support specialists of the educational institution (educational or clinical psychologist, speech therapist, teacher speech therapist or special pedagogue), the necessary support can be organized based on their statement.
- Each educational institution must develop an individual learning plan for the children who have special needs, the plan should be periodically reviewed.
- An expanded and detailed set of support measures is provided that the educational institution must provide in accordance with the statement of the child's special needs.

During last years more and more children with special needs are integrated or included in regular schools. Consequently, there are less children with special needs remaining in special

[62] Grozījumi Ministru kabineta 2016. gada 5. jūlija noteikumos Nr. 447 "Par valsts budžeta mērķdotāciju pedagogu darba samaksai pašvaldību vispārējās izglītības iestādēs un valsts augstskolu vispārējās vidējās izglītības iestādēs" [Amendments to Cabinet Regulation No. of 5 July 2016 447 "On the State Budget Targeted Grant for the Salary of Teachers in Municipal General Education Institutions and General Secondary Education Institutions of State Higher Education Institutions] (2018). Latvijas Vēstnesis, 163, 17.08.2018. https://likumi.lv/ta/id/301070-grozijumi-ministru-kabineta-2016-gada-5-julija-noteikumos-nr-447-par-valsts-budzeta-merkdotaciju-pedagogu-darba-samaksai-pasval...

[63] Prasības vispārējās izglītības iestādēm, lai to īstenotajās izglītības programmās uzņemtu izglītojamos ar speciālām vajadzībām [Requirements for general education institutions to admit students with special needs in the educational programs they implement] (2019). Ministru kabinets. Ministru kabineta noteikumi Nr. 556. Latvijas Vēstnesis, 240, 28.11.2019. https://likumi.lv/ta/id/310939-prasibas-visparejas-izglitibas-iestadem-lai-to-istenotajas-izglitibas-programmas-uznemtu-izglitojamos-ar-specialam-vajadzibam

schools.[64] Nevertheless, in the school year 2018/2019 most of the children with special needs (41% of the total number) received education in special education institutions, acquiring a special program corresponding to the type of disorder, and 13% of children with special needs acquired the general education program together with other students in general education schools[65]. In the coming years, the education system must be ready to provide adequate support in general education institutions to a sufficient number of children with special needs. The major challenge would be to provide inclusion for children with special needs in all aspects of school life.

According to the Central Statistical Bureau[66] of Latvia since 1990, as the result of migration, the population of Latvia has reduced by almost half a million (457 thousand). Due to international long-term migration the number of population in 2010-2018 dropped by 126.1 thousand. In 2018, 10.9 thousand persons arrived in Latvia for permanent stay (period of time equal to one year or more) (9.1 % more than in 2017), while 15.8 thousand persons left – 12.1 % less than in the previous year. To support re-emigrated children and children who had immigration experience in the education system there are regulations developed envisaging that local governments should be able to redistribute the state budget earmarked grant to support educational institutions for the education of re-emigrated and immigrant children.[67] Extra consultations for children who experience difficulties are provided.

[64] Beizītere, I., Grumolte-Lerhe, I., Ziemane, I., & Valtenbergs, V. (2020). *Iekļaujošā izglītība bērniem ar speciālām vajadzībām Latvijā* [Inclusive education for children with special needs in Latvia]. Latvijas Republikas Saeima. https://www.saeima.lv/petijumi/Ieklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

[65] Beizītere, I., Grumolte-Lerhe, I., Ziemane, I., & Valtenbergs, V. (2020). *Iekļaujošā izglītība bērniem ar speciālām vajadzībām Latvijā [Inclusive education for children with special needs in Latvia]. Latvijas Republikas Saeima.* https://www.saeima.lv/petijumi/Ieklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

[66] Central Statistical Bureau. (n.d.). *Immigration, emmigration and net migration*. https://www.csb.gov.lv/en/statistics/statistics-by-theme/population/migration/key-indicator/immigration-emmigration-and-net-migration

[67] Grozījumi Ministru kabineta 2016. gada 5. jūlija noteikumos Nr. 447 "Par valsts budžeta mērķdotāciju pedagogu darba samaksai pašvaldību vispārējās izglītības iestādēs un valsts augstskolu vispārējās vidējās izglītības iestādēs" [Amendments to Cabinet Regulation No. of 5 July 2016 447 "On the State Budget Targeted Grant for the Salary of Teachers in Municipal General Education Institutions and General Secondary Education Institutions of State Higher Education Institutions] (2018). Latvijas Vēstnesis, 163, 17.08.2018.

One of the challenges for the education system of Latvia in the inclusive context of the last 20 years is “children outside the education system”, it means that there is a certain number of children who were not registered in the education institution at the age of the mandatory education. The Guidelines for the Development of Education for 2007-2013 mentioned that 5.6% of all children are outside the education system[68]. Already at that time, one of the possible explanations was inaccurate registration of children, as well as the non-involvement of local governments in solving this problem. The number of unreported children has decreased significantly over the years. The 2018 annual report of the State Education Quality Service had already indicated relatively fewer such children: 1130 children[69].

България

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Последният мониторинг на образованието (включително приобщаващо образование) в България беше извършен през 2019 г. Усилията за модернизиране на системата за образование и обучение продължават, но подобряването на нейното качество, значение за пазара на труда и приобщаващ характер продължава да бъде предизвикателство.

Демографските тенденции и нарастващият недостиг на умения означават, че България трябва да инвестира повече в квалификацията на настоящата и бъдещата си работна

https://likumi.lv/ta/id/301070-grozijumi-ministru-kabineta-2016-gada-5-julija-noteikumos-nr-447-par-valsts-budzeta-merkdotaciju-pedagogu-darba-samaksai-pasval...

[68] Izglītības attīstības pamatnostādnes, 2007.–2013. gadam [Guidelines for the Development of Education 2007-2013]. http://izm.izm.gov.lv/normativie–akti/politikas–planosana/1016.html

[69] Izglītības kvalitātes valsts dienesta 2018. gada publiskais pārskats [Public Report of the State Education Quality Service] (2018). IKVD. Rīga. https://ikvd.gov.lv/wp-content/uploads/2019/09/2018_IKVD_Gada_p%C4%81rskats_1.pdf

сила. Необходимостта от обучение и преквалификация на възрастното население е голяма, но участието в обучението за възрастни е ниско.

Престижът на учителската професия е нисък, а работната сила в учителския сектор застарява. Като начин за повишаване на привлекателността на професията се вдигат заплатите. Предприети са стъпки за увеличаване на приложимостта на професионалното образование и обучение (ПОО) към пазара на труда.

Законът за предучилищно и училищно образование в България[70], поставя като национален приоритет образованието, което трябва да бъде подкрепено от следните принципи:

- ориентация към интересите и мотивацията на детето и ученика, към възрастовите и социалните промени в живота им и към способността им да използват компетентностите, които са усвоили на практика;
- равен достъп до висококачествено образование и включване на всяко дете и всеки ученик;
- равно третиране и недискриминация в предучилищното и училищното образование ".

В член 178, параграф 1 се казва, че общата подкрепа за личностното развитие на децата, насочена към предотвратяване на учебни затруднения, е включването на отделни деца в дейности според техните нужди, като напр.:

- Обучение чрез допълнителни модули за деца, които не владеят български език - дейността се извършва от учителите в групи в детските градини;
- Прилагане на програми за психомоторно, когнитивно и езиково развитие, индивидуална и групова работа с установени езикови и / или емоционално-поведенчески и / или сензорни затруднения - дейността се извършва от психолог, логопед или друг педагогически специалист, при необходимост – рехабилитатор/логопед (слух и реч) и др.

[70] *Законът за предучилищно и училищно образование в България*. http://lll.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf Pages 1-2.

Цялостната подкрепа за личностното развитие в училище, която е насочена към всички деца в подготвителни групи за предучилищно училище и всички ученици в класната стая, осигурява тяхното участие в образователния процес и дейностите на училището и включва:

- Работа в екип между учители и други педагогически специалисти;
- кариерна ориентация на учениците;
- Лихвени дейности;
- Библиотечно-информационни услуги;
- Здравни грижи въз основа на информация от родителя, представителя на детето или доставчика на грижи за детето, здравословното състояние на детето и медицинските изследвания и консултиране и взаимодействие със здравния специалист в здравния кабинет в училището;
- Предоставяне на общежитие;
- Насърчаване с морални и материални награди;
- Дейности за предотвратяване на насилието и преодоляване на проблемно поведение;
- Дейности за превенция на учебни затруднения, включително логопедична работа.

Общата подкрепа за личностно развитие в училище с цел предотвратяване на учебни затруднения е включването на отделни ученици в дейности като:

- Допълнително обучение по предмети с акцент върху обучението по български език, включително грамотност на ученици, за които българският език не е първият;
- Консултации по теми и допълнителни консултации по теми извън редовното учебно време;
- Логопедична (логопедична) работа със студенти.

Работата в екип между учители и други педагогически специалисти включва дискусии по въпроси и обмен на добри практики, работещи със същите деца и ученици, за да се повиши ефективността на педагогическите подходи. Учителите, работещи в общинските детски градини, училища и обслужващи звена, познават и използват различни видове обща подкрепа за личностното развитие в пряката си работа. Те

обсъждат дейности, споделят информация и добри педагогически практики в подкрепа на всички учители да подобрят работата си с деца или ученици в класната стая. Те провеждат редовни срещи с превантивна цел между малка група учители и други педагогически специалисти в детската градина, съответно, между класния ръководител, учители и други педагогически специалисти в училището.

Допълнителна подкрепа за личностно развитие се адресира и в член 187, които дефинира четири групи лица със специалиални образователни потребности (СОП)[71] – в риск, в таланти, с хронични заболявания и такива от маргинализирани групи.

Допълнителната подкрепа за личностното развитие включва:

- Психосоциална рехабилитация, рехабилитация на слуха и речта, визуална рехабилитация, рехабилитация на комуникативни разстройства и физически увреждания;
- Осигуряване на достъпна архитектурна, обща и специализирана среда за поддръжка, технически съоръжения, специализирано оборудване, дидактически материали, методологии и специалисти;
- Осигуряване на обучение по специални предмети за ученици със сензорни увреждания;
- Ресурсна поддръжка.

Държавният образователен стандарт за приобщаващо образование и обучение[72] определя условията и реда за предоставяне на обща подкрепа за личностното развитие на децата и учениците; както и условията и реда за предоставяне на допълнителна подкрепа за личностното развитие на деца и ученици по чл. 187, ал. 2 от Закона за предучилищното и училищното образование и предоставянето се основава на оценката на техните индивидуални нужди, както и изготвянето на план за подкрепа на детето или

[71] *Законът за предучилищно и училищно образование в България* http://lll.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf стр. 60-61.

[72] *Наредба за приобщаващото образование* [The State Educational Standard for inclusive education] (2017). http://www.sbubg.info/files/naredba_priobshavasho.pdf

ученика от екип за подкрепа за личностното развитие в детската градина или в училището (Заповедта за приобщаващо образование).

Подкрепата за личностното развитие се предоставя в съответствие с индивидуалните образователни потребности на всяко дете и всеки ученик и се осъществява от учители и други педагогически специалисти в детската градина или училище - психолог, педагогически съветник или педагогически специалисти в центъра за развитие на личната подкрепа, които организират и координират процеса на предоставяне на обща и допълнителна подкрепа за личностно развитие на деца и ученици по заповед на директора на детската градина или училище в началото на всяка учебна година.

През 2019 г. Министерството на образованието и науката започна работа по национална програма за десегрегация в образованието. Бюджетът е един милион лева (половин милион евро), който ще покрие транспортните разходи на общините, учебни помагала, както и допълнителни дейности за деца, родители и учители. Освен образователния ефект, програмата за десегрегация в образованието има и социално При извършване на оценка на индивидуалните нужди на деца и ученици специалистите от екипа по чл. 68, 2 задължителни:

- Използвайте методологии за оценка, одобрени от Министерството на образованието и науката (Методология за оценка на образователните потребности на деца и ученици, Методология за функционална оценка и работа с деца с когнитивни увреждания и аутистичен спектър на развитие, Методология за оценка на индивидуалните нужди на деца и ученици с множество увреждания), методи за вербална и невербална оценка - система PECS, MACATON, комуникация ръка в ръка, метод Tadoma, метод C-MAP и други методи, стандартизационни инструменти за рани - Тест "Binet-Terman" Тествайте Wexler и др .;
- Вземане предвид образователните и личните постижения на детето или ученика;
- Вземане предвид социалното и емоционалното развитие на детето или ученика;
- Използване на формални и неформални методи за наблюдение и оценка;

- Използване на информацията за детето и ученика, посочена в член 22 досега.

В съответствие с Международната класификация на функционирането на човека, увреждания и здравето на Световната здравна организация (СЗО) - ICF[73] и предвид Международна класификация на заболяванията на СЗО - ICD 10[74], оценката на деца и ученици се извършва с индивидуална карта за оценка на нуждите на детето или ученика. Съдържа следните компоненти:

- Оценка на функционирането на детето или ученика;
- Мнение на екипа, извършил оценката на индивидуалните нужди от ресурсите, необходими за допълнителна подкрепа за личностното развитие на детето или ученика;
- Определяне на специфичността и вида на допълнителната подкрепа - краткосрочна или дългосрочна;
- Препоръка за използване на други услуги, включително социални услуги, или за участие в други дейности.

В момента действат няколко програми за приобщаващо обучение в България. Това са „Заедно можем повече“"[75], "Национална програма за превенция на училищното насилие"[76], "Едно училище за всички"[77]. МОН изготвя мониторинг на тяхното осъществяване.

[73] World Health Organization. (2001). *International Classification of Functioning of Man, Disability and Health.* https://www.who.int/classifications/icf/en/

[74] World Health Organization. (2010). *International Classification of Diseases - ICD 10.* https://icd.who.int/browse10/2010/en

[75] *Заедно можем повече* [Together we can do more]. http://uchabulgarski.bg/about/

[76] *National programme for prevention of school violence*. https://www.unicef.org/bulgaria/en/together-against-violence-schools

[77] *Едно училище за всички* [One school for all]. https://www.ela-bg.eu/bg/programa-edno-uchilishte-za-vsichki-faza

Belgium

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Belgium level

Belgian authorities initiate services and regulations inspired by UN and EU legislations on their education system. Belgium with its four autonomous regions provides various implementation based on the local needs and global trends. Each region follows different regulations to make its education system more inclusive and accessible for pupils with disabilities. As addressed in the UN regulation and EU legislations, Belgium provides equal opportunity in education for pupils with disabilities. These pupils can choose special education; however, with the M-Decree legislation, mainstream education with social support is recommended.

Flanders level

The Flemish government is bound by the International Convention on the Rights of Persons with Disability (CRPD)[78]. This convention guarantees the principle of non-discrimination and inclusive education rights. After the Flemish Parliament ratified the UN Convention on the Rights of Persons with Disabilities in 2009, the Flemish Community legally reinforced the right of pupils with special educational needs to be enrolled in mainstream education, through passing the M-Decree in 2014, with measures including:

1. Updating the definition categories for pupils with special educational needs, including a category for children with autism.
2. Requiring mainstream schools to make reasonable adjustments, such as providing specialist equipment and support staff to accommodate pupils with special education needs in the mainstream system, and requiring mainstream schools to only refer a pupil

[78] United Nations. (2006). *Convention on the Rights of Persons with Disabilities.* https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

to special education once all such “reasonable adaptations” have been tried.

3. Providing parents of a child with special educational needs who disagree with a school’s refusal to enrol their child with the right to appeal to a Student Rights Commission (Commissie inzake leerlingenrechten or CLR). This commission is comprised of experts and was created by the Parliamentary Act of 2002 on Equal Educational Opportunities79.

The M-Decree strengthened the registration right for pupils with special needs. The new rules distinguish between pupils who have/not a report from CLB which determines if they need special education or inclusive mainstream education.

According to Codex Vlaanderen[80], the Decree on measures for pupils with special educational needs, the Flemish community regulated the educational system with its all stakeholders in order to be more inclusive. The Flemish community appointed an institution especially for inclusive education and pupils’ special needs (CLB) and provides economical support for the pupil with special needs.

Cyprus

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The current situation of Inclusive Education in Cyprus

Currently in Cyprus, full time education is provided for free and is compulsory for all children between the ages of 5 to 15. The education system is highly centralized, as it is controlled by the state. The education system is divided into pre-primary education (age of 3 to 6), primary

[79] Parliamentary Act on Equal Educational Opportunities. (2002). http://www.ejustice.just.fgov.be/cgi_loi/change_lg.pl?language=nl&la=N&cn=2005071549&table_name=wet

[80] Decreet betreffende maatregelen voor leerlingen met specifieke onderwijsbehoeften. (2014). https://codex.vlaanderen.be/Portals/Codex/documenten/1024474.html

education (age of 6 to 12) and secondary education that is divided into Gymnasium (age of 12 to 15) and Lyceum/Technical school (age of 15 to 18).

All children with special educational needs (SEN) are referred for assessment to the school committee, which decides in which school setting each child fits better and what adaptations are required to achieve its full potential. In case parents do not agree with this decision, they have the right to appeal.

According to statistics, in 2014/2015, 5 559 students, i.e. around 7 % of all primary and secondary school students, were officially recognised to be requiring special needs education. Most of them (80%) were integrated in the general classes of mainstream schools. As per recent statistics (2017) of the European Agency for Special Needs and Inclusive Education, there were in total 9 469 cases of children officially diagnosed with a special need and from those, 7 862 were educated in mainstream groups/classes for at least 80% of the time, 959 were in special units in mainstream schools, whereas 220 were educated in separate special (pre)schools[81].

Special Schools - Curricula and courses

Children with SEN attending mainstream schools usually face mild learning difficulties, while those attending special education schools face greatest learning difficulties.

The focus of the curricula of special schools lies in skills development in the areas of self-help and independence skills, social and emotional interaction, recreation and communication, as well as vocational training. In case children can follow certain elements of the mainstream curriculum, then such elements are included in their individual educational programme (IEP).

The Director of each special school makes decisions regarding the pupils and the courses/subjects included in their school curriculum. Pupils study what they can according to

[81] European Agency Cyprus Data. https://www.european-agency.org/data/cyprus/datatable-overview?year=2014_2015#tab-0

their educational level and there is no compulsory curriculum that should be followed. Pupils should have their own IEP, as it is important not only for learning, but also for developing as individuals.

The IEP focuses on different areas, including the psychological, social, educational, and pre-professional, and is designed based on the abilities, weaknesses, and special characteristics of each pupil. The IEP is drawn up by the special needs coordinator in cooperation with parents and is based on the suggestions contained in the report provided by the District Committee of Special Education; it is then approved by the Head of the respective Directorate of the Ministry of Education and Culture.[82]

Inclusion in pre-primary mainstream education

Pupils with SEN who can follow certain courses or classes in mainstream schools are allocated to the mainstream provision of special education, and not to a special school.

In pre-primary education, teachers have the flexibility to adjust teaching methods and take the time to alternate and repeat specific educational targets. This prevents the exclusion of some children with SEN from mainstream classroom teaching (Inclusive Early Childhood Education (IECE) project, Example of IECE provision: Cyprus p. 3)[83]. Specialist educators must cooperate and interact with the pupil's teacher to develop and deliver an individual education plan for each pupil. Unless there are exceptional circumstances, these services should be provided within a class at the pupil's local school, which should be equipped with all necessary adaptations and resources.

[82] Ministry of Education and Culture Cyprus. Special Education. http://www.moec.gov.cy/eidiki_ekpaidefsi/en/infoserv_special_ed_referral_recruitment_process.html

[83] Inclusive Early Childhood Education (IECE) Project. Example of IECE Provision: Cyprus. https://www.european-agency.org/projects/iece/examples-inclusive-practice-ece

Recently, the national curriculum for pre-primary education was assessed and restructured to *focus on skills development rather than on knowledge acquisition* (including individualized instructions, new methodological approaches, etc.).

Inclusion in primary mainstream education

In primary education, if attendance in certain courses in the mainstream classroom does not meet learners' needs, then learners can use this time for getting support from special education, speech therapy or attending the special unit of the school in which they are allocated.

Special Units in mainstream education

Special units provide more intensive special education to a small number of learners (usually up to six), while maintaining contact and inclusion with a specific reference class in the school. If none of these adaptations suit learners' needs, they may attend a special school.

Inclusion in secondary mainstream education

In secondary education, pupils with specific learning difficulties are enrolled in support programmes individually or in groups, according to their needs. Special educational support is usually provided for courses/subjects in which pupils are examined in at the end of the school year, such as Modern Greek, History, Physics and Mathematics. Learners are exempted for provision of educational support, from courses that they cannot attend due to their disability (e.g. ancient Greek and/or a second foreign language). Learners with specific sensory disabilities receive specialized assistance from the special schools.

Cyprus Educational System under Reform

The Cyprus Educational system is *under the process of reforming* to achieve better results and to become more inclusive.[84] Some of the key changes related to inclusive education are listed below:

- Since 2017, all teachers who want to be appointed in public schools need to succeed in written examinations (Law 127(I)/2015, The new Appointee system).85
- During the academic year 2017-2018, a plan for allowing school units to operate with more autonomy and set their own objectives, which will be tailored to the needs and demands of pupils, teachers, and the school unit itself was developed (in pilot phase).
- During the academic year 2019-2020, a project for modernizing special and inclusive education was initiated, and
- During the academic year 2020-2021, the new evaluation system for teachers that aims to improve the quality of the education system is scheduled to be implemented.

More details can be found at: https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/national-reforms-school-education_en

[84] EURODICE Cyprus National Reforms. https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/national-reforms-school-education_en

[85] EURODICE Cyprus National Reforms. (Law 127(I)/2015) The new Appointee system. https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/national-reforms-school-education_en

Компетентности и нагласи на приобщаващия учителски персонал за насърчаване на приобщаващото преподаване

Въведение

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По-широкото разбиране на приобщаващото образование означава, че масовите училища трябва да се отворят за всички деца, като предоставят равни и качествени образователни възможности, за да отговорят на нуждите на всички ученици. Приобщаващото образование изисква училищата да се променят и да реагират на всички учащи се, а именно на тези, които се считат за „уязвими“ и „хора с увреждания“. Това предполага, че учителите в редовните училища трябва да имат положителни нагласи и да вярват, че всички ученици имат способността да учат и съществуват педагогически средства, които да дадат възможност на всички деца да учат в приятелска, безопасна и приобщаваща среда. Учителите трябва да се отнасят положително към собствения си капацитет и да носят отговорност да насърчават ученето за всички свои ученици. Както беше предложено от Форлин и Чембърс, основният учител е най-важният компонент в успеха на приобщаващото образование. Роуз добавя към тази поговорка, че учителите са ключов елемент в изграждането на по-приобщаващи училища. За да работи в приобщаваща класна стая, учителят се нуждае както от положително отношение към приобщаващото образование, така и от „знание за“ включването, „правене“ и „вярване“ в него. С други думи, учителят трябва да практикува приобщаващо образование, като го „прави“, „знае“ как да го прави и „вярва“ в това, което прави. Роуз посочва, че учителите трябва да знаят следното за приобщаващото образование:

- Стратегии за преподаване
- Инвалидност и специални нужди
- Как учат децата
- Какво трябва да научат децата
- Организация и управление на класната стая
- Къде да се получи помощ, когато е необходимо

- Идентифициране и оценка на трудностите
- Оценка и мониторинг на обучението на децата
- Законодателен и политически контекст

„Правене“ означава:

- Превръщане на знанията в действие
- Преминаване отвъд рефлексивната практика
- Използване на доказателства за подобряване на практиката
- Научете се как да работите както с колеги, така и с деца
- Станете професионалист на „активист“

Вярата в приобщаващото образование означава:

- Че всички деца си струват да се обучават
- Че всички деца могат да се учат
- Да имат способността да променят живота на децата
- Че подобна работа е тяхна отговорност, а не само задача за специалисти. "

Приобщаващите учители трябва да притежават положителни нагласи както към образованието по приобщаване, разнообразието в класната стая, така и към убежденията в допълнение към съдържанието и педагогическите знания на приобщаващата педагогика. Освен това учителите трябва да прилагат своите знания в практиката, като непрекъснато отразяват напредъка.

Latvia

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Latvia has been influenced by the political move towards inclusive education, therefore in 2019/2020 the newly developed initial teacher education programs, master level programs in educational sciences and doctoral level programs in educational sciences have adopted ideas of inclusive education by integrating new courses and new content related to inclusive education. Those programs are intended to prepare both practicing teachers and future teachers to work in the inclusive school environment. It is known from the research that teachers who already serve in the general education system lack necessary education in

inclusive and special education for working effectively in an inclusive environment[86]. Teachers lack knowledge and tools to cope with children with special needs in mainstream classes and to deal with wide learner diversity, including children with special needs in today's schools. This could be partially caused by the situation that the general education teachers historically were not educated to deal either with special education issues or inclusive education issues in their initial education. At the same time, the current general education system is held responsible for the teaching and advancement of all pupils including those with special needs. Although teachers generally have positive attitudes towards inclusive education as such[87] it is not enough, they do need specific knowledge, skills and competencies to implement inclusive education in practice[88]. The lack of those specific competencies can be one of the factors, why the progress of inclusive education in practice in Latvia is relatively slow, as the teachers are the most important factor for implementing inclusive education in practice.

The newly developed "Professional Standard for Teachers"[89] (which is approved in 2020, June) states several duties and tasks of the teacher clearly related to inclusive education:

- "to systematically find out the learner's individual development, learning, personality, and social growth needs, language and civic competence for the planning and implementation of a child-centred learning process;
- in cooperation with colleagues in the educational institution to plan a coordinated learning process with the aim to include all learners and promote their growth;

[86] Raščevska, M., Nīmante, D., Umbraško, S., Šūmane, I. Martinsone, B., & Žukovska, I. (2017). Pētījums par bērniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošas izglītības īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040). LU.

[87] Raščevska, M., Nīmante, D., Umbraško, S., Šūmane, I. Martinsone, B., & Žukovska, I. (2017). Pētījums par bērniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošas izglītības īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040) LU.

[88] Nīmante, D. (2018). Competent Teacher for Inclusive Education: What Does it Mean for Latvia? In L. Daniela (Ed.) Innovations, Technologies and Research in Education (229-244). Newcastle upon Tyne: Cambridge Scholars Publishing.

[89] Profesijas standarts. (2018). https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-048.pdf

- to plan an inclusive learning process and environment, setting specific results to be achieved for each learner and choosing appropriate methods, techniques, tools and resources;
- to create an inclusive, intellectually stimulating, emotionally and physically safe learning environment by supporting the learner's dignified, responsible and safe behaviour, implementing the appropriate development needs of each learner approach;
- to cooperate with colleagues in the educational institution and parents of the learner identifying individual learning needs, planning and implementing solutions;
- to implement a learning process that meets the needs of the learner's individual development and is close to life situations;
- to use various teaching methods, techniques and teaching aids in accordance with the needs of the learner's individual development and the learning outcomes to be achieved;
- in cooperation with other teachers, pedagogical support staff, the management of the educational institution, the learners and the learners' parents, to communicate information regarding the learner's growth, performance and the necessary support for the improvement of learning".

To prepare both pre-service and in-service teachers it is important to educate teachers either in initial teacher education programs[90] or in professional development courses[91].

[90] Nīmante, D., & Repina, N. (2018). Inclusive education for pre- service teachers in Latvia - what are the learning outcomes for pre-service teachers? In: 11th annual International Conference of Education, Research and Innovation (ICERI), Dates: 12-14 November, 2018, Seville, Spain: Proceedings, Ed. L. Gómez Chova, A. López Martínez, I. Candel Torres, Seville: IATED Academy, doi: 10.21125/iceri.2018.2452

[91] Bethere, D., Neimane., I & Ušča, S. (2016). The opportunities of teachers' further education model improvement in the context of inclusive education reform. In *2nd International Conference on Lifelong Education and Leadership for ALL, Proceedings* (pp. 288-298). Liepaja: Liepaja University.

България

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Анализът на тази тема ще покаже тревожна тенденция, която значително затруднява трансфера на образование. В България от много години учителската професия не се цени. Работата е тежка. Заплатата е непривлекателна. Педагогическите специалности в университетите се постъпват с най-ниска оценка ... всичко това вече има ужасни последици. Преподавателският състав застарява. Много учители са в пенсионна възраст, защото няма млади хора, които да ги заместят. Споменаваме всичко това, защото има пряка връзка с факта, че българските учители имат затруднения с приобщаващото образование. В България „традицията“ за деца със специални нужди е да посещават специални училища.

Трябва обаче да кажем, че образователната система се е променила много, но учителите до голяма степен са в същия статус. Много от тях дори изпитват носталгия по старата система. Дори когато млад учител за първи път идва в училище или детска градина, той / тя не е достатъчно подготвен за тази работа от университета и той / тя започва да учи „занаята” от по-възрастните си колеги. Следователно старите образователни нагласи се предават и много трудно се елиминират. Ето защо определено трябва да заявим, че има още много работа с педагогическия персонал в България, за да имаме наистина приобщаващо образование. Разбира се, много се прави, за да се промени това.

Напоследък симбиозата между стиловете на преподаване на учителя и стиловете на обучение на ученика с обучителни затруднения артикулира прилагането на универсалния учебен дизайн, учебния дизайн, дизайна на индивидуалната учебна програма, приобщаващия дизайн за работа със семейството и общността, приобщаващата класна стая и плана за прилагане на разработените проекти в съответния контекст на околната среда.

Учителят, който има водеща роля в позитивното приобщаващо образование, може да проследи благоприятна перспектива за всяко дете / ученик, като ефективно прилага

психологическите и педагогически програми, които са усвоили в хода на своята квалификация и допълнителен опит.

Приобщаващият учител е повече от учител. Те трябва да определят бъдещето на своите ученици както с позитивизъм, така и с лидерски умения, свързани с формирането на уверена личност във всяко дете.

Всеки учител трябва да бъде приобщаващ учител и те са най-важният посланик на приобщаващото образование, защото:

- Те търсят, намират и постигат хармония в различията между деца / ученици, учители и родители;
- Те откриват и приемат разликите като ценен ресурс;
- Чрез приобщаващо образование, знания и учене те обикновено проследяват пътя на приобщаващото общество.

Настоящите насоки за обучение и включване на деца с обучителни затруднения са да се постигне високо качество на тяхното образование. Необходимо е такова образование, за да се осигури възможно най-доброто включване и социална интеграция на тези деца. Значението на всички тези приоритети и изисквания в процеса на внедряване на приобщаващо образование е безспорно. Ефективността им е значително по-голяма, когато действат едновременно. Това са някои от условията и изискванията, от които децата се нуждаят, за да станат по-успешни, по-креативни, по-образовани, по-уравновесени и добродетелни и най-вече да не живеят с идеята, че не са част от обществото и че не са приети (от Тричков през 2015 г.). Ето защо ние като възрастни трябва да можем да ги обградим с най-доброто, което можем, и да създадем такъв психологически климат, в който те да могат успешно да развият своите потенциални сили и способности.

В процеса на избор на стил на учене при работа с ученици с обучителни затруднения се реализира процес на сътрудничество и активна комуникация в дуалния процес: учител - ученик. В този план стиловете на обучение трябва да бъдат гъвкави според конкретната ситуация и конкретните участници, а има и разнообразна педагогическа комуникация.

Значителен фактор при избора на определен стил на образование в предучилищна и начална училищна възраст е честотата на неформалното взаимодействие между учащите и учителите и административния персонал на училището. Резултатите от обучението на учениците с обучителни затруднения не се влияят пряко от неформалните взаимодействия. Наличието на по-интензивна неформална комуникация между учители и / или административен персонал и ученици оставя по-силно влияние върху:

- Повишаване на мотивацията за учене за ученика с обучителни затруднения;
- Положително личностно и социално развитие на ученика с обучителни затруднения;
- Адаптивен избор на учебен стил от ученика със затруднения в ученето според съдържанието и изискванията на учителя;
- Изборът на приемлив стил на преподаване, който се оценява от ученика със затруднения в ученето.

В приобщаващата класна стая в детската градина и / или началното училище всички учащи, учители и хора, участващи в образованието, трябва да спазват определени правила за включване. Правилата за включване са както следва:

- Пълно включване на всички ученици в заниманията през класната стая през деня, както в образователни, така и в извънкласни дейности;
- Резултантни и интензивни нива на комуникация както в класната стая, така и през интервалите;
- Ежедневна организация на класната стая;
- Гъвкава адаптация и модификация на учебната програма;
- Индивидуално планиране за всеки ден;
- Ефективно предоставяне на индивидуална подкрепа с ресурси на обща, допълнителна и специална подкрепа;
- Индивидуално приложение на помощни устройства и помощни технологии;
- Работа заедно или извършване на определени дейности (включително учене заедно с „различни“ ученици);
- Положително отношение към поведението в екстремни / извънредни ситуации.

В обобщение, следните акценти важат за всеки учител, който работи с ученици с обучителни затруднения:

- Различно време за преподаване и учене за отделния ученик;
- Учене с малки стъпки;
- Учене чрез повече практики и въвеждане на елементи от учене, базирано на проекти;
- Учене с емоции;
- Вземане предвид на сензорния профил на ученика;
- Вземане предвид на интересите на ученика;
- Полисензорно представяне на информация;
- Инструкциите са индивидуални за концентриране върху конкретния ученик;
- Количеството на инструкциите се определя от нуждите на децата, а не от административните изисквания (продължителност на уроците, последователност и др.);
- Учебните материали са класифицирани по сложност;
- При всяко ниво на трудност уменията се поглъщат в плавност, преди да преминат към следващото ниво;
- На всяко ниво, осъществяване на връзка между различни елементи, които се овладяват и не добавяне на нови теми в общ аспект;
- Ако е възможно, въвеждане на "предотвратими грешки" обучение за повишаване на мотивацията на учениците;
- Не се допуска автоматично изпълнение;
- Към отделните програми трябва да се добавят допълнителни ресурси за обща мотивация и самоконтрол на учениците;
- Учениците трябва да бъдат ориентирани към разбиране и обмисляне на съответните задачи;
- Спазване на рутина и ритуали;
- Елиминиране на допълнителни или случайни дразнители;
- Правене на много повторения;
- Корекции се правят по време на грешки;
- Обяснение на корекциите;

- Като се вземе предвид малкият успех;
- Ресурсна подкрепа;
- Обучението трябва да се извършва в интерактивни, креативни и иновативни модели;
- Необходимо е обучение за импортиране на компоненти на играта;
- Обучението трябва да бъде безопасно;
- Включване на контекст на семейството и общността;
- Участие на доброволци;
- Учене с използване на подходящи помощни средства и помощни технологии.

Няма налични готови универсални рецепти и предписания за отделния ученик с обучителни затруднения в класа, но когато учителят се съобрази с обсъдените общи модели, прилага своите компетенции и педагогически опит, добродетелното използване на различни подходящи учебни стилове ще присъстват; учителят ще работи със задоволство с ученика с обучителни затруднения и този ученик с обучителни затруднения ще посещава училището, ще се учи с удоволствие и трудностите в обучението ще бъдат преодолени с лекота.

Belgium

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The M-Decree regulation[92] brought extra requirements, as extra formational and psychological supports, for the teaching staff in the field. Because of these requirements, the regulation provides extra supports for teachers. Besides, there is no structural and sustainable financing

[92] M-decreet. (2014). https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet

model to achieve inclusion. However, the European Accessibility Act[93] aims to support stakeholders in the field of inclusive education regarding materials and services.

The pedagogical counselling services employ competence supervisors that help teachers broaden their competences so that they can optimally deal with pupils with specific educational needs.

The counselling services do this in 3 ways:

- Inform about what the M-decree entails.
- Offer support at school and classroom level, by giving tips to the teacher and the school.
- Stimulate cooperation between schools and teachers and work on expertise development in support networks (operational from 1 September 2017).

On the other hand, in the 2017-2018 academic year, the Flemish government offers free refresher projects for dealing with the specific educational needs of pupils.

Training programs offer specific sessions to the teaching staff according to the needs and levels of their pupils.

For primary and secondary education:

- The training M-decree: Motor, motivation, and possibilities94- teachers and school administrators will learn how you work with all actors in and around the school.
- The V-eSperAnZa95 - is the refresher course that teaches how to collaborate more inclusively with all actors in order to provide pupils with special educational needs opportunities for their development.

[93] European Accessibility Act. https://ec.europa.eu/social/main.jsp?catId=1202#:~:text=The%20European%20accessibility%20act%20is,EU%20leading%20to%20costs%20reduction

[94] M-decreet: motor, motivatie en mogelijkheden. https://www.arteveldehogeschool.be/opleidingen/bijscholingen-en-studiedagen/m-decreet-motor-motivatie-en-mogelijkheden

[95] Prioritaire nascholing M-decreet V-eSperAnZa. (2017). https://www.katholiekonderwijs.vlaanderen/nieuws/prioritaire-nascholing-m-decreet-v-esperanza

- KITS96 - powerful indicators for an accessible school to develop knowledge and skills to work with inclusion and specific educational needs. Coaching sessions are part of the project.

For secondary education:

- Expedition M[97] (not valid yet) - a search for sustainable integration of inclusive action and thinking.
- The M-decree as an engine for excellent education[98] - teaches, through cases, which theoretical frameworks and practical tools are indispensable in school and classroom, so that pupils with specific educational needs can be supported optimally.

Examples and best practices

Name	**Target group**	**Method**	**Findings**	**References**
Bert has a physical disability and completed his school career in a normal school	Pupils with disabilities (Physical disability in this case)	Individually Adapted Curriculum	Individual implementation helps pupils to do normal curriculum in their way	https://www.klasse.be/
The power of co-teaching in the M-Decree	Teachers who teach the children with disability	Co-teaching, Experience sharing	Co-teaching helps teachers to improve their skills and knowledge. Besides, cooperative teaching methods are	https://www.klasse.be/

[96] KITS: Krachtige indicatoren voor een toegankelijke school. http://www.onderwijs.vlaanderen.be/sites/default/files/atoms/files/UCLL-16_17.docx

[97] Expeditie M. https://www.ovsg.be/expeditie-m

[98] Het M-decreet als motor voor uitmuntend onderwijs. https://pro.g-o.be/blog/Documents/SDL_motor_uitmuntend_onderwijs.pdf

Name	Target group	Method	Findings	References
			possible in every lesson	
New pedagogical Approach in GO! Atheneum Herzele	A-stream pupils	More relaxed curriculum, more time to individual interaction. Teachers are not teaching directly but coaching.	Still processing	https://www.youtube.com/
Bilingual classes for deaf and hearing-impaired pupils	Deaf and hearing - impaired children	Teaching both pupils in bilingual (French and French-Belgian Sign Language	This method gives deaf and hearing-impaired pupils immediate access to the same skills	http://www.es.sainte-
Teacher of the year 2019 is 3 co-teachers	Teachers who teach the children with disability	Co-teaching, Experience sharing, cooperative teaching	Teachers help each other to overcome the problems and improve the quality of the class	
Differentiation on 4 tracks: all pupils at their own pace	Pupils with special needs and their teachers in the inclusive classroom.	All teachers work with a 4-track policy to easily differentiate in the classroom, the pupils work at their own pace and learn to assess their level.	Hard to implement as the process requires long term patience but results show how track suits them best.	https://www.klasse.be
Classical teaching at the blackboard is impossible	Pupils with special needs	Manual tasks and online games used in the classroom	It helped to calm down pupils in the class and teach them actively	https://www.klasse.be/

Name	Target group	Method	Findings	References
#DoeGewoon : the stories of Felix and Ward	Pupil with disabilities	Experience Sharing, Success Stories	Success Stories, peer motivation helps to encourage pupils with disabilities to be included in the society	https://www.oudersvoorinclusie.be/

Cyprus

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Inclusive Education and Children with Disabilities

The goal of inclusive education is to transfer the message that “every learner matters and matters equally”. Unfortunately, not all professionals share the same value, as they continue to marginalize certain pupils who encounter a disability from entering mainstream education.

According to the World Health Organization (WHO), in 2017, “children with disabilities were amongst the most marginalized and excluded groups of children”.[99]

Many factors can help in facilitating inclusion and equity in education, some of them being the pedagogical staff skills and attitudes (one of the main), the pedagogical strategies, access to the curriculum, the infrastructure, the funding for resources, the professional development, etc.

Inclusive education teachers have a very important and challenging role to play, as they need to find and apply methods to enhance equal opportunities and quality education to all learners by promoting the interaction and participation, so all learners can enjoy a meaningful learning

[99] World Health Organization. 10 facts on disability. https://www.who.int/features/factfiles/disability/en/

experience and engagement in other activities. Teachers need to collaborate with other professionals for a more holistic support.

Teachers' beliefs on inclusion in Cyprus

Back in 1979, the practice of inclusion had no legislative foundation in Cyprus, but at this point the state took the responsibility to provide special schools for learners with disabilities. In 1999, the "Law for Education and Training of Children with Special Needs 113(I) 1999 was established. As Helen Phtiaka noted in her study in 1999 "despite the passing of the 1999 law, the notion of special schooling co-exists alongside the notion of integration, whereas inclusive education remains a rhetorical term, mentioned occasionally in official documents as a synonym to integration"

In another study about Cypriot teachers' attitudes and beliefs regarding inclusive education, it is stated that "teachers tend to think on the basis of a medical and charity model, and they favour special schooling for specific groups of children".[100] (Phtiaka & Simeonidou, 2009) One might think that Cyprus was at the beginning of gaining an understanding on what inclusion is and the importance that it has for all the children, not only those who have a special need, as research suggests the numerous potentials that inclusive education has for all learners. Angelides, Stylianou and Gibbs are exploring how Cyprus Universities are responding to the challenge of inclusive education. They identify certain factors that act as barriers in the development of inclusive practices by lecturers.[101] These factors are related to the curricula, since there is a different understanding on what inclusive education is and this creates confusion among students, with a lecturer reporting: "I cannot give a definition for inclusive education. The point is that inclusive education does not appear clear in the curriculum and

[100] Symeonidou, S., & Phtiaka, H. (2009). Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. *Teaching And Teacher Education*, *25*(4), 543-550. doi: 10.1016/j.tate.2009.02.001

[101] Angelides, P., Stylianou, T., & Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus. *Teaching and Teacher Education*, *22*(4), 513-522. doi: 10.1016/j.tate.2005.11.013

we do not have a common policy as a university. Each one teaches whatever they want and sometimes we contradict each other".

The other factor stated was about the notion of inclusion. According to the researchers there were different interpretations and different means used by professionals to define inclusion. "A large group supported the view that inclusive education emerges from the field of 'special' education, a number of others that it deals with education of the disabled, some others that its main concern is children categorized as having special needs, and a few that the term means the movement of some children from 'special' to 'regular' schools".

Another factor is the different levels of culture between teachers, with an example of a candidate teacher being explained in this study. "The way of my teaching was determined in a great degree by the teachers I observe to teach in the classes I do my practical training. Even if in some cases I disagree with the practice of the teacher, because she contradicts with what I learned at the university, most of the times I do the same and little by little I assimilate it to my practice".

A more recent study held in 2013 notes that professionals still share the same beliefs.[102] More specifically "the Cypriot educational system is still highly segregating in its philosophy and does not fully support the active inclusion and participation of all children in the school life" and "inclusion is concerned only with the education of specific groups of children; the medical model is still prevalent within inclusion discourse; and inclusion is understood as consisting of different levels." (Mamas C, 2013)

Inclusion vs Integration

It is important to understand that inclusion and integration are two separate things. Inclusion aims the full participation of all students in the classroom, as it is the process of teaching children in such a way that could benefit all children, since all children are learning in a different

[102] Mamas, C. (2013). Understanding inclusion in Cyprus. *European Journal of Special Needs Education*, *28*(4), 480-493. doi: 10.1080/08856257.2013.820461

way. Integration, on the other hand, mainly focuses on absorbing children with special needs in the mainstream education.

Following the integration approach, children with SEN should fit in the mainstream classroom and thus, to accommodate their needs, the course would need to change. In the Inclusion approach, the focus is mainly on improving participation, not only for the children with SEN, but also for all other children and to accommodate learner needs. For that, the whole school would need to change.

Professional beliefs and attitudes towards inclusive education are very important, as their beliefs affect decisions regarding students who enter mainstream education. If professionals do not favour inclusion, then more children will just be integrated in mainstream education, rather than be included. It is important when trainings for professionals are designed to address beliefs and attitudes before and after and, in addition, establish a common understanding and clear guidelines towards inclusion.

Продължаващо професионално развитие към приобщаващо образование

Available trainings in Latvia

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A crucial element in the development of inclusive practice is a better preparation of and support for teachers. According to the regulations of the Council of Ministers, the Republic of Latvia, No 569 "Regulation regarding teachers' mandatory education and vocational qualification, and teachers' professional competence development procedures" (2018), a general education teacher is responsible for his/her professional competence development and should attend professional competence development programmes of a least 36 hours every 3 year in total. Latvian pedagogues' professional competence development programmes (both free of charge and with a fee) on various topics, including inclusive education are implemented by several higher education institutions, special education development centres, vocational education competence centres, etc. According to the regulations of the Council of Ministers, the Republic of Latvia, No 187 "Regulations regarding the Criteria and Procedures for Granting the Status of a Special Education Development Centre to a Special Education Institution" paragraph 4.6 and 4.7, during a calendar year these institutions should organize at least two informative educational activities, including professional development events for teachers regarding inclusive education and assistance opportunities for learners with special needs and also should regularly inform about the events organized by special education development centres and their specific offers for improving teachers' professional competence. Usually these development centres offer 6-12 hour courses in inclusive education to mainstream school teachers and other interested persons. In turn, the higher education institutions offer 12-72 hour courses in inclusive education (usually for a fee). The development and improvement of course programmes takes place continuously, considering the suggestions and recommendations of teachers.

Available teachers' professional competence development programmes in Latvia

Training topic	Provider	Description
Technologies and their opportunities to reduce special pedagogical needs in the learning process for pupils with severe cognitive disabilities	Riga Lower Secondary School No 1 - Development Centre	A teacher professional competence development programme (A, 8 hours) provides practical advice on implementing Widgit symbols, how to use those symbols not only for a child with severe cognitive disabilities, but also, e.g., in daily routine, daytime organization, behaviour regulations in school environment to facilitate not only the acquisition of basic learning skills, but also reading skills, the ability to memorize a poem or song, as well as to perceive the main educational content (facts, regularities) in science.
Psychological pedagogical evaluation of the learner's intellectual development in the period from 7 to 12 years of age	Riga Lower Secondary School No 1 - Development Centre	A teacher professional competence development programme (A, 8 hours) provides answers to the following questions: ○ How will the form of the individual curriculum plan change? ○ How to draw up an individual curriculum for an educational programme? ○ How to implement it in a mainstream school?
Psychological and pedagogical evaluation of intellectual development of a pupil with learning disabilities in the period from 7 to 12 years of age	Riga Valdis Avotins Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) increases the teachers' professional competence to teach pupils with learning disabilities; presents the procedure, its results and analysis; promotes the ability to see the learner's resources and provide a feedback; teaches to create an individual educational programme acquisition plan; provides experience in organizing inter-institutional cooperation, creating productive changes in educational institutions without losing basic values.

Training topic	Provider	Description
Planning and conducting a pedagogical process for pupils with learning disabilities	Riga Valdis Avotins Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) raises the professional capacity of teachers who teach pupils with learning disabilities; presents the restructuring and management of the educational process; provides experience in the development of an individualized learning process and the use of technology to reduce special pedagogical needs; develops skills in organizing work of the school support team and introduces an assessment of performance progress of pupils with learning disabilities.
Strategies for managing, correcting and preventing aggression in pupils' behaviour	Koknese Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: o The concept of behaviour. Factors influencing behaviour and its manifestations. o Assessment of pupils' behavioural problems and communication difficulties in an educational institution. o Aggressive behaviour, its causes and correction possibilities in an educational institution. o Possibilities of solving behavioural problems in an educational institution. Principles of complex correction of behavioural disorders. o The role of a supportive educational environment in the management of pupils' behaviour and personal development.
Diverse learning strategies for organizing a digital and meaningful learning process for	Koknese Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 6 hours) introduces such topics as: o Pupils with special needs in an inclusive education process.

Training topic	Provider	Description
pupils with special needs		○ Lesson models in organizing a meaningful learning process. ○ The use of a variety of digital tools to organize a modern and meaningful learning process for pupils with special needs. ○ Organization of a modern, competence-based educational process for pupils with special needs.
Pedagogical and correction work for the organization of a qualitative educational process in special education programmes	Koknese Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 6 hours) introduces the following topics: ○ Down syndrome, correction possibilities in teaching and upbringing process. ○ Sensory motor abilities - the basics of a child's comprehensive development. ○ The importance of the propaedeutic period in the educational process. ○ Didactic principles and a lesson's structure in special education programmes. ○ Possibilities of multisensory correction in the educational process. ○ Opportunities for developing life skills in the educational process for pupils with severe cognitive disabilities. ○ Competence-based learning within practical, real-life tasks.

Training topic	Provider	Description
Psychological pedagogical evaluation of pupil's intellectual development (procedure, results and their analysis, feedback, individual educational programme acquisition plan, organization of inter-institutional cooperation) in the period from 7 to 12 years of age	Koknese Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: o Pupils with special needs. o Psychological pedagogical evaluation of the pupil's intellectual development, its results and analysis. o Development of an individual educational programme acquisition plan. o Possibilities of organizing inter-institutional cooperation for ensuring the educational process of pupils with special needs.
Planning and management of the pedagogical process (elements of individualized learning process, organization of school support team work, evaluation of the pupil's performance progress) for pupils with mental and severe mental development disorders, mental health disorders	Koknese Lower Secondary School - Development Centre	The following topics are considered in the A program for the improvement of teachers' professional competence (A, 8 hours): o Pupils with special needs - mental development disorders, severe mental development disorders and mental health disorders. o Elements of the individualized learning process for learners with special needs and the necessary support measures. o Evaluation of the dynamics of pupils with special needs performance. o Organizing educational institution's support team work.
Promoting intellectual, emotional, social and physical development of pre-school and primary school children	Jelgava Lower Secondary School "Valdeka" - Development Centre	A teacher professional competence development programme (A, 8 hours) is designed to increase the professional competence of teachers for promoting intellectual, emotional, social and physical development of pre-school and primary school children in the learning process, especially of children with various / multiple functional disorders. There is an opportunity for teachers to work

Training topic	Provider	Description
		practically and share experience, improve and try different methods that correspond to the child's skill level, to update alternative communication methods and peculiarities of children's sensory abilities development.
Planning and management of the pedagogical process for pupils with special needs	Jelgava Lower Secondary School "Valdeka" - Development Centre	A teacher professional competence development programme (A, 8 hours) is designed for mainstream school teachers and special education institution teachers as a support programme to introduce aspects of inclusive education and working with pupils with various / multiple disabilities helping to acquire new knowledge, practical methods that will promote the inclusion of pupils with special needs in the educational process.
An inclusive and supportive school - a curious and cheerful child	Jelgava Lower Secondary School "Valdeka" - Development Centre	A teacher professional competence development programme (A, 6 hours) is designed to promote a deeper understanding of inclusive education and to share examples of good practice. Special attention is paid to the latest trends and current activities in Latvia in the field of inclusive and special education, possible support to pupils and teachers. Creative workshops offer practical ideas and methodological techniques to teachers on how to organize the pedagogical process in a qualitative, innovative and interesting way, understanding the individual needs of each learner.
Successful implementation of inclusive education for pupils with various / multiple functional disorders	Jelgava Lower Secondary School "Valdeka" - Development Centre	A teacher professional competence development programme (A, 12 hours) is designed to improve the understanding of mainstream school teachers regarding pupils with various / multiple functional disorders. Teachers have an opportunity to improve their professional competence

Training topic	Provider	Description
		in organizing the learning process for pupils with various / multiple functional disorders. Applicable pedagogical methods and organization forms for pupils with various / multiple functional disorders will be presented. The ability to develop pupils' individual development plans, to establish cooperation with the support staff and family will be improved.
Inclusion of pupils with mobility impairments and postural weaknesses in sports activities in pre-school and primary school educational institutions	Jelgava Lower Secondary School "Valdeka" - Development Centre	A teacher professional competence development programme (A, 8 hours) is designed to improve the understanding of sports teachers in mainstream schools about physical development disorders. Teachers will have an opportunity to improve their professional competence in organizing the learning process for pupils with physical disabilities. Applicable pedagogical methods and work organization forms for children with movement disorders and postural weakness will be examined and studied.
Opportunities of using ICT and assistive technologies in organizing the learning process for pupils with mental disabilities	Middle Kurzeme Lower Secondary School - Development Centre	A teacher professional competence development programme (8 hours) provides answers to the following questions: ○ How can Widgit be used in lessons? ○ Is it possible to make developmental games using Widgit symbols? ○ How to use Go Talk whiteboards in mainstream schools?
Planning and management of the pedagogical process for pupils with special needs. Prevention and reduction of behavioural problems	Liepaja Livupe Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: ○ Peculiarities of cognitive activities, emotions and sphere of will of children with special needs. ○ Development of individual educational programme acquisition plans, evaluation of implementation

Training topic	Provider	Description
		and planning of further pedagogical activities. ○ Opportunities of using didactic resources to support the learning process of pupils in an inclusive educational environment. ○ Behavioural problems, their prevention and reduction.
Opportunities of diagnosing special needs and implementation of the learning process for children with special needs in pre-school educational institutions	Liepaja Livupe Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces such topics as: ○ Use of pedagogical observation method in pre-school education. ○ Methods of diagnosing special needs for preschool children. ○ Pedagogical competence workshops (development of reading and mathematics skills, cognitive processes, use of ICT) ○ Children with autism in the educational process.
Development of cognitive processes, language and personality development for preschool children (with mental disabilities, language disorders)	Liepaja Livupe Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: ○ Recognition of special needs of preschool children with mental development / language disorders in the pedagogical process. ○ Pedagogical methods for promoting the cognitive development of preschool children. ○ Manifestations of language and speech disorders in preschool age. Methods and techniques for language development. ○ Social and emotional upbringing of preschool children. Pedagogical psychological methods for promoting social and emotional development.

Training topic	Provider	Description
Planning and implementing pedagogical process for pupils with mental and severe cognitive disabilities	Liepaja Livupe Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: o Clinical pedagogical differentiation of mental disorders and severe mental disorders. Methodology of pedagogical diagnosis of mental development disorders and severe mental development disorders. o Providing an educational environment and process for pupils with intellectual disabilities. Use of didactic methods and resources in the process of special education for children with mental disabilities. o Organization of pedagogical psychological support system in the process of inclusive education. Development, implementation and evaluation of individual educational programme acquisition plans.
Pedagogical and psychological support for children with special needs in an inclusive education environment	Liepaja Livupe Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 12 hours) introduces the following topics: o Inclusive education environment in pre-school educational institutions. o Positive solutions in upbringing and learning process. o Development of individual educational programme acquisition plans. o Alternative means of communication. o Availability of teaching/learning materials.

Training topic	Provider	Description
Inclusive education in mainstream schools	Cesis Berzaine Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) aims to provide the acquisition of the latest teaching methods through creative activities, deepening the understanding of children's emotional health. The programme introduces such topics as: ○ Emotional health, protective mechanisms in case of unpleasant emotions. ○ Non-formal education and educational games in inclusive learning at school. ○ Private lower secondary school "Patnis" teachers' experience in working with children with different diagnoses. ○ Inclusive approach in general education schools. ○ Working with parents.
Competence-based methods in language development in the context of inclusive education	Cesis Berzaine Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 6 hours) aims to provide an overview of the latest teaching methods through creative activities. The programme content includes: ○ Creative thinking methods in language learning. ○ Introductory game "Ice Breaking", for understanding the level of learning kinaesthetic games. ○ Creative methods for diversifying learning. ○ Use of video material - short films to develop critical thinking and imagination. ○ Types of cognitive communication and cooperation. ○ Pair work in 8 corners, promotion of creativity with natural materials. ○ Use of quizzes and photo materials in lessons.

Training topic	Provider	Description
		○ Positive pedagogy, etc.
Planning and implementing the pedagogical process for pupils with learning disabilities	Cesis Berzaine Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 6 hours) aims to promote teachers' competence for planning and managing the pedagogical process for pupils with learning disabilities. The programme introduces the following topics: ○ Support measures for pupils with learning disabilities and evaluation of pupils' performance progress. Methods and techniques. ○ Communication elements in promoting the development of learners using the principles of Marte Meo method. ○ Basic principles of class and group positive leadership. ○ Support team work in solving problem situations. ○ Learning the latest teaching methods through creative activities.

Training topic	Provider	Description
Technologies, including assistive technologies, and the opportunities to reduce special pedagogical learning needs in the learning process for pupils with mixed disabilities (pre-school) and combined disabilities, e.g., combinations such as cognitive disabilities + visual impairment, cognitive disabilities + hearing impairment; cochlear implants, etc.)	Daugavpils Stropu Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces the following topics: o Effective possibilities of modern methods and techniques to reduce special pedagogical needs in the learning process for children with special needs. o Use of support materials for pupils with mixed disabilities.
Improving the professional competence of teachers in working with pre-school and primary school age pupils and mixed developmental disorders	Daugavpils Stropu Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) introduces such topics as: o Peculiarities of development of pre-school and primary school age children and work methods and provision of support in adaptation in pre-school and primary school. o Montessori pedagogical techniques in the competence-based approach.
Improvement of teachers' professional competence in special education	Rezekne Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) for pre-school teachers includes the following topics: psychological and pedagogical evaluation of the intellectual development of 4-6 years old children, procedure and analysis of results, methodological provision of lessons and corrective measures. Work of teachers and support staff with parents. The same programme for mainstream upper secondary school teachers includes such topics as: Planning and managing the pedagogical

Training topic	Provider	Description
		process, organizing the work of the school support team, working with pupils with combined developmental disorders.
4-6 years old children psychological pedagogical evaluation of intellectual development, promotion of inter-institutional cooperation, planning and implementation of the individual education program, correction of children's development in a pre-school educational institution	Rezekne Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) is developed for teachers of pre-school education institutions who implement special education programmes for children with various (language, learning, mental development) disorders. Teachers improve their competence in the terms of importance of early diagnosis, the principles of creating an individual educational programme plan and its implementation, importance and promotion of inter-institutional cooperation.
Individualized pedagogical process planning and management for pupils with combined developmental disorders	Rezekne Lower Secondary School - Development Centre	A teacher professional competence development programme (A, 8 hours) is developed for teachers of mainstream schools to improve their competencies on the elements of an individualized learning process, the organization of school support team’s work and support measures for children with special needs.
Educational opportunities and integration of children	Valmiera Gauja Riverside Upper Secondary School -	A teacher professional competence development programme (A, 8 hours), the expected results: teachers understand

Training topic	Provider	Description
with hearing impairments in a mainstream school	Development Centre	the child with hearing impairment development characteristics, know and use multiple teaching/learning methods and techniques to provide education and inclusion of children with hearing impairment in the mainstream school.
Organization of a modern learning process for pupils with moderate to severe cognitive disabilities or several severe developmental disorders	UL FEPA Adult Pedagogical Education Centre	A teacher professional competence development programme (B, 72 hours, **with a fee**) is developed for teachers who do not have the necessary education for working with pupils with moderate and severe mental development disorders or several severe development disorders.
The most important features of the pedagogical process in working with children with mental disabilities, cognitive disabilities and learning disabilities	UL FEPA Adult Pedagogical Education Centre	A teacher professional competence development programme (B, 72 hours, **with a fee**) is developed for teachers without special education who implement the appropriate special education programme.
The most important features of the pedagogical process in work with pre-school children with special needs	UL FEPA Adult Pedagogical Education Centre	A teacher professional competence development programme (B, 72 hours, **with a fee**) is developed for teachers who have pre-school and primary education teacher qualifications.
Support for positive behaviour	UL FEPA Adult Pedagogical Education Centre	A teacher professional competence development programme (A, 36 hours, **with a fee**) is developed for mainstream school teachers and vocational education teachers.
Peculiarities of study work organization in a special educational institution (for children	Daugavpils University	A teacher professional competence development programme (A, 36 hours, **with a fee**) includes the following topics:

Training topic	Provider	Description
with severe mental disabilities)		○ Causes of learning and behavioural disorders in children with mental disabilities. ○ Topicalities of teaching children with learning and severe mental development disorders or several severe mental development disorders, main teaching principles and methods, organization of teaching and upbringing when working with such children. ○ Peculiarities of the learning process of children with developmental disabilities: stress as part of the process. Aspects of creating a psychologically coherent, emotional pedagogical environment.
Provision of methodological support for teachers working with pupils with special needs	Daugavpils University	A teacher professional competence development programme (A, 36 hours, **with a fee**) includes the following topics: ○ Possibilities of integrating a pupil with special needs in a mainstream school classroom. ○ Possible methods and techniques in the improvement of pupils' learning process. ○ Individual education plan, expected learning outcomes, activities of the support team at school, procedures for assessing the learning achievements, recommendations for further work.

Training topic	Provider	Description
Providing methodological support to teaching assistants in working with pupils with learning difficulties	Daugavpils University	A teacher professional competence development programme (A, 36 hours, **with a fee**) offers a model of cooperation of school's teaching staff who contribute to developing a collective class and all pupils' development considering their individual abilities and needs. Teacher assistant has to know and understand the origin each pupil's learning disorder, should be able to create conditions for development, therefore theoretical knowledge and many practical techniques are proposed that can be used at school.
Physical development and therapeutic exercises for musculoskeletal disorders. Corrective gymnastics. Effectiveness of correction and its use in children in preparatory groups	Daugavpils University	A teacher professional competence development programme (A, 36 hours, with a fee) includes the following topics: o Posture assessment methods, postural defects in the sagittal and frontal planes, the process of scoliosis formation. o Muscle testing. o Tasks of medical gymnastics and general principles of implementation. o Corrective gymnastics during sports lessons.
Topicalities of work organization and methodology in pedagogical correction classes for mainstream school teachers	Daugavpils University	A teacher professional competence development programme (A, 36 hours, **with a fee**) offers a model of cooperation for the school's teaching staff, who contribute to the development of creative activities based on pupils ' individual abilities and needs. Theoretical knowledge and practical techniques are proposed that can be used at school.

Training topic	Provider	Description
Organization and management of the pedagogical process for pupils with special needs	Daugavpils University	A teacher professional competence development programme (B, 72 hours, **with a fee**) is developed for teachers who work in programmes with children with special needs (learning disabilities, mental disabilities, cognitive disabilities, etc.) to obtain the official rights to implement special education programmes for children with learning disabilities, mental disorders, cognitive disabilities, etc.
The competence-based educational process implementing special education programmes	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (B, 72 hours, **with a fee**) aims to provide in-depth knowledge about pedagogical and psychological characteristics of pupils with mental disabilities, mental health problems, learning disabilities, to apply various classical, active and non-traditional methods to improve pupils' development and learning outcomes by implementing competence-based approach in the educational process.
Pedagogical support system for children with special needs in the context of inclusive education	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (B, 72 hours, **with a fee**) aims to provide in-depth knowledge to understand children with different disabilities, including learning difficulties, to create a support system to inclusive education in a mainstream school, to develop the skills to elaborate and implement individual education and correction programmes, as well as to apply different teaching methods, revealing and developing each child's abilities.

Training topic	Provider	Description
Creating an inclusive classroom in the learning process	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (A, 36 hours, **with a fee**) aims to provide in-depth knowledge about the organization of the inclusive learning process and possibilities of its implementation in a mainstream school; to develop skills to solve specific problems and build an inclusive classroom, reducing behavioural disorders, conflicts in the classroom, while promoting a change in teachers' attitudes and increasing their professional competence in working with different students.
Educating a child with developmental disabilities in the context of implementing the inclusive educational process	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (A, 36 hours, **with a fee**) aims to provide in-depth knowledge about opportunities of educating children with developmental disabilities, correcting or reducing their disabilities by implementing an inclusive educational practice, to develop skills to apply various classical, active and non-traditional methods in the inclusive educational process.
Children with developmental disabilities in the teaching/learning process of a pre-school educational institution	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (A, 36 hours, **with a fee**) aims to provide in-depth knowledge about the specifics of teachers' work with children with various developmental disorders, to introduce new methods, children's general development and correction work opportunities in general pre-school educational institutions; to provide knowledge and practical skills to implement a multisensory approach in work with pupils with severe mental disabilities or several severe disabilities, to explain the importance of cooperation between teachers and specialists (speech

Training topic	Provider	Description
		therapist, psychologist, special educator) in the development of individual abilities of pupils' with special needs in preschool educational institution.
Teacher's work in the aspect of implementing inclusive education in a mainstream school	Rezekne Academy of Technology Lifelong Learning Centre	A teacher professional competence development programme (A, 12 hours, **with a fee**) aims to educate teachers how to choose the optimal techniques and strategies implementing several educational programmes (including special education programmes) in the lesson at the same time.
Peer learning for literacy development	National Centre for Education of the Republic of Latvia	A teacher professional competence development programme (A, 18 hours) is developed and implemented in the European Social Fund project No 8.3.2.2./16/I/001 "Support for the development of learners' individual competencies". The programme enables participants to improve their understanding of Latvian pupils' achievements in reading literacy in an international context, promotes teachers' understanding of important conditions for the development of reading skills and their readiness to integrate them into their pedagogical activities. Teachers acquire in practice the peer learning methodology to develop reading skills, to model learning situations, to organize work for

Training topic	Provider	Description
		reading activities, to develop and facilitate pupils' assessment and self-assessment.

Some concrete cases

Teacher professional development courses at Riga Strazdumuiza Upper Secondary School - Development Centre

https://drive.google.com/file/d/1X8KVGGghSX_6eNCzakaQY2oQtZ2SJwXi/view

Practice guide

https://www.izm.gov.lv/images/pedagogiem/Prakses-rokasgrmata-2017.docx&prev=search&pto=aue

City teachers learned inclusive education methods at Bikernieki Lower Secondary School

https://www.daugavpilsnovads.lv/pilsetas-pedagogi-apguva-ieklaujosas-izglitibas-metodes-bikernieku-pamatskola/

Inclusive education centres - support for parents and teachers https://www.youtube.com/watch?v=gY9PU_6jUfE

Налични обучителни възможности в България

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За да допълним информацията, предоставена в глава 5, можем да добавим следните допълнителни обучения:

- Smart Kids - Дистанционно обучение в детските градини, дидактически интерактивни игри и ситуации за детските градини - http://dechica.bg/za-detski-gradini/
- Обучителни упражнения - https://learningapps.org
- Кооперативни образователни игри за таблети за началния курс на обучение, специално създадени за училищната среда. Основната им педагогическа цел е да подпомогнат развитието на социалните умения на учениците - съпричастност, активно изслушване, колективно решаване на проблеми и разрешаване на конфликти, лидерство и др. - https://thepoppals.com/playonline
- SGSCC (Сериозни игри за развиване на социална и творческа компетентност) - www.games4competence.eu

Available trainings in Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

The following initiatives contribute to a continued professional development towards inclusive education.

Available trainings in Belgium

Training topic	Provider	Description (+ references/url)	Frequency	Price
M-decree	Flemish Government	The Flemish Minister for Education determines priority themes for supporting the implementation of educational reforms. For the academic year 2017-2018, the implementation of the M-decree is again central (measures for pupils with special educational needs). The training offers support to schools in the implementation of the M-decree and the competence development of the staff.	2017-2018	Free
M-Degree	GO!	https://pro.g-o.be/blog/Documents/5_M-decreet%20survival%20guide%2020151002.pdf	Online	Free

Training topic	Provider	Description (+ references/url)	Frequency	Price
Survival Guide				
M-Decree Lexicon: Explanation of Terms	KlasCement	is an online course on the KlasCement platform to explain the details of the regulation. https://www.klascement.net/websites/52140/mdecree-lexicon-explanation-of-terms/?previous	Online	Free
Trainingsdag Inclusief Onderwijs	Unia	https://www.unia.be/nl/agenda/06-10-trainingsdag-inclusief-onderwijs	Online	free

Available trainings in Cyprus

Contributors: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus)

Professional Development in Cyprus

The Cyprus Pedagogical Institute (CPI), based on decisions of the Council of Ministers (August 2015, July 2017) for the Unified Policy Framework for Teacher Vocational Education, is the official training body of the Cypriot education system. The CPI mainly offers professional training courses to educators of all levels - pre-primary, primary, secondary, vocational - through a series of optional seminars.

Currently, in-service training provision has not evolved into structured practices. Moreover, there are no specific requirements for professional development that teachers need to meet to maintain their jobs and no agreed standards for in-service training programmes, while participation in courses does not have a significant impact on teachers' professional development, regarding their promotion processes. For some in-service seminars, attendance is compulsory, while for other seminars the attendance is encouraged, but not compulsory.

In-service training is mainly provided outside working hours. *"In Cyprus, where the main in-service provider is the Pedagogical Institute, this is an issue of concern, as the ambitious plan*

to train more than 11,000 professionals cannot realistically lie with one and only institution. The Cyprus educational system lacks the mechanisms for evaluating the impact of in-service training against any objectives".[103]

Types of seminars offered by the CPI

The CPI offers different types of training programs/seminars for teachers and parents, as listed below.

- School-Based Seminars: aim to support schools in their efforts to design and implement a unified school unit improvement plan that includes teachers' professional learning, among other things, to improve learning outcomes.
- Parents Seminars: aim to support parents as they are an important factor for school effectiveness. The seminars are held mainly in the afternoon and after consultation with the school unit.
- Secondary School Teacher's Day: schools adopt the idea of school-centred education, organizing, as a matter of priority, intra-school education to meet the educational needs of their teachers and the school.
- Two-day Primary Education Teacher Seminar: aims to train teachers based on their special needs and includes a central and in-school training.
- Optional Seminars: includes the training of teachers on an individual level, seeking to link theory to practical application in school units.

The contribution of teachers is crucial for accurate recording of training needs. For this purpose, teachers are asked to fill an electronic questionnaire regarding their training needs.

Other providers for seminars/workshops/conferences to professionals include different professional organizations, such as the speech therapy organisation, Universities, and private companies which provide different trainings mostly on specific Assistive Tools and Technologies.

[103] Karagiorgi, Y., & Symeou, L. (2006). Teacher professional development in Cyprus: reflections on current trends and challenges in policy and practices, *Journal of In-Service Education*, *32*(1), 47-61. doi: 10.1080/13674580500479968

Training/seminar topics for professionals in inclusive education

Some of the recent training topics are listed in the table below:

Training topics for professionals in inclusive education

Training topic	Provider	Description	Duration	Price
Special (Inclusive) Education	European University Cyprus	Online master's degree. Equips educators with innovative teaching methods and the ability to tailor instructions to pupils with special needs.	1 ½ year	9,120 euro /year
Technologies for Learning and Communication	European University Cyprus	Online master's degree. Prepares educators and administrators in the field to acquire expert knowledge and training in new technologies in Learning and Communication.	1 ½ year	9,120 euro /year
Differentiated Teaching Strategies and Applications in Primary Education	Cyprus Pedagogical Institute	A seminar for primary and secondary school teachers, which informs them on how to apply differentiated teaching strategies to serve the diversity of learners in primary and secondary education.	4 hours	free
Student Assessment: Basic Principles and Alternative ways of Assessment	Cyprus Pedagogical Institute	The educators learn alternative ways of performing learner assessments	4 hours	Free
Hopes Workshop	Cyprus Pedagogical Institute	The educators participate in different workshops that support self-development. The program has 5 themes: a) Positive Emotions, b) Values and Strength, c) Positive Purpose, d) Coping Positively and e) Positive Connections	4 hours	Free
CLIL – Learning for a better Future	Cyprus Pedagogical Institute	The educators learn how to apply the CLIL methodology in different subjects to teach language learning skills to their pupils. CLIL stands for Content Language Integrated Learning.	4 hours	Free

Training topic	Provider	Description	Duration	Price
The inclusion and integration of special needs children in general education	Cyprus Pedagogical Institute	The seminar is dedicated to school principals and aims to inform them on issues related to inclusion and integration of children with disabilities in the mainstream schools.	4 hours	Free
Theory and Reality: The modern dimension of ADHD	Cyprus Pedagogical Institute	Aims to inform and familiarize teachers with the modern dimension of Attention Deficit Hyperactivity Disorder (ADHD) and to acquaint teachers with modern pedagogical approaches and effective teaching strategies for children with ADHD.	4 hours	Free
Teacher-trainer program in the school unit on the use of Information and Communication Technologies (ICT) in the learning process for Primary Education	Cyprus Pedagogical Institute	Teachers undertake the commitment to carry out an action plan with training activities for the staff members of their school unit on the integration of ICT in the learning process.	4 hours	Free
ATS STEM Programme	Cyprus Pedagogical Institute	Teachers receive help to create lesson plans that best meet the needs of their pupils. The use of digital technologies is necessary to achieve this goal, as it will help create practical examples that show how new technologies can be used to enhance STEM skills in pupils. More information at: https://www.e-epimorfosi.ac.cy/index.php?id=257&cat=107&a=2	4 hours	Free
Civil Rights to Disability Rights: A Quest for civility in a Modern American Society	University of Cyprus	More information at: http://ucy.ac.cy/		

Training topic	Provider	Description	Duration	Price
The role of special educators in the school unit	University of Cyprus	More information at: http://ucy.ac.cy/		
Supporting Children in the General Class: The Role of the Special Educator	University of Cyprus	More information at: http://ucy.ac.cy/		
Primary Education Teachers, Co-Education, and Smooth Transition of Children from Kindergarten to Primary School.	University of Cyprus	More information at: http://ucy.ac.cy/		
Bricks for Autism	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	Lego based therapy for children in the autism spectrum.		
A workshop for Dyslexia	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	Identification of risk indicators in pre-school https://www.speechtherapy.org.cy/		€25 for professionals/€20 for university students
Autism seminar	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	A seminar on autism based on the model of Circles.		€120 for professionals/€80 for university students
Use of graphic symbols in Speech Therapy	Speech Therapy Organization of Cyprus (https://www.	Detailed description of the various graphic symbols and the practical methodology for their effective use in language programs in Speech Therapy and education in general.		

Training topic	Provider	Description	Duration	Price
	speechtherapy.org.cy/)			
Cerebral Palsy - the role of the speech therapist	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	More information at: https://www.speechtherapy.org.cy/		
Turning Risk Factors into Preventing Learning Disabilities	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	More information at: https://www.speechtherapy.org.cy/		€25 for professionals/€10 for university students
Augmentative and Alternative Communication: The assessment process of children with no speech	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	The purpose of this seminar is to familiarize participants with the various parameters included in the evaluation process and the existing tools available, both in Greek and in English.		€50 for professionals/€10 for university students
Distance seminar (webinar) on: "Telepractics - Teletherapy"	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	The aim of this seminar is to inform health professionals, teachers and those who wish to be trained in telecommunications-teletherapy, as a model of remote service. Emphasis on the importance of this method of treatment and how it can be applied in real time.		free
Webinar: "Application of Telepractics in Speech Therapy"	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	The aim of this seminar is to inform speech therapists about "telepractics" and "teletherapy" as a model of providing speech therapy services remotely. Emphasis on the importance of this method for conducting speech therapy sessions and how it can be applied in real time. It is also emphasizing how speech pathologists can differentiate their material or create electronic material, accessible for		Free

Training topic	Provider	Description	Duration	Price
		their treatment. All the necessary conditions and general instructions for the application of this method are described.		

Какво означава - приобщаващо преподаване на практика? (Сътрудничество за връстници - как може да бъде приложено в класната стая, при какви условия, настройки на средата и т.н.)

Въведение

Автори: Dita Nimante and Gunta Silina-Jasjukevica (University of Latvia, Latvia)

В последния международен обзор за обхват на учителската агенция за приобщаващо образование от Miller et al. (2020) разкрива, че подкрепата, ориентирана към учениците, диференциация, гъвкаво групиране, учебни програми, сътрудничество и партньорства между семейства и училища са ключови области, в които учителите могат да използват активни действия за напредък на приобщаващото образование за ученици с увреждания. Сътрудничеството с други учители, специалисти по поддръжка, администрация има голямо значение, тъй като учителите работят сами, това е недостатъчно, за да се осигури достъп до приобщаващо образование за ученици с увреждания[104].

Latvia

Contributors: Dita Nimante and Gunta Silina-Jasjukevica (University of Latvia, Latvia)

Peer Literacy Development Programme (VIMALA) (Project no. 8.3.2.1./16/I/002 Implementation of national and international measures for the development of learners'

[104] Miller, A.L., ,Wilt, C.L., Allcock, H.C., Kurth, J. A., Morningstar, M. E. & Ruppar, A. L. (2020). Teacher agency for inclusive education: an international scoping review. *Journal International Journal of Inclusive Education*. doi: 10.1080/13603116.2020.1789766

talents, Project no. 8.3.2.2./16/I/001 Support for the development of learners' individual competencies)

The aim of the project is to ensure the diversity of Latvian educational services based on the development and implementation of an individual learning approach in general education institutions, thus improving learners' competences and learning achievements. The methodological material for promoting early reading and meaningful reading describes a universal literacy program that can be used by teachers and pupil families. The literacy promotion tasks presented in the material are based on the analysis of good practice in the world in promoting literacy and reading pleasure, obtained by participating in teacher training courses, conferences and summarizing research results on the implementation of successful peer learning programs in the scientific literature.

The material offers methods for involving pre-school children and pupils in the development of reading skills. The methods are based on peer-assisted learning strategies. This material will be useful for anyone who wants to use peer learning in the context of literacy development. Available at https://atbalstsizcilibai.lv/lasit

The effectiveness of the Peer Literacy Development Programme (VIMALA) is ensured by several factors:

- peer cooperation;
- social learning;
- can be used in different learning environments, as well as combined with other approaches and programmes;
- promotes the development of leadership and communication skills.

Cyprus

Contributors: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus)

Inclusive teaching into practice

Inclusive teaching should recognize and value student diversity and enable all students with access to the curriculum, giving them the opportunity to fully participate and demonstrate their knowledge in the assessment process.

Teachers should create the conditions for all pupils to be able to fully participate and learn, making certain adaptations and creating enabling environments by removing any barriers that prevent pupils from learning. They should also adapt their teaching materials and methods for all pupils to be able to follow the curriculum and should accommodate each pupil's needs according to their IEP.

Teachers should be in position to have positive relationships with each other and with pupils and their parents. Teachers, parents, and external professionals who work with pupils should act as collaborators and have a common understanding and work towards specific, well defined objectives for pupils, which would help their progress. Teachers should value parents' opinion and take their suggestions into consideration, since parents can cooperate with the school and provide their insights related to pupils' general behaviour, qualities they have noticed, struggles, etc. Such information would be very useful to be considered when taking decisions regarding the individual educational plan for each pupil.

Take, for example, a pupil who lacks speech, who is being trained by an external professional (speech therapist) on how to use an Alternative Augmentative Communication (AAC) System, since they cannot use the verbal language. The pupil might perform well during the training, when using AAC with the speech therapist, but he/she should have the opportunity to use the system as an alternative way to communicate at school, at home, in different environments, etc. The pupil should fully understand that using this tool they can communicate, or else the pupil will perceive it as an activity used by the speech therapist and this will limit the opportunities for inclusion. For this reason, a collaborative approach with teachers, external professionals and parents is very useful for the pupil's progress and inclusion in general.

Peer collaboration into practice

Peer collaboration can be very effective among students, but also among teachers. An environment enabling peer collaboration helps pupils work in small groups and in pairs. Wealther-Thomas et al. (2000) suggest that “teachers should be utilizing different teaching methods, such as interactive teaching, using different ways to present, review and monitor instructions”.[105] When there is the option to have an extra teacher, one can teach and the other can monitor specific pupils (if they follow). Pupils should be divided in mixed groups and each co-teaching partner should teach the same material to one of the groups. Teachers can create teaching stations, with small groups of pupils rotating to various stations for instructions or practice.

Teachers can benefit from peer learning, since they can use this method not only during their teaching, as seen above, but also as a general philosophy in their practices. For example, they might have a channel to exchange good practices or to discuss any concerns they have regarding their pupils. They can use this to exchange educational material and other resources, this being helpful for all the staff, allowing them to gain more knowledge and optimism regarding their cases and inclusive practices. This could also save them time from creating materials from a scratch or researching for resources.

Peer collaboration allows teachers to work as a team towards creating a more inclusive environment for all pupils at school. Together they have more power and might take decisions regarding the structure of their classrooms and the whole school environment to make it more inclusive. For example, this can be providing different areas that will support pupil inclusion. An idea is to use colour coding in certain areas of the school that will mean that one area would be for relaxing (for those pupils who might feel overwhelmed with the noise), another area would be for gardening, another area would be for sensory activities, etc. Such an environment would allow more pupils to feel included.

[105] Walther-Thomas, C., Korinek, L., McLaughlin, V. L., & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs.* Boston: Allyn & Bacon

Universal design and ICT into learning

Implementation of a universal design can make learning more accessible. For example, the curriculum can be made more accessible by allowing the pupil to choose between multiple ways of assessment (writing exam, oral exam, assignment, etc.). There are flexible ways of pupil engagement in learning, such as the use of multimedia and other techniques, e.g., role playing, using assistive tools in activities (educational robots or voice recorder products, etc.). The teaching content could be presented using oral and visual strategies.

Pupils should be able to access the material in different forms. For example, providing the material in PDF form makes it accessible for those pupils who rely on text to speech technologies, or they prefer to convert and print their materials in Braille form. Moreover, pupils with reading difficulties that prevent them from participating should be able to access the material supported with symbols in the place of the words that they struggle to read.

Learning should be supported by actively involving pupils in activities. For example, using gesture recognition technologies can allow pupils to interact with a story using full body gestures. A study shows this “maintains excitement among young children, as they are becoming an active part of a story experience”.[106] This method could be beneficial and for those learners who want to be on the move or those who rely on gestures to communicate. (Banes et al, 2019)

More details on the universal design can be found on the website of the Centre for Applied Special Technology at: http://www.cast.org/udl

[106] Banes, D., Hayes, A., Kurz, C., & Kushalnagar, R. (2019), Using Information Communications Technologies (ICT) to Implement Universal Design for Learning (UDL).

Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

In Flanders, inclusive education shaped based on several political implications. The main initiatives came with the GON and ION Guidance process. GON (Geïntegreerd Onderwijs) was a first educational regulation to provide integrated education under the guidance of special education. Later, ION (Inclusief Onderwijs) aimed to sustain inclusive education in mainstream education. Currently, the M-Decree provides the latest implications on inclusive education.

The M-Decree brought a big chance to make the Flemish education system more inclusive. It recommends to enrol children with special needs in mainstream education in the first phrase. If it is not possible, the CLBs provide extra supports to pupils and teachers to include these pupils partly. Many children with special needs can be catered for in mainstream schools. Some schools have a permanent staff member who is a special needs expert. Schools can apply for funding to pay for additional staff, special equipment, or teaching materials which will allow them to accommodate children with special needs. This may also extend to providing additional help for children who do not speak the main language of instruction.

All schools remain in close contact with parents via a system of notes, assessments, and parent/teacher consultations. Children with special needs are assessed even more closely. Parents have the right to ask for reviews or assessments if they have concerns for their child. The class teacher will normally undertake initial assessments but more detailed tests to assess speech and language development may be necessary.

Theory – Universal design for learning

Inclusive teaching is a combination of the range of approaches that consider the diverse needs and backgrounds of all pupils to create a learning environment where all pupils feel valued and where all pupils have equal access to learning.

The learning environment directly correlates with learning outcomes. A pupil’s sense of belonging predicts motivation, engagement, and achievement which evolve around the

learning environment. Incorporating inclusive teaching practices create a learning environment where:

- Teachers develop supportive relationships with pupils;
- Teachers decrease the potential for incivility and unproductive conflict;
- Pupil participation and engagement increases;
- Pupils are more likely to take intellectual risks, persist with difficult material and retain learning across contexts.

Teachers can ask for external support and use alternative materials to make their classrooms more inclusive. Inclusive classroom means not only providing accessibility to pupils with disabilities but also encourage and motivate other pupils who do not have disabilities to help their peers and learn together.

Teachers may struggle to control both groups and sustain harmony among them. However, they can use some informative and practical resources to plan their steps through the inclusive classroom.

Universal Design for Learning [107] helps teachers to:

- Create a welcoming, respectful learning environment;
- Determine essential course components;
- Communicate clear and high expectations and provide constructive feedback;
- Provide natural supports for learning to enhance opportunities for all learners;
- Use teaching methods that consider diverse learning preferences, abilities, ways of knowing, and prior experience and knowledge;
- Offer multiple ways for pupils to demonstrate their knowledge;
- Promote respectful interaction among students and between you and the students (e.g. student feedback).[108]

[107] Universal Design for More Inclusive Pedagogy Checklist. http://ucat.osu.edu/wordpress/assets/UDL-self-assessment-handout.pdf

[108] Chickering, A. W., & Gamson, Z. F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New directions for teaching and learning*, *1999*(80), 75-81.

Practice

The study of de Boer shows that typically developing learners generally hold neutral attitudes towards peers with SEN. It also concluded that pupils with moderate to severe cognitive impairment and behavioural problems are more vulnerable in terms of negative attitudes of peers. Pupils were particularly negative towards peers with behavioural problems because of their non-typical behaviour.[109] There are two ways of peer learning. First is cooperative learning which allows pupils to work and learn together in sustainable groups. The second is peer tutoring which means that pupils teach each other within or out of the class.

Peer work effect can be observed as the good examples mentioned above. Both “GO!” and “Bilingual Classes for Deaf and Hearing Students”[110] projects emphasise the importance and benefits of peer learning for pupils with and without disabilities. It helps them to adapt expeditiously and increase their social skills. Peer work motivates children with disabilities and gives chances to pupils without disabilities to get in contact with their friends.

In addition to that, peer learning helps teachers to improve their missing points in case of special education. This is also illustrated by the previously described examples of “Power of co-teaching in the M-Decree” and “Teacher of the year 2019 are 3 co-teachers”[111]. Peer learning can help teachers to benefit from their colleagues’ experience and ask their help to have an inclusive classroom.

[109] De Boer, A., Pijl, S. J., & Minnaert, A. (2012). Students’ attitudes towards peers with disabilities: A review of the literature. *International Journal of Disability, Development and Education*, *59*(4), 379-392.

[110] UNIA, Inspiration and Good Examples. https://www.unia.be/nl/actiedomeinen/onderwijs/inclusief-onderwijs/inspiratie-en-goede-voorbeelden

[111] UNIA, Inspiration and Good Examples. https://www.unia.be/nl/actiedomeinen/onderwijs/inclusief-onderwijs/inspiratie-en-goede-voorbeelden

Tools as used in Flanders

From clear guidelines to compelling documentaries and self-reflection tools, many organizations have developed useful tools to put inclusive education into practice.

We focus here especially on the “Index for Inclusion” (Index voor Inclusie) as released in 2015[112]. The Inclusion Index provides a practical tool to support the start and implementation of a more inclusive policy as a school.

The book is scientifically grounded and is based on the insights of school teams, pupils, parents/guardians, school boards, and the local community. The Index has now been translated into 39 languages and is used in more than 40 countries. A wide network of schools around the world have developed their examples of good practice.

The Index for Inclusion[113,114,] was originally developed by Mel Ainscow and Tony Booth, after which Ipass UC Leuven Limburg produced the Dutch translation in collaboration with Hogeschool Utrecht and AP Hogeschool Antwerpen.

Using the Index for Inclusion, schools are guided to embark on a more inclusive course. The Index for Inclusion provides schools with a practical tool for increasing diversity to support the process towards inclusive education. Currently the fourth edition of the “Index for inclusion” by Booth and Ainscow[115] is available for purchase.

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[112] Booth, T. & Ainscow, M. (2015). *Index voor inclusie werken aan leren en participeren op school*. https://www.bol.com/nl/f/index-voor-inclusie/37124020/

[113] Booth, T. & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools* (2nd ed.). United Kingdom: Centre for Studies on Inclusive Education. https://www.eenet.org.uk/resources/docs/Index%20English.pdf; http://www.csie.org.uk/resources/inclusion-index-explained.shtml

[114] Booth, T. & Ainscow, M. (2015). *Index for inclusion: Developing learning and participation in schools* (3rd ed.). United Kingdom: Centre for Studies on Inclusive Education.

[115] Booth, T. & Ainscow, M. (2016). *Index for inclusion: A Guide to School Development Led by Inclusive Values Spiral-bound* (4th ed.). United Kingdom: Centre for Studies on Inclusive Education. https://www.amazon.co.uk/Index-Inclusion-School-Development-Inclusive/dp/0993512208/ref=pd_lpo_14_t_0/258-6543271-2495427?_encoding=UTF8&pd_rd_i=0993512208&pd_rd_r=566370f6-56c8-4f89-b26b-

This completely revised and expanded edition not only adds indicators and questions that guide the process of inclusion in the school, as it can take shape when the M-decree is introduced. It also offers compelling proposals for a cross-curriculum that connects sustainable education and diversity.

With more than 80 indicators and a thousand questions, the Index offers an inexhaustible source of ideas for school teams. This way, you build year after year on a sustainable school plan and innovative classroom practice for more inclusion. The process of the Index can also be found in this book.

The book has 190 pages and is published in a ring binder with a sturdy cover.

Examples

A string of good inclusive teaching examples can be found at https://www.unia.be/nl/actiedomeinen/onderwijs/inclusief-onderwijs/inspiratie-en-goede-voorbeelden. This page highlights some schools that show how they are already working on inclusion today, using 11 real-life examples from Flanders but also from other countries such as Finland and Canada.

България

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Прилагането на приобщаващото образование на практика се основава на следните основни подходи - общностен, систематичен и основан на правата подход. Тези

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подходи идентифицират нуждите и ресурсите на всички ключови групи в общността и планират изпълнението въз основа на силни страни и съобразени интервенции. Комбинират се различни мерки, за да се изгради всеобхватна училищна политика за интеграция на децата и широка мрежа от подкрепа в извънкласната среда за интегрирано обучение. Тези мерки са свързани както с форми за подобряване на уменията и възможностите за взаимодействие между различни групи (деца, учители, родители и т.н.), така и с изграждане на подкрепяща материална и учебна среда, която включва приобщаващо образование. Специален фокус в интервенциите за деца е изследването на нуждите на конкретното дете и насочването на подходящ пакет от мерки за подкрепа; индивидуални планове за обучение; прилагане на различни форми и методи на обучение в съответствие с общото или настоящото състояние на детето; адаптация на образователно съдържание; индивидуална работа с логопед и психолог; активно включване на детето заедно с други връстници в различни извънкласни дейности. За учителите се осигуряват първоначално и допълнително обучение, надзор и подкрепа в процеса на работа. На няколко места в България са създадени групи за саморазвитие, взаимно обучение и подкрепа за родители.

В програмата за допълнително обучение на учители в областта на приобщаващото образование могат да бъдат включени:

- Информационни кампании в общността, помагащи за преодоляване на предразсъдъците, стереотипите и негативното обществено отношение към деца със специални образователни потребности.
- Обучения на учители и педагогически специалисти от детски градини и училища за работа с деца със СОП плюс разработване на спомагателен образователен софтуер.
- Взаимодействие и подкрепа на родители на деца със СОП - „Училище за родители“, класове за взаимопомощ, подкрепа и обмен на информация по различни теми и проблеми.
- Работен модел за взаимодействие между различни ключови институции - местни неправителствени организации, община, доставчици на социални услуги, училища, граждани и специалисти.

- Използване на специализирани дидактически материали за работа с деца със СОП.

Подходът на Орф-Шулверк, като активна форма на работа, включва няколко елемента, изгражда контакт и доверие под формата на игра с музикални инструменти и по този начин развива комуникацията. Децата реагират на ритъма, движението и музиката. Музикалната терапия е забавна както за деца, така и за възрастни, бори се със стреса и емоционалните разстройства, създава усещане за принадлежност към групата и помага за бързо обединяване и изграждане на доверие, макар и невербално. Музикалната терапия позволява на децата със СОП да използват различни начини на комуникация - жест, мимики и музикален инструмент. Музикалната терапия включва емоционално, стимулира ги да общуват и да не остават изолирани. Музиката е отличен инструмент за адаптация и комуникация, отключва емоционално децата - подчертава техните силни страни.

Използването на приказки и играта на приказки създават среда, в която децата чрез личен и общ опит на различни чувства като доверие, търпение, съпричастност, приятелство, изграждат умения за споделяне и уважение към различието. Включването на деца със специални образователни потребности в пресъздаването на различни приказки се фокусира върху техните способности и потенциал, а не върху техните дефицити. По този начин се подпомага включването на деца с увреждания, особено в ранния период на тяхното личностно развитие. Ролевите игри, драматизацията, работата в екип им помагат да учат, докато се забавляват. Техните връстници от своя страна се научават да приемат различията и да проявяват всички универсални ценности по естествен начин в ежедневния процес на взаимодействие. Дейности, свързани с публично изразяване, както и съвместни дейности с родители, провокират децата да дадат всичко от себе си, да развият увереност и удовлетворение от постигнатите резултати. Груповата работа с учители развива умения за по-добра комуникация с други деца в групата, както и подобрява комуникацията между самите деца. След проучване на казус и инструкции, участниците в групата сами съставят история, насочена към изграждане на увереност и толерантност във връзката. Приказките, съставени от родители и учители, също се използват за развиване и утвърждаване на ценности като вяра, доброта, съпричастност, толерантност при

децата. След дискусия и пресъздаване на любими моменти от историята чрез ролеви игри, има рисунка на персонажа, който е най-полезен или който се нуждае от помощ.

Моделирането чрез подкрепа между връстници е друга подкрепа, която може да се използва, за да помогне на учениците да научат академични, процесни и класни практики. Той също така предоставя на учителите възможностите да използват връстници, за да помогнат с инструкции, да изяснят указанията и да дадат социални напомняния с малко или никакво нарушаване на цикъла на урока. Това е отличен начин за връстниците да предоставят подходящи поведенчески модели на ученици, които трябва да подобрят своите социални умения. Силата на връстниците, както е показана тук, има кумулативен ефект, което прави проблемите на такъв тормоз несъвместими. По-скоро имаме връстници, които помагат на връстниците да се интегрират по-добре в училищната култура. Има редица приобщаващи училища, където съучениците и възрастните заедно са създали училищна система, където всеки може да бъде празнуван.

Можем да обобщим ползите от връстническото обучение както за ученици с, така и без увреждания, както следва:

Ползи за ученици с увреждания:

- Нови приятелства;
- Повишени социални инициации, взаимоотношения и мрежи;
- Връстни модели за подражание за академични, социални и поведенчески умения;
- Повишено постигане на учебните цели;
- По-голям достъп до обща учебна програма;
- Подобрено придобиване и обобщаване на умения;
- По-голямо включване в бъдеща среда;
- По-големи възможности за взаимодействия;
- По-високи очаквания;
- Засилено сътрудничество между училищния персонал;
- Повишено участие на родителите;
- Семействата са по-интегрирани в общността.

Ползи за ученици без увреждания:

- Смислени приятелства;
- Повишено оценяване и приемане на индивидуалните различия;
- По-голямо разбиране и приемане на многообразието;
- Уважение към всички хора;
- Подготвя всички ученици за възрастен живот в приобщаващо общество;
- Възможности за овладяване на дейности чрез практикуване и обучение на други;
- По-големи академични резултати;
- По-добре се задоволяват нуждите на всички ученици, по-големи ресурси за всички.

Ефективни и иновативни учебни материали, които подпомагат прилагането на приобщаващо образование и как да ги създадем

Latvia

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In accordance with the Council of Ministers, the Republic of Latvia, Regulation No 187 “Regulations Regarding the Criteria and Procedures for Granting the Status of a Special Education Development Centre to a Special Education Institution” paragraph 4.4, these institutions should develop at least two teaching or methodological support materials to facilitate the inclusion of learners with special needs in the educational process and publish these materials on the website of the special education institution or in other publicly available media. Methodological materials created by the development centres of special educational institutions can be used by teachers of mainstream schools to provide support to learners with special needs in the learning process. Links to the methodological materials elaborated by those educational institutions - development centres are provided below:

1) Cesis Berzaine Lower Secondary School - Development Centre:

- In the field of languages https://www.csip.lv/valodas/
- In the field of natural sciences https://www.csip.lv/tehnologiju-un-zinatnu-pamati/
- In the social and civic field https://www.csip.lv/cilveks-un-sabiedriba/
- Cultural awareness and self-expression in art field https://www.csip.lv/maksla/
- In the field of mathematics https://www.csip.lv/matematikas-joma/
- For preschool https://www.csip.lv/pirmsskola/
- Video materials https://www.csip.lv/videomateriali/
    - Strategies and practical experience as support for children with reading and writing disorders
    - The basic elements of Marte Meo – communication that promotes development

2) Daugavpils Stropu Lower Secondary School - Development Centre: http://dspac.lv/musu-pedagogu-metodiskas-izstradnes

3) Riga Strazdumuiza Upper Secondary School - Development Centre: https://strazduskola.lv/atbalsts/

4) Riga Lower Secondary School No 1 - Development Centre: http://www.r1sips.edu.lv/attistibas-centrs/metodiskie-materiali/

5) Riga Valdis Avotins Lower Secondary School - Development Centre: http://www.rvapsac.lv/attistibas_centrs/metodiskie.html

6) Koknese Lower Secondary School - Development Centre: http://www.ksip-ac.lv/lv/metodiskais-dienests-263151/metodiskie-materieni

7) Jelgava Lower Secondary School "Valdeka" - Development Centre: http://jpskvaldeka.lv/metodiskie-materiali/

8) Middle Kurzeme Lower Secondary School - Development Centre:

- A catalogue of methodological materials http://www.viduskurzeme.lv/wp-content/uploads/2018/03/katalogs.pdf
- Digital materials http://www.viduskurzeme.lv/metodiskie-materiali/
- Electronic materials http://www.viduskurzeme.lv/elektroniskie-macibu-materiali/

9) Liepaja Livupe Lower Secondary School - Development Centre: http://www.livupe.edu.lv/c229/mcbu-un-metodiskie-atbalsta-materili/

10) Valmiera Gauja Riverside Upper Secondary School - Development Centre: https://vgv.lv/attistibas-centrs/metodiskie-materiali/

11) Kuldiga Pre-school Educational Institution "Bitite" - Development Centre: http://bitite.kuldiga.lv/par-mums/attistibas-centrs/

The Autism Society of Latvia aims to improve the quality of life for people with autism (ASD) and serves as a platform for people with autism and their parents to support, learn, share and advise on their experience related to ASD providing many useful materials http://www.autisms.lv/index.php/lv/materiali. The Association “Social Innovation Centre”,

implementing the project “Fascinating ICT Tools for People with Disabilities” funded by the Lifelong Learning Program Leonardo Da Vinci, has elaborated an informative material on the use of art therapy elements in special pedagogy: http://socialinnovation.lv/wp-content/uploads/2014/10/makets-webam.pdf. Several teacher professional competence development programmes for elaborating and designing interactive study materials are offered to teachers in Latvia.

Teacher professional competence development programmes for elaborating and designing interactive study materials in Latvia

Training topic	**Provider**	**Description**
Opportunities of organizing various forms of study work and elaboration of study materials with training software SMART Learning Suite	Baltic Office Technologies Ltd.	Teachers' professional competence development programme (A, 18 hours). Teachers improve their understanding of the meaningful use of technology in different teaching/learning organizational forms. Teachers learn how to create study materials with SMART Notebook and how to use SMART LAB (lesson activity builder) for providing a quick feedback. Programme participants learn how to use mobile devices to assess pupils' knowledge with SMART Response 2. Interactive study materials should be elaborated using the acquired knowledge and skills and uploaded in the study materials section https://smartboard.lv/macibu-materiali/.
Elaborating and designing interactive learning materials in SMART Notebook environment	Baltic Office Technologies Ltd.	Teachers' professional competence development programme (A, 12 hours). Teachers improve their ICT skills in elaborating and designing diverse interactive learning materials using SMART Notebook environment that will promote learner involvement in the learning/teaching process and increase the effectiveness of the lesson. After the courses, teachers should independently elaborate study materials using SMART Notebook and upload in the study materials section of www.smartboard.lv. This programme is suitable for beginners working with SMART Notebook.

Differentiation with SMART Learning Suite online	Baltic Office Technologies Ltd.	Teachers' professional competence development programme (A, 6 hours). Teachers improve their ICT skills in implementing personalized approaches to each learner. They learn how to prepare study materials using SMART Notebook software, the interactive tool SMART LAB (lesson activity builder) and the assessment application SMART Response 2, which pupils can use individually or in small groups when working with smart devices. With SMART Learning Suite, teachers can work online and take a differentiated approach to learning.
Improvement of general computer skills. Effective use of information technologies in elaboration of interactive study materials	Daugavpils University	Teachers' professional competence development programme (18 hours). Teachers improve their general computer skills for effective use of ICT to elaborate interactive study materials (presentations, images, multimedia, Internet, etc.). There is a pre-post-test implemented online (before and after the programme).
Support materials for inclusive education developed in the project "The creation and implementation of support programs for the youth at the risk of being subjected to social exclusion, for the creation of a support system" (1DP/1.2.2.4.1/09/IPIA/VIAA/003).	University of Latvia	Guidelines for inclusive education for teachers were developed: ○ Support programme for the development of socio-emotional competence; ○ Programme - Support for positive behaviour; ○ Mentoring programme for pupils under the risk of social exclusion; ○ TV shows "I and a school" (Es un skola). These videos can be found on YouTube https://www.youtube.com/watch?v=6PNAwpbPQoc

България

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Важна национална инициатива е „Посланици на приобщаващото обучение”[116], която има за цел да обучи така наречените „посланици на приобщаващото образование“ - учители, обучители, психолози, преподаватели на ресурси, които могат да подпомогнат развитието, внедряването и интегрирането на успешни практики за приобщаващо образование. Подходът следва универсалния дизайн на обучението, който ще даде възможност за достъпно обучение на всички ученици със и без увреждания.

Инициативата предоставя устойчиви интелектуални резултати[117], които допринасят за допълнителната квалификация на учители:

- Ръководство «Принципи, вярвания и роля на посланиците на приобщаващото образование [118,] Анекс 1: Консолидиран анализ на резултатите от проведено проучване[119];
- Наръчник „Как да се засили прилагането на приобщаващото образование в общообразователните училища?”[120];
- Ръководство за създаване и предоставяне на подкрепа между училищата[121];

[116] Проект „Посланици на приобщаващото обучение“ (2018-2020). https://inclusive-ambassadors.eu/

[117] Интелектуални резултати на Проект „Посланици на приобщаващото обучение“ (2018-2020). https://inclusive-ambassadors.eu/outputs-downloads/

[118] Анекс 1: Консолидиран анализ на резултатите от проведено проучване

[119] ИП1: Ръководство «Принципи, вярвания и роля на посланиците на приобщаващото образование»

[120] ИП2: Наръчник „Как да се засили прилагането на приобщаващото образование в общообразователните училища?“

[121] ИП3: Ръководство за създаване и предоставяне на подкрепа между училищата

В основата на „Изграждане на приобщаваща училищна среда: Принципи и практики”[122] е методологията за изграждане на приобщаваща среда, наречена Модел „Едно училище за всички“, и нейното приложение на практика. Курсът представя принципите на организационното развитие и промяна в училище, които са в основата на изграждането на приобщаваща училищна среда, както и теоретичните и практическите измерения на Модела „Едно училище за всички“. Обучението за работа по Модела включва запознаване с основните принципи за успешното му прилагане и практическа работа с инструментите за въвеждането му в училище. Курсът е предназначен за директори, учители и училищни екипи, които искат да работят активно и целенасочено в посока изграждане на приобщаваща среда.

Курсът „Партньорство с родители“ има за цел да подкрепи учителите в изграждането на по-пълноценни партньорства с родителите. Той предоставя информация за често срещаното поведение на родителите, които предизвикват работата на всеки учител, предлага психологически обяснения, нови подходи, различни гледни точки за мислене и принципи, които могат да се следват за улесняване на ежедневната работа с родителите.

Курсът е предназначен за учители от всички образователни етапи. Подходящ е и за директори, заместник-директори, педагогически съветници, училищни психолози, ресурсни учители, студенти по педагогика и специална педагогика.

Като допълнение към това можем да препоръчаме и курса „Педагогически практики за първи клас. Включително ръководство за учители “, която има за цел да подкрепи учителите в мисията им да научат учениците да четат, пишат и мислят, да ги мотивират, да им помогнат да израснат уверени в своите способности, да се почувстват част от

[122] Principles, beliefs and role of the inclusive education ambassadors guide. September, 2019. Annex 1 “Consolidated survey results”. https://inclusive-ambassadors.eu/wp-content/uploads/2020/06/Annex-I-CONSOLIDATED-SURVEY-RESULTS.pdf

общността, която ги приема и подкрепя. Докато изпълняват тази мисия, учителите често виждат много признаци на проблеми и трудности. С този курс бихме искали да улесним своевременното и правилно улавяне и четене. Важен аспект от учебния процес е емоционалното развитие на обучаемите. Затова този курс обръща специално внимание на емоционалното благополучие, както и техниките, които учителите могат да използват, за да го подкрепят. Курсът е предназначен предимно за начални учители и би бил полезен за учители, ресурсни учители, студенти по педагогика и специална педагогика.

Неотдавнашният наръчник, разработен от Пловдивския университет „П. Хилендарски ” на тема„ Предизвикателствата на дистанционното приобщаващото образование в България ”[123] може да бъде много полезна за практикуващи и учители в България.

Belgium

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Learning and teaching materials (LTM) are an essential part of the education system. In the special education and inclusive education system, these materials can be vital. For instance, as observed in Belgium case, policy implementations can change very quickly and the adaptation period can be full of struggling for both pupils and teachers. In this regard, learning materials can help teachers to determine the right path and support pupils to follow this path safely.

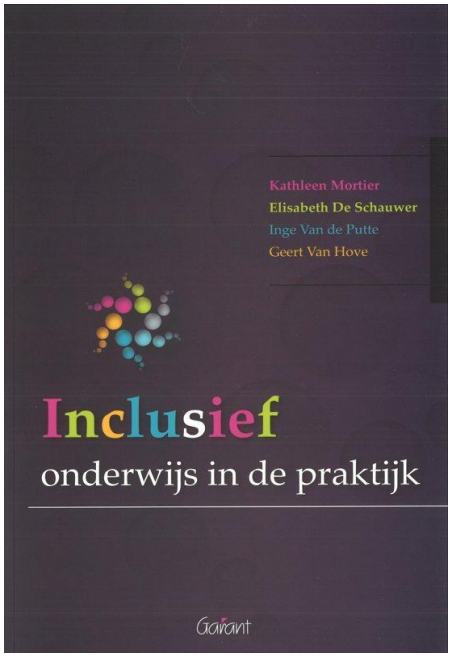
Besides, quality LTM can compensate for disabling factors such as large class sizes, poorly trained or unqualified teachers, the shortage of instructional time, high levels of illiteracy among parents, and the lack of reading materials at home.

[123] Анекс 2: Дистанционно приобщаващо обучение по време на Covid-19

Books

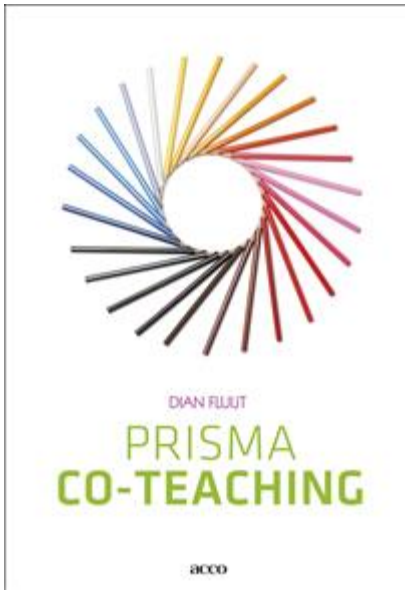
Some good materials that are being used in inclusive education in Flanders are listed below.

Inclusive education in practice by Mortier, Kathleen; Schauwer, Elisabeth; Van de Putte, Inge; Van Hove, Geert.



This book provides information for anyone who wants to delve into the practice of inclusive education. First, a definition and a framework are outlined in which inclusive education can be situated. Many points of attention are given for the benefit of teachers who want to use this material in a study programme. This is followed by nine chapters in which a critical factor is elaborated and illustrated from a case study in nursery, primary, and secondary education. At the end of each chapter, some reflection questions encourage the analysis of one's own looking and acting and the search for possibilities in concrete and unique class situations.

Prisma co-teaching: appropriate towards integrative education by Fluijt, Dian



Prisma Co-Teaching is a method that responds to dealing with an increasing diversity in classes and schools. Several education professionals jointly take responsibility for a group of learners and teachers in a structured manner based on the evidence-based instruction and development strategies. The principle here is 'back to basics': all available placement of people and resources is located in the classroom. The word prism refers to the multicolouredness of learners and co-teachers. Learners are pupils with and without special educational needs. Teachers can be about the cooperation between two regular teachers, between a special teacher and group teacher or group of teachers, or, for example, a teacher and class assistant/group educator.

What really works: 27 evidence-based strategies for education by Mitchell, David.

'What really works' offers 27 teaching strategies that can be directly applied in practice. These strategies have been proven to contribute to better teaching and learning by all pupils, both academically and socially. A definition is given for each of the strategies, the theoretical basis and the underlying idea are discussed, practical examples follow, scientific research is explained and, where necessary, disadvantages, and pitfalls are indicated. Finally, there is an overall conclusion and tips for further reading. Among others, the following strategies are discussed: cooperative learning, peer tutoring, social skills training, parental involvement and support for parents, direct instruction, phonological awareness, and language processing, safe class climate, inclusive education. 'What really works' is intended for students of teacher training and special education, teachers, teacher trainers, (school) psychologists, care coordinators, and internal supervisors.

Help index Autism in the classroom. Tips and strategies at hand by Brewer, Robin; Mueller, Tracy

The Autism Help Fan in the classroom is a useful resource for teachers and other professionals who work with children with an autism spectrum disorder. In a clear manner, arranged by colour, tips and strategies are presented in various sections, including the learning environment, changes in daily routine, communication, and behaviour. The range is suitable for both primary and secondary education. This tool is suitable for 4-18 years old learners.

Wobble and fidgeting: help cards by Thoonsen, Monique; Lamp, Carmen

In addition to the book "Wobble and fidgeting in the classroom" there are these help cards. The cards are intended for use in the classroom, when a pupil is under- or over-stimulated. There are activating strategies for pupils who need more incentives. And there are calming strategies, for pupils who experience too many stimuli or want to calm down. Pupils can execute the strategies independently or together with the teacher when they feel the need or before starting a task. In the set you will find 20 cards with activating strategies (red), 20 cards with calming strategies (blue), and 15 cards to execute in class or with part of the class.

Online platforms

Online platforms, more than written materials, also provide beneficial information.

- Class Series: M-Decree: In this series, Klasse bundles articles around the M-decree: what is really in the decree and what vision is behind it. Also, parents and teachers talk about their practical experiences. You will also find concrete class tips and a print-ready version of the M circle (in 7 steps to reasonable adjustments that work for teacher and student)[124]
- M-Decree: Survival Guide: In this bundle of the GO! you will find background information about the M-decree. Subjects that are discussed are history, reasonable adjustments, care continuum, the role of the CLB, changes in special education,

[124] Klasse, M-Decree. (April 2020). https://www.klasse.be/reeks/m-decreet/

trajectory student with special educational needs, and action-oriented work. The guide dates from 2015.[125]

- With Disabilities to the School of Your Choice: Reasonable Adjustment in Education: With this brochure, Unia wants to explain the concept of 'reasonable accommodation' for everyone involved: pupils, parents, teachers, and school directors, and actors from the educational world. Because they appreciate what is already happening in many schools, we use plenty of good practical examples. You will find the brochure on this page. Also, in easy language, or a video in sign language.[126]

Teaching Staff are not alone in the implementation of inclusive education. They are supported by governmental programmes (mentioned in the M-Decree section), private initiatives, and civil society organizations. Materials are provided either for pupils or teachers. There are online tools, measurement guidelines, educational and practical materials, etc. Some practices are illustrated below.

STICORDI

STICORDI measures are "educational measures that are in one educational offer, aimed at a high-quality education, to limit the (negative) consequences of learning difficulties and increase the chances of success of pupils" (Coppin, Halsberghe, Herzeele, & Van Den Steen, n.d.)[127].

[125] M-Decree Survival Guide. https://pro.g-o.be/blog/Documents/5_M-decreet%20survival%20guide%2020151002.pdf

[126] Unia, Met een handicap naar de school van je keuze: redelijke aanpassingen in het onderwijs (April 2020). https://www.unia.be/nl/publicaties-statistieken/publicaties/met-een-handicap-naar-de-school-van-je-keuze-redelijke-aanpassingen-in-het-onderwijs

[127] STICORDI: een nieuwe generatie. Hoe omgaan met STICORDI-maatregelen in de klas en op school? https://www.go-ouders.be/sites/default/files/atoms/files/STICORDI%20-%20een%20nieuwe%20generatie.pdf (p. 4)

STICORDI measures are therefore one of the "reasonable adjustments" as formulated in the UN Convention for Persons with Disabilities (United Nations, 2006)[128].

Reasonable accommodations are 'necessary and appropriate changes and ones that do not impose a disproportionate or disproportionate or unnecessary burden if in a specific case they are necessary to ensure that persons with disabilities can enjoy all human rights and fundamental freedoms on an equal basis with others. Enjoy or exercise '.

In education, these adaptations ensure that children with or without disabilities receive the support they need to participate effectively in mainstream education. It is often incorrectly stated that STICORDI measures only apply to pupils with an officially established disability. All pupils who experience (temporary) difficulties in learning and as a result are restricted in participation in educational activities, may require STICORDI measures. They enable a strong learning environment for all pupils.

STICORDI is an acronym (**STI**muleren, **CO**mpenseren, **R**emediëren, **DI**spenseren) that refers to various measures to avoid learning disadvantage in children with a disability or learning disabilities:

- **Encourage:** encouraging pupils and emphasizing the child's strengths.
- **Compensate:** Use tools to reduce the negative consequences of learning disabilities. For example, allow the use of tools such as a calculator, a step-by-step plan, or a dictionary. Provide pupils with extra time for exercises or assignments.
- **Remedying**: offering individual learning aid and giving more extensive or intensive instructions or learning strategies that improve learning.
- **Differentiate:** tackle the same learning objectives and tasks slightly differently.
- **Dispensing:** drop certain parts of the learning program and where possible replace it with something equivalent.

[128] United Nations. (2006). *Convention on the Rights of Persons with Disabilities.* https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html

The STICORDI measures allow pupils with special educational needs to enjoy education at the same level as their classmates. The measures are for pupils in primary and secondary education with a disability or learning difficulties.

Different from other examples, a teacher does not need permission to be stimulating, compensatory, to apply differentiating or remedial measures. However, for dispensing measures the approval of the accompanying class council is required.

Importantly, constructive collaboration between different partners is indispensable for taking suitable STICORDI measures; significant stakeholders can be parents, the pupil, the teacher, the colleagues of the teacher, and the CLB.

There are specific measurement forms for different disability types, most of them immediately ready to use (dyslexia, dysphasia, dyscalculia, AD(H)D, NLD, and ASS). Additional ones are being prepared for dysorthografie, Tourette syndrome, and Asperger syndrome. Forms are created for the usage by teachers or experts and there are several questions specified for measuring the disability type properly.

The state education network GO! published an informative STICORDI guide (https://www.go-ouders.be/sites/default/files/atoms/files/STICORDI%20-%20een%20nieuwe%20generatie.pdf).

ADIBIB

ADIBib (https://www.adibib.be/) provides a learning platform and workbooks of education available digitally for pupils with limitations in written communication. These tools are just for the usage by children themselves.

ADIBib project is created for primary and secondary education pupils who face serious reading and/or writing problems such as dyslexia, dyspraxia, or other limitations in written communication. It allows these children and young people to follow education that suits their abilities.

In addition, ADIBoeken are free digital versions of the paper textbooks for primary and secondary education. These are both manuals and workbooks and especially for pupils with

serious reading and/or writing problems. Everything is simulated on the computer as in the printed book. There is a reading program option that can be used to read, listen to the text, or enter words or phrases.

AD-books are for pupils with the right certificate:

- Dyslexia;
- Dyspraxia;
- M-Decree;
- Motivated report;
- Report type 1,2,3,4,5,6,7,8,9 or basic offer.

WAI-NOT!

WAI-NOT (https://www.wai-not.be/) offers an accessible website for young people who need extra support. The range varies from educational to (re) creative, informative, and certainly interactive.

The target group includes young people who have difficulty reading and writing. Intelligible language supported by text marking, speech, and images has been used in the tools. On the website, communication is possible with language or with icons, or in a combination of both. It provides a fixed and clear structure with a clear layout. Young people with an intellectual disability or multiple disabilities, including visual, motor, and intellectual disabilities, are certainly attracted to our low-threshold website.

KlasCement

KlasCement (https://www.klascement.net/) provides documents, articles, websites, and programs that teachers can use for children with disabilities. It is also a platform where teachers inspire each other by sharing materials and it includes free teaching materials. The provided material is easily reachable and suitable for all ages and subjects.

Cyprus

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Best Practice 1: The Inclusion Development Programme (guidance for practitioners)

This is a very useful resource that provides strategies for practitioners on how to deal with certain pupils and promote inclusion.

The Inclusion Development Programme (IDP) is part of the UK government's strategy for children with special educational needs (SEN), outlined in Removing barriers to achievement: the government's strategy for SEN (DfES 0117/2004).[129] It offers guidance to practitioners on how to support the inclusion process of children with Behavioural, Emotional and Social Difficulties (BESD), and its goal is to remove barriers for achievement.

In the next paragraph we will view in more detail the guidance for practitioners in the early school years on supporting children with BESD. The guide is divided into four categories: The unique child; How to create Positive Relationships; Enabling Environments that promote learning; Learning and Development. Each section includes case studies.

In the **Unique child** section, practitioners can view the different behaviour that a child might have, what that means about the child and what strategies they can use to minimize the occurrence of this unwanted behaviour. In the **Positive Relationships** section practitioners can follow strategies that would help them build better relationships with the parents/carers of children they support and identify effective ways of communicating with them. Since the environment plays a key role in supporting and extending children's development and learning, as well as on children behaviour, the section **Enabling Environments** mainly focuses on ways to work with children by providing a calm and relaxing environment for learning. The last section, **Learning and Development** analyses the importance of creating

[129] The Inclusion Development Programme (IDP). http://www.idponline.org.uk/downloads/ey-besd.pdf

realistic expectations for children to access all areas of learning, value all children and create opportunities for participation, foster children learning, etc.

The detailed guidance can be found at: http://www.idponline.org.uk/downloads/ey-besd.pdf

In the IDP website you can find guides for:

1. Primary and secondary education. Supporting children with behavioural, emotional, and social difficulties (BESD)
2. Early Year Foundation stage. How to support children on the autism spectrum?
3. Primary and Secondary. How to support children on the autism spectrum?
4. Early Year Foundation stage. Supporting children with speech, language, and communication needs (SLCN)
5. Primary and Secondary. Supporting children with speech, language, and communication needs (SLCN)
6. Primary and Secondary. Teaching and supporting pupils with Dyslexia.

All guides are provided for free and can be found on the following link: http://www.idponline.org.uk/

Best Practice 2: Game based online Training for Teachers in special education (Play2Do project)

The Play2Do project aims to support special education teachers, mainstream teachers, and VET trainers who work with learners with intellectual disabilities, by offering an educational game for teachers to complement their training through simulated practice learning and improve their skills in dealing with critical incidents or challenging situations which can occur in everyday practice.[130] It provides a safe and readily accessible environment, where teachers working with pupils with intellectual disabilities can learn by interacting with characters in the game in a simulation of a real-world service.

[130] Play2Do Project. http://play2do.eu/outputs/

The game aims to introduce learners to a range of simulated scenarios, potentially faced in real situations, and approaches to deal with them, in special or integrated classrooms that include children with intellectual and/or developmental disabilities, such as to enable pupils to acquire skills from the observation, discussion, analysis and evaluation of simulated situations/scenarios, through critical reflection, or to enable pupils to acquire skills in communication, autonomous learning, managing challenging and extreme behaviours (conflict situation, crisis intervention), structured discussion and information technology.

Trainers of Inclusive Education can use the Play2Do simulation environment as a complementary resource in teacher education. After the experience of observing and interacting in and outside the game, scenarios are reflected on, as well as conclusions are drawn regarding each trainee performance, acceptable/inacceptable behaviour, successful/unsuccessful or desirable/undesirable interaction with children/students with intellectual and/or developmental disabilities. Then, all these reflections can be discussed in the class, potentially accompanied by further class discussions, using additional theoretical materials, case studies, best practices guidelines and videos, as detailed in the Play2Do online course. Teachers can challenge themselves with 6 different cases. The cases in the scenarios are: 1) a child with ADHD, 2) a child with dyslexia, 3) a child in the autism spectrum, 4) different student needs in a special unit, 5) a child with behaviour issues, and 6) a child who has an epileptic episode in the classroom.

After completing each scenario, trainees will have the opportunity to discuss and learn new skills on coping with behavioural problems, anticipating aggressive behaviour and preventing it, dealing with aggression, setting a positive role model of communicating with SEN students and also on how to deal with unpredictable situations in the classroom, such as with the pupil who has an epileptic episode and on how to deal with the rest of the children. The tool and project resources can be accessed and used for free at: http://play2do.eu/outputs/

Taking the example of the above practices, trainers of Inclusive Education can use the above materials when they design their trainings to use them together, as the first practice deals with theory and the second practice gives the opportunity to practice and exchange opinions in a simulation environment.

Участие на ИКТ в преподаването / ученето на 21 век (сериозни игри, роботизирани медии) за насърчаване на ученето за ученици със специални образователни потребности

Introduction on Inclusive 21st Century Teaching/Learning

Contributors: Svetlana Surikova (University of Latvia, Latvia) and Karel Van Isacker (PhoenixKM BVBA, Belgium)

Inclusive education for the 21st century aims to meet the needs of every student and therefore its effective implementation is challenging for schools and for teachers in particular (Eredics, 2018[131]; Holm, 2018[132]; Jacob & Olisaemeka, 2016[133]; Körner et al., 2018[134]; Yamashiro, 2019[135]). Evidence-based research indicates the strategies that make schools inclusive for pupils with special needs benefit all learners (Graham, 2020[136]). Technological developments brought new ways of learning. Even if the mainstream education is still ongoing at schools, online platforms and social media offer additional supportive opportunities for both pupils and

[131] Eredics, N. (2018). Inclusion in action: Practical strategies to modify your curriculum. Brookes Publishing.

[132] Holm, L. (2018). 21st century education: Inclusion in the classroom. https://owlcation.com/academia/21st-Century-Education-Inclusion-in-the-Classroom

[133] Jacob, U. S., & Olisaemeka, A. N. (2016). Inclusive education in the 21st century: Parameters and opportunities for learners with special needs. Scientific Journal of Kurdistan University of Medical Sciences, 12(10), 188–196. https://doi.org/10.19044/esj.2016.v12n10p188

[134] Körner, I., Uhlmann, S., Schmid, B., Freyhoff, G., & Rígrová, D. (2018). Towards inclusive education: Examples of good practices of inclusive education. Inclusion Europe with support of the European Commission. https://inclusion-europe.eu/wp-content/uploads/2018/02/Best-Practice-Education_EN-FINALWEB.pdf

[135] Yamashiro, N. (2019). An inclusive vision for 21st century learning. http://www.afterschoolalliance.org/afterschoolsnack/An-inclusive-vision-for-21st-century-learning_11-21-2019.cfm

[136] Graham, L. (Ed.) (2020). Inclusive education for the 21st century: Theory, policy and practice. Allen & Unwin.

teachers (Assaad et al., 2018[137]). Inclusive education is a multifaceted concept (Mitchell, 2015[138]) and its implementation also benefited from the current developments in the ICT field (Cheng & Lai, 2020[139]; IITE, 2006[140]; Josjö, 2012[141]). The robotic mediates, serious games, and other computer games (Laamarti et al., 2014[142]; Papadakis, 2018[143]; Romero et al., 2015[144]) bring a new understanding of online and blended learning and open a new door for all learners to the ICT world through virtual or mixed reality environments. The challenges in the use of ICT as a tool for learning and inclusion should be identified to promote the process of successful digital inclusion and implementation of innovative ICT-based solutions into the formal and informal education (Tomczyk & Oyelere, 2019[145]). In recent years, ICT tools have ebeen mployed to promote learning for pupils with special needs and enhance their adaptability to the learning environment and their learning achievement and the application of

[137] Assaad, M., Makela, T., Pnevmatikos, D., & Christodoulou, P. (2018). Pedagogical design principles guided integration of social media concepts in a hybrid learning environment: Analysing and reporting focus group results. In U. Rechkoska-Shikoska & M. Assaad (Eds.), *AICT 2018: The Fourteenth Advanced International Conference on Telecommunications* (pp. 94–100). IARIA. https://thinkmind.org/index.php?view=article&articleid=aict_2018_6_10_18001

[138] Mitchell, D. (2015). Inclusive education is a multi-faceted concept. *Center for Educational Policy Studies Journal*, *5*(1), 9–30. https://www.cepsj.si/index.php/cepsj/article/view/151/79

[139] Cheng, S., & Lai, C. (2020). Facilitating learning for students with special needs: A review of technology-supported special education studies. *Journal of Computers in Education, 7*, 131–153. https://doi.org/10.1007/s40692-019-00150-8

[140] IITE, UNESCO Institute for Information Technologies in Education. (2006). *ICTs in education for people with special needs: Specialized training course*. UNESCO Institute For Information Technologies in Education. https://iite.unesco.org/pics/publications/en/files/3214644.pdf

[141] Josjö, H. (2012). *ICT and inclusion: Teachers' perceptions on the use of information and communication technology for students with special educational needs in general educational settings*. Umeå universitet. https://www.diva-portal.org/smash/get/diva2:633789/FULLTEXT01.pdf

[142] Laamarti, F., Eid, M., & El Saddik, A. (2014). An overview of serious games. *International Journal of Computer Games Technology, 2014*, 1–15. https://doi.org/10.1155/2014/358152

[143] Papadakis, S. (2018). The use of computer games in classroom environment. *International Journal of Teaching and Case Studies*, *9*(1), 1–25. https://doi.org/10.1504/IJTCS.2018.10011113

144 Romero, M., Usart, M., & Ott, M. (2015). Can serious games contribute to developing and sustaining 21st-century skills? Games and Culture, 10(2), 148–177. https://doi.org/10.1177/1555412014548919

145 Tomczyk, Ł., & Oyelere, S. S. (Eds.). (2019). *ICT for learning and inclusion in Latin America and Europe*. Pedagogical University of Cracow. https://doi.org/10.24917/9788395373732

those tools has gradually increased (Cheng & Lai, 2020[146]). Pupils with special needs are affected by ICT advances in the classroom in multiple ways. For instance, 'students with disabilities often use assistive technology (AT) to help them connect with otherwise inaccessible general education curriculum, as well as to maximize their learning strengths' and 'perhaps more important, like their peers, they use technology more generally to create engaging educational experiences' (NCLD, 2019a, pp. 12[147]). Lidström et al. (2012)[148] divided learners' use of ICT as an educational tool, an alternative tool for learning and a compensatory tool, i.e. as a computer-based assistive technology device. ICT should play a pivotal role in providing the availability of educational resources to everybody, for instance, to support blind or visually impaired people: turn everything visual into audible; in the case of deaf or hearing impaired people: turn all audible into visual, and so on (Tomczyk & Oyelere, 2019, p. 20[149]). According to Cheng and Lai (2020)[150], there is still little research and analysis of the application and development trends of integrating technologies into special education. Furthermore, it is extremely important to consider accessibility and inclusivity as essential elements whenever technology is conceived and used in classrooms or schools using five interrelated components (i.e., vision, design, procurement, use, and continuous improvement) that lead to success for all students (NCLD, 2019a)[151]. However, it could be highlighted that educational technology

[146] Cheng, S., & Lai, C. (2020). Facilitating learning for students with special needs: A review of technology-supported special education studies. *Journal of Computers in Education, 7*, 131–153. https://doi.org/10.1007/s40692-019-00150-8

[147] NCLD, National Center for Learning Disabilities. (2019a). *Inclusive technology in a 21st-century learning system*. https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-in-a-21st-Century-Learning-System.Final_.060719.pdf

[148] Lidström, H., Granlund, M., & Hemmingsson, H. (2012). Use of ICT in school: A comparison between students with and without physical disabilities. *European Journal of Special Needs Education*, 27(1), 21–34. https://doi.org/10.1080/08856257.2011.613601

[149] Tomczyk, Ł., & Oyelere, S. S. (Eds.). (2019). *ICT for learning and inclusion in Latin America and Europe.* Pedagogical University of Cracow. https://doi.org/10.24917/9788395373732

[150] Cheng, S., & Lai, C. (2020). Facilitating learning for students with special needs: A review of technology-supported special education studies. *Journal of Computers in Education, 7*, 131–153. https://doi.org/10.1007/s40692-019-00150-8

[151] NCLD, National Center for Learning Disabilities. (2019a). *Inclusive technology in a 21st-century learning system*. https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-in-a-21st-Century-Learning-System.Final_.060719.pdf

(ed tech) initiatives and products should be appropriately conceived, designed, procured, implemented, and evaluated with the needs of all learners, especially those with special needs (NCLD, 2019a[152], 2019b[153], 2019c[154]) in order to 'improve learning opportunities and provide meaningful experiences for diverse learners' (NCLD, 2019a, p. 12[155]) and not to 'exacerbate and magnify existing inequalities' (NCLD, 2019b, p. 2[156]).

Methodologies

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For creating more inclusive learning environments, Ghilain (2015)[157] suggested using innovative learning methods and technology to implement teaching methods with a Universal Design; to transfer good practices among teachers, educators and other training professionals and to adapt and innovate evaluation methods with written, oral or external evaluations (p.

[152] NCLD, National Center for Learning Disabilities. (2019a). *Inclusive technology in a 21st-century learning system*. https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-in-a-21st-Century-Learning-System.Final_.060719.pdf

[153] NCLD, National Center for Learning Disabilities. (2019b). *Inclusive technology in modern learning environments: A collaborative local action primer.* https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-Local-Procurement.Final_.060719.pdf

[154] NCLD, National Center for Learning Disabilities. (2019c). *Inclusive technology in modern learning environments: Student experiences and four key federal laws*. https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-Student-Experiences-and-Four-Key-Federal-Laws.Final_.pdf

[155] NCLD, National Center for Learning Disabilities. (2019a). *Inclusive technology in a 21st-century learning system*. https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-in-a-21st-Century-Learning-System.Final_.060719.pdf

[156] NCLD, National Center for Learning Disabilities. (2019b). *Inclusive technology in modern learning environments: A collaborative local action primer.* https://www.ncld.org/wp-content/uploads/2019/06/Inclusive-Technology-Local-Procurement.Final_.060719.pdf

[157] Ghilain, T. (2015). *Towards more inclusive learning environments in Europe: Salzburg Declaration.* European Association of Service providers for Persons with Disabilities. https://www.easpd.eu/sites/default/files/sites/default/files/Policy/Education/towards_more_inclusive_learning_environments_in_europe_easpd.pdf

13). A recent study (Josjö, 2012)[158] indicates that teaching pupils with special needs requires using different strategies rather than traditional teaching methods, but in practice teachers do not have enough knowledge of ICT use for special educational needs and the majority of teachers make only a few adaptations. New methodologies for ICT adapted inclusive education should start from the school curriculum which 'should be modified to accommodate learners with special needs different learning style so as to achieve the needed change' (Jacob & Olisaemeka, 2016, p. 193[159]). As it is illustrated previously, inclusive education can be modifiable based on pupils' needs and abilities allowing to learn at their own pace to achieve the intended learning outcomes (Jacob & Olisaemeka, 2016)[160]. Also the school lessons, online courses together with serious games or robotic games (if it is needed) can be combined to increase the pupils' interest and activeness. However, 'the process of school inclusion can be fostered by means of new technological tools only if, in parallel, educational approaches, methods and strategies are conveniently revised and improved' (Ott & Pozzi, 2009, p. 635[161]) and are evidence-based (Mitchell, 2015)[162].

Learning 3.0

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

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[158] Josjö, H. (2012). *ICT and inclusion: Teachers' perceptions on the use of information and communication technology for students with special educational needs in general educational settings*. Umeå universitet. https://www.diva-portal.org/smash/get/diva2:633789/FULLTEXT01.pdf

[159] Jacob, U. S., & Olisaemeka, A. N. (2016). Inclusive education in the 21st century: Parameters and opportunities for learners with special needs. *Scientific Journal of Kurdistan University of Medical Sciences*, *12*(10), 188–196. https://doi.org/10.19044/esj.2016.v12n10p188

[160] Jacob, U. S., & Olisaemeka, A. N. (2016). Inclusive education in the 21st century: Parameters and opportunities for learners with special needs. *Scientific Journal of Kurdistan University of Medical Sciences*, *12*(10), 188–196. https://doi.org/10.19044/esj.2016.v12n10p188

[161] Ott, M., & Pozzi, F. (2009). Inclusive education and ICT: Reflecting on tools and methods. In P. L. Emiliani, L. Burzagli, A. Como, F. Gabbanini, & A.-L. Salminen (Eds.), *Assistive Technology from Adapted Equipment to Inclusive Environments* (Vol. 25, pp. 635–639). IOS Press. https://doi.org/10.3233/978-1-60750-042-1-635

[162] Mitchell, D. (2015). Inclusive education is a multi-faceted concept. *Center for Educational Policy Studies Journal*, *5*(1), 9–30. https://www.cepsj.si/index.php/cepsj/article/view/151/79

With Learning 3.0, schools move away from traditional lectures and instead focus on interactive learning, with question and answer sessions, reviews and quizzes, discussions, labs, and other project-based learning, making use of the opportunities offered by ICT. According to Keats and Schmidt (2007)[163], Learning 3.0 is characterized by rich, cross-institutional, cross-cultural educational opportunities within which the learners themselves play a key role as creators of knowledge artefacts that are shared, and where social networking and social benefits outside the immediate scope of activity play a strong role.

Daciuk (2016)[164] mentioned some fundamental aspects of Learning 3.0:

- Modern user experience design, similar to what can be seen in the consumer web.
- Visually engaging overview, e.g., what I am going to learn, how I am doing, what's next, etc.
- Personalized, allows learners to test out and navigate in a nonlinear fashion.
- A knowledge graph frame of reference, instead of a list of materials to get through.
- Learn-by-doing.
- Integration of external materials.
- Interactive content and assessments.
- Human involvement at scale, e.g., online coaching or group collaboration.
- Engagement tools, e.g., gamification, mobile, social integration, etc.
- Visible and transportable credit for what has been learned.
- Heavy use of data to improve the learning experience and course material over time.

Individual Educational Plan Examples – Belgium

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[163] Keats, D. W., & Schmidt, J. P. (2007). The genesis and emergence of Education 3.0 in higher education and its potential for Africa. *First Monday*, *12*(3). https://doi.org/10.5210/fm.v12i3.1625

[164] Daciuk, E. (2016). *Online Learning 3.0 is happening and you're probably behind.* https://elearningindustry.com/online-learning-3-0-happening

Aforementioned Sticordi measures have been defined per developmental disorder[165] and are to be applied in inclusive lessons.

'Sticordi' is an acronym that refers to various measures to avoid learning disabilities in children with disabilities or learning disabilities:

- Stimulate;
- Compensate;
- Remedy;
- Differentiate.

The Sticordi measures allow pupils with special educational needs to enjoy education at the same level as their classmates.

A teacher does not need the permission to be stimulating, compensatory and to apply differentiating or remedial measures. For dispensing measures the approval of the accompanying class council is required.

A constructive collaboration between different partners is indispensable for taking suitable Sticordi measures. We think of parents, the pupil, the teacher, colleagues of the teacher and the CLB (Center for Educational Guidance).

For whom?

The measures are for pupils in primary and secondary education with a disability or learning difficulties. Making a diagnosis is not a requirement.

Encourage: encourage pupils and, above all, emphasize what succeeds, e.g., making progress visible with scorecards, product portfolio; appropriate place in the classroom, starting from the world of specific pupils; more feed-up; pupils regularly receiving indications about timing; individual learning results, etc.

[165] Sticordi-maatregelen. http://www.wilgenduin.be/page/Sticordimaatregelen.aspx

Compensating: allowing technical aids; e.g., (front) reading software, word processing programme, spelling corrector, speech recognition software; dictionary, adapted furniture provided, the teacher gives board diagrams and mind maps, shorter keys; read aloud, reading by silent reading; pupils use formula cards, etc.

Remedying: offering individual learning aid to eliminate problems: tutor (pupil roll-out), which is individually discussed with the pupil beforehand or afterwards; deal with essential faults first, relieve pressure by avoiding reading work; do not compare with other pupils; give points for the most important, etc.

Dispensing: abandoning/replacing learning objectives/final objectives with deeper objectives: exempting dictation in language courses; fewer exercises; do not require that pupils explain on the board; replace group assignments with individual assignments; exempt from swimming; ignore spelling mistakes in dyslexic pupils, etc.

In the following, we detail this per disability group.

Dyslexia

Name pupil: _____

Class: _____

Period: _____

Type	**Possible STICORDI measures**	**Applicable**
STIMULATE	To be aware of the problem of the pupil and to take it into account	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so)	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking of notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar	

Type	Possible STICORDI measures	Applicable
STIMULATE	To determine whether the instruction is well understood	
STIMULATE	Communicating to whom and how the pupil can ask for help	
STIMULATE	Consider reduced concentration	
COMPENSATE	Provide more time for large tasks / tests / exams	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	
COMPENSATE	Error-free copies provided with fill-in sheets.	
COMPENSATE	Allow tools in the classroom: calculator / times tables /tables / formulas / step-by-step plans /solution cards /dictionary / ...	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas / step-by-step plans / solution maps /dictionary / ...	
COMPENSATE	Offer a clearly structured whole and give this structure to the pupil.	
COMPENSATE	Customize Layout: clear font, wide line spacing.	
COMPENSATE	Adjustments for book reviews: film instead of the book review / allow easier reading / large textbook / ...	
COMPENSATE	Create homework tasks.	
COMPENSATE	Allow the pupil to have access to the whole subject matter.	
COMPENSATE	Give one colour per box for folders, covers, notebooks.	
COMPENSATE	Put the pupil in a strategically good position.	
COMPENSATE	Enlist the help of the parents for homework assistance.	
PERSPECTIVE	Classroom exercises and homework confined to the base material.	
PERSPECTIVE	Provide a second chance: do not punish catch-ups / catch-up tests / forgotten tasks/ postpone tasks / see if all assignments have been filled in with tests / tasks / exams…	
PERSPECTIVE	Assess the real key (points for the important subject matter)	
PERSPECTIVE	Language errors cannot be included in the subject matter where this is not relevant.	
PERSPECTIVE	In dictation only mark the practiced words.	
PERSPECTIVE	“Complete words” dictation instead of sentence dictation	
PERSPECTIVE	Provide extra guidance after school hours.	

Type	Possible STICORDI measures	Applicable
DISPENSING	Permanent / temporary / partial / complete exemption provided for certain final objectives:	
DISPENSING	Exemption of exercises in front of the class.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	
DISPENSING	Exemption of certain questions at the test or exam: multiple choice	
DISPENSING	Exemption from the written exam.	

ADHD (Attention-Deficit/Hyperactivity Disorder)

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the pupil's problem and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking if notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar.	
STIMULATE	Check whether the assignment is well understood.	
STIMULATE	Show understanding of the problem and acknowledge the problem. This can be a huge support for the pupil.	
STIMULATE	Try to move around the pupil's environment.	
STIMULATE	Strive for the quality over quantity.	
STIMULATE	Forget about the anger, disappointment or other emotions that occur during the day, because of the unwanted or disturbing behaviour of the pupil.	
STIMULATE	Assess the content not the hand writing	

Type	Possible STICORDI measures	Applicable
STIMULATE	Reward the pupil quickly, when he/she has done something good so that the link between the desired behaviour and positive feedback is clear to the pupil.	
STIMULATE	When rewarding or praising the pupil, state expressly what he or she was did well.	
STIMULATE	If you want to change the undesirable behaviour, it is good to determine first by which positive behaviour you want to replace it. This way you can achieve a better balance between giving punishment and giving encouragement.	
STIMULATE	Encourage positively at the time of the desired behaviour (motivating for the child to complete the assignment or task)	
STIMULATE	Ensure that the pupil is not frustrated or tired; maybe the assignment was too heavy or took too much time	
STIMULATE	Tell the pupil how she/he can indicate that she/he feels angry or frustrated.	
STIMULATE	Try as a teacher to formulate the behaviour of the pupil in positive terms, so that there is no discouragement.	
STIMULATE	Give plenty of room to mess around and make noise.	
STIMULATE	Give a break often between assignments in which a motor activity becomes allowed.	
STIMULATE	The penalty must be in proportion to the seriousness of the facts.	
STIMULATE	Stay calm when you punish.	
STIMULATE	In case of seriously undesirable behaviour, it is best to respond each time.	
STIMULATE	The punishment must be linked to a behaviour and not to the personality as a whole.	
STIMULATE	If one punishes, it is best to do so immediately after the incident.	
STIMULATE	Always teach the opposite, desired behaviour (this one has better long-term effects).	
STIMULATE	Communicate to whom and how the pupil can ask for help	
STIMULATE	Consider reduced concentration	
COMPENSATE	Provide more time for large tasks / tests / exams	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	

Type	Possible STICORDI measures	Applicable
COMPENSATE	Provide error-free copies with fill-in sheets.	
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans / solution cards / dictionary /…	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Offer a clearly structured whole and give this structure to the pupil.	
COMPENSATE	Give folders, covers, notebooks one colour per box.	
COMPENSATE	You can use an instruction list, e.g., in the classroom: I am sitting right on my chair, I am quiet, I listen to the teacher, I look at the board.	
COMPENSATE	Make a list of materials that the pupil has to bring with him/her every day.	
COMPENSATE	Teach the pupils techniques of memorization: memo-technical remedies (e.g., donkey bridges), making clear representations (e.g., mind maps), linking the new information to the other already present memory contents, learning the structure of the subject matter/core thoughts by heart.	
COMPENSATE	Emphasize the didactic principle of repetition.	
COMPENSATE	Teach the pupil to count up to 5 before doing anything.	
COMPENSATE	Use a verse or a song.	
COMPENSATE	Teach the pupil to talk to himself aloud when he/she does something.	
COMPENSATE	Make good agreements about how the pupil can pay attention, ask.	
COMPENSATE	Clearly agree on which behaviour is desired and when, and help the pupil in the respective situation.	
COMPENSATE	Use signals as a warning for undesirable behaviour (e.g., tap on the table).	
COMPENSATE	Put the pupil in a strategically good position.	
COMPENSATE	Allow ear protection.	
PERSPECTIVE	Limit class exercises and homework to the basic material.	
PERSPECTIVE	Provide a second chance: do not penalize catch-ups / catch-up tests / forgotten tasks / postpone tasks / see if	

Type	Possible STICORDI measures	Applicable
	all assignments have been filled in with tests / tasks / exams	
PERSPECTIVE	Assess the real issue (Point to the important subject matter).	
PERSPECTIVE	Language errors cannot be included in the subject matter where this is not relevant.	
PERSPECTIVE	Evaluate calculation errors less if the structure and reasoning behind the solution is correct.	
PERSPECTIVE	In dictation only mark the practiced words.	
PERSPECTIVE	Complete words dictation instead of sentence dictation.	
PERSPECTIVE	Provide extra guidance after school hours.	
PERSPECTIVE	Avoid unnecessary stimuli and distractions as much as possible.	
PERSPECTIVE	Use questions - strategy: question 'What do you need to do this? unloading '(e.g., formula, specific material)	
PERSPECTIVE	Provide a clear organization in the day and week format.	
PERSPECTIVE	Provide learning texts with a list of key words or core ideas.	
PERSPECTIVE	You can help the pupil by giving all things a permanent place and by stimulating the pupil and teaching to do that for themselves.	
PERSPECTIVE	When making a task, make sure that only items that the pupil needs are on the table.	
PERSPECTIVE	Make sure that as few disturbing sounds as possible can distract the pupil, for instance, by offering a sound-deadening hearing protector during individual work.	
PERSPECTIVE	Teach the pupil how to structure a learning text: highlighting keywords, marking titles and subtitles.	
PERSPECTIVE	Provide a clear structure in the school library (e.g., always keep the agenda) the right corner, the calculation book left).	
PERSPECTIVE	Use well-organized buttons (not too many on one page each time), the same structure.	
PERSPECTIVE	Give plenty of room to respond.	
PERSPECTIVE	Place the pupil in a place with little distraction, preferably in front of the classroom.	
PERSPECTIVE	Put the pupil on a couch or next to a pupil who can bring peace.	
PERSPECTIVE	Regularity and clarity are an anchor for pupils with ADHD.	
PERSPECTIVE	Every approach that relies on self-control and self-instruction gives these pupils the necessary	

Type	Possible STICORDI measures	Applicable
	environmental support, e.g., the self-instruction method van Meichenbaum or Stippestappen.	
PERSPECTIVE	Discuss the basic attitude with the pupil.	
PERSPECTIVE	All children with ADHD need simple rules with clear, positive, encouraging consequences with desired behaviour and adverse effects. Set firm, clear and simple requirements and courageous the desired behaviour.	
PERSPECTIVE	Avoid nuances such as maybe, a little, sometimes.	
PERSPECTIVE	Combine an oral assignment with a written assignment.	
PERSPECTIVE	Divide the instruction into smaller parts.	
PERSPECTIVE	Keep the instruction phase short.	
PERSPECTIVE	Make agreements about interruptions, e.g., to raise a finger to shoe the annoyance or to ask a question, it can be agreed that he/she asks a maximum number of questions per school day. The pupil learns because of this, to think first before he/she asks a question and gains experience in it by asking more specific and relevant questions.	
PERSPECTIVE	It is advisable to prepare the pupil for all sorts of new situations and to act directly at the first sign that things are going wrong.	
PERSPECTIVE	Tell the pupil in advance what is going to happen, what it will look like, who is there, what you will do.	
PERSPECTIVE	Do not give too many rules at the same time.	
PERSPECTIVE	Specify clear limits (this may / may not).	
PERSPECTIVE	Repeat the rules adequately until the pupil runs it smoothly and applies of his/her own accord.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	
DISPENSING	Provide a safe place to calm down/relax.	
DISPENSING	Allow the pupil sufficient time to complete his/her tasks neatly and orderly (dispensing of time pressure).	
DISPENSING	Link time to divide tasks.	
DISPENSING	Help the pupil to set a long-term goal: the ultimate goal broken up into realistic parts.	
DISPENSING	Consider oral questioning.	
DISPENSING	Arrange a telephone accessible 'helpdesk' for the pupil, e.g., via a buddy system.	
DISPENSING	Provide a stimulus-poor corner in the classroom where the pupil can work as he/she wants.	

Autism

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the pupil and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking if notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar.	
STIMULATE	Check whether the assignment is well understood.	
STIMULATE	Communicate to whom and how the pupil can ask for help.	
STIMULATE	Consider reduced concentration.	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers.	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	
COMPENSATE	Provide error-free copies with fill-in sheets.	
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans /solution cards / dictionary / ...	
COMPENSATE	Allow tools when doing tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Offer a clearly structured whole and give this structure.	

Type	Possible STICORDI measures	Applicable
COMPENSATE	Customize Layout: clear font, wide line spacing.	
COMPENSATE	Adjustments for book reviews: film instead of the book review/ allow easier reading / large textbook / ...	
PERSPECTIVE	Limit class exercises and homework to the basic material.	
PERSPECTIVE	Provide a second chance: do not penalize catch-ups / catch-up tests / forgotten tasks / postpone tasks / see if all assignments have been filled in with tests / tasks / exams	
PERSPECTIVE	Assess the real key (Points to the important subject matter).	
PERSPECTIVE	Language errors cannot be included in the subject matter where this is not relevant.	
PERSPECTIVE	In dictation only mark the practiced words.	
PERSPECTIVE	Evaluate calculation errors less if the structure and reasoning behind the solution is correct.	
PERSPECTIVE	Complete words dictation instead of sentence dictation.	
PERSPECTIVE	Provide extra guidance after school hours.	
DISPENSING	Permanent/temporary/partial/ complete exemption provided for certain final objectives.	
DISPENSING	Exemption of exercises in front of the class.	
DISPENSING	Exemption from mental arithmetic.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	
DISPENSING	Exemption of certain questions at the test or exam: multiple choice	
DISPENSING	Exemption from the written exam.	
DISPENSING	Provide a safe place to calm down/relax.	

Dyscalculia

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the pupil and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Communicating to whom and how the pupil can ask for help.	
STIMULATE	Promote a controlling attitude towards your own work.	
STIMULATE	Formulate clear goals. What is basic material? What is differentiation?	
STIMULATE	For each new subject matter after the lesson, check whether the pupil has actually understood it.	
STIMULATE	Organize extra exercises for mathematics in the lesson.	
STIMULATE	Work longer on a concrete / schematic level.	
STIMULATE	Give hints where possible during the math, sciences, bookkeeping, history, etc. so that the pupil does not get stuck by a small problem.	
STIMULATE	Announce tests for mathematics and sciences well in advance.	
STIMULATE	As a teacher or pupil, check that the pupil is in the correct place in his/her book, calculation work.	
STIMULATE	Never allow the pupil to solve an exercise on the board unexpectedly.	
STIMULATE	Encourage success in what the pupil can do well.	
STIMULATE	Encourage pupils to ask questions about things they do not understand.	
STIMULATE	Ensure a good bond and a safe climate.	
STIMULATE	Ensure continuity and consistency in the guidance.	
STIMULATE	Work with a progress card, or make evolution visible via, e.g., a chart.	
STIMULATE	Evaluate the pupil according to his/her own abilities, compare with him/herself), and discuss this with the parents.	
STIMULATE	Evaluate not only the calculation errors, but also the solution method.	
STIMULATE	Give a shorter, but not easier, test.	
COMPENSATE	Provide more time for large tasks / tests / exams.	

Type	Possible STICORDI measures	Applicable
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans /solution cards / dictionary / ...	
COMPENSATE	Allow tools when doing tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / …	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Offer a clearly structured whole and give this structure to the pupil.	
COMPENSATE	Create homework tasks.	
COMPENSATE	Put the pupil in a strategically good position.	
COMPENSATE	Enlist the help of the parents for homework assistance.	
COMPENSATE	Prepare exercises in advance.	
COMPENSATE	Always express what you offer in the curriculum.	
COMPENSATE	Visualize.	
COMPENSATE	Do not use ambiguous language (no proverbs, no figurative language).	
COMPENSATE	Allow her/his own resources.	
COMPENSATE	Provide customized worksheet.	
COMPENSATE	Give tutoring during the practice moment.	
PERSPECTIVE	Limit class exercises and homework to the basic material.	
PERSPECTIVE	Provide a second chance: do not punish catch-ups / catch-up tests / forgotten tasks / postpone tasks / see if all assignments have been filled in with tests / tasks / exams.	
PERSPECTIVE	Evaluate calculation errors less if the structure and reasoning behind the solution is correct.	
PERSPECTIVE	Provide extra guidance after school hours.	
DISPENSING	Permanent / temporary / partial / complete exemption provided for certain final objectives.	
DISPENSING	Exemption of exercises in front of the class.	
DISPENSING	Exemption from mental arithmetic.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	

Dysphasia

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the pupil and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so).	
STIMULATE	When learning to read, spell, count: - check whether the assignment is understood - activate inside/prior information - work with visual support when applying new subject matter: phoneme-grapheme coupling, key words / sentences, spelling rules, working with concrete material and diagrams - continue to read aloud and offer audiobooks - repeated practice	
STIMULATE	Motivation and encouragement.	
STIMULATE	When communicating: - being open to the communication skills of the pupil - speak clear, simple language, ask short questions and give short assignments - clarify figurative language - give time when answering questions - deal appropriately with word-catching problems that pupils have - teach the pupil to ask for help - support visually.	
STIMULATE	Guide when adding new notes and events on calendar.	
STIMULATE	Clarify whether the instruction is well understood.	
STIMULATE	Communicate to whom and how the pupil can ask for help.	
STIMULATE	Consider reduced concentration.	
STIMULATE	Apply pre-teaching and extra instruction after the class instruction.	
STIMULATE	Offer structure:	

Type	Possible STICORDI measures	Applicable
	- in time: day-week format, during activity, end of the day ... - in space: proximity teacher, buddy ... - during activities: expressing thinking steps, using step-by-step plans.	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Checking if notes and agenda are duly completed.	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers.	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	
COMPENSATE	Error-free copies provided with fill-in sheets.	
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans /solution cards / dictionary / ...	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Offer a clearly structured content and give this structure to the pupil.	
COMPENSATE	Customize Layout: clear font, wide line spacing.	
COMPENSATE	Adjustments for book reviews: film instead of the book review/ allow easier reading / large textbook /....	
COMPENSATE	Create homework tasks.	
COMPENSATE	Allow the pupil to have access to the whole subject matter.	
COMPENSATE	Give one colour per box for folders, covers, notebooks.	
COMPENSATE	Put the pupil in a strategically good position.	
COMPENSATE	Enlist the help of the parents for homework assistance.	
COMPENSATE	Provide copies with notes, completed agenda or help / check.	
COMPENSATE	Adjust the amount of exercises and task.	
COMPENSATE	In the case of tests, indicate course material in advance and go over examples to give a possibility to ask questions, clear questions.	
PERSPECTIVE	Classroom exercises and homework confined to the base material.	

Type	Possible STICORDI measures	Applicable
PERSPECTIVE	Assess the real key (points for the important subject matter).	
PERSPECTIVE	Provide a second chance: do not punish catch-ups / catch-up tests / forgotten tasks / postpone tasks / see if all assignments have been filled in with tests / tasks / exams.	
PERSPECTIVE	Language errors cannot be included in the subject matter where this is not relevant.	
PERSPECTIVE	In dictation only mark the practiced words.	
PERSPECTIVE	Complete words dictation instead of sentence dictation.	
PERSPECTIVE	Provide extra guidance after school hours.	
PERSPECTIVE	Limit exercises and tasks to the basic material.	
PERSPECTIVE	When arranging/ practicing/ repeating the subject matter, adjust between the various people involved (teacher, ZC, out-of-school help, GON, parents, the pupil ...) over the school years.	
DISPENSING	Permanent /temporary /partial /complete exemption provided for certain final objectives.	
DISPENSING	Exemption of exercises in front of the class.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	
DISPENSING	Exemption of certain questions at test or exam: multiple choice / ...	
DISPENSING	Exemption from the written exam.	

NLD (Nonverbal Learning Disabilities)

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the pupil and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish).	

Type	Possible STICORDI measures	Applicable
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking whether notes and tasks are filled in properly.	
STIMULATE	Accompany when completing notes and agenda.	
STIMULATE	Check whether the assignment is well understood.	
STIMULATE	Communicate to whom and how the pupil can ask for help.	
STIMULATE	Consider reduced concentration.	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers.	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans /solution cards / dictionary / ...	
COMPENSATE	Allow tools when doing tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / ...	
COMPENSATE	Offer a clearly structured content and give this structure to the pupil.	
COMPENSATE	Custom layout: clear font, spacious line spacing.	
COMPENSATE	Adjustments for book reviews: film instead of the book review / allow easier reading / large textbook / ...	
COMPENSATE	Create homework tasks.	
COMPENSATE	Allow the pupil to have access to the whole subject matter.	
COMPENSATE	Put the pupil in a strategically good position.	
COMPENSATE	Enlist the help of the parents for homework assistance.	
PERSPECTIVE	Limit class exercises and homework to the basic material.	
PERSPECTIVE	Language errors cannot be included in the subject matter where this is not relevant.	
PERSPECTIVE	Provide a second chance: do not penalize / postpone catch-up / catch-up tests / forgotten tasks give in tasks /	

Type	Possible STICORDI measures	Applicable
	see if all assignments have been completed in tests / tasks / exams.	
PERSPECTIVE	Assess the real key (points for the important subject matter).	
PERSPECTIVE	Evaluate calculation errors less if the structure and reasoning behind the solution is correct.	
PERSPECTIVE	For dictation only mark the practiced words.	
PERSPECTIVE	Complete words dictation instead of sentence dictation.	
PERSPECTIVE	Provide extra guidance after school hours.	
DISPENSING	Permanent /temporary /partial /complete exemption provided for certain final objectives.	
DISPENSING	Exemption of exercises in front of the class.	
DISPENSING	Exemption from mental arithmetic.	
DISPENSING	Exempt from reproducing statements or proofs from memory.	
DISPENSING	Exemption from the lessons LO.	
DISPENSING	Exemption of certain parts of the lessons LO.	
DISPENSING	Exemption of certain questions at test or exam: multiple choice / ...	
DISPENSING	Provide a safe place to calm down/relax.	

Socio-Motor Development (ASD)

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the pupil and to take it into account.	
STIMULATE	Trust relationship with the pupil for his/her well-being, commitment and self-confidence.	
STIMULATE	Encouraging engagement: provoking activities in function of participation.	
STIMULATE	Discrete observation. Literally enough distance with accompanying interventions.	

Type	Possible STICORDI measures	Applicable
STIMULATE	Creating conditions for (motor) learning: social safety, rest and structure, breathing and tonus regulation.	
STIMULATE	Practice forms that meet 'enjoying the exercise'.	
STIMULATE	Social contact: do not shrug, not respond too quickly (even positively evaluating) to budding social contact-name (risk relapse).	
STIMULATE	Socio-motoric 'poor' work forms: mimic, working in a class (merging with the group).	
STIMULATE	Enough material challenge in the short proximity of the child.	
STIMULATE	Encourage success in what the pupil can do well.	
STIMULATE	Draw a purpose by explaining what the pupil is doing, why she/he is practicing.	
STIMULATE	Create a class atmosphere that accepts pupils with learning disabilities.	
STIMULATE	Encourage peer work (A fellow pupil can be a tutor for the another one).	
STIMULATE	Ensure a good relationship and a secure environment.	
STIMULATE	Do not give too many reading tasks, this can be counterproductive.	
STIMULATE	No unrealistic expectations.	
STIMULATE	Create a positive climate around reading and books.	
STIMULATE	Give homework and complete agenda at a quiet time, e.g., not when the school bell rings.	
STIMULATE	Provide a suitable place in the classroom.	
COMPENSATE	Extra help to facilitate implementation.	
COMPENSATE	To respect the own socio-motor development rate of the child.	
COMPENSATE	Socio-motor learning line: to stand still for a long time at every step.	
COMPENSATE	Observing and evaluating (pupil involved in the function of the level of development).	
COMPENSATE	Do not force social contact in the threatening body zone (20 cm from the body).	
COMPENSATE	Stimulating object-oriented contact as an introduction to possible personal contact.	
COMPENSATE	Physically not helping (is often not allowed), but 'letting' help.	
COMPENSATE	Limit the social 'threat' of the fellow pupils, also on the playground	
COMPENSATE	No educational conversations (e.g., with fellow learners) without the person concerned.	

Type	Possible STICORDI measures	Applicable
COMPENSATE	Avoiding learning conversations: offering 'slow' learning lines "Yes" / "No" questions.	
COMPENSATE	Structure: also, attention for 'attention deficit'.	
COMPENSATE	Provide more time for reading.	
COMPENSATE	Provide more time for written assignments.	
COMPENSATE	Fewer jobs at the same time.	
COMPENSATE	Prepare texts in advance.	
COMPENSATE	Do word processing and spelling correction.	
COMPENSATE	Guide to use compensation software (for reading programs) for independent learning.	
COMPENSATE	Have the prepared dictation.	
COMPENSATE	Read assignments for the tests.	
COMPENSATE	Enlarge font or texts.	
COMPENSATE	No too busy page filling, clear structure.	
COMPENSATE	Use word prediction, visual support such as algorithm for verbs, spelling card, sound feet and etc.	
COMPENSATE	Resources: reading slat, cover sheet, display.	
COMPENSATE	Work with spelling cards, solution plan, search strategies such as a word check, word prediction or (digital) dictionaries.	
COMPENSATE	Allow to use notes from a classmate.	
COMPENSATE	Explain orally instructions for written assignments.	
COMPENSATE	Custom home tasks.	
COMPENSATE	Fill-in work instead of overwriting.	
COMPENSATE	Spelling errors outside of dictations are not marked.	
COMPENSATE	Do not read out loud in the lesson without being asked; read aloud while reading.	
COMPENSATE	Texts that have to be read in class, read out by other pupils or read aloud by the teacher. Allow the use of technology for supporting reading.	
COMPENSATE	Easy reading books.	
COMPENSATE	Provide extra time for exercises and assignments.	
COMPENSATE	Provide good, corrected copies of notes and exercises; check the workbooks; the teacher should give a table diagram or mind map to clarify the content of the lesson.	
COMPENSATE	Book reviews are used for struggling readers or alternatively a film can be summarized.	
COMPENSATE	Provide copies of notes and board diagrams. This can also be a copy of a fellow pupil.	
COMPENSATE	Allow tools such as spelling lists, control cards, an electronic dictionary, a word processor / laptop (possibly with speech recognition or prediction software).	

Type	Possible STICORDI measures	Applicable
COMPENSATE	Answering questions and assignments in a schematic way and having them verbally explained.	
COMPENSATE	Whether or not at the request of the pupil, questions are explained by the teacher (checking whether questions and instructions are understood - giving the opportunity to ask for clarification).	
COMPENSATE	Show pupils that they did not fill in certain questions or the answer is incomplete.	
COMPENSATE	Do not dictate or write on board questions or assignments for tests and written examinations.	
COMPENSATE	Placing assignments for the test and written exams / putting them on tape (Dictaphone, mp3) / putting them on the computer, so that the pupil can work with text-to-speech software.	
COMPENSATE	The pupil may, in agreement with the teacher, use learning cards with a spelling algorithm, mathematical scheme, mathematics formulas, in certain exercises.	
COMPENSATE	Allow sufficient time for making test pieces for all subjects.	
COMPENSATE	20 percent more time seems reasonable, but the consultation with the pupil may give a different result based on the experience. Especially with multiple choice questions more time is important and reading is often necessary.	
COMPENSATE	When listening to tests, provide the pre-recorded recording in a specific room to work.	
COMPENSATE	In addition to written testing, regular oral testing. The pupil is given the opportunity to explain written tests orally.	
REMEDY	Adjust expectations to the level of the child.	
REMEDY	Raise the pupil to a higher level through adapted activities.	
REMEDY	Request information from parents about the child’s social behaviour in non-school situations.	
REMEDY	Identify the causes of weaker performance in order to better attune the guidance.	
REMEDY	Request information (or further research) in connection with sensory abnormalities and developmental disorders.	
REMEDY	Individual assignments.	
REMEDY	Use humour.	
REMEDY	Reduce something to its real importance, put things in perspective.	
REMEDY	Breathing exercises (stress-reducing).	

Type	Possible STICORDI measures	Applicable
REMEDY	Giving sense of being 'free of supervision'.	
REMEDY	Physical awareness-raising activity; e.g., yoga, individual practice forms.	
REMEDY	Contact-poor practice forms.	
REMEDY	Exciting tasks.	
REMEDY	Practice forms that connect to the pupil 's immediate field of interest.	
REMEDY	Frequent safe movement activities.	
REMEDY	Well-known work forms.	
REMEDY	Repeat often (recognisability, safety).	
REMEDY	Opportunities: - work with the “axenroos”, a model to characterize the interaction between people - working with living wrenches	
REMEDY	Playground Listing: possibilities for motor-driven individual activities.	
REMEDY	Visualize words.	
REMEDY	Speed reduction by putting dashes between words.	
REMEDY	Increasing the temperature by singing.	
REMEDY	Use flash cards.	
REMEDY	Use of word rows.	
REMEDY	Spelling script.	
REMEDY	Step-by-step plan for spelling.	
REMEDY	Systematic imprinting of stumbling words, spelling rules and strategies.	
DISPENSING	Stress and tolerance-reducing measures.	
DISPENSING	The teacher is always accessible (confidential advisor).	
DISPENSING	Granting the child his own pace when installing social contact.	
DISPENSING	Use minimum requirements.	
DISPENSING	Giving up patience.	
DISPENSING	Differentiate with exercises that are socially stress-free.	
DISPENSING	Allow body language as a form of communication.	
DISPENSING	Let them work individually.	
DISPENSING	Allow controlled flight behaviour: pupil is allowed to stand aside.	
DISPENSING	The part of spelling won’t be evaluated or will be quoted differently.	
DISPENSING	Word dictation; overwrite dictation sentences.	
DISPENSING	Exemption from writing difficult memorized words or dictations.	
DISPENSING	Exemption from spelling in the French language.	

Type	Possible STICORDI measures	Applicable
DISPENSING	Exemption from spelling assessments in the Dutch courses.	
DISPENSING	Exemption from spelling errors in all other subjects.	
DISPENSING	Situations in which the pupil must present him/herself in front of others, measure class group, work group, partner, etc. on the social development level of the pupil.	

Problems with Rhythm, Tempo in the Classroom

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	Empower the child continuously (verbally or materially e.g., reward stickers).	
STIMULATE	Leave the pupils as much as possible the sense of measure and tempo to become aware of in other ways (moving of the body, stepping, folding, use rhythmic percussion instruments).	
COMPENSATE	Replace the difficult movement with a movement ahead of the pupils if it becomes easier experienced, for example, replacing beat by tapping with fingers, tapping with the foot or another physical exercise that the pupils used spontaneously.	
COMPENSATE	First let the rhythm speak.	
COMPENSATE	Repeat the exercise several times.	
COMPENSATE	Have pupils use sheets on which the given rhythms are listed.	
REMEDY	Start from simple rhythms and gradually increase the difficulty level, starting from the previous correctly executed rhythm.	
REMEDY	The use of a metronome may be possible, help out. This can only work if the pupil can divide attention between listening to the metronome and reading and / or playing rhythm.	
REMEDY	Physically experience tempo, meter, and rhythm.	
DISPENSING	Leave a beat if compensating (tapping with fingers) fails.	

Dictation

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	Use recognizable melodies, this works much better for pupils with dyslexia, for example.	
STIMULATE	Empower the child continuously (verbally or materially e.g. reward stickers).	
STIMULATE	Different types of dictations such as: - choice of tuition - hose effect - interpretation - improvements -oral dictation.	
STIMULATE	Use melody lines with striking differences: - rising and falling scales - triads - combination of both.	
COMPENSATE	Let pupils use different colours for rhythm and melody, e.g., green for rhythm and red for melody.	
COMPENSATE	Let pupils replay the dictation on the instrument or reading instead of writing on the paper.	
COMPENSATE	Offer structures how the melody line runs.	
COMPENSATE	Allow rhythm cards with the rhythms used as a supportive tool.	
COMPENSATE	Use custom staves (increase space) for pupils for whom writing is hard.	
REMEDY	For learning delayed pupils repetition is always Important but it may still be that no improvement is noticeable.	
REMEDY	Let the rhythmic structure / patterns repeat = awakening.	
REMEDY	Let the melodic line sing = awareness.	
REMEDY	Follow the melodic line by hand.	
REMEDY	Pupils with developmental disorders usually have a good memory but have one weak insight which makes the transfer difficult.	
REMEDY	Pupils with learning disabilities also have a great need for repetitions.	
DISPENSING	In a class with pupils who have learning disabilities one can omit the difficult rhythms (basic learning material).	

Type	Possible STICORDI measures	Applicable
DISPENSING	Instead of specific assessment moments, permanent evaluation can be an option (daily work).	
DISPENSING	Avoid combined dictations (melo-rhythmic).	

Performance Anxiety

Name pupil: _____

Class: _____

Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	Put the groups together with pupils who are the failure-anxious for pupils to feel safe.	
STIMULATE	Create a safe environment: recognize the pupil's feelings.	
STIMULATE	Deal smoothly with errors and do not dwell on them.	
STIMULATE	As a teacher, emphasize the progress that the pupil makes.	
STIMULATE	Radius as a teacher rests, give a good example.	
STIMULATE	Work on a positive self-image of the pupil: avoid negative thoughts.	
STIMULATE	Confirm what they can already do: play repetitions.	
STIMULATE	Speak repeatedly about, e.g., the personality of the pupil and what the pupil does.	
STIMULATE	Set real goals.	
COMPENSATE	Provide an alternative to the way of evaluating, e.g., let the pupils have a small concert play instead of a classic 'exam'. Let the pupil choose if he / she trusts this want to play public or not. In other words, pupils can decide how they will participate in the concert or examination.	
COMPENSATE	Evaluate only with permanent evaluation.	
COMPENSATE	Work out a good study method together with the pupil.	
COMPENSATE	Play more on the experience than on technical failure.	
COMPENSATE	Have the pupil record a safe follow-up role instead of a leading role during teamwork.	
COMPENSATE	Allow pupils sufficient time.	
REMEDY	Depart as much as possible from an authentic learning situation.	
REMEDY	Teach pupils to formulate positive, constructive comments.	

Type	Possible STICORDI measures	Applicable
REMEDY	Teach pupils to overcome the fear by taking the trouble in small steps to be overcome.	
REMEDY	Teach pupils reflect on themselves, the piece of music and its performance.	
REMEDY	Teach pupils low breathing. Good breath control teaches pupils rest.	
DISPENSING	Do not allow pupils to come individually. This generally also takes a lot of time.	
DISPENSING	Never allow pupils to perform at the front of a class (dictation, preliminaries)	
DISPENSING	Exemption from executing from memory.	

Примери за план на урок – България

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Урок 1 (Математика)

Предмет: Математика

Тема на урока: Придобиване на знания за числото 5

Възрастовата група: 1 - 2 клас

Очаквано време на дейността (приблизително): до 30 минути

Група със специални нужди: Разстройство от аутистичния спектър

Цели на обучението:

- Да придобият знания за числото 5

Очаквани резултати от обучението:

- Придобити знания за числото 5

За урока са необходими материали и технологии: Използвайте таблет с образователна игра, за да напишете числото 5 и да свържете количеството с числото.

Инструкционни процедури

Дейности	**Употреба на ИКТ**
1. Въведение **2. Взаимодействие (Разбиране на значението)** **3. Практическа част (практикуване, решаване на проблеми)**	I. Учителят изготвя визуален план-график с конкретни задачи и отчитане на времето за всяка от тях: 1) Очертаване на релеф фигура 5 и неговото оцветяване; 2) Записване на числото 5 в чиния с кус-кус; 3) Изработване на числото 5 от пластилин (с опора); 4) Съотношение между количеството и броя: От празен блистер от лекарства учителят изрязва формуляр с 5 гнезда и го маркира с числото 5, като дава на ученика 5 топчета, които да постави в гнездата; 5) Образователна игра на таблет за запис на числото 5 и съотнасяне на количеството към числото; 6) Накрая целият клас пее песен за числата, а на 5-то те стават и танцуват; 7) В края на класа ученикът получава балон с форма на 5 за добре свършена работа. II. Ученикът изпълнява задачите от графика по реда на тяхната последователност. / продължителност на урока 35 минути /
Обогатяващи дейности и корекции за деца със специални нужди	Подобрено е използването на ИКТ и изчислителни способности; засилване на концентрацията, възприемане на паметта и способности за искане и отговор.

Урок 2 (Дигитални компетентности)

Предмет: Дигитални компетентности

Тема на урока: Придобиване на основни умения за създаване на графичен потребителски интерфейс и за писане на прости кодове, които трябва да бъдат изпълнени от програма

Възрастовата група: 8 - 10 клас

Очаквано време на дейността (приблизително): до 40 (45) мин

Група със специални нужди: Нарушение на аутистичния спектър

Цели на обучението:

- Да придобият основни умения за създаване на графичен потребителски интерфейс и за писане на прости кодове, които трябва да бъдат изпълнени от програма

Очаквани резултати от обучението:

- Придобити основни умения за създаване на графичен потребителски интерфейс и за писане на прости кодове, които трябва да бъдат изпълнени от програма

За урока са необходими материали и технологии: Използваме компютър и програмата Visual Basic Express

Инструкционни процедури

Дейности	**Употреба на ИКТ**
1. Въведение **2. Взаимодействие (Разбиране на значението)** **3. Практическа част (практикуване, решаване на проблеми)**	Учителят показва основните контроли, които ученикът трябва да начертае във формата, както и къде да намери подходящите свойства. Учителят дава на ученика кода, за да може да го копира и му показва къде да го напише. Накрая те консолидират отново направеното стъпка по стъпка и запазват работата.

Обогатяващи дейности и корекции за деца със специални нужди	Използването на ИКТ и писане на просто кодиране.

Урок 3 (Български език и литература)

Предмет: Час по български език и литература

Тема на урока: Заключение за гласните звуци и техните букви / обобщен урок /

Възрастовата група: 1 - 2 клас

Очаквано време на дейността (приблизително): до 30 минути

Група със специални нужди: Церебрална парализа

Цели на обучението:

- Заключение за гласните звуци и техните букви / обобщен урок /

Очаквани резултати от обучението:

- Може да прави заключения относно гласните звуци и техните букви / обобщен урок /

За урока са необходими материали и технологии: Използвана е PPT презентация, в която е направено обобщение под формата на игра.

Инструкционни процедури

Дейности	**Употреба на ИКТ**
1. Въведение **2. Взаимодействие (Разбиране на значението)**	1. Гласните звуци се договарят: учителят произнася гласните звуци и в същото време показва на ученика изобразителна опора, започвайки със съответния звук.

3. Практическа част (практикуване, решаване на проблеми)	2. Дейността се повтаря с други картинки и ученикът е помолен да отговори дали картината започва с дадения гласен звук. 3. Когато показва поддържаща картина, ученикът трябва да издаде подходящия звук. В случай на грешка се прилага само за грешен звук - общо 8 минути. 4. Самостоятелна дейност на ученика. Разпространява се набор от гласни и поддържащи картини с обекти, започващи с гласни и произволни картинки. От детето се изисква да подреди максималния брой картинки, започвайки с всяка гласна. 5. Независима манипулативна дейност на ученика: на детето се предлага да избере картина с очертанията на обект, като започне със силен звук и да я оцвети. Предлага се и цветната версия на артикула - 10 минути. 6. Заключителен ход на урока - 3 минути. Ученикът споделя дали му е харесало да работи с тези букви и какво е затруднило. Получава похвала за добре свършената работа.
Обогатяващи дейности и корекции за деца със специални нужди	Използването на ИКТ и заключенията на гласните звуци и техните букви

Примери от Латвия

Урок 1 (Електричество – за деца в предучилищна възраст)

Автор: Linda Daniela (University of Latvia, Latvia)

Дейността - Батерии и вериги

Възрастовата група: начално училище

Целта на дейността: да повиши информираността на децата, че батериите доставят електричество и че с тях може да се работи безопасно.

Очаквано време на дейността (приблизително): до 40 минути

Необходими материали / инструменти:

- Децата да носят играчка, фенерче или батерия, работеща с батерии
- Хартия за рисуване и моливи

Допълнителни ресурси: www.switchedonkids.org.uk ; http://www.bbc.co.uk/schools/scienceclips/ages/6_7/electricity.shtml

План на дейността

Дейности	**Съдържание**	**Коментари**
Въведение	Преди заниманието учителят започва дискусията с децата, като им задава въпроси: ○ Знаете ли какво е електричество? ○ Знаете ли кои устройства работят на електричество? ○ Имате ли представа откъде идва електричеството? ○ Знаете ли къде можем да държим електричество?	Учителите могат да имат в своя клас ученици с увредено зрение и за тях може да е трудно или невъзможно да видят знаците + и - на батерия, за да открият разликите. Препоръчва се използването на батерии там, където знаците могат да бъдат докоснати. Ако не, тогава учителят трябва да подготви докосващи се знаци + и -, за да позволи на децата да ги докоснат и да открият разликите. Може да е карикатура, руно или дърво. Ако в класа има дете, което има някакво помощно устройство, което да го поддържа (слухов апарат, електрическа инвалидна количка и т.н.), учителите могат да организират дейността, където учениците, които използват тези помощни технологии, да обясняват как работят и
Дейности в клас	1. Децата показват играчките си и обясняват какво може да направи играчката, когато има батерии и какво се случва, когато няма такива. 2. Изберете малък брой играчки, които използват различни видове батерии. Помогнете на децата да извадят батериите от играчките и да разгледат различните им форми и размери, т.е. правоъгълни / цилиндрични / големи / малки.	

	3. Обсъдете с децата защо някои играчки използват повече батерии от други или използват батерия с различен размер. 4. Поставете играчките в групи според видовете батерии, които използват. 5. Записвайте резултатите графично, децата могат да представят изобразително играчките и формата на батерията, т.е. използвайки таблична таблица или стълбовидна диаграма. 6. Помолете децата да намерят знаци + и - на батерии и ги попитайте какво мислят, че имат предвид. Попитайте децата къде са виждали тези знаци преди. 7. Помогнете на децата да поставят батериите в играчките. Поставете батериите по грешен начин и помолете децата да предскажат какво ще се случи. 8. Децата практикуват поставянето и изваждането на батериите.	какъв тип батерия се използва и колко често трябва да се сменят или зареждат.
Дискусия	• Учителят задава въпрос - каква е разликата между знаците + и - на батериите? • Защо е важно? ○ Къде другаде можем да събираме електричество?	Ако в класа има дете с увреден слух, учителят трябва да подготви писмени обяснения за темата или да намери кратко видео с визуална интерпретация на темата. Учителят трябва да се опита да повтаря коментари и въпроси, зададени от други ученици, които не са в обсега на зрението на ученика с увреден слух, или да насърчава учениците да говорят по начин, който позволява на ученици със слухови увреждания да виждат говорещия ученик

Очаквани резултати	○ Децата трябва да са наясно, че батериите доставят електричество. ○ орез елементите, които използват батерии, може да се работи безопасно. ○ Децата трябва да могат да правят връзки във вериги към положителния и отрицателния полюс на батерията.	

Урок 2 (Английски език за 5-ти клас)

Автор: Svetlana Surikova (University of Latvia, Latvia)

Предмет: Английският като чужд език (EFL)

Тема на урока: Бройни и неизброими съществителни

Възрастова група: 10-11 годишни (5 клас)

Очаквано време на активността (приблизително): 40-45 минути.

Група със специални нужди:

В урока се използва приобщаващ педагогически подход (дизайн на класната стая за всички, мултисензорен подход). Урокът може да бъде адаптиран за деца с обучителни затруднения като дислексия и дисграфия.

Цели на обучението:

- Да се научим да идентифицираме брояеми съществителни и неизброими съществителни.
- За да повторите използването на цифри (1-100).
- Повтаряне на речника на храни и напитки.
- Да практикувате и усъвършенствате уменията за слушане, говорене, четене и писане.

Очаквани резултати от обучението:

В заключение на урока учениците:

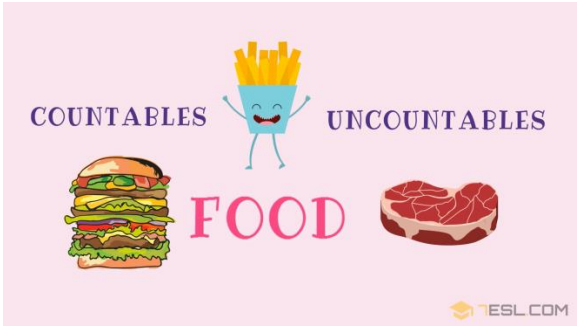
- Ще могат да идентифицира брояеми съществителни и неизброими съществителни;
- Ще могат да дават примери за преброими съществителни, използващи цифри (1-100) или някои допълнителни думи като много, някои, няколко, малко...
- Ще могат да дават примери за неизброими съществителни, използвайки някои допълнителни думи като много, някои, малко, много от / много от.

За урока са необходими материали и технологии: компютър, мултимедия, интерактивна дъска, достъп до интернет, две версии на работни листове („Бройни съществителни или неизброими съществителни“), както и лаптопи, таблети или смартфони за индивидуална употреба, индивидуален работен лист на MS Word или разпечатка, преброими и неизброими флаш карти за храна и списък на преброими и неизброими съществителни храни със снимки.

Инструкционни процедури

Дейности	**Употреба на ИКТ**
Въведение	
Дейност А: Учителят може да започне с бърз преглед на съществителните и да обсъди какво е съществително, като позволява на учениците да споделят няколко примера за съществителни. На интерактивната дъска има два примера. Учителят обяснява, че има и други етикети за съществителни.	Интерактивна дъска е свързана към компютър или проектор, така че изображенията да могат да се представят или прожектират върху интерактивната дъска. cheese

<table>
<tr>
<td>Например, поради факта, че съществителните могат да бъдат преброени или не могат да бъдат разделени или преброени, има „преброими съществителни“ (например една ябълка, 2-100 ябълки) и „неизброими съществителни“ (например сирене, мляко, сок, хляб).</td>
<td>
apple

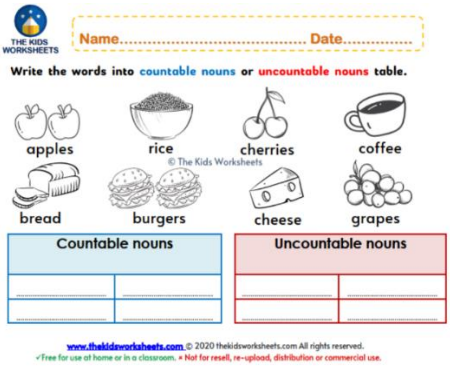
Достъпни изображение с Creative Commons license лиценз.</td>
</tr>
<tr>
<td colspan="2">Дейности</td>
</tr>
<tr>
<td>Дейност Б: Учителят предлага на учениците да гледат видеоклипа и да попълнят таблица в книгата за дейности на учениците, като напишат някои (3-4) примера на преброими и неизброими съществителни.
<table>
<tr><th>Броими съществителни</th><th>Небройми съществителни</th></tr>
<tr><td>1. ….
2. ….
3. ….
4. ….</td><td>1. ….
2. ….
3. ….
4. ….</td></tr>
</table>
Дейност В: Учителят обяснява използването на цифри и някои допълнителни думи с помощта на граматичната таблица. Трябва да се заключи, че преброените съществителни имат форми в единствено и множествено число и могат да се използват с цифри (1-100) или някои допълнителни думи като много, някои, няколко, малко, няколко, много от / много от. Докато неизброимите съществителни могат да се използват само в единствено число, като се използват</td>
<td>Видеото се представя или прожектира на интерактивната дъска.
 

https://www.youtube.com/watch?v=1SbJ1B1MTQg

Граматичната таблица е представена или проектирана на интерактивната дъска.

Изтеглете от https://test-english.com/explanation/a1/much-many-lot-little-few/

<table>
<tr><td>Countable nouns</td><td>There are a few apples on the table.
There are a lot of apples on the table.</td></tr>
</table>
</td>
</tr>
</table>

думите като много, някои, малко, много / много от. Представени са някои примери за утвърдителни изречения. Учениците записват тези изречения в своите тетрадки.	<table><tr><td>Uncountable nouns</td><td>There is a little water on the table. There is a lot of water on the table.</td></tr></table>
Практическа част	
Дейност Д: Учениците работят по двойки. Едната половина от двойките ще работи с първия работен лист, друга - с втория работен лист: те четат по двойки дадените съществителни и записват думите в таблицата. Всеки ученик попълва своя работен лист индивидуално след съвместна дискусия по двойки. След това те обсъждат как да напишат 4-8 изречения, като използват думите от таблицата по подходящ начин. Има ... на масата. Има ... на масата.	Един от работните листове може да бъде представен или проектиран на интерактивната дъска.  Изтеглете от: https://www.thekidsworksheets.com/downloads/countable-nouns-or-uncountable-nouns/
Дейност Е: Учителят моли учениците да участват в забавна и полезна дейност, използвайки онлайн теста за граматика. Учениците четат съществителните и обсъждат по двойки дали могат да ги преброят или не. След това гласуват и учителят прави избор, като взема предвид мнението на мнозинството. Учителят чете обяснение и превежда на националния език (ако е необходимо). Общият резултат от завършения тест е на разположение и може да бъде обсъден веднага.	Анимираното музикално видео се представя или прожектира на интерактивната дъска. Автор: “Can you count these items or not?” (by Kenneth Beare) https://www.thoughtco.com/countable-or-uncountable-noun-quiz-4066957
Време за размисъл / оценка / самооценка	

Дейност Ж: Учителят използва дейността за формативно оценяване. Учителят моли учениците да споделят някои примери за преброими или неизброими съществителни и да кажат как биха изразили количество за всеки пример, използвайки следния тип изречение: Има / има ... цифри и допълнителни думи. Всеки може да изрази своите емоции и мисли по отношение на урока, отразявайки това, което знаех, научих и какви трудности имах. В края на урока учителят предлага да слуша песен и да пее заедно.	 Анимираният музикален видеоклип за броя и съществителните имена, извлечени от https://www.youtube.com/watch?v=OqVueNN2GQo Алтернативен вариант: https://www.youtube.com/watch?v=fUvQ-adlF7w
Обогатяващи дейности и корекции за деца със специални нужди	
Учениците могат да използват онлайн теста за граматика индивидуално и да получат своя собствена оценка. Има различни допълнителни онлайн тестове за граматика, достъпни чрез интернет (раздел „Допълнителни инструменти за самооценка“). Подобрени за: Учащи с дисграфия и / или дислексия (Дейност B, C и D) Може да се използва индивидуален работен лист на MS Word чрез лаптоп или таблет и ученикът може да въведе думите и / или изреченията. Използвайки таблет или смартфон вместо физически почерк, ученикът може да записва свои собствени аудио примери на изречения или използвайки опции за реч в текст (например инструмент за диктовка в MS	Необходим е таблет или смартфон.

Word), за да трансформира гласа си в редактируем текст .	
	Индивидуален лаптоп, таблет или смартфон може да се използва за предоставяне на алтернативи на задания за четене (с помощта на опции за преобразуване на текст в реч, например Microsoft Immersive Reader) и / или писмени задания (с използване на опции за въвеждане на текст, аудио запис или реч в текст вместо физически почерк). Броени и неизброими флаш карти за храна и списък с преброими и неизброими съществителни за храна със снимки, получени от https://games4esl.com/countable-and-uncountable-food-list/#Materials_To_Teach_Countable_And_Uncountable_Food
Може да се използва разпечатка с необходимите думи, изречения, граматични таблици, ученикът може да маркира ключови области и да нарисува миниатюрни снимки в полето, за да представи най-важните точки.	https://games4esl.com/countable-and-uncountable-food-list/#Materials_To_Teach_Countable_And_Uncountable_Food
Ученикът може да напише повече думи и изречения, като използва допълнителни отпечатани броячни и неизброими флаш карти за храна и / или списък с броими съществителни храни със снимки.	

Полезни материали:

1. A grammar table “Much, many, a lot of, a few, a little” is retrieved from https://test-english.com/explanation/a1/much-many-lot-little-few/
2. A video “Countable & uncountable food in English: Food and drinks vocabulary” retrieved from https://www.youtube.com/watch?v=1SbJ1B1MTQg
3. An animated musical video on count and noncount nouns retrieved from

https://www.youtube.com/watch?v=OqVueNN2GQo

4. An animated musical video “Count and noncount nouns” retrieved from https://www.youtube.com/watch?v=fUvQ-adlF7w
5. An online quiz “Can you count these items or not?” (by Kenneth Beare) retrieved from https://www.thoughtco.com/countable-or-uncountable-noun-quiz-4066957
6. Countable and uncountable food flashcards and a list of countable and uncountable food nouns with pictures retrieved from https://games4esl.com/countable-and-uncountable-food-list/#Materials_To_Teach_Countable_And_Uncountable_Food
7. The first worksheet “Countable nouns or uncountable nouns” retrieved from https://www.thekidsworksheets.com/downloads/countable-nouns-or-uncountable-nouns/
8. The second worksheet “Countable nouns or uncountable nouns” retrieved from https://www.thekidsworksheets.com/downloads/countable-nouns-or-uncountable-nouns-2/

Урок 3 (Английски, 1-ви клас)

Автор: Дита Ниманте (Латвийски университет, Латвия)

Предмет: английски (1 клас)

Тема на урока: Моето тяло

Възрастовата група: 1 клас

Очаквано време на дейността (приблизително): до 40-45 минути

Група със специални нужди: В урока се използва приобщаващ педагогически подход (дизайн на класната стая за всички, мултисензорен подход). Урокът може да бъде адаптиран за деца със специални нужди (леки когнитивни увреждания, зрителни увреждания, слухови увреждания)

Цели на обучението:

- Повторете използването на цифрови думи (1-10)

- Научете нова лексика (части на тялото: глава, нос, уши, очи, брадичка, уста, ръце, ръце, пръсти, крака, крака, пръсти), научете изречението: „Това съм аз!“
- Продължете с общото развитие на уменията:
- Упражнявайте умения за слушане.
- Практикуване на умения за говорене.
- Практикуване на умения за писане.

Очаквани резултати от обучението:

- Ще може да идентифицира някои части на тялото на английски,
- Ще използва някои / всички нови лексики (части на тялото: глава, нос, уши, очи, брадичка, уста, ръце, ръце, пръсти, крака, крака, пръсти), като го повтаря с помощта и независимо,
- Напишете някакъв / изцяло нов речник (части на тялото: глава, нос, уши, очи, брадичка, уста, ръце, ръце, пръсти, крака, крака, пръсти), като го копирате.

За урока са необходими материали и технологии: Компютър, Интерактивна черна дъска, достъп до Интернет, Работни листове („Вашето тяло“), (в допълнение: подготвена игра „ЛОТО“)

Инструкции

Дейности	**Употреба на ИКТ**
1. Въведение	
a. Учител моли учениците да познаят какво ще научим днес. Учителят може да каже на учениците: някой или нещо се крие в интерактивната дъска, нека помогнем да го освободим. Поканете учениците да задават въпроси и да предполагат. След като учителят разкрие картината, учителят представя темата на урока и резултатите от обучението	Използвайте интерактивна дъска Там е разкритата картина. Изтеглете от: https://www.education.com/worksheet/article/parts-human-body/

2. Разбиране на значението	
b. Учителят попълва кутиите с подходящи думи една по една. Учителката моли децата да докоснат частта от тялото, която тя назовава (децата могат да седят или да се изправят). След това всички заедно (като хор) повтарят думи. Може да се направи няколко пъти.	Видео Body Parts Song for Kids - This is ME! By ELF Learning Изтеглете от: https://www.youtube.com/watch?v=QkHQ0CYwjaI
3. Практическа част	
Слушане: °Учителят казва на учениците: слушайте песента и пейте заедно: Песен за части на тялото за деца - Това съм АЗ! Песента може да се повтори няколко пъти.	Използване на интерактивна дъска.
4. Рефлексия и оценка	
g. Учителят използва дейността за формално оценяване: Кажете на съседа си какво сте научили днес. Колко думи можете да запомните? Спомнете си ги, вашият съсед ще ги брои вместо вас. Кажете резултатите на класа.	
Допълнителни дейности и за ученици със СОП	
Дете с леки психични разстройства: предварително направен работен лист с описания на части от тялото,	Редовен компютър или таблет (възможност за увеличение, за да увеличите текста) Може да се използва персонална FM система. Учителите могат да използват

ученикът трябва да прекара с друга писалка над думите.	безжични микрофони по време на уроците. (Аудио сигнал се изпраща чрез FM радиовълни директно към каквито и да е помощни слухови апарати, които учениците носят.)

Допълнително пособие:

За оценяване	Употреба на ИКТ
Децата използват мобилни телефони, за да отговорят на въпросите относно частите на тялото.	*Kahoot* https://kahoot.com/

Референтни материали:

Body Parts Song for Kids - This is ME! by ELF Learning. Retrieved from:

https://www.youtube.com/watch?v=QkHQ0CYwjaI

Worksheet “Your body”. Retrieved from:

https://www.education.com/worksheet/article/parts-human-body/

Примери от Кипър

Автори: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus)

Урок 1 (Математика – 1 клас)

Предмет: Математика (предучилищна възраст или 1-ви клас)

Тема на урока: Цифрите 1-10

Възрастова група: до 6 години

Очаквано време на дейността (приблизително): до 60 минути

Група със специални нужди

В урока се използва приобщаващ педагогически подход (дизайн на класната стая за всички, мултисензорен подход). Урокът може да бъде адаптиран за деца със специални нужди (леки когнитивни увреждания, зрителни увреждания, слухови увреждания, говорни увреждания).

Цели на обучението:

- Повторяне и използване на цифри с думи (1-10)
- Научаване на нова лексика (цифрите от 1 до 10, добавяне на обща сума, указания, лексика около дейността (нови думи, които са в ротовите рогозки))
- Продължаване с общото развитие на уменията:
- Упражняване на умения за слушане.
- Практикуване на умения за говорене.
- Практикуване на умения за писане.

Очаквани резултати от обучението:

- Ще може да идентифицира числата от 1-10.
- Ще използва някои / всички нови лексики (числата: от едно до десет, посока, добавяне), като го повтаря с помощта и независимо.
- Ще използва известна лексика (Формите: кръг, овал, ромб, паралелограм, триъгълник, квадрат и др. Цветовете: червен, черен, син, бял, жълт, оранжев).

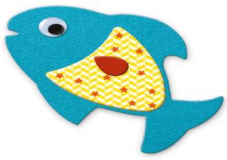
Необходими материали и технологии: Компютър, Образователен робот, Образователни рогозки (като цифровата линия 1-10, подложката на фигурите), Софтуер за математика; Интерактивна дъска; Игра на дъски (като играта в супермаркета), игра на риболов (риболов на числата), говореща кутия

Процедурни инструкции

Дейности	**Употреба на ИКТ**
1. Въведение	

а. Учителят пита учениците дали знаят какво държи тя (роботът на пчелния бот) и обяснява как биха използвали този инструмент за днешния си урок. „Този пчелен робот ще ни помогне да правим дейности с числата от 1–10, да учим указания и да прехвърляме пазаруването си, но първо трябва да разберем как работи този инструмент“ б. Учителят поставя на цифровата подложка / говореща подложка с числа и пчелата на подложката и моли всички деца заедно да кажат числата, които пчелата показва в подложката (от 1–10) С. Учителят има и бутон за говорене, на който е записала предварително числата от 1-10 в произволна последователност. Тя моли дете да натисне бутона и да чуе число, детето трябва да покаже номера на постелката и да постави играчка, за да може роботът да достигне това число (например, ако роботът е на номер 1 и те са чули от говоренето бутон номер 5, те трябва да придвижат пчелата напред, като натиснат 4 пъти бутона за напред).	Използване на Bee bot robot Изтеглете от: https://ses.arab
3. Практически дейности	
С. Слушане дейност Учителят казва на учениците да слушат песента и да пеят заедно: 5 малки маймунки скачат на леглото. Песента ще се повтори и учителят може да помоли децата да покажат точния брой колко маймуни са сега на леглото. Учителят моли някои деца да бъдат маймуни този път, а други деца ще пеят 10 малки маймунки, скачайки на леглото, едното е паднало и се е ударило в главата. Колко маймуни са	

сега на леглото? И всички те ще преброят колко маймуни са останали. д. Говореща дейност Учителят използва интерактивната дъска и образователния софтуер за математика (наречен Incisions / Ensfinwmata). Децата биха направили дейности, за да разпознаят числата, като ги поставят в правилния ред и преброят до 10. д. Допълнителна дейност - играта Риболов Децата са в кръг, учителят показва число и всички деца ще произнесат числото на глас и едно дете ще трябва да преброи броя на рибите, които учителят показва, следващото дете ще види дали трябва да добави малко риба или да сложи малко риба обратно в басейна. Например, първото дете трябва да сложи 5 риби, а следващото дете трябва да има 6 риби, тогава това означава, че те просто трябва да добавят 1, в случай че е имало числото 3, това означава, че трябва да върнат 2 риби обратно към басейна. е. Писателска дейност Всяко дете получава работен лист „Преброяване до 10“ и има възможност да залепи / нарисува / напише броя на елементите от своята дейност.	Видео: https://www.youtube.com/watch?v=LrM62pv56o0
Рефлекция и оценяване	
g. Дейност за формално оценяване	Използвайте риби с магнит, за да ги поставите на метална дъска и да ги

	преброите по-лесно 
Допълнителни дейности за ученици със СОП	
Дете с леки психични разстройства (дейност f): Ако учениците имат затруднения с писането, те могат да имат друга възможност да продължат, вместо да напишат отговорите, те могат да изберат правилния отговор от списък с опции.	
Дете със зрителни увреждания ((дейност a, f,) (може да използва помощта на учител или асистент): В случай че имаме дете със зрителни увреждания, можем да направим следното за дейността: Children with speech impairment Augmentative and Alternative Communication (AAC) aids would be used in the lesson. If the child owns an AAC system and he/she is familiar with it, we can add the needed material and he/she can participate using this system with the help of the assistant (if they have) or else he/she can use a simple talking device with numbers and give the answers using this device.	компютър или таблет (възможност за увеличение, за да увеличите текста) Нарушение на слуха Изтеглете от: https://ses.arab

Lesson 2 (Phonological Awareness)

Subject Matter: English language

Topic of the lesson: Phonological awareness

The age group: up to 6 years old

Estimated time of the activity (approx.): up to 60 min

Special needs group

An inclusive pedagogy approach is used in the lesson (classroom design for all, multisensory approach). The lesson can be adjusted for children with special needs (mild cognitive disabilities, visual disability, hearing disability, speech disability).

Learning Objectives:

- Hear and manipulate with sounds of phonemes
- Blend phonemes
- Matching rhyming words
- Continue with general skills development:
- Practice listening skills
- Practicing talking skills
- Practicing writing skills

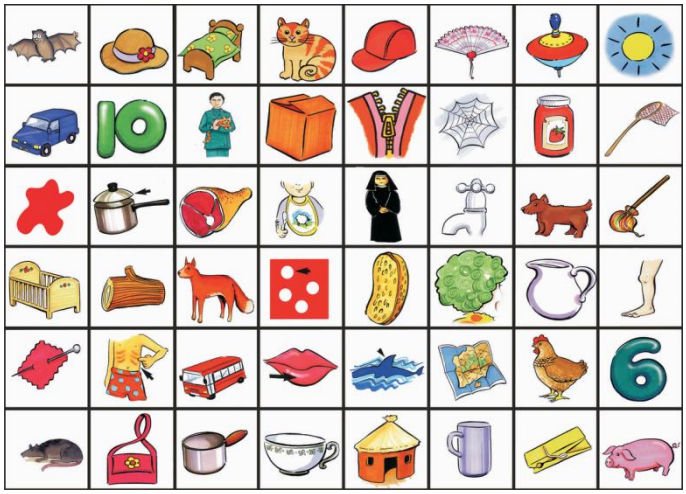
Expected learning outcomes:

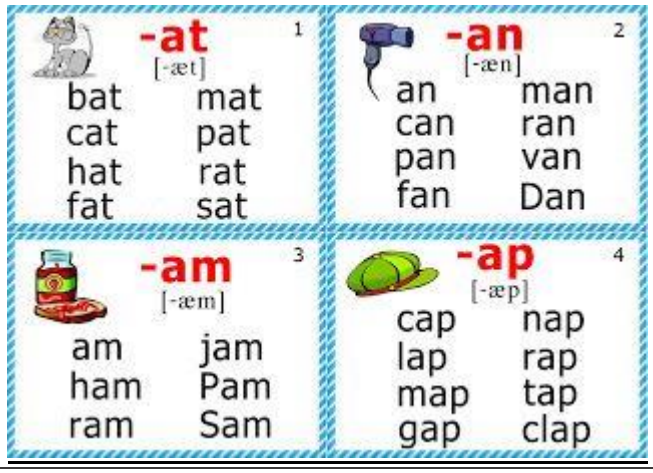
- Will be able to identify and blend by doing CVC words or pseudo words using the new sound phonemes (d, g, o, u, l, f, b)
- Will revise the phonemes they have previously learnt (phonemes: s, a, t, i, p, n, c k, e, h, r, m)

Materials and technologies needed: Computer, Interactive Whiteboard, Learning Phonics software, Learning Phonics tiles, Bee bot robot, Educational Mat (the picture mat), Phonics card game

Instructional Procedures

Activities	**The use of ICT and AT**
1. Introduction	
a. The teacher asks pupils if they would like to sing all together the Phonics Song and sing together the letters and sounds. At the beginning, pupils will sing and when they finish	

with the first group of letters, they will try to recall the letter they see and the sounds and also to say words that begin with this letter. The teacher will follow the same logic with the rest of the song.	
2. Interaction (Understanding how the bee bot works by try and error method, understanding how the bee will go forward, backwards left and right)	
b. The teacher places the robot on the picture mat and asks the children to use the robot to transfer the talking tile in a picture that starts with that sound, for example, if the children hear the sound “c”, they have to transfer the tile using the robot and place it on the cat.	  Retrieved from https://ses.arab
3. Practical part	
c. The teacher divides the children into groups of 3 and gives them a group of talking tiles and picture cards. The children try to put the cards into the corresponding tile. Each group would work on a different set of tiles. When they all cards into the corresponding tile. Each group would work on a different set of tiles. When they all finish, they will share what they have done.	 Retrieved from: https://www.findtheneedle.co.uk/companies/talking-products-ltd/products/sonic-phonics

d. Talking activity Using the interactive board with the sonic phonic software, pupils work on how to pronounce sounds correctly and blend the phonics and create and say CVC words, for example, cat, dog, etc.	 Retrieved from https://ses.arab
e. Writing activity. Every child gets a worksheet for Matching words with pictures and writing the missing letter from the word.	Worksheet example from: https://www.turtlediary.com/worksheet/match-letter-to-make-a-word-and-fill-in-the-blank.html 
Extra activity In case there is time, using the phonics flash card game, pupils can play in groups to work in specific group of CVC words like hat, bat, sat, etc.	
4. Reflection / assessment / self-assessment time (what we have learned, evaluate your learning)	
f. The teacher uses the worksheet activity for formative assessment.	
Adjustments for children with special needs (The use of ICT)	
Child with mild mental disorders (activity f): If children have difficulties with writing, they can have another option to proceed, rather than writing the answers, they can glue the correct answer or	

draw/circle the correct answer from an option list.	
Child with visual impairment ((activity b, f) (can use the help of teacher or assistant): In case we have a child with visual impairments, we can do the following, for the activity: b) The child should have the option to have the tool in the hand so he/she can observe it. The tool has a voice output, so every time the robot makes a step, the pupil can hear the bib and understand the steps, also we can use the talking mat, where we can record what is on each cell and when the robot is on a cell the child will say the word depicted on the picture aloud. f) We can have the option to use large and high contrast print or Braille.	
Children with hearing impairments (throughout the lesson) Assistive technologies are used	
Children with speech impairment Augmentative and Alternative Communication (AAC) aids would be used in the lesson. If the child owns an AAC system and he/she is familiar with it, we can add the needed material and he/she can participate using this system with the help of the assistant (if they have) or else he/she can have pre-recorded materials and use a talking pen to participate in the class. The teacher should have pre-recorded the phonemes sound and letters and also should pre-record on the list of pictures what is on the picture, so the child can use those materials and participate in the class when there is a question about a phoneme or to give an answer to the	Regular computer or tablet (possibility to zoom to enlarge the text)

item that starts with a specific sound.	

Additional assessment/assessment activities/assessment tools (if relevant)

Assessment (Optional)	**The use of ICT**
The assessment will be mainly orally through the lesson	Use of AT/AAC tools

References/Materials

Phonics Song retrieved from https://www.youtube.com/watch?v=saF3-f0XWAY&feature=youtu.be

Worksheet https://www.turtlediary.com/worksheet/match-letter-to-make-a-word-and-fill-in-the-blank.html

Урок 2 (Лична хигиена)

Предмет: Лична хигиена

Тема на урока: Измиване на ръцете

Възрастовата група: предучилищна възраст

Очаквано време на дейността (приблизително): до 30 минути

Група за специални нужди _____

Коментари по урока

В урока се използва приобщаващ педагогически подход (дизайн на класната стая за всички, мултисензорен подход). Урокът може да бъде адаптиран за деца със специални нужди (леки когнитивни увреждания, зрителни увреждания, слухови увреждания, говорни увреждания).

Цели на обучението:

- Важността на измиването на ръцете ни
- Последователността на правилното измиване
- Инструментите, от които се нуждаем, за да си измием ръцете
- Времената, в които трябва да си измием ръцете
- Продължете с общото развитие на уменията:
- Упражнявайте умения за слушане.
- Практикуване на умения за говорене.
- Практикуване на умения за писане.

Очаквани резултати от обучението:

- Ще може да обяснява:
  - Защо измиването на ръцете е важно?
  - Какво може да се случи, ако не си измием ръцете, например, преди да ядем?
  - Ще можем да демонстрираме инструментите, от които се нуждаем, за да си измием ръцете
  - Колко често трябва да си мием ръцете / при кои случаи? Чакаме да чуем отговори като когато сме отишли до тоалетната, преди да ядем, след време за игра, след игра с животни и т.н.
- Ще демонстрира правилната последователност на измиване на ръцете си
- Ще научи нов речник по отношение на хигиената

Необходими материали и технологии: Компютър, Интерактивна дъска, сапун, чиста кърпа, топла вода, карти за последователност (тема за миене на ръце)

Процедурни инструкции

Дейности	**Употреба на ИКТ**
1. Въведение а) Учителят моли учениците да изброят някои от причините, поради които измиването на ръцете ни е важно. б) Учителят обяснява на децата с прости думи какви са микробите и какво могат да причинят. в) Те обсъждат правилния начин на измиване на ръцете.	

г) Децата разказват при кои случаи си мият ръцете и какви инструменти са им необходими. д) Учителят демонстрира последователността, която трябва да следваме, за да си измием ръцете на децата. 2. Взаимодействие е) Учителят използва песента „Измийте си ръцете“, децата първо слушат песента и след това пеят на глас. Учителката пита децата дали някой има домашен любимец. Те обясняват защо е важно да си измием ръцете, след като играем с домашния си любимец. 3. Практическа част ж) Учителят отвежда децата до мивките и ги разделя на групи, всяко дете се реди и мие ръцете им, а останалите ученици пеят песента „измийте си ръцете“. з. Говореща дейност Използвайки интерактивната дъска и хигиенния софтуер, децата правят дейности, свързани с хигиената http://www.inclusive.co.uk/switchit-hygiene-extra-p2351# i. Писателска дейност. Всяко дете получава работен лист за „Как да си измия ръцете“, може да постави снимките в правилната последователност и да нарисува картината. 4. Време за размисъл / оценка / самооценка (какво сме научили, оценете вашето обучение) Учителят използва дейността на работния лист за формативно оценяване.	
Допълнителни дейности за деца със СОП	
Дете с леки психични разстройства (дейност f): Използваме графика за всички деца, илюстриращи процеса на миене на ръцете.	

Дете със зрителни увреждания (дейност д и ж) (може да използва помощта на учител или асистент): За дейност f можем да имаме опцията да използваме голям и висококонтрастен печат или брайлова азбука. Деца с увреден слух (през целия урок). Използват се помощни технологии Деца без вербална комуникация В урока ще бъдат използвани помощни средства за увеличаване и алтернативна комуникация (AAC). Ако детето има своя собствена AAC система и е запознато с нея, ние можем да добавим необходимия материал и то / тя може да участва с помощта на тази система с помощта на асистента (ако има такъв) или иначе може да има предварително -записани материали и използвайте говореща писалка, за да участвате в класа. Учителят също трябва да е записал предварително учебните материали, в които детето ще трябва да участва, като инструментите, които трябва да си измием ръцете, процеса и т.н..	Нарушение на слуха Може да се използва персонална FM система. Учителите могат да използват безжични микрофони по време на уроците (аудио сигнал се изпраща чрез FM радиовълни директно до каквито и да са помощни слухови апарати, които учениците носят).

Полезни материали

Wash your hand song (no1) Retrieved from: https://www.youtube.com/watch?v=emy_SBGqLLA

Wash your hand song (no2) Retrieved from: https://www.youtube.com/watch?v=dDHJW4r3elE

Worksheet example retrieved from: https://www.mypersonalhygiene.com/how-to-wash-my-hands-worksheet-for-kids/

Serious Games

Contributors: Svetlana Surikova (University of Latvia, Latvia) and Karel Van Isacker (PhoenixKM BVBA, Belgium)

According to Romero et al. (2015)[166], serious games are tools that are widely recognized as having considerable potential to support active learning and to contribute to the development of the 21st century skills in education. Those games are especially important in the context of inclusive education for the 21st century. Furthermore, serious game applications relate not only to education, but also to well-being, advertising, cultural heritage, interpersonal communication, and health care. For instance, Laamarti et al. (2014)[167] classified serious games for health care into four categories: (1) health monitoring, (2) detection and treatment, (3) therapeutic education and prevention, and finally (4) rehabilitation (p. 8). Also pupils with special needs can benefit from using serious games for educational and therapeutic purposes (Durango et al., 2015[168]; García-Redondo et al., 2019[169]; Kokol et al., 2020[170]; Tomé et al.,

[166] Romero, M., Usart, M., & Ott, M. (2015). Can serious games contribute to developing and sustaining 21st-century skills? *Games and Culture*, *10*(2), 148–177. https://doi.org/10.1177/1555412014548919

[167] Laamarti, F., Eid, M., & El Saddik, A. (2014). An overview of serious games. *International Journal of Computer Games Technology, 2014*, 1–15. https://doi.org/10.1155/2014/358152

[168] Durango, I., Carrascosa, A., Gallud, J. A., & Penichet, V. M. R. (2015). Using serious games to improve therapeutic goals in children with special needs. In S. Boring, E. Rukzio, H. Gellersen, & K. Hinckley (Eds.), *MobileHCI'15: Proceedings of the 17th international conference on human-computer interaction with mobile devices and services adjunct* (pp. 743–749). Association for Computing Machinery. https://doi.org/10.1145/2786567.2793696

[169] García-Redondo, P., García, T., Areces, D., Núñez, J. C., & Rodríguez, C. (2019). Serious games and their effect improving attention in students with learning disabilities. *International Journal of Environmental Research and Public Health*, *16*(14), 1–12. https://doi.org/10.3390/ijerph16142480

[170] Kokol, P., Blažun Vošner, H., Završnik, J., Vermeulen, J., Shohieb, S., & Peinemann, F. (2010). Serious game-based intervention for children with developmental disabilities. *Current Pediatric Reviews*, *16*(1), 26–32. https://doi.org/10.2174/1573396315666190808115238

2014[171]). For instance, Durango et al. (2015)[172] and García-Redondo et al. (2019)[173] found the advantages of using serious games (digital, video) to improve significantly the attention of children with special needs, in particular with learning disabilities. Tomé et al. (2014)[174] emphasised that 'serious games constitute a great alternative to current therapy/training methods for people with cognitive disabilities' (p. 45). Kokol et al. (2020)[175] identified promising results regarding anxiety reduction, stress regulation, emotion recognition, and rehabilitation. However, there is 'a lack of clinical evidence that children with neurodevelopmental disorders can benefit from the application of serious games' (ibid., p. 26).

Some examples of serious games

Title	Short description	URL
Gaming: Skills Bundle	Theme bundle related to gaming built according to OVUR. The following components are discussed: ○ class game profile; ○ types of games; ○ benefits of gaming; ○ gaming in numbers; ○ assignment serious games; ○ game addiction.	https://www.klassement.net/downloadable-resources/98365/gaming-skills-bundle/?previous

[171] Tomé, R. M., Pereira, J. M., & Oliveira, M. (2014). Using serious games for cognitive disabilities. In M. Ma, M. F. Oliveira, & J. Baalsrud Hauge (Eds), *Serious games development and applications* (Vol. 8778, pp. 34–47). Springer. https://www.inesc-id.pt/ficheiros/publicacoes/11963.pdf

[172] Durango, I., Carrascosa, A., Gallud, J. A., & Penichet, V. M. R. (2015). Using serious games to improve therapeutic goals in children with special needs. In S. Boring, E. Rukzio, H. Gellersen, & K. Hinckley (Eds.), *MobileHCI'15: Proceedings of the 17th international conference on human-computer interaction with mobile devices and services adjunct* (pp. 743–749). Association for Computing Machinery. https://doi.org/10.1145/2786567.2793696

[173] García-Redondo, P., García, T., Areces, D., Núñez, J. C., & Rodríguez, C. (2019). Serious games and their effect improving attention in students with learning disabilities. *International Journal of Environmental Research and Public Health*, *16*(14), 1–12. https://doi.org/10.3390/ijerph16142480

[174] Tomé, R. M., Pereira, J. M., & Oliveira, M. (2014). Using serious games for cognitive disabilities. In M. Ma, M. F. Oliveira, & J. Baalsrud Hauge (Eds), *Serious games development and applications* (Vol. 8778, pp. 34–47). Springer. https://www.inesc-id.pt/ficheiros/publicacoes/11963.pdf

[175] Kokol, P., Blažun Vošner, H., Završnik, J., Vermeulen, J., Shohieb, S., & Peinemann, F. (2010). Serious game-based intervention for children with developmental disabilities. *Current Pediatric Reviews*, *16*(1), 26–32. https://doi.org/10.2174/1573396315666190808115238

SmartGames Live: Temporary free access	Smart games want to keep children educationally responsible now that the schools are closed during the corona crisis. That is why they now grant temporary free access to 18 online games.	https://www.klascement.net/
ResourCity: Educational game for sciences	The game is based on the very popular Pokémon Go. On the app you see where chemical elements are hidden in your neighbourhood in augmented reality. Once you have captured an element, you will get an original knew-you-date about this chemical element and you will find out where it is present in the vicinity. In this way the pupil gains a playful insight into which materials occur in an urban context, what the chemical composition of these materials is, and sometimes also which special (historical) story is linked to it.	https://www.klascement.net/app-
SQUEEZE: A serious game about online identity	SQUEEZE is a method of JES vzw about the online identity with a fixed duration of 100 minutes. In concrete terms, teenagers individually test the prototype of the new Squeeze online platform on tablets or laptops, and then reflect on their behaviour online and the use of social media based on their feedback and specific situations in groups or classes.	https://www.klascement.net/downloadable-

Robotic games

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A lot of recent studies concentrated on the use of robots in inclusive education, including education for pupils with special needs (Catlin & Blamires, 2019[176]; Daniela & Lytras, 2019[177]; Galvez Trigo et al., 2019[178]). According to Daniela and Lytras (2019)[179], 'Educational robotics (ER) can serve as a tool for knowledge construction and as an assistive tool for students who have problems in specific fields, or ER may be used to change students' attitudes to learning - class culture - allowing everyone to be accepted and involved' (p. 222), however ER 'shouldn't be taken as providing a panacea for all the problems that exist in education' (ibid., p. 223). Galvez Trigo et al. (2019)[180] identified five main reasons for low uptake of robots in education for pupils with special needs: (1) the inability to acquire the system due to its price or availability; (2) its difficulty of use; (3) the low range of activities offered; (4) the limited ways of interaction offered; and (5) the inability to use different robots with the same software (p. 59).

Some examples of robotic games

Title	Short description	URL
ROOT rt1 iRobot Coding Robot	Programmable STEM/STEAM Toy That Grows with You, Creative Play Through Art, Music, and Code, Voice-Activated, Bluetooth Connection, App-Enabled	https://www.amazon.com/Root-
Leka	Leka is a robotic interactive ball designed to help children with special needs to learn and develop through play. Designed to change the way	https://www.youtube.com/watch?v=tqjrPxYrhDU

[176] Catlin, D., & Blamires, M. (2019). Designing robots for special needs education. *Technology, Knowledge, and Learning*, *24*, 291–313. https://doi.org/10.1007/s10758-018-9378-8

[177] Daniela, L., & Lytras, M. D. (2019). Educational Robotics for Inclusive Education. *Technology, Knowledge and Learning*, *24*, 219–225. https://doi.org/10.1007/s10758-018-9397-5

[178] Galvez Trigo, M. J., Standen, P. J., & Cobb, S. V. G. (2019). Robots in special education: reasons for low uptake. *Journal of Enabling Technologies, 13*(2), 59–69. https://doi.org/10.1108/JET-12-2018-0070

[179] Daniela, L., & Lytras, M. D. (2019). Educational Robotics for Inclusive Education. *Technology, Knowledge and Learning*, *24*, 219–225. https://doi.org/10.1007/s10758-018-9397-5

[180] Galvez Trigo, M. J., Standen, P. J., & Cobb, S. V. G. (2019). Robots in special education: reasons for low uptake. *Journal of Enabling Technologies*, *13*(2), 59–69. https://doi.org/10.1108/JET-12-2018-0070

Title	Short description	URL
	children with developmental disorders play and interact, the smart toy helps engage the kids in multisensory games while simultaneously tracking their progress.	
Milo	Milo the robot is designed to be interesting and approachable for learners with ASD. He can walk, talk and even model human facial expressions. Milo never gets frustrated or tired. He consistently delivers lessons in a way that learners with ASD respond to. This recurring positive experience creates an environment in which learners can learn and thrive.	https://www.youtube.com/watch?v=RsDdC88viDI https://robots4autism.com/milo/
Jibo	Jibo is a social robot designed as a companion, not an assistant.	https://www.youtube.com/watch?v=MNzb4FC6lhg
NAO Next Gen	NAO is a humanoid robot designed to help to improve special education teaching by stimulating social interaction through play and allowing users greater autonomy. The robot helps to un-lock self-confidence by responding to voice commands and tracks each child's performance helping them reach important learning goals in a way that is both fun and effective.	https://www.youtube.com/watch?v=Zu0Gou6ytAE https://alphaschool.com/a-humanoid-robot-that-works-for-special-education-in-new-jersey/ https://www.youtube.com/watch?v=nNbj2G3GmAo
QTrobot	QTrobot is an expressive social robot designed to increase the efficiency of education by encouraging an active and engaged interaction and making it simple to attract children's attention to teach new life skills. QTrobot helps children with autism and special needs by engaging them in educational activities. By using games and stories,	http://luxai.com/qtrobot-for-autism/ https://www.youtube.com/watch?time_continue=9&v=9wNV2k1jfgQ&feature=emb_logo

Title	Short description	URL
	QTrobot teaches new skills in a fun and enjoyable manner.	
EduRob pedagogical framework	The role of the educational and pedagogical framework is to highlight pedagogical principles of learning with robots and to provide teachers with guidance on how to employ robots to enhance their teaching taking into account associated teaching challenges as well as what they already teach and the flexible needs of both the classroom and diverse learner cohort.	http://www.edurob.eu/assets/EdurobPedagogicFramework.pdf
Learning with Robotics Curriculum and Learning Scenarios	This document outlines the learning robotics curriculum by describing a methodology of adapting robot based learning scenarios to the learning needs of a pupil based on the curriculum within which teaching is to take place. Interviews with key stakeholders identify key learning areas (understanding cause and effect, imitation, communication, problem solving and social learning) that can be used to classify the learning needs of a pupil.	http://edurob.eu/resources/LearningWithRoboticsCurriculumAndLearningScenariosV1.pdf

Онлайн и мобилно обучение и взаимодействие към конструктивистки подходи за изграждане на знания, преподаване и учене

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Nowadays there are lots of educational resources which could be accessed from the internet, PCs and mobile devices. Online learning or e-learning can promote the inclusion of learners with various disabilities in education, but they need extra support to access and process the

curricular or extracurricular resources, activities, collaboration and interaction tools to maximize their learning (Bjekić et al., 2014[181]; Guglielman, 2011[182]; Tindle et al., 2017[183]). Mobile learning or m-learning is defined as the use of mobile devices (mainly smartphones and tablets) as a mediator in the process of learning and teaching in different settings (Alexander, 2004[184]; Al Hamdani, 2013[185]; Romero-Rodríguez et al., 2020[186]). Mobile devices can be used both with traditional behavioural learning theories and practices and new constructivist learning theories and practices (Al Hamdani, 2013)[187]. Currently multiple mobile applications are available for the purposes of inclusive education for the 21st century to enhance and transform learning in order to meet the needs of diverse learners. According to Prupas (2014)[188], in inclusive classrooms, teachers use a learner-centred approach in line with the Universal Design for learning framework, they also use apps in two ways such as support and content creation in which their pupils can manipulate or create new content or

[181] Bjekić, D., Obradović, S., Vučetić, M., & Bojović, M. (2014). E-teacher in inclusive e-education for students with specific learning disabilities. *Procedia - Social and Behavioral Sciences*, *128*, 128–133. https://doi.org/10.1016/j.sbspro.2014.03.131

[182] Guglielman, E. (2011). E-learning and disability: Accessibility as a contribute to inclusion. In K. Maillet, R. Klamma, T. Klobucar, D. Gillet, & M. Joubert (Eds.), *Proceedings of the 5th Doctoral Consortium at the European Conference on Technology Enhanced Learning, Barcelona, Spain, September 29, 2010* (pp. 31–36). http://ceur-ws.org/Vol-709/paper06.pdf

[183] Tindle, K., East, B., & Mellard, D. (2017). *Online learning for students with disabilities: considerations for SEA policies and procedures*. Center on Online Learning and Students with Disabilities. https://nasdse.org/docs/SEA_Resource_Document_February2017.pdf

[184] Alexander, B. (2004). Going nomadic: mobile learning in higher education. *Educause Review*, *39*(5), 28–35.

[185] Al Hamdani, D. S. (2013). Mobile learning: A good practice. *Procedia - Social and Behavioral Sciences*, *103*, 665–674. https://doi.org/10.1016/j.sbspro.2013.10.386

[186] Romero-Rodríguez, J., Aznar-Díaz, I., Hinojo-Lucena, F., & Cáceres-Reche, M.-P. (2020). Models of good teaching practices for mobile learning in higher education. *Palgrave Communications*, *6*, 1–7. https://doi.org/10.1057/s41599-020-0468-6

[187] Al Hamdani, D. S. (2013). Mobile learning: A good practice. *Procedia - Social and Behavioral Sciences*, *103*, 665–674. https://doi.org/10.1016/j.sbspro.2013.10.386

[188] Prupas, A. (2014). *Apps for 21st century learning in the inclusive classroom - inclusive classroom podcast.* https://www.inov8-ed.com/2014/01/apps-for-21st-century-learning-in-the-inclusive-classroom-inclusive-classroom-podcast/

products of learning. Furthermore, the ability to create content is what will transform learning, especially for pupils with special needs.

Some examples of resources to provide online and mobile learning

Title	**Short description**	**URL**
KlasCement	The Educational Resources Network KlasCement is managed by the Division Communication of the Department of Education and Training.	https://www.klascement.net/info/
Brain Parade	Brain Parade was founded with the goal of creating effective, intelligent applications that help people with special needs. It is Brain Parade's mission to build products that will have a profound, positive impact on the lives of these individuals, their teachers, their families and their caregivers.	http://www.brainparade.com/
iReadWrite	iReadWrite is an app for reading and writing support that features clear text to speech, highlighting, phonetic spell checker, word prediction and dictionary. There are also many import and export options. It is a good option for those who are using mobile devices.	https://www.texthelp.com/en-us/products/read-write/
Skitch	Skitch is an app that allows a learner to take a photo and then annotate on top of the photo. Mark up the photo with text, shapes, emoticons, anything! It can be used for homework assignments, memory aids, notetaking, learning activities, etc.	https://apps.apple.com/us/app/skitch-snap-mark-up-share/id425955336?mt=12
Inspiration Maps	This mind mapping app comes with templates that allow the learner to choose from existing maps. Or, create one from scratch. What differentiates this app from the rest of the mind mapping apps is that it offers increased support for the writing process, if needed-the visual mind map can switch to a writing outline with the tap of a button.	https://www.inspiration-at.com/inspiration-maps/

Title	Short description	URL
ShowMe Interactive Whiteboard	ShowMe allows to record voice-over whiteboard tutorials and share them online. It's an amazingly simple app that anyone can use, no matter how young or old!	https://apps.apple.com/us/app/showme-interactive-whiteboard/id445066279?ign-mpt=uo%3D4
Bitsboard Flashcards & Games	Top 5 Education Game in the US App Store. Study almost anything for free across 35 addictive mini-games in one app. Trusted and loved by over 5 million learners and teachers worldwide.	https://apps.apple.com/us/app/bitsboard-flashcards-games/id516842210?ign-mpt=uo%3D4
10 categories of recommended apps and software for students with learning disabilities	Andrea Prupas compiled an updated multi-platform list of "go-to" apps recommended for pupils with learning disabilities. Some of those literacy support tools are stand-alone products that provide just one function (e.g., just text-to-speech), while others are literacy "suites" that provide many options in one tool (e.g., text-to-speech, word prediction, annotation, speech recognition). Some new exciting options are in the area of digital books, OCR scanning, annotation and supported writing.	https://www.inov8-ed.com/2016/04/10-categories-of-recommended-apps-and-software-for-students-with-learning-disabilities/
68 Apps for Students with Learning Disabilities	There is an updated list of recommended apps for pupils with learning disabilities. Recommendations are related to the following categories: ○ Reading and writing support and remediation; ○ Language remediation; ○ Productivity; ○ Alternative literacy formats; ○ Numeracy; ○ Fine motor skills; ○ Executive functioning.	https://www.inov8-ed.com/2013/05/68-apps-for-students-with-learning-disabilities/

Title	Short description	URL
Best Special Education Apps and Websites	While some of these tools weren't designed specifically for kids with special needs or learning differences, they've been recommended by educators and experts who work with these populations. You'll find apps that address foundational skills, boost social and emotional skills, and help kids with autism follow a schedule. There are also sites that help teachers differentiate learning and access resources for developing language and math literacy.	https://www.commonsense.org/education/top-picks/best-special-education-apps-and-websites
7 Fantastic Websites for Teaching Curriculum to Students with Disabilities	Are you looking for ways to teach curriculum to your child? Do you want to reinforce skills that your child is learning at school? Check out these 7 websites that will keep kids engaged while acquiring valuable skills and knowledge. These sites offer video instruction, printable worksheets, online games, etc. Useful for teaching old and new skills, the websites are easy to access and user friendly. While most have free resources, some require a membership for premium content. It's also good to note that many of the websites listed are used daily by teachers themselves.	https://www.friendshipcircle.org/blog/2018/01/09/7-fantastic-websites-teaching-curriculum-students-disabilities/
Best Practices for Educating Online	It is important to understand that live, online learning is not a plug and play solution. It takes planning and preparation. You should use the systems that you're familiar with to get up and running for temporary or extended closures. This guide will walk you through best practices, teaching strategies, and tips and tricks for delivering high quality instruction and therapy online with a quick turnaround.	https://cec.sped.org/~/media/Files/Resources/Best%20Practices%20for%20Educating%20Online.pdf
Create an online course!	Are school closures forcing you to create an online course? Here are 11 tips to get you started!	https://cec.sped.org/~/media/Files/Resources/ISD%20101.jpg

Title	Short description	URL
Virtual School Activities	Welcome to Virtual School Activities for all ages! A collection of sites to live webcams, virtual tours/trips, and other miscellaneous fun educational sites. This site is updated every few days.	https://virtualschoolactivities.com/
Boom Learning	Boom Cards are self-grading exercises that are gamified for learners and provide the data teachers want.	https://wow.boomlearning.com/
Online Learning for Special Needs Children	Effective, affordable online learning for special needs. Enables each child to choose; to watch, to listen to, or to read each video on any topic which stimulates their interest in learning. Allows each child to learn at their own speed and achieve their greatest potential. Enables children to study each topic effectively PLUS improve their reading and literacy skills at the same time.	http://www.zaneeducation.com/#special-needs
Online School for Special Needs Students	eAchieve Academy offers a comprehensive educational curriculum for special needs pupils throughout the southeast Wisconsin area, ranging from subjects like biology, history, English, and math. Special education teachers design individualized lesson plans for each and every pupil enrolled in the department, and take the time to identify their pupils' interests and needs to help their future educational pursuits.	https://www.eachieve.com/HowOnlineHighSchoolWorks/SpecialEdProgram
Online Learning Strategies for Students with Disabilities	Over the last few years, postsecondary institutions continue to move many of their courses online. In this publication, some participants in projects supported by the DO-IT centre at the University of Washington share their experiences and recommendations for other learners with disabilities who are taking online courses.	https://www.washington.edu/accesscomputing/online-learning-strategies-students-disabilities

Title	Short description	URL
Online Learning that Meets the Needs of All Students	Edgenuity's online courses and learning solutions are built using research-based methods that are designed to support the unique needs of all students, including those who have special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students, and Edgenuity's Special Education Coordinators partner with educators to give students all the support they need to succeed.	https://www.edgenuity.com/special-populations/

Dedicated assistive technologies for education

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The Understood Team (n.d.)[189] defined an assistive technology as any high-tech and low-tech tool, device, software, or equipment that helps people work around their challenges so they can learn, communicate, and function better. Assistive technologies are especially important for children who struggle with learning, helping to thrive in school and in life, promoting their confidence and independence. Any assistive technology and its use should be assessed from the perspective of pupil's needs, ability and requests and this method demands expertise in the area of assistive technology; a team work between the pupil, parents and school personnel can result in positive effects of assistive technology use for pupils (Josjö, 2012[190]; WATI,

[189] The Understood Team. (n.d.). *Assistive technology for learning: What you need to know.* https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-what-it-is-and-how-it-works?_ul=1*1kt760h*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E

[190] Josjö, H. (2012). *ICT and inclusion: Teachers' perceptions on the use of information and communication technology for students with special educational needs in general educational settings*. Umeå universitet. https://www.diva-portal.org/smash/get/diva2:633789/FULLTEXT01.pdf

2009[191], 2017[192]). Special education teachers as experts on using assistive technology with pupils should focus on investigating the pupil's individual needs as well as on consulting and supervising the teachers on how teaching could be adapted in a successful way for the pupil in the class (Josjö, 2012, p. 38[193]).

Some examples of dedicated assistive technologies for education

Title	Short description	URL
Voice output communication aids (VOCAs)	Voice output communication aids (VOCAs), also called speech-generating devices (SGDs), are high-tech, augmentative, and alternative communication devices that produce speech for an individual who has limited or no means to communicate orally.	https://idrc.ocadu.ca/research-
Augmentative and Alternative Communication (AAC)	AAC is a way for individuals to communicate when they do not have the physical ability to use verbal speech or writing.	https://www.youtube.com/watch
Assistive Technology for Reading	Technology can help kids and adults work around their reading challenges. Text-to-speech and audiobooks are two examples of reading technology. These assistive technology tools can be used on computers, smartphones, and other devices.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-reading?_ul=1*89avxb*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E

[191] WATI, Wisconsin Assistive Technology Initiative. (2009). *Assessing students' needs for assistive technology.* http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/

[192] WATI, Wisconsin Assistive Technology Initiative. (2017). *Assistive technology consideration to assessment.* http://www.wati.org/free-publications/assistive-technology-consideration-to-assessment/

[193] Josjö, H. (2012). *ICT and inclusion: Teachers' perceptions on the use of information and communication technology for students with special educational needs in general educational settings*. Umeå universitet. https://www.diva-portal.org/smash/get/diva2:633789/FULLTEXT01.pdf

Assistive Technology for Writing	Assistive technology can be a great support for kids and adults who struggle with writing. Handwriting tools help with the physical act of writing. There's also technology that can help with organizing and expressing thoughts in writing.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-writing?_ul=1*1l97e9x*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Assistive Technology for Math	Assistive technology (AT) can be a big help for people who struggle with math. Some AT math tools are very common - like calculators. Others, like digital graphing tools, are lesser known, but can be just as helpful.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-math?_ul=1*16ggayo*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Assistive Technology for Auditory Processing Disorder	Assistive technology (AT) can help kids with auditory processing disorder better understand what they hear. AT tools include listening devices, captions and text-to-speech apps. AT tools can minimize background noise and amplify speech to make it clearer.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-auditory-processing-disorder?_ul=1*1qyj2y1*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Software for Kids Who Learn and Think Differently	There are many software programmes that can help kids with learning and thinking differences. But how can you know which is right for your child? Start with these charts, which compare features and prices of software for reading, writing and math.	https://www.understood.org/en/school-learning/assistive-technology/finding-an-assistive-technology/software-for-kids-who-learn-and-think-differently?_ul=1*1wn7w7l*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E

Assessing Students' Needs for Assistive Technology	This material provides an overview of the assistive technology consideration, assessment and planning process.	http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/
Assistive Technology Consideration to Assessment	Assistive technology (AT) assessment package provides information about the process from AT consideration to AT assessment.	http://www.wati.org/free-publications/assistive-technology-consideration-to-assessment/

Pedagogical, technological and organisational innovation

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A lot of companies, networks, centres, and non-profit organizations worldwide are specializing in creating and implementing multiple pedagogical, technological and organisational innovative solutions that help different vulnerable persons and groups, in particular children and adults with special needs. Innovative technologies and practices play a pivotal role in special education (Boyle, 2013[194]; Cagiltay et al., 2014[195]) and inclusive education for the 21st

[194] Boyle, J. R. (2013). Specialized innovations for students with disabilities. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on innovations in learning* (pp. 93–112). Center on Innovations in Learning, Temple University, Information Age Publishing. http://www.centeril.org/handbook/resources/fullchapter/Specialized_Innovations_for_Students_with_Disabilities_SA.pdf

[195] Cagiltay, K., Cicek, F., Karasu, N., Cakir, H., & Kaplan Akilli, G. (2014). Innovative educational technology for special education and usability issues. In A. Marcus (Ed.), *Design, user experience, and usability: User experience design for everyday life applications and services* (pp. 155–163). Springer. https://doi.org/10.1007/978-3-319-07635-5_16

century (Ghilain, 2015[196]; Hamburg & Bucksch, 2017[197]; IncluD-ed, 2012[198]; Körner et al., 2018[199]; Walker & Logan, 2009[200]; Watkins, 2011[201]). As Boyle (2013)[202] highlighted, 'An ideal special education innovation would allow a student with a disability to compete on the same level as peers without disabilities. In other words, innovations should not only increase achievement or improve behaviour for students with disabilities, but effect a positive change large enough so that students with disabilities who use the innovation can achieve at the same level as peers (without disabilities) who are using established best practices' (p. 94).

Some resources on pedagogical, technological and organisational innovations

Title	Short description	URL
Advanced Solution for Special Needs	Advanced Solution for Special Needs is a US-based company specializing in creating customized innovative solutions that helps children and adults with special needs to reach their full potential. Company team is	https://www.advancedssn.com/

[196] Ghilain, T. (2015). *Towards more inclusive learning environments in Europe: Salzburg Declaration.* European Association of Service providers for Persons with Disabilities. https://www.easpd.eu/sites/default/files/sites/default/files/Policy/Education/towards_more_inclusive_learning_environments_in_europe_easpd.pdf

[197] Hamburg, I., & Bucksch, S. (2017). Inclusive education and digital social innovation. *Advances in Social Sciences Research Journal*, *4*(5), 161–169. https://doi.org/10.14738/assrj.45.2861

[198] IncluD-ed, European Network on Inclusive Education & Disability. (2012). *Inclusive education & disability: Good practices from around Europe.* P.A.U. Education. http://www.includ-ed.eu/sites/default/files/documents/inclusive_education__disability._good_practices_from_around_europe.pdf

[199] Körner, I., Uhlmann, S., Schmid, B., Freyhoff, G., & Rígrová, D. (2018). *Towards inclusive education: Examples of good practices of inclusive education*. Inclusion Europe with support of the European Commission. https://inclusion-europe.eu/wp-content/uploads/2018/02/Best-Practice-Education_EN-FINALWEB.pdf

[200] Walker, L., & Logan, A. (2009). *Using digital technologies to promote inclusive practices in education: A Futurelab handbook.* Futurelab. https://www.nfer.ac.uk/publications/FUTL05/FUTL05.pdf

[201] Watkins, A. (Ed.) (2013). *Information and communication technology for inclusion: Developments and opportunities for European Countries*. European Agency for Development in Special Needs Education. https://www.european-agency.org/sites/default/files/ICT%20for%20Inclusion-EN.pdf

[202] Boyle, J. R. (2013). Specialized innovations for students with disabilities. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on innovations in learning* (pp. 93–112). Center on Innovations in Learning, Temple University, Information Age Publishing. http://www.centeril.org/handbook/resources/fullchapter/Specialized_Innovations_for_Students_with_Disabilities_SA.pdf

	composed of highly dedicated and capable experts in various fields including clinical neuroscientists, psychologists, behavioural therapists, computer programmers, and biomedical engineers who work together in designing, implementing and perfecting solutions for their clients.	
Find Innovative Solutions	The Government Innovators Network collects and disseminates the best ideas in governance helping to find creative and innovative solutions to public policy challenges.	https://www.innovations.harvard.edu/find-innovative-solutions
Innovative Solutions for Disadvantage and Disability	Innovative Solutions for Disadvantage & Disability is a non-profit organization which provides programmes that reduce the impact of social and economic disadvantage on the health, growth and development of children; assists parents, grandparents and caregivers to understand the needs of their children and helps them to assure optimal health, development and education.	https://www.isdd-home.org/
Centre on Innovations in Learning	The Centre on Innovations in Learning is one of national content centres funded by the United States Department of Education. The Centre on Innovations in Learning's mission is to (a) increase the capacity of state education agencies to stimulate, select, implement, and scale up learning innovations in local education agencies and schools to improve learning outcomes for all learners; and (b) increase the capacity of regional comprehensive centres to provide technical assistance to state education agencies relative to the Centre's scope of responsibility.	http://www.centeril.org/
Specialized Innovations for Students with Disabilities	This report includes information about innovations related to literacy, math and science in special education and some promising technologies for pupils with special needs.	http://www.centeril.org/handbook/resources/fullchapter/Specialized_Innovations_for_Students_with_Disabilities_SA.pdf

Social Innovation Centre	Social Innovation Centre promotes, cooperates, teaches, inspires and disseminates the knowledge and best practices in the field of: ○ Civic participation and the promotion of civil society participation in policy formation (documents and legal acts). Promotion of active citizenship – an individual's participation in society and public life; ○ Representation of social risk groups and other groups: interests and rights, promotion of skills, integration process; ○ Promoting knowledge and understanding of social innovation and social entrepreneurship, and the role of creativity; ○ Promoting the development of creative and culture industries, interdisciplinarity, cultural and heritage conservation and awareness; ○ Promoting regional development and local government capacity building; ○ Strengthening public health and promoting healthy lifestyles.	http://socialinnovation.lv/en/
The Living Lab for Special Needs	A network of co-creation and innovation, a space for exchange bringing together people with disabilities, scientists, companies and all other people interested in collaborating in the field of disability and special needs to co-create new innovative solutions. The Living Lab for Special Needs aims to create an innovation platform for disability in the broad sense. It is a place for exchange between different partners on disability issues and the technological solutions and services that can help them.	https://livinglabhandicap.ch/en/living-lab-handicap/
Innovative Practices	The Innovative Practices of the Zero Project are projects, programmes, products and services, but also social enterprises or business strategies. They employ a comprehensible method that can be transferred or copied to other countries,	https://zeroproject.org/innovative-practices/

	regions, or contexts, and have a proven and measurable impact. Most importantly they speed up the process of implementing the UN Convention on the Rights of Persons with Disabilities.	
Distance Learning Innovations for Special Education	In spring of 2020, the California Department of Education convened a stakeholder workgroup to gather and share innovative strategies, ideas and resources that others have found successful as they provide access to learners with disabilities in distance learning and the imminent reopening of schools.	https://www.sipinclusion.org/distance-learning-resources/
Innovative solutions for social telerehabilitation in the schools of Latvia in the context of inclusive education	The main goal of the National Research Programme's project "Innovative solutions for social telerehabilitation in schools of Latvia in the context of inclusive education" (INOSOCTEREHI) is related to the research of socially important issues and the solution of problems by providing interdisciplinarity and innovation transfer in the fields of socialization and re-socialization, as well as human safety including persons with special needs.	http://telerehabilitation.lv/en
Do2Learn	Do2Learn is a resource for individuals with special needs. It began in 1996 through a National Institutes of Health Small Business Innovative Research grant. Do2Learn team searches out the most talented and creative teachers and clinicians across the world. Its approach is to use the latest technology and expert guidance to create innovative and usable solutions.	https://do2learn.com/

Relevant initiatives

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Examples of some relevant initiatives

Domain	Title	Short description	URL
Accessible learning platform	ATutor	ATutor is an Open Source LMS, used to develop and manage online courses, and to create and distribute interoperable e-learning content. It is WCAG 2.0 compliant.	https://atutor.github.io/
	Moodle	Moodle is an open-source learning management, used for blended learning, distance education, flipped classroom, and other e-learning projects. It is WCAG 2.0 compliant.	https://moodle.org/
Content accessibility	WAI Guidelines – WCAG 2.0 (Web Content Accessibility Guidelines)	The WCAG documents explain how to make web content more accessible to people with disabilities. Web “content” generally refers to the information in a web page or web application, including: Natural information such as text, images, and sounds, code or mark-up that defines the structure, presentation, etc.	https://www.w3.org/WAI/standards-guidelines/wcag/
Accessible ICT	The Global Initiative for Inclusive Information and Communication Technologies (G3ict)	G3ict's objectives and global outreach are aligned with the dispositions of the Convention on the Rights of Persons with Disabilities (CRPD) on the accessibility of Information Communication Technologies (ICTs) and Assistive Technologies.	https://g3ict.org/about-us/our-mission
	OneVoice for Accessible ICT	OneVoice for Accessible ICT Coalition campaigns for improved accessibility for all users of ICT.	http://www.onevoiceict.org/
	Connect A School, Connect A Community	The ITU Connect a School, Connect a Community (CSCC) initiative is designed to promote broadband Internet connectivity for schools worldwide so that schools can serve as community ICT centres for rural, marginal urban and isolated areas with a particular focus on disadvantaged and vulnerable groups such as women and girls, indigenous	https://www.itu.int/en/ITU-D/Digital-Inclusion/Youth-and-Children/Pages/CSCC.aspx

		people, persons with disabilities, youth and children.	
	Global Assistive Technology Encyclopaedia (GATE)	Its purpose is to provide live and up to date information on everything to do with Assistive Technology. It is a showcase of both products and useful sources of information.	https://www.abilitynet.org.uk/
	EASTIN - The Global Assistive Technology Information Network	The EASTIN Association offers Assistive Technologies information services, in support of elderly people and people with disabilities.	http://www.eastin.eu/
	Spanish Open University's new learning opportunities for students with disabilities	Spanish Open University Provides open courses which enable people with disabilities to follow the courses from home.	http://www.opennuniversity.edu/courses/modules/l314
	WebAIM	WebAIM's mission is to expand the potential of the web for people with disabilities by providing the knowledge, technical skills, tools to empower organizations to make their content accessible to people with disabilities.	https://webaim.org/
Other	Inclusion ambassadors	The Inclusion Ambassadors are a network of young people (and some parents, teachers, and youth workers) who share a real interest in seeing better representation of one or more facets of diversity.	https://www.inclusiveminds.com/inclusion-ambassadors
	INCLUSIVE AMBASSADORS Training of teachers as inclusive education ambassadors	This Erasmus+ initiative aims to train the so called "inclusive education ambassadors": teachers, trainers, psychologists, and resource tutors who can support the development, implementation and mainstreaming of successful inclusive education practices.	https://inclusive-ambassadors.eu/

	European Agency for Development in Special Needs Education	It focuses on improving all learners' achievement at all levels of inclusive lifelong learning. This enhances learners' life chances and opportunities for actively participating in the society.	https://www.european-agency.org/
	UNESCO Institute for Information Technologies in Education	IITE is promoting the innovative use of ICT and serving as the facilitator and enabler for achieving Sustainable Development Goals through ICT-enabled solutions and best practices.	https://iite.unesco.org/
	Knowbility	Each year, Knowbility directly serves more than 1000 people through their Accessibility Internet Rally, AccessU, and other training and consulting services.	https://knowbility.org/about/
	The Inclusive Class Blog with Nicole Eredics	Nicole Eredics is an educator who advocates for the inclusion of pupils with disabilities in the general education classroom. She draws upon her years of experience as a full inclusion teacher to write, speak, and consult on the topic of inclusive education to various local and national organizations. Nicole uses her unique insight and knowledge to provide practical strategies for fully including and instructing pupils of all abilities in the classroom.	http://www.theinclusiveclass.com/
	Common Sense	Common Sense is a leading non-profit organization dedicated to improving the lives of all kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.	https://www.commonsense.org/education/
	The 15 Best Websites for Parents of Special Needs Children	Raising a child with special needs can be difficult enough, but thanks to the worldwide web, the Internet is full of tons of informational websites that can help parents and their children. There are some helpful sites that are loaded with useful information for parents with a special-needs child, including	https://www.special-education-degree.net/the-best-websites-for-parents-of-special-needs-children/

		information on Autism, deafness, blind-deafness, hearing impairment, intellectual disabilities, multiple disabilities, orthopaedic impairments, serious emotional disorders, specific learning disabilities, speech or language impairments, traumatic brain injuries, Down's Syndrome, and more.	
	Top 12 Websites For Children With Learning Disabilities	Parents and special education teachers often have difficulty finding new tactics to provoke the love for learning in children with learning disabilities. Fast-advancing technology has made the Internet one of the best resources for discovering entertaining activities that teach and excite children. Educational websites assist children with learning disabilities to master basic skills in reading and math or advanced concepts like calculus. To help with that process, the following 12 websites for children with learning disabilities, including dyslexia, dysgraphia, ADHD, and visual motor deficit are presented.	https://www.special-education-degree.net/top-12-websites-children-learning-disabilities/
	Iris Centre	The IRIS Centre is a centre dedicated to improving education outcomes for all children, especially those with disabilities, from birth through age twenty-one, through the use of effective evidence-based practices and interventions.	https://iris.peabody.vanderbilt.edu/
	Understood.org	Since 2014, Understood.org is dedicated to shaping the world where millions of people who learn and think differently can thrive at home, school, and work. Understood.org works with educators, health care professionals, researchers, and human resource professionals to provide proven, vetted information. By providing resources, support, and community,	https://www.understood.org/

		Understood.org can prevent people from being left behind and start to address systemic issues like high school dropout rates, underemployment, and the stigma surrounding disabilities.	
	WATI, Wisconsin Assistive Technology Initiative	The mission of the new Wisconsin Assistive Technology Initiative Development Team is to assist early intervention agencies, school districts, and their partners to provide assistive technology by making training and technical assistance available through our development of new and updated materials related to the provision of assistive technology tools, and services.	http://www.wati.org/

Дистанционно обучение по време на кризи

Автор: Karel Van Isacker (PhoenixKM BVBA, Belgium)

В момента живеем екстремен период, какъвто не сме изпитвали преди. Кризата Covid-19 донесе нови правила във всяка сфера на социалния живот. Образователната система също беше засегната от пандемичната криза. По света училищата са затворени, социалните дейности са преустановени и т.н.

Докато физическото присъствие вече не беше възможно, образованието от разстояние се появи с помощта на различни инструменти, вариращи от ниски крайни решения като печатни училищни материали, доставяни на децата (Белгия), до преподаване чрез телевизия (Китай, Турция), до кандидатстване онлайн (образователни) платформи за сътрудничество като Microsoft Teams (България), WebEx и ZOOM (Белгия, България).

(не) Предизвикателно за ученици / студенти с увреждания

Автор: Karel Van Isacker (PhoenixKM BVBA, Belgium)

Въпреки че тези решения предлагат възможности за деца с увреждания, те предлагат и предизвикателства. Те са изброени по-долу. [203]

Приемущества на дистанционното обучение

Дистанционното обучение позволява на учащите с нарушена мобилност да избягват ежедневните предизвикателства при пътуване и преговори в рамките на класната стая. Вместо това те могат да се възползват от оптимизирано пространство за лично обучение вкъщи, което също приспособява техния обхват на движение.

[203] Pros, Cons of Online Learning for Students With Disabilities. https://www.usnews.com/education/online-learning-lessons/articles/2018-05-18/pros-cons-of-online-education-for-students-with-disabilities?fbclid=IwAR3MnwOORIMuubC0ouAPPu86iP7JNtBO9TT6QlxUmNoZwa9VggHzc4tKgvU

Често учащите, които са по-малко способни да контролират ръцете и краката си поради церебрална парализа, мускулна дистрофия и др., Вече се използват като у дома, за да диктуват текст или имейл с помощта на гласово активирани програми или програми за разпознаване на реч като Dragon NaturallySpeaking. Много от тях също използват технологии за проследяване на очите като Tobii (който използва ириса, за да издава команди на компютъра, който след това говори за потребителя).

Учещите с психологически или психиатрични увреждания или посттравматично стресово разстройство или циклични разстройства на настроението получават гъвкавостта да картографират времената на обучение в зависимост от колебанията в възприемчивостта.

Учещите със синдром на Аспергер и други разстройства от аутистичния спектър или които иначе се борят социално, могат да избягват големи настройки в класната стая и вместо това да работят в познати, удобни условия, например у дома. Трябва обаче да се направи странична забележка, че ограниченията нарушават и график, с който са били свикнали децата в аутистичния спектър.

Комуникацията чрез форуми и социални медии премахва натиска от взаимодействието с другите, особено за учащите, които изпитват неудобство да говорят пред тълпа или които се нуждаят от време, за да съберат мислите си.

Онлайн програмите също могат да освободят учениците от времевия натиск. Това е много важно за ученици с обучителни увреждания като разстройство с хиперактивност с дефицит на вниманието (ADHD), дислексия, нарушение на зрителната обработка или дисграфия. По същия начин се избягват елементи като стрес и слухови или визуални свръхстимули и разсейвания, които могат да възникнат в традиционната класна стая. Работейки вкъщи със свое собствено темпо, учениците могат да преглеждат материалите толкова често, колкото е необходимо, и да манипулират цифровия текст, за да обработват информация.

Дигитализирани учебни материали, лекции със субтитри (редки) и форуми и комуникации, базирани на имейл, предлагат възможности за ученици със слухови увреждания.

Ученици с ниско или никакво зрение могат да заснемат лекции в клас с ръчни цифрови диктофони и приложения за водене на бележки като AudioNote. По същия начин софтуерът за четене на екрана, включително NVDA с отворен код и JAWS, или Job Access With Speech, осигурява извеждане на текст в реч или брайлов дисплей.

Недостатъци на дистанционното обучение

Въпреки предимствата на дистанционното образование, има редица недостатъци, които трябва да бъдат взети предвид.

На първо място, дистанционното обучение изисква учениците с увреждания да разполагат с необходимото техническо оборудване вкъщи. Това варира от бърз достъп до интернет до наличието на компютър / телевизор / лаптоп / смартфон в зависимост от канала, използван от техния образователен институт за предлагане на обучение. Въздействието на бедността върху учениците със специално образование е подробно описано в различни изследвания и следователно не трябва да се пренебрегва. Някои държави (например Белгия) са идентифицирали такива изисквания и са събрали много хиляди лаптопи, за да гарантират, че всеки може да следва уроци. В други страни като България фокусът е върху опитите за преподаване също чрез смартфони и т.н.

Цифровите онлайн програми предполагат, че учениците могат да се ориентират в това съдържание. Някои системи за управление на обучението обаче предизвикват ученици с увреждания при печат или физически, когнитивни или други увреждания.

В много училища вече липсват онлайн инструменти, които са напълно достъпни и им липсват ясни насоки за това какво означава достъпност. Ако все пак закупят онлайн учебни материали, за които доставчиците обещават, че ще бъдат достъпни, често те откриват, че не отговарят на основните нужди на слепите учащи се. Поразителен пример е фактът, че не всички електронни текстове са удобни за клавиатура или достъпни и могат да имат собствен формат, до който тези с визуални, двигателни или физически или сензорни ограничения не могат лесно да получат достъп. За ученици с болест на двигателния неврон, но които имат зрителна острота, изскачащите прозорци и наслагвания могат да направят сърфирането в мрежата проблематично. За тези с фоточувствителна епилепсия, мигащите светлини или изображения могат да причинят гърчове. В случая с инициативата Eureka ADIBib в Белгия PDF файловете с

образователни материали, които не са направени в достъпен формат, са анотирани, за да ги направят достъпни за софтуера за четене на екрана. Но това изисква време, което при внезапно заключване създава проблеми.

Тези с слабо зрение или цветна слепота могат да имат предизвикателства при разглеждането на определени цветове, шрифтове и формати. Динамичното съдържание за електронно обучение, като подобрения на електронни текстове като видеоклипове и графики, които се променят при преобръщане или кликване върху различни части, може да бъде проблематично за хората с други визуални проблеми.

Видеоматериалите могат да задържат информация от учениците, ако те не могат да разберат всяко невербализирано действие. Освен това нормалните надписи не могат да разкажат цялата история.

Визуалните помагала като екранни четци и аудио преписвачи може да изискват по-голяма честотна лента, отколкото учениците могат да имат у дома. Препинателните знаци са склонни да бъдат несъвместими от един четец на екран на екрана и не всички знаци се превеждат. А поддържането на крачка с подобренията означава редовно актуализиране на софтуера, което може да струва скъпо със специализираните екранни четци.

Онлайн обучението не отговаря на всички различия в образователните стилове, социалните обичаи и езика на тялото. Стиловете на средата за чат могат да се различават, изглеждат строги и плашещи и по този начин рискуват да отчудят или маргинализират учащите.

Децата в аутистичния спектър зависят силно от фиксирани ежедневни скорости. Дистанционното образование нарушава този модел и може да доведе до кризи и сривове.

Examples

The table below provides some examples of challenges and how they can be addressed.

Some examples of challenges and possible solutions

Challenges	**Solution**

Personal support in missing the classroom	Remote assistance by some persons Example from Italy: https://www.facebook.com/fanpage.it/videos/644612996270926/
Communication using lip-reading hampered by mouth masks	Special mouth masks for pupils who read lips: "This is how deaf and hard of hearing people can still communicate" Example from Flanders (Belgium): https://www.vrt.be/vrtnws/nl/2020/04/23/speciale-mondmaskers-voor-leerlingen-die-liplezen/?fbclid=IwAR2WcBk93I0RRybTpFArzHYp-sHpm7LrLpsfb1g13z0gBOleuIQ_k9ZXzbw
Training material and platforms not accessible	Zoom is an easy and affordable conference tool for blind pupils, while homework assignments in the form of Microsoft Word documents and Google Docs can be read by screen-reading technology.
Parents are in panic how their child will be able to follow the lessons.	Talk with the parents and the child to identify their specific needs. Look at it as an opportunity to think creatively and think outside the box to figure out what you can do for this particular learner who's impacted.
How do I adjust my course for remote and accessible education?	Three main tips[204]: Keep it simple – don't try anything new or complex if you don't have to. Don't try to be perfect – this is a significant challenge for everyone. Things will not go as planned. The technology may falter. Pupils may have access challenges. Things will happen. Do your best and that will be enough. Be honest, transparent and respectful – communicate with your pupils about the challenges. Let them know what you're trying to do and ask for help, from them, from us, from your colleagues. Review and be sensitive to the required privacy and security settings.
Staff is not aware of accessibility guidelines for their teaching material	Resources should be made available to teachers, children and parents that lower the barriers towards participating in online courses. An extensive guide on accessibility, especially how to accommodate for pupils online, is needed. Free online resources can be very helpful: Accessible LibreOffice files: https://wiki.documentfoundation.org/Accessibility/Creating_Accessible_LibreOffice_Files

[204] https://svp.umd.edu/keepteaching

	Accessible Office documents: https://support.office.com/en-gb/article/create-accessible-office-documents-868ecfcd-4f00-4224-b881-a65537a7c155 (Outlook email, Word documents, Excel spreadsheets, PowerPoint presentations, OneNote notebooks, Sway design, Skype, SharePoint site) Accessible PowerPoints: https://support.microsoft.com/en-ie/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25?ui=en-us&rs=en-ie&ad=ie Accessible (Word) documents: https://support.office.com/en-us/article/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d

Различни подходи и възможни решения

Latvia

Contributor: Katrina Elizabete Purina-Bieza (University of Latvia, Latvia)

Taking into account the statement of the World Health Organization (March 11th 2020), the Republic of Latvia Council of Ministers declared an emergency situation in Latvia on March 12th, 2020 regarding the spread of the Covid-19 virus, reaching the scale of a pandemic. The course of the study process was also changed and from March 13, the teaching-learning process in Latvia was started remotely in all educational institutions. Distance learning affected all primary and secondary education institutions, higher education institutions, extra-curricular education and sports institutions were closed; trainings, competitions and interest-related education programmes were adjourned in all age groups. Following additional restrictions, pre-schools remained opened, which children could attend after submitting a written confirmation from their parents that the child and family had not visited the Covid-19 affected countries, and had not been in contact with Covid-19 patients. In this statement, the parents also stated that they did not have the possibility to provide childcare in any other way.

Special educational institutions, children with special needs and their parents experienced additional difficulties in the implementation of remote learning. As the Saeima of the Republic of Latvia acknowledged in the April 2020 report “Inclusive Education for Children with Special

Needs in Latvia"[205], it is necessary to provide special support to families so that they can successfully implement distance learning at home. It is also stated that the situation is probably more beneficial for children in boarding schools of special educational institutions, because, establishing all necessary safety measures, education is continued in the usual way and is less stressful for children. In order to solve this situation, a proposal is made to establish a Pedagogical Psychological Support Service, as well as assistance to schools, families and children with special needs could be provided by specialists of the Regional Support Centre. The idea was also implemented and consultations are provided by telephone to 12 special education institutions - development centres in all regions of Latvia[206].

Considering these changes in the learning process at this level, the National Centre for Education of the Republic of Latvia started developing recommendations for principals and teachers of educational institutions, which were integrated in "Guidelines for General and Vocational Education Institutions for the Implementation of Remote Learning"[207], explaining how distance learning should be organized and what aspect should be taken into account to achieve successful continuation of the school year. The guidelines emphasize the implementation of a student-centred learning process, encouraging teachers to pay attention and plan:

- how the teacher will organize the follow-up of each pupil's involvement / presence in learning and psychological well-being;
- how the pupil 's participation in teaching-learning process and its outcomes will be monitored on a daily and weekly basis;

[205] Iekļaujošā izglītība bērniem ar speciālām vajadzībām Latvijā, Latvijas Republikas Saeimas pētījuma gala ziņojums. (2020.gada aprīlis).
https://www.saeima.lv/petijumi/Ieklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

[206] Izglītības un zinātnes ministrija. (2020). *Konsultācijas izglītības iestāžu pedagogiem un skolēnu vecākiem par speciālās izglītības programmu īstenošanas jautājumiem ārkārtējās situācijas apstākļos*.
https://www.izm.gov.lv/images/COVID-19/AC_kontaktinform%C4%81cija_2703.pdf

[207] Valsts izglītības satura centrs. (2020). *Metodiskie ieteikumi valsts noteiktās ārkārtas situācijas laikā.*
https://www.izm.gov.lv/images/MaciesMajas/VISC_Skola2030_Vadlinijas-attalinatam-macibam.pdf

- how feedback will be obtained on whether pupils have the necessary digital resources, such as the access to necessary devices and an internet connection to complete the learning tasks;
- whether and how pupils receive the necessary support at home from their parents;
- how pupils, in general, feel in the learning process.

Specific conditions for planning remote learning include (1) discussing and introducing new learning conditions, tools and communication processes with pupils at the first teacher-pupil meeting, (2) providing support for pupils in planning their time and learning tasks, (3) using interactivity to support pupil's learning motivation and (4) using assessment to support and improve their learning process.

However, the guidelines developed by the National Centre for Education of the Republic of Latvia lack the insight into how to work more successfully and help children with special needs in the remote teaching-learning process. As a result, various schools and organizations developed recommendations on how to fully ensure quality remote inclusive education. Riga 5th Primary School has developed an "Individual education plan for the implementation of distance learning for pupils with severe mental disabilities or several severe disabilities"[208], which emphasizes the main factors for implementing the remote learning process:

- planning of the teaching-learning process weekly and daily (individual education programme acquisition plan examples have also been developed and provided),
- being in close communication with the pupil's parents, setting out the weekly and daily learning plan and sending it to parents in a timely manner,
- seeking for constant feedback from the pupil 's parents,
- study content and tasks gathering and selection according to the interests of each pupil,

[208] Rīgas 5. pamatskolas attīstības centrs. (2020). Individuālais izglītības plāns attālinātu mācību īstenošanai izglītojamiem ar smagiem garīgās attīstības traucējumiem vai vairākiem smagiem attīstības traucējumiem. http://r5sips.lv/pdf/ac/Ieteikumi_attalinatam_macibam032020.pdf

- each activity planned for pupils must be divided in smaller steps and specific tasks and described in detail so that parents can understand and follow the execution of the assignment,
- a teaching-learning plan sent to parents should be supplemented with website addresses and numbered attachments (e.g. worksheets).

According to Anita Ščerbinska (director of Koknese Primary School Development Centre) the three main challenges that had to be addressed or are still being resolved[209]:

1. Creating a common understanding of remote learning for pupils, parents and teachers. There is a need for a clear understanding on how and why it is necessary to continue to follow a common daily routine for everyone involved in special education,
2. To provide information to pupils and their parents about the use of communication technologies. It is important that neither children, nor parents develop anxiety and additional stress when using new tools or resources, but that it is necessary to find an opportunity to explain and initially use simple tools that are very satisfying and useful in later life.
3. There is a need to create a platform with access to digital learning materials for pupils with special needs.

In April 2020, the concept of organizing the remote learning "Your Classroom"[210] developed in Latvia started gaining significant recognition on a global scale and was viewed in more than 50 countries of the world: Estonia, Germany, United Kingdom, Belgium, Russia, USA, Sweden, Norway, Finland and elsewhere. "Your Classroom" was organized using a free-to-air television platform: (1) ReTV, where lessons were broadcast for 1st to 4th grade pupils, and (2) Sportacentrs.com TV, where lessons were broadcast for 5th to 12th graders. The lessons were designed as 20-minute audio-visual materials covering the content of one remote lesson, encouraging pupils to strengthen their existing knowledge and acquire new knowledge in an engaging and interesting way. The project was implemented with the support

[209] Izglītības un zinātnes ministrija. (2020). *Par mācībām attālināti speciālajā izglītības iestādē Kokneses pamatskolā – attīstības centrā stāsta direktore Anita Ščerbinska.* https://www.izm.gov.lv/lv/aktualitates/3989-maciesmajas-dienasgramata-3-diena-kokneses-pamatskolai-attistibas-centram

[210] Izglītības un zinātnes ministrija. (2020). *Tavaklase.lv iniciatīva*. https://www.tavaklase.lv/

of the Ministry of Education and Science and in the course of the project about 100 Latvian teachers and field enthusiasts from different Latvian cities participated in lesson development. At the request of the Latvian Association of the Deaf (LAD), the Ministry of Education and Science has created an opportunity to provide sign language interpretation for lessons in “Your Classroom”. Sign language translation is currently available in mathematics, biology, chemistry, natural sciences, Latvian in certain age groups of students[211]. The Organization for Economic Co-operation and Development (OECD) has included "Your Classroom" among the world's best educational solutions during the Covid-19 pandemic.

Based on the results of the survey carried out by the Ministry of Education and Science collaborating with Edurio “End-of-school year surveys”[212], the learning process was mostly organized by pupils’ self-directed learning:

- performing tasks using digital tools and then sending the answers to the teacher,
- performing tasks on interactive platforms,
- performing tasks in notebooks / on pages,
- watching teacher-prepared video lessons.

36% of the surveyed pupils emphasized that they spent much more time studying remotely than at school. The main reasons for the duration of the study work, mentioned by pupils, were:

- difficulty concentrating (40% of pupils),
- misunderstanding of tasks (37% of pupils),
- the need to complete all assigned tasks remotely, as opposed to full-time learning (34% of pupils).

[211] Izglītības un zinātnes ministrija. (2020). TV projekts “Tava klase” tagad pieejams arī bērniem ar dzirdes traucējumiem.

https://www.izm.gov.lv/lv/aktualitates/4039-tv-projekts-tava-klase-tagad-pieejams-ari-berniem-ar-dzirdes-traucejumiem

[212] Edurio, Izglītības un zinātnes ministrija. (2020). Mācību gada noslēguma aptaujas. https://home.edurio.com/izm-gada-nosleguma-aptaujas?fbclid=IwAR2rcHRoKJ8gltPz-j1TEFw6y86z8iRwBdlJovy5PCLTyQz2wcJSEvyuOtQ

Teachers also emphasized that organizing the learning process remotely required significantly longer working hours (76% of teachers), mainly due to:

- development of new teaching materials and adaptation of existing teaching materials,
- providing remote feedback to pupils,
- correction of works submitted by pupils.

The survey concluded that young children and children with special needs lacked opportunities to socialize during the remote learning process.

The Ministry of Education and Science of the Republic of Latvia has developed three models (A, B and C) for the beginning of the new school year and how to organize the teaching-learning process, taking into account the epidemiological situation and the possibility of ensuring social distancing in common areas:

- Model A - face-to-face learning. Pupils follow social distancing rules, personal health monitoring and hygiene requirements and do inform school staff in a timely manner of any changes in their health.
- Model B - if the educational institution cannot provide full Model A implementation due to small common spaces or a large number of pupils, then semi-remote studies are carried out. In this model, primary school pupils have full-time face-to-face learning, while primary and secondary school pupils spend 40% -60% full-time and the rest of the teaching-learning process is conducted remotely.
- Model C - if COVID-19 is diagnosed in an educational institution or there is a large increase in the number of patients in the country, then remote learning is implemented. This model can be applied to a class, a group of classes, or an entire educational institution. In remote learning process, the learning content can be reduced compared to face-to-face learning.

Some examples of challenges, possible solutions and outcomes in Latvia

Challenge	**Provided solution**	**Outcome**
Creating a common understanding of	UNESCO has developed material making common inclusive education understanding during	Educators note the benefits of working with parents to

remote learning for pupils, parents and teachers. There is a need for a clear understanding on how and why it is necessary to continue to follow a common daily routine for everyone involved in special education.	COVID-19 crisis. The guide is mainly focused as a support material for parents[213]. For learners who have intellectual or multiple disabilities with significant support needs, this consistency in routine and expectations, as well as an open, collaborative relationship between the school and parents is essential. The staff of many schools and parents already work very closely together and these previously established relationships can be an asset in times when pupils are unable to attend classes in the school building for long periods.[214] Initial remote meeting: Meeting with the parents to go over the learning process and programme is critical. Present accommodations that are useful in the classroom; such accommodations could include frequent breaks, flexible seating, sensory tools, fidgets to focus, reduced distractions, motor breaks, and chewing gum while working independently. Educators note the benefits of working with parents to replicate some of these accommodations at home.	replicate some of these accommodations at home. Once a mutual understanding between parents and teachers is recognized and replications of accommodations are established, a weekly check-in has been useful in modifying the accommodation needs. Remember - having too many goals, assignments, and expectations has led to failure and diminished learner motivation. “Parents seem to be more invested as they take part in their child’s programming,” said Aimee Johnson, an occupational therapist in Auburn, New Hampshire. “It’s a perfect opportunity for parent education and collaboration. Parents can see the skills their children are working on and can carry them over more effectively.”[215]

[213] UNESCO. (2020). *Another COVID-19 Front line: Parents of children with disabilities*. https://en.unesco.org/news/another-covid-19-front-line-parents-children-disabilities

[214] Illinois State Board of Education Special Education Services Department. (2020*). Remote learning for students with significant intellectual or multiple disabilities*. https://www.isbe.net/Documents/Intellectual-Disabilities-Ideas-During-Pandemic.pdf

[215] Welby, K. (2020). *How to improve distance learning for students with IEPs.* https://www.edutopia.org/article/how-improve-distance-learning-students-ieps

	Goal setting: Pick a programme objective or two each week to focus on with your pupils. Service delivery participation: Occupational therapists, physical therapists, and speech and language therapists consider that the most significant benefit to providing services remotely is parent involvement. Many are re-creating services to involve fun activities that parents can participate while the therapist is watching virtually and making suggestions.	
Both parents and the principal of special schools anticipate that for many children with special needs, such a long time being out of their educational routine will result in their developmental "fall back".	It is now particularly important to clearly define the minimum requirements (objectives) that each pupil must meet in order for them to learn the basics and obtain at least a sufficient grade. It is important to think about how the feedback from these pupils will be received and what extra consultation opportunities they will have.[216] Teaching-learning process in special schools should be extended despite summer holiday. In June, all special education institution teachers are still working and preparing for the next school year. Therefore they could adapt for a few summer months and more purposefully promote the	The learning process will be formal. Firstly, because pupil s' intellectual abilities are limited - pupils have not developed self-directed learning skills, therefore remote learning is not possible. Each case is different, individual. Schools, parents and LU representatives are sceptical about remote education for children with mental health disabilities whereas this is neither theoretically, nor practically justified.[218]

[216] Rubene, Z. (2020). Projekta MansHUB pētnieki aicina neaizmirst par skolēniem un studentiem ar speciālajām vajadzībām un iekļaujošo izglītību arī Covid-19 radītās krīzes situācijā. https://www.lu.lv/par-mums/lu-mediji/zinas/zina/t/58487/

[218] Izglītības iestāžu darbība ārkārtas situācijā, Izglītības, kultūras un zinātnes komisijas sēde. (2020). https://titania.saeima.lv/LIVS/SaeimasNotikumi.nsf/webSNbyDate?OpenView&count=1000&restrictToCategory=18.03.2020

	development of special pupils by integrating various extracurricular activities into the programme.[217]	
Engaging learners with disabilities, supporting learning motivation.	Many of the accessibility features you will need are embedded into Microsoft 365 products. You can turn on 'focus' to eliminate distractions, make displays bigger, turn on captions or 'check accessibility' of content by clicking on the button next to spell check.[219] The Mindful Knight is a medieval interactive world that teaches mindfulness, social awareness and self-regulation and we have put together some lesson plans to get you started. Minecraft: Education Edition, allows learners to co-play, develop leadership skills, and explore and create worlds. The free educational content we have curated lets players explore the International Space Station though a partnership with NASA, learn to code with a robot, visit famous Washington D.C. landmarks, find and build 3D fractals, learn what it's like to be a marine biologist, and so much more. It includes Immersive Reader, and will read highlighted words and images out loud – like 'Creeper' and 'Mooshroom'. It's also free to download through June.	Microsoft product user Lauren Pittman: "I am a resource special education (SPED) teacher, which means that I work with students who are two-plus years behind in their reading, writing and math skills. These students present such a challenge because they have such large hurdles to overcome just to find "average." They are completely dependent upon you to access their education and many times this makes reaching them in the classroom feel impossible. In order to bridge this gap—the reality of where they are to the possibility of where they could be—you need to have tools that allow you as the teacher to make their independence possible." Crucially, learning games need to be perceived to be as good as commercial games. To sustain engagement, fun, speed and ease of use are

[217] Izglītības iestāžu darbība ārkārtas situācijā, Izglītības, kultūras un zinātnes komisijas sēde. (2020). https://titania.saeima.lv/LIVS/SaeimasNotikumi.nsf/webSNbyDate?OpenView&count=1000&restrictToCategory=18.03.2020

[219] Microsoft Accessibility Blog. Tips for your at-home students with disabilities. https://blogs.microsoft.com/accessibility/inclusive-remote-learning/

	FlipGrid is a favourite in our household, and is a neat way to drive connection with fellow classmates, friends and teachers. Students record 'short awesome' videos based on topics you (or your educator) create. Again, there are some sample lesson plans to get you started. Captions are available for the videos and it is navigable via screen readers.	key, as is variety: in context, mission and complexity.[220] Insight of what kind of educational games children would like to play[221]: learning environment should have a story format, 'using fantasy to provoke curiosity, allowing the learner choice and control, and providing opportunities for creativity' (Becta 2001), game context must be relevant to young adults' which ensures lifelong learning, learning opportunities must be embedded in the game structure. There should be links made to external materials as a part of the game.
Children with special needs often rely on communication with others on daily basis: being together with peers, purposeful activity together with an	For learners with technology and internet access[222]: Establish regularly scheduled connections, even if brief, between the pupil and school staff and/or other students via live, interactive platforms so that the pupil regularly sees and hears people he or she associates with school. If possible,	The survey carried out by the Ministry of Education and Science collaborating with Edurio "End-of-school year surveys" concluded that children with special needs lacked opportunities to

[220] Mitchell, A., & Savill-Smith, C. (2004). *The use of computer and video games for learning.* Learning and Skills Development Agency. https://dera.ioe.ac.uk/5270/7/041529_Redacted.pdf

[221] Mitchell, A., & Savill-Smith, C. (2004). *The use of computer and video games for learning.* Learning and Skills Development Agency. https://dera.ioe.ac.uk/5270/7/041529_Redacted.pdf

[222] Illinois State Board of Education Special Education Services Department. (2020). *Remote learning for students with significant intellectual or multiple disabilities.* https://www.isbe.net/Documents/Intellectual-Disabilities-Ideas-During-Pandemic.pdf

individual teacher (well known to a child), individual classes with support specialists (speech therapists, physiotherapists, etc.).	incorporate this into the pupil's daily remote school schedule. If the pupil is engaging in virtual one-to-one, small group, or class gatherings, use the opportunity to reinforce social bonds by reviewing who is present (image, name, or voice) and having the pupil point to the image and name and greet participants. To foster ongoing social connections, assist the pupil, as needed, to engage in chat with the staff and peers via secure/limited social media platforms moderated by school personnel. Give the pupil opportunities to practice a variety of skills such as speaking/listening; use of technologies; fine motor skills (e.g., using the keypad to type); letter, number, word, or name recognition; and other skills by phoning or texting with peers and staff, with assistant as needed. Remote Learning for Pupils without Technology and/or Internet Access Arrange with the teacher or other parents for socially distanced walk-by or drive-by visits with the staff or peers to maintain social connections and practice social or communication skills.	socialize during the remote learning process.[223]

[223] Edurio, Izglītības un zinātnes ministrija. (2020). *Mācību gada noslēguma aptaujas*. https://home.edurio.com/izm-gada-nosleguma-aptaujas?fbclid=IwAR2rcHRoKJ8gltPz-j1TEFw6y86z8iRwBdlJovy5PCLTyQz2wcJSEvyuOtQ

България

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Използването на нови информационни технологии в образователния процес променя традиционния възглед за образованието и води до:

- Подобряване на механизмите за управление на образованието, основани на използването на автоматизирани бази данни с научна и педагогическа информация;
- Усъвършенстване на методологията и стратегията за подбор на съдържанието, методите и организационните форми на обучение, съответстващи на задачите за развитие на личността на ученика в съвременните условия на информатизация на обществото;
- Изграждане на методически системи за обучение, насочени към развиване на интелектуалния потенциал на ученика, формиране на умения за самостоятелно придобиване на знания, информация и обучение, експериментални и изследователски дейности;
- Създаване и използване на компютърни системи за тестване, диагностика, мониторинг и оценка;
- Прилагане на възможностите на електронните учебници като учебен инструмент, предмет на обучение, инструменти за управление и комуникация, инструменти за обработка на информация.

Интегрирането на новите информационни и комуникационни технологии в обучението обективно се определя от нуждата от отговор на образователните потребности на всички ученици, които са израснали във високотехнологична среда и са активни потребители на високотехнологични продукти и услуги през деня си. Характеристиките на техните възприятия и мислене, формирани в наситена с информация, мултимедия, интерактивна среда, изискват нови начини за учене и изследване. Те имат пряк достъп до цифрови технологии във всеки аспект от живота си и е съвсем естествено, че това оказва огромно влияние върху тяхното поведение и начин на мислене. Това показва, че

новите технологии предлагат много повече възможности и в същото време повече предизвикателства пред педагогическите специалисти.

Целите на новите технологии са насочени към личностното развитие на всеки участник в образователния процес, както следва:

- Всички участници се учат чрез опит, използвайки съвременни технологии;
- Създаване на интерактивна среда, която позволява свобода на избор и изразяване на всеки ученик;
- Развиване на умения за работа с компютърни системи и софтуер и комуникационни умения в среда на активно сътрудничество в екип;
- Разширяване на възможностите за социално взаимодействие и съвместна работа;
- Зачитане на индивидуалните различия, нужди и интереси на учениците.

Използването на информационни и комуникационни технологии повишава интереса на учениците към предмета от образователната област, визуално представяне на учебния материал чрез мултимедия. При работа с мултимедийни програми се осигурява обратна връзка, бързо търсене на необходимата информация, време за записване на множество повиквания към хипертекст, заедно с кратък текст, обясненията са придружени от демонстрация на анимационни ефекти и синхронно преобразуване.

Съвременният учител трябва да използва нови технологии в ежедневната си работа, като разширява учебната среда извън класната стая.

Училището не е просто място, където учащите имат достъп до нови технологии, но е пространство, където се използват съвременни педагогически методи и се развиват ключовите компетентности (умения) на учениците.

Учителите трябва да имат необходимите знания и умения в приоритетните области на образованието - нови технологии и интерактивни методи. Новите технологии в образованието несъмнено подпомагат процеса на усвояване на знания и умения. В педагогическата практика има високо ниво на ефективност, когато информацията се използва за комбиниране на различни видове информация - текст, статична графика, аудио и видео.

Когато използва информационни технологии в обучението, учителят, в допълнение към традиционните методи на преподаване и специфични методи, може да приложи и следното, за да увеличи своя опит в преподаването и ученето:

- Поддържащ метод. При този метод се използват технологиите за повишена прецизност при представяне на работата. Използвайки допълнителни програми, това спомага за повишаване на сигурността и увереността на учащите;
- Метод за изследване на контрола - Технологията помага на ученика да изследва, експериментира и изгражда решения. Симулационните софтуерни пакети дават възможност на учениците да експериментират с виртуална среда, която представлява реалния живот в учебната среда;
- Метод за насочване - информацията се представя на обучаемия на подходящо ниво и време, позволявайки обратна връзка за напредъка в обучението. Новите технологии позволяват на учениците да се включат в нови форми на творчески дизайн, като комбинират различни средства в един продукт;
- Метод на ресурсите - технологиите се използват за достъп до информация и др. ресурси, независимо дали онлайн или офлайн, като се използват компактдискове и друг софтуер. Използването на технологията като информационен ресурс дава възможност на учениците да развият своите способности, като задават въпроси и правят изследвания;
- Метод на свързване - технологиите се използват за комуникация между учениците.
- Използването на тези методи от учителите в образователния процес може да стимулира и поддържа интереса на учениците към съвременното обучение, допълвайки традиционните с предимствата на компютъра и новите технологии.

В този контекст може да се твърди, че използването на мултимедийни ресурси в процеса на обучение има някои предимства като:

- Лесно, интересно и точно представяне на съдържанието на учебния материал;

- Лесно и бързо актуализиране на учебното съдържание;
- Увеличаване на възможността за самостоятелна заетост и групова работа;
- Създаване на положителна мотивация за учащите към съдържанието;
- Насочване на учащите към дейности, които развиват мислене, сравняване, обобщаване, творчество и т.н.

Съвременната образователна практика е изправена пред предизвикателството да търси постоянно възможности за подобрение, което води до повишаване на мотивацията и интереса на нейните участници (деца / ученици). С развитието на информационните и комуникационни технологии играта придобива нови измерения и характеристики, които я превръщат във все по-важна част от образованието на децата и учениците. Той съчетава елементи от всички методи на обучение, а също така стимулира дейността, мотивира и забавлява. Всички тези характеристики го правят особено важен като учебен инструмент.

Тук е мястото да отбележа, че дизайнът на играта се използва за успешно използване на играта в образователния процес и за постигане на целите. Изисква високо ниво на компетентност както в областта на педагогическия дизайн, така и в дизайна на цифрови игри и софтуерно програмиране, за да се постигне добър баланс между елементите на обучение и забавление.

Когато използва играта, учителят трябва да има ясно определени образователни цели.

- Изберете подходяща платформа, която отговаря на нуждите на целевата група, учебното съдържание и сюжета на играта.
- Средата трябва да бъде интерактивна, предназначена да подпомага активното обучение, така че учениците да могат да изграждат своите знания чрез взаимодействие с информация, инструменти и материали и в сътрудничество с други ученици. То трябва да насърчава изследванията, решаването на проблеми, да създава условия за учениците да експериментират със своите идеи, да консолидират наученото.
- Околната среда трябва да осигурява адекватна обратна връзка, която се препоръчва да бъде структурирана не на микро ниво, а на по-високо ниво, за да даде възможност на учащите да получат по-голямо удовлетворение от цялостния си напредък в стратегията, използвана за цялостното им

представяне, вместо някакво конкретно действие или решение по време на обучението на компютърни игри.

- Околната среда трябва да ангажира учащите с изрични и постижими цели, да осигурява високо ниво на изследване на интерактивността, множество и различни начини за постигане на успеха. Играта трябва да стимулира любопитството на учениците и да осигури подходящо ниво на предизвикателство и контрол върху околната среда.
- Играта трябва да съответства на контекста на обучението, за който е предназначена, учебната програма и начинът на оценяване е свързан с проблемите на курса, да отговаря на времето и да отговаря на изискванията и нуждите на учениците, за които е предназначена .
- Околната среда и свързаните с нея дейности трябва да подпомагат и създават условия за размисъл, да позволяват на учениците да разберат играта и да контекстуализират обучението.
- Околната среда трябва да бъде изградена по начин, който осигурява еднакъв опит за всички ученици, като се вземат предвид разликите в нивото на техните налични знания и опит. Най-хубавото е, ако позволява персонализиране и дава равни възможности за участие на всички учащи се. Когато е възможно, трябва да се прилагат алтернативни педагогически подходи, които са адекватни на индивидуалното представяне на учениците.
- Играта трябва да бъде внедрена като механизъм за осигуряване на непрекъснат процес на подкрепа, от първоначалната ориентация и основните задачи, които осигуряват бърз успех, с нарастващата сложност на задачите, създават усещането, че виртуалната среда не е ограничена. Целта на игровото изживяване е да доведе играчите до по-високо ниво на компетентност.
- Играта трябва да включва модул за оценка, който позволява събирането на данни по време на всяка сесия. Тези данни могат да се използват като инструмент за оценка, даващ ясна картина на представянето на всеки ученик.

Сериозните образователни игри, които могат да бъдат използвани от педагогическия персонал, са:

- Сериозни образователни игри - те помагат на процеса на възприемане и разбиране на знанията. Те се използват за повишаване на активността и мотивацията.
- Симулации и прототипи - използвани за анализ на знания, укрепване и подобряване на уменията;
- Игри за решаване на случаи и моделиране - изискват по-задълбочени знания и умения за анализ; стимулира креативността на учащите;
- Игри с цели да спечелят значки и медали - тези игри обикновено се изравняват и имат различно ниво на сложност, стимулирайки учащите да печелят повече значки, медали и награди;
- Игри за работа в екип, виртуални светове - развийте умения от световна класа за работа в група, чрез сътрудничество и взаимна подкрепа. Често тези игри са свързани с някакъв вид социални мрежи или виртуален свят. Околната среда предоставя възможности за съвместен успех. Тук се развиват социални умения.

Развитието на технологии и мобилни приложения в образованието води до качествена промяна в образователния процес, главно за повишаване на интереса и мотивацията на учениците, тъй като те имат бърз достъп до Интернет. Мобилното обучение се разглежда като набор от подходи, инструменти, практически части, потребителски приложения и ресурси за достъп до знания по всяко време и навсякъде. Мобилните технологии (мобилни телефони, преносими и малки компютри, музикални и видео плейъри), които са навсякъде и са част от ежедневието на учениците, са в основата им. В много отношения тези технологии подобряват обучението.

Предимствата на мобилните приложения са:

- Организиране на групови и екипни дейности, благодарение на облачните услуги;
- Организиране на индивидуална работа и създаване на лично образователно пространство;
- Диагностика и докладване на индивидуалните характеристики на обучаемите;
- Използването на образователни игри;

- Развиване на умения за непрекъснато обучение;
- Допълнителни технологични възможности (сензорен екран, акселерометър, жироскоп, магнитометър и др.)

Могат да се използват следните мобилни приложения:

- QR код - добавена реалност (Augmented Reality -AR) и интелигентни учебници;
- Тестване на приложения и формиране на приложения - Plickers, mQlicker;
- Графични калкулатори - Desmos.

Мобилните приложения са достъпни чрез платформите за дигитално разпространение на Google Play за Android; App Store за iOS и т.н., и много от тях са безплатни, което е предимство.

Важно е да се отбележи, че изборът на технология зависи от учителя, формата на обучение и нуждите на обучаемите. Технологиите могат да се използват самостоятелно и в комбинация с други технологии, т.е.могат да се комбинират.

През последните години училищното образование използва образователната роботика като средство за преподаване / обучение, което насърчава учениците да използват ръководено откриване, да поставят и решават проблеми. Учениците свикват да работят в групи, да решават проблеми, да намират решения и да проверяват резултатите. В педагогическата практика има добри примери в тази насока в иновативни училища с прилагането на STEAM обучение. Обучението STEAM (Science - Technology - Engineering - Art - Mathematics) е съкращението на този тип обучение и се провежда чрез методите на науката, технологиите, инженерството и математиката.

Основно предимство на STEAM обучението е способността да се интегрират отделни учебни предмети в рамките на проекта. Комбинирането на учебни предмети от една страна, позволява на децата / учениците да разберат връзките между предметите, които изучават в училище, а от друга страна, да отговорят на въпроси като „Защо ми трябват тези знания или умения“? И „Къде ще Използвам това, което уча сега в бъдеще “? Това обучение дава възможност за развитие на образователна роботика с цел развитие на креативността, критичното и креативно мислене на учащите. На децата и учениците се дава възможност да развият своите математически, научни и лични

умения чрез образователна роботика. Проектното обучение позволява на различни групи ученици да разработят редица индивидуални решения по един и същ случай. Работата по решаване на определен проблем учи децата / учениците да планират, организират и изследват. Те използват изследванията, за да създадат възможни решения на случая и след това да направят корекции на предложените решения.

Образователните тенденции са склонни да включват децата от най-ранна възраст в креативност, въображение и самодисциплина, и това става чрез роботика и цифрови технологии. Целта е да се преодолеят учебните затруднения и да се повиши нивото на компетентност на учениците. В училище образованието може да използва системи като: „Lego Mindstorm и WeDO“, „Turtlebot“, „BeeBot“, „Robot NAO“, образователни роботи и др.

Имайте предвид, че ако в семейството има няколко деца в училищна възраст и един телефон / таблет / компютър, това може да е проблем, ако планирате да използвате платформа, която включва преглед в реално време и / или използване на материали / решаване на проблеми онлайн . След това трябва да се направи график за това кой кога ще използва устройството. Това би представлявало проблем и за семейства с родители, чиято работа е свързана с компютър и които ще работят от вкъщи.

Не очаквайте, колкото и да сте подготвени и обучени, да работите с електронни платформи и ресурси, където потенциално всичко няма да работи перфектно от първия път и от първия ден. Не се разочаровайте! Тези дни са точно времето, когато можем да тестваме кое работи, кое не и как да приспособим нещата да работят.

Бъдете готови да адаптирате ежедневно избраните методи и средства според това, което учениците ви дават. Системата е по-жива, колкото по-бързо се адаптира.

Потърсете помощта на родителите - те могат да бъдат първият ви асистент, който да гарантира ангажираността на учениците и че ще отделят необходимото време. Не се притеснявайте, че някои родители имат ниско ниво на образование: ако имат ангажимент за образованието на децата си (и това често се случва с най-необразованите), те ще могат да осигурят ангажимента на децата си. Сега е период на криза. Обърнете се към родителите си, като им покажете, че заедно можете да преодолеете тази криза. Това обединява и създава общности. Това ще засили връзката

между родители и учители. За ромите чувството за принадлежност към общността е особено важно, разбираемо и разпознаваемо. Освен това в ромската общност взаимопомощта е една от основните ценности и широко разпространена практика. Покажете на родителите си, че им вярвате и би било трудно да се справите без тях.

Потърсете помощта на образователни медиатори и неправителствени организации, работещи с родителите на най-маргинализираните семейства. Те могат да се свържат с тях, но не забравяйте, че трябва да бъдат подходящо оборудвани и инструктирани, както бе споменато по-горе.

Помислете как да направите самите ученици активни в този процес: възложете им отговорност, дайте им възможност да създават неща - това ще провокира интереса им.

Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

In Belgium, remote education can be preferable as the last option. However, this decision should be taken by several stakeholders such as teachers, pedagogical supporters, CLB, and family. In case of the need for remote education, CLB officers control the process and examine the need for remote education. Besides, they provide alternative devices to keep pupils connected with the classroom. Bednet/AdiBib are some of the main instruments to follow the courses from home. KlasCement also provides a platform to have online sessions.

Some examples of challenges, possible solutions and outcomes in Belgium

Challenge	Provided solution (with URL)	Description	Outcome
Attending lessons in person/ physically	Bednet - www.bednet.be	Synchronous internet education. Bednet ensures that sick children and young people who are temporarily unable to go to school are still in the classroom from home. This way they join the lesson and they	Since its start, Bednet has been used more than 4116 times in 1621 Flemish schools. In more than 1 in 4 Flemish schools, there was a long-term or chronically ill child who could be connected to his class thanks to Bednet. In 912 schools

		continue to see their friends. Both five-year-olds and children from primary and secondary education are eligible. Bednet connects the sick child to his or her class live via the internet: the class sees the Bednetter on the computer screen at the back of the class. Via a camera that the child can control from home, the child can follow the lessons and / or talk to his classmates. Bednet is free for parents and school: computer, internet & guidance.	this even happened twice or more. 737 children have worked with Bednet for 2 or more school years. A Bednet process takes an average of seven months. The diseases most frequently requested for Bednet were psychological frailty (22%), cancer (19%), and disease of the bone-musculature and connective tissue (15%).
Reading lesson material	Eureka ADIBib - www.adibib.be	Eureka ADIBib provides online resources and courses for people with disabilities.	These resources support pupils with special needs to have extra resources designed based on their special needs to be included in mainstream education.

Cyprus

Contributors: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus)

Professional Development during crises

Due to the coronavirus situation, the Ministry of Education of Cyprus decided to shut down all schools (pre-primary, primary and secondary) on March 22. Secondary school pupils who are in the final year of their studies returned on the 11th of May to prepare for their final exams, while other primary and secondary education pupils returned on May 21st. Up to those dates,

pedagogical support and information to learners of all levels, teachers and parents was provided through different websites. Through distance education, teachers have been trained to create virtual classrooms (using several resources and tools) to support their pupils' learning.

The Cyprus Pedagogical Institute (CPI), in the context of the promotion of vocational learning of teachers of all levels offers optional or part-time seminars by its officers, as well as other seminars, based on the constantly increasing needs that the current situation creates. The seminars are offered remotely, through the Online Learning Environment - Moodle (https://elearn.pi.ac.cy) that the CPI has been utilizing in recent years, and/or through the MS Teams application.

Additionally, the Ministry of Education has created a website with useful links related to the general principles of distance education. At the same time, useful teacher material, tools and resources for distance education and learning, as well as pedagogical ideas and examples that teachers can use to develop their own activities, questions, and tasks have been made available.

More information can be found at: http://enimerosi.moec.gov.cy/ypp10606

Different approaches and solutions

Some examples of challenges, possible solutions and outcomes in Cyprus

Challenge	Provided solution	Outcome
Pedagogical support for learners of all levels and classes through distance education	Ministry of Education, Culture, Sports and Youth website: http://www.moec.gov.cy/endeiktiko_yliko.html The gate for schools: www.schools.ac.cy	Useful material for learners of all levels about their school subjects posted and constantly multiplied
Pedagogical support for pupils, teachers, and parents	Pedagogical Institute of Cyprus website: www.pi.ac.cy	Useful material for pupils, teachers, and parents posted

Psychological support for pupils and their parents during the coronavirus crisis	The Educational Psychology Service: http://www.moec.gov.cy/edu_psychology/arthra_erevnes_meletes.html	Material prepared by psychologists to support pupils of different age groups, to understand what coronavirus is and its consequences. Moreover, guidance material to support parents and youth
Parents and pupils' activities online	Ministry of Education, Culture, Sports and Youth website: http://www.moec.gov.cy/dkpe	Activities online using the website of the Environmental Education/ Education Unit for Sustainable Development. Useful material on environmental education can be found on the website, which provides material for pupils and their parents. Ideas for parents on how to spend their time creatively with their children are shared. The material is divided into five basic categories related to: a) simple constructions on the subject of the environment, b) simple experiments based on the environment, c) pleasant pedagogical activities of an environmental nature, d) interactive games with environmental content, e) electronic environmental fairy tales (e-books).
Software for pupils to do their homework easily and for free	Office365 website for schools http://office365.schools.ac.cy/	Information for free software licenses for students and teachers through the Microsoft 365 service
Teacher training on how to apply useful tools for distance learning	Ministry of Education, Culture, Sports and Youth website: http://enimerosi.moec.gov.cy/ypp10630	Utilization of the Microsoft Teams application (MS Teams) in the learning process. Distance learning training for teachers of Gymnasiums, Lyceums and Technical Schools and teachers of primary 5th and 6th grades on how to use the Microsoft Teams application.
Organization of meetings for setting	Ministry of Education, Culture, Sports and Youth website:	Teleconferences with the secretaries of schools to set the goals for pupils who are in the 5th

strategic goals for distance learning	http://enimerosi.moec.gov.cy/ypp10630	and 6th grades of primary schools and exchanged views on the content and methodology of this type of teaching, as well as on the asynchronous pedagogical support given to the rest of the classes and the pre-primary school.
Pedagogical staff training to get the knowledge to apply distance education	Ministry of Education, Culture, Sports and Youth website: http://enimerosi.moec.gov.cy/ypp10606 Pedagogical Institute of Cyprus website: http://www.pi.ac.cy	The Ministry of Education is training the teacher staff on how to create their virtual classrooms using the Microsoft Teams app and it has created a website with useful links about the general principles of distance education. At the same time it has posted useful material, tools and resources for distance education and learning, as well as pedagogical ideas and examples that teachers can use to develop their own activities, questions and tasks.
Continuous Professional Development of Teachers	Pedagogical Institute of Cyprus website: https://elearn.pi.ac.cy	The CPI, in the context of the promotion of vocational learning for teachers of all levels offers optional or part-time seminars that are scheduled to take place during the next period by the CPI officers. The seminars are offered remotely, through the Online Learning Environment Moodle (https://elearn.pi.ac.cy) that CPI has been utilizing in recent years, and/or through the MS Teams application.

Как социалните медии и интернет кампаниите могат да насърчат осведомеността относно приобщаващото образование

Latvia

Contributor: Arta Rudolfa (University of Latvia, Latvia)

1. The LAMPA Conversation festival creates an environment and an impulse for personal growth. The festival offerings enable one to overcome apathy: two uplifting days, everyone, who wants to learn and talk about issues important to Latvia, Europe, and the world. Discussion "Learning with a child with special needs. What do typical children and society gain?" Abstract: Our society goes on to say that children with special needs will study alongside typical children in general education schools. This possibility frightens so many - educators, parents, sometimes (but rarely) also children. However, being together, including children, has indescribably many important benefits for every child, for educators, for society as a whole![224] Representatives of the movement "We do not want to burn out"[225] and the social project "Children are not born with prejudice"[226] will talk about this in the discussion. (2020)

2. Charity campaign "Angels over Latvia" *(Eņģeļi pār Latviju).* The sincerest charity campaign invites everyone to become guardian angels of children, giving what is really important - the opportunity to be healthy and happy. The funds donated during the campaign will provide assistance to children by ensuring therapies, medications, aids, equipment, as well as innovative treatment and assistance in emergencies. The charity campaign takes place from November 12 to January 12. However, on December 22, viewers TV channels of TV3 and LNT will be greeted by a special Christmas concert.[227] (every year since 2007)

[224] https://festivalslampa.lv/lv/programma/pasakumi/1339

[225] https://www.facebook.com/messaviemberniem/posts/2411694992387018/

[226] http://news.lv/Kurmenite/2019/02/28/berni-nepiedzimst-ar-aizspriedumiem

[227] https://skaties.lv/engeli/

3. Charity campaign "Goodness Day" *(Labestības diena)* - Every year with the help of the "Goodness Day" campaign we have been able to change the lives of many children and their families. This year, in a social campaign donors donated funds to help 48 children whose health needs support and that is not paid for by the state.[228] (every year since 2007)

4. The Children's Hospital Foundation continues the charity campaign "I undertake**"** *(Es apņemos)* to help 40 children with AST provide early intervention. The funds donated during the campaign will provide assistance to children by providing therapies, medications, aids, equipment, as well as innovative treatment and assistance in emergencies. Data from the National Health Service show that in 2019, there were 2 369 children in Latvia who were diagnosed with an autism spectrum disorder (AST), Asperger's syndrome, or mixed specific developmental disorders. These children are supported by donor support, as most often the treatment is not paid for by the state. Negotiations have started with the Ministry of Health and the Ministry of Welfare on helping children with AST, Liene Dambiņa, head of the Children's Hospital Foundation, informed in a press release.[229] (2020)

5. From June 29 to July 13, it will be possible to follow the analytical research project "Eternal Children" *(Mūžīgie bērni)* on the social media and media "Re: Baltica". Journalists will find out what the state's position is and what still should be done to improve the lives of families with severely ill children. What does it mean to dedicate life to someone else's life? To deal with your own forces, to ask someone for help or to make unthinkable decisions?[230] (2020)

6. The charity initiative – "We will give 40 children the opportunity to live normally!" *(Mēs dosim 40 bērniem iespēju pilnvērtīgi dzīvot!)* To provide therapy for 40 children with AST under the age of 5. 100,000 euros are needed! The aim of the campaign is to raise 50,000 euros in

[228] https://skaties.lv/labestibasdiena/jaunumi/

[229] https://www.lsm.lv/raksts/dzive--stils/vecaki-un-berni/berniem-ar-autiska-spektra-traucejumiem-nepieciesams-valsts-apmaksats-pakalpojums.a368816/

[230] https://www.lsm.lv/raksts/zinas/latvija/ar-mediju-projektu-muzigie-berni-velas-panakt-izmainas-smagi-slimu-bernu-aprupe.a365272/

donations, which will be doubled by the EBRD / EBRD *, thus helping 40 children! (European Bank for Reconstruction and Development).[231] (2019)

7. The Autism Cabinet and the Children's Hospital Foundation are releasing a new series of videos that discuss not only the issues of AST and sensory perception but also the causes of autism, rehabilitation methods, and much more.[232] (2019)

8. Parents of children with special needs ask for the support of the President. With the slogan "We do not want to burn out" (Mēs negribam izdegt), parents want to draw attention to the fact that they need support. In the video, they do not ask for benefits, but for support, understanding, respect, and acceptance. [233] (2019)

9. The "High Five" *(Dod pieci*) social campaign, which each year selects a group of society who need help and support, to collect donations (radio DJs live in a glass house for a week and invite well-known people, politicians to the conversation or performance. Donations are collected by voting for the songs played on the radio). And so, in 2015, the campaign “Families with specially cared for children - noticed and better understood” *(Ģimenes ar īpaši aprūpētajiem bērniem – pamanītas un labāk saprastas),* inform: “We called to see families with seriously ill children and give families the opportunity to receive a special assistant /nanny for their seriously ill child.” EUR 139,445.42 were donated, which allowed to provide a special assistant for 48 children in 2016.[234] (every year since 2014)

[231] https://www.bsf.lv/lv/ziedot/kam-ziedot/labdaribas-iniciativa-dosim-40-berniem-iespeju-pilnvertigi-dzivot

[232] http://www.autismsberniem.lv/lv/materiali/video-materiali

[233] https://www.piesaiste.lv/2019/11/ipaso-vajadzibu-bernu-vecaki-ludz.html

[234] https://dod.pieci.lv/arhivs/2015

България

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Karin Russell[235] дефинира пет принципа, които срещаме днес в социалните медии:

- Сътрудничество: използване на колективно разузнаване;
- Разказ: характеризира се с трансмедиен разказ (термин, използван от Хенри Дженкинс в „Културно сближаване“);
- Предприемачество: виждаме проблем, рискуваме да опитаме нещо ново при решаването му;
- Създаване на идентичност: на лица, марки, организации;
- Култура: онлайн култура, както и междукултурна комуникация, наложени от глобалния характер на онлайн комуникацията.

Някои от ключовите функции на социалните медии в областта на образованието са:

- Предоставя възможности за комуникация между групи хора. Съществуват механизми, които позволяват на групите по интереси да се свързват по електронен път - да следят какво правят заедно и да преглеждат действията на другите в групата.
- Позволява комуникация между много хора.
- Ако авторите желаят, тяхната работа може да бъде предоставена на останалата част от цифровия свят. Достъпът е както за експерти, така и за начинаещи и им позволява да работят заедно.
- Осигурява събиране и споделяне на ресурси.

[235] Петков, С. (2011). *Ролята на социалните медии в образованието*. http://ebox.nbu.bg/ssc12/index2.php?id=ne3/05.%20Stoyko%20Petkov.htm&z=%D0%A0%D0%BE%D0%BB%D1%8F%D1%82%D0%B0%20%D0%BD%D0%B0%20%D1%81%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D0%BD%D0%B8%D1%82%D0%B5%20%D0%BC%D0%B5%D0%B4%D0%B8%D0%B8%20%D0%B2%20%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D0%B5%D1%82%D0%BE&n=4.%D0%B3%D0%BB.%20%D0%B0%D1%81.%20%D0%B4-%D1%80%20%D0%A1%D1%82%D0%BE%D0%B9%D0%BA%D0%BE%20%D0%9F%D0%B5%D1%82%D0%BA%D0%BE%D0%B2,%20%D0%9D%D0%91%D0%A3

- Осигурява средства за събиране на материали, които са винаги на разположение.
- Осигурява сътрудничество между участниците в събирането и Вече не става въпрос за знания, ограничени от исторически изградени възгледи за учебните програми. Има нови начини за организиране и намиране на информация, която представлява интерес за вас и групите, с които споделяте вашите интереси.
- Можете да изберете информационните потоци, от които да бъдете информирани и информацията да идва при вас, а не вие да я търсите. Освен това е възможно да проследявате дейността на вашите колеги онлайн.
- Медиалната грамотност най-често се свързва с развитието на компетентности в новите технологии и включва уменията за правилно разбиране на медиите като среда, средства и съдържание. Комплексът, дефиниран толкова широко, със сигурност включва инструменти за управление на медиите - умения за работа с информационни и комуникационни технологии (ИКТ), умения за използване на медиите за различни цели и в различни контексти, умения за търсене, проверка и разпространение на информация . Той също така включва компетенциите, произтичащи от цифровото образование и цифровото гражданство, термини, често използвани като еквивалентни, макар и да носят немалко разлики.
- Въз основа на цялата сложност на дискутираните проблеми, развитието на медийната грамотност като разбиране, овладяване и преподаване - на различни етапи и възрасти - е труден процес. Следователно тази дисертация включва основните дефиниции, които изграждат същността на (дигиталната) медийна компетентност, като същевременно се проследяват по пътя на естествената им еволюция. Наред с това, теоретичната част от работата представя множество добри практики на различни страни, като събира и анализира богатия опит, залегнал в основата на това, което е представено в практическото изследване - разработване на модел за устойчиво внедряване на програма за обучение по медийна грамотност. Тази програма отчита изискванията на Европейския съюз в областта на цифровото образование и гражданството като ключови фактори за възходящо индивидуално развитие и в същото време залог за ефективен растеж на държавите-членки.

- Въпреки че е неоспоримо, че използването на информационни и комуникационни технологии в глобален мащаб непрекъснато разширява своя обхват, както в посоки, така и в дълбочина, все още в много части на света, включително и в България, не е достатъчно ясно (или поне не ясно разбира се) как новите технологии помагат на хората да могат да общуват по-добре и по-хуманно, да осъзнаят, че усвояването на тези технологии трябва да бъде по-скоро средство, отколкото крайна цел. Богатството от информация, достъпна чрез медиите и технологиите, не гарантира по-висока информираност на обществеността.
- Това - на пръв поглед парадокс - представлява сериозна заплаха за демокрацията - не от насилствена атака, а от апатия, пасивност и привикване до разпространение и излагане на невярна информация. С други думи, технологичният прогрес, навлизането на медиите във все повече и повече аспекти на живота прави потребителите им все по-уязвими. Следователно гражданите трябва да имат способността да използват и да се възползват от медиите и да не стават жертва на фалшиви новини, манипулации и заблуди, т.е. хората трябва да придобият нови компетенции, изграждайки естеството на медийната грамотност, умения и нагласи, които надхвърлят традиционна грамотност.
- Нашето разбиране за медийна грамотност е - да, ние го виждаме като цялостен образователен подход, който трябва да се прилага при преподаването по всички предмети; като средство, позволяващо използването на медии и цифрови технологии като инструмент за критично мислене. С други думи, като методология за разбиране, овладяване и управление на света на знанието, в която медиите са нашето ръководство, методология за обучение и преподаване, но също така и за възходящо личностно и професионално развитие.
- „Социалните медии не ни учат на диалог, защото като ги използваме, ние много лесно избягваме да влизаме в някакви спорове ... Освен това повечето хора използват социалните медии, за да не се обединяват, да не разширяват кръгозора си, а напротив„ разбиват далеч "от зона на комфорт, където единствените звуци, които чуват, са от ехото на собствения им глас, а единственото, което виждат, са отраженията на собствените им лица.

> Социалните медии са много полезни - те ни предлагат гарантирано удоволствие. Те също са капан. "(Красимир Вълчев, министър на образованието и младежта, България).

Примери:

- www.priobshti.se - https://priobshti.se/category/kampanii/kampaniya-2019

Този онлайн портал е създаден от Фондация "Америка за България" и Център за приобщаващо образование София. Там учители, учащи и родители могат да намерят много национални ресурси, казуси, препоръки, игри и ресурси, които подпомагат по-нататъшното прилагане на приобщаващото образование в България.

От 2016 г. всяка година се провеждат Дни на включването под мотото „Нека бъдем по-добри!

Миналата година фокусът беше върху децата и взаимоотношенията между тях. Национално представителното проучване на благосъстоянието сред седмокласниците, проведено през 2018 г., ни показа доста обезпокоителна статистика, че 44,7% от седмокласниците не вярват, че техните съученици са добри хора.

С кампания за 2019 г. те ги предизвикаха да бъдат по-добри един към друг. Основното послание на инициативата беше да търсим доброто, защото то е навсякъде около нас, стига да имаме очи да го видим.

10 от най-вълнуващите истории бяха включени в специален видеоклип на канала Aide.BG.

Като част от кампанията те организираха две състезания за ученици и учители от цялата страна.

- www.ucha.se – https://ucha.se/motiviramse/razlichni-ne-bezrazlichni-rezultati/

Платформата се състои от над 16 000 видео урока и теста, отговарящи на официалната училищна програма.

Ucha.se проведе националната си кампания „Различни, не безразлични“ в търсене на общ език между поколенията. За тази цел проведохме подробни проучвания, които

повдигнаха темата за разликата в комуникацията между родители и ученици и как тя може да бъде преодоляна.

Първата стъпка беше учениците и родителите да споделят в какво вярват и какво е важно за тях.

- https://www.unicef.org/bulgaria/%D1%82%D0%B5%D0%BC%D0%B8/%D0%B4%D0%BE%D1%81%D1%82%D1%8A%D0%BF%D0%BD%D0%BE%D1%81%D1%82-%D0%B8-%D0%BF%D1%80%D0%B8%D0%BE%D0%B1%D1%89%D0%B0%D0%B2%D0%B0%D0%BD%D0%B5

Специалистите и ресурсните учители, работещи с деца с увреждания, ясно са установили необходимостта от допълнителна онлайн подкрепа както за деца, така и за учители и родители. В отговор на тази нужда УНИЦЕФ, в партньорство с Министерството на образованието и Регионалния център за приобщаващо образование София-град, ще създаде онлайн интерактивна платформа, която да направи образованието по-достъпно за деца с увреждания и техните учители и семейства, в тясно сътрудничество със съответните професионалисти. Те ще могат да придобият знания и ресурси, за да бъдат още по-полезни за децата. УНИЦЕФ ще включи професионалисти, учители и родители в разработването на платформата, за да идентифицира най-добре специфичните нужди на децата.

По време на тази кампания те предложиха:

- Видео учебни материали и ресурси за деца със специални образователни потребности, разработени от психолози, логопеди и учители, одобрени от Министерството на образованието и науката;
- Инструменти за обучение на професионалисти и родители под формата на практически материали, онлайн семинари и дискусии за родители;
- Възможност за сътрудничество между семейството и професионалистите с фокус върху индивидуалните учебни нужди на детето;

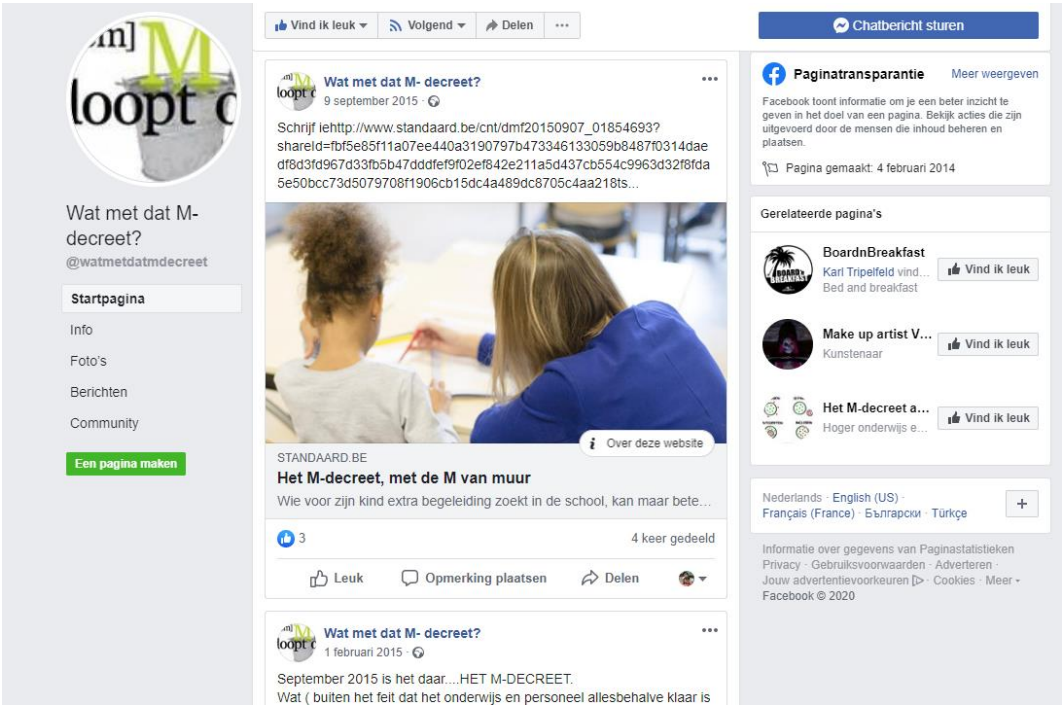
Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

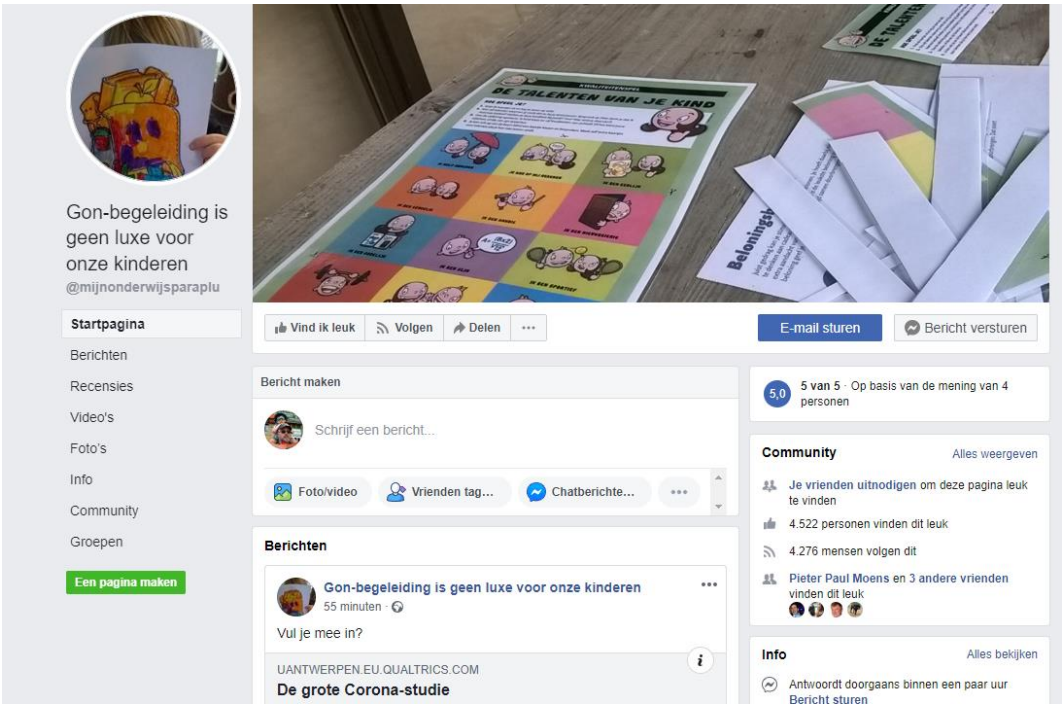
At this moment, any campaign promoting the M-Decree is absent as the decree itself will be revised. However, online, via social media, parents, and teachers have grouped to express their concerns, as well as to support each other.

Below are some of these initiatives.

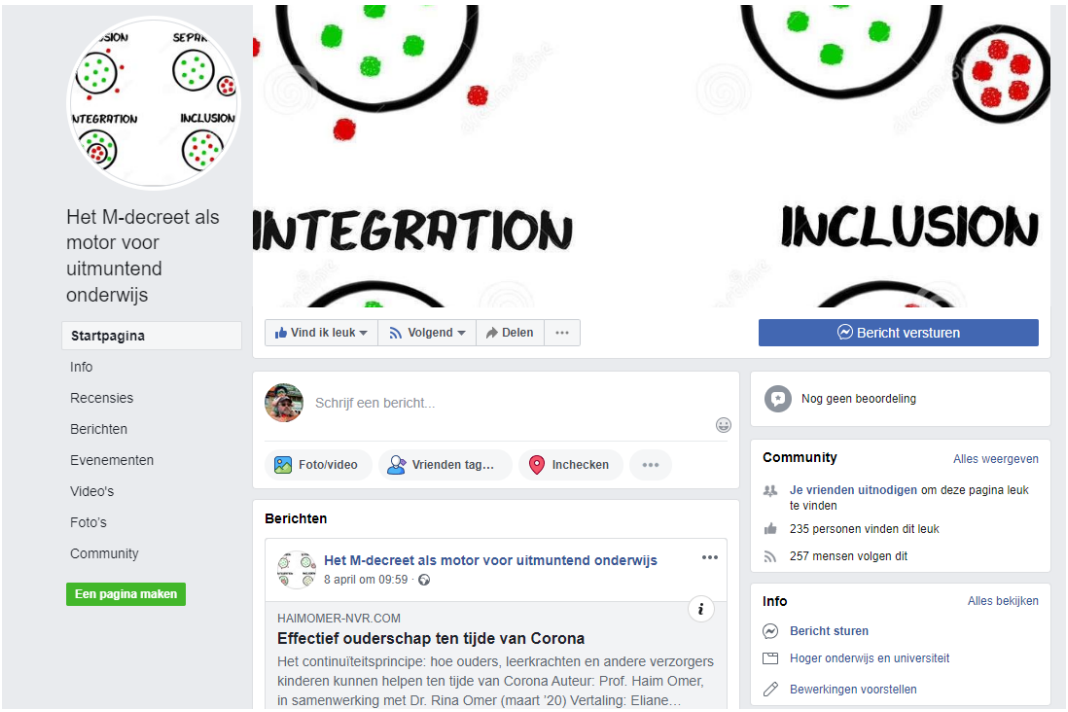
https://www.facebook.com/mdecreetzorgenomhetkind/



https://www.facebook.com/watmetdatmdecreet/



https://www.facebook.com/mijnonderwijsparaplu



https://www.facebook.com/Het-M-decreet-als-motor-voor-uitmuntend-onderwijs-169912903417060/

https://www.facebook.com/steunpuntdiversiteitenleren

Cyprus

Contributors: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus)

In Cyprus, professionals, parents, and non-profit organisations are promoting awareness of inclusive education mainly using social media (Facebook, YouTube, etc.) and other traditional media (radio and TV programmes).

Cypriot Club on Inclusive Education (KOEE)

The Cypriot Club on Inclusive Education has created a Facebook page named “Diversity is the rule, not the exception” to promote and connect people who share the same belief. Almost two thousand people follow and like this page. They use the page to announce different seminars, actions, and events regarding Inclusive Education, which in most cases are open

to the public. The last announcements were related to seminars, like: The Inclusion and the smooth transition of children from kindergarten to primary school; Supporting children in the general classroom; The role of the special educator; The role of the special educator in the special unit and Civil Rights to Disability Rights.

More information at:

https://www.facebook.com/%CE%97-%CE%94%CE%B9%CE%B1%CF%86%CE%BF%CF%81%CE%B5%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7%CF%84%CE%B1-%CE%B1%CF%80%CE%BF%CF%84%CE%B5%CE%BB%CE%B5%CE%AF-%CF%84%CE%BF%CE%BD-%CE%BA%CE%B1%CE%BD%CF%8C%CE%BD%CE%B1-%CE%BA%CE%B1%CE%B9-%CF%8C%CF%87%CE%B9-%CF%84%CE%B7%CE%BD-%CE%B5%CE%BE%CE%B1%CE%AF%CF%81%CE%B5%CF%83%CE%B7-189511614517024/

“I live, so I exist” radio show of the University of Cyprus

“I live, so I exist” is a weekly radio show created and produced by the University of Cyprus students on the radio station of the University of Cyprus (ucyvoice95.2). They invite professionals who speak about disabilities or people who encounter disabilities. One of the latest speakers was a teacher who spoke about “Disability in the school context: Education for the acceptance and overthrow of stereotypes.”

People can listen to the show through radio (95.2) or using the Ucyvoice app (for smartphones) or through the website of the radio station of the University of Cyprus.

More information at: http://www.ucy.ac.cy/ucyvoice/

Inclusive Education in Cyprus

Inclusive Education in Cyprus is a public group created on Facebook by a group of teachers who support the education of all children in general school. “Unified Education is a matter of values and human rights", as Len Barton said. They use this group to announce seminars and provide material, share video links of people who encounter disabilities. One of the latest

videos they shared was about a deaf woman who explained how her everyday life went by, what struggles she faced, etc.

More information at: https://www.facebook.com/groups/388693039765/

"Mazi" non-profit organization

"Mazi" (translates to "Together) is a non-profit organization, linking people with disabilities, teachers, and parents, who can share their views regarding inclusive education. They use their Facebook page not only to raise awareness, but also to inform regarding their events, such as the "Autism in the air", where sixty children with autism, along with their guardians, visited Larnaca Airport to take part in a special 20-minute flight with Cyprus Airways. The aim of this event was to deliver the message that children with autism can experience travelling, but also for professionals to share their stories regarding the coronavirus crisis.

More information at: https://www.facebook.com/syndesmos.mazi/

Road to Inclusive Education

A Facebook public group named "Road to Inclusive Education" aims to promote educational reforms, so that all pupils are included in the general school, regardless of nationality, religion, culture, behavioural and learning issues.

Their specific goals through this group are to push towards:

- Re-training of all teachers in differentiation and inclusion.
- The school principals to ensure that differentiation strategies are provided in all classes to all children, and not just to children with disabilities.
- Creating the position of an inclusion coordinator, who will be responsible for creating behavioural and educational goals, establishing/upgrading the list of children with special needs and behavioural problems, and providing teachers advice on differentiating and involving pupils.

- The school psychologist to evaluate pupils and provide advice to the person in charge.
- The school assistant, who must always been trained regarding special needs, and must also act as a teachers' advisor regarding the lesson, the behaviour, and the differentiation strategies in the class.
- Only pupils with serious behavioural problems (aggression, self-harm, etc.) be recommended to be placed in special schools.
- Informing parents about inclusive education and its benefits.
- The ministry to provide educational objectives in each subject and not dry knowledge in books to give teachers the freedom to create unique courses and schools.

They are posting videos and other material to promote awareness about inclusive education and what education should look like.

More information at: https://www.facebook.com/groups/831610846979036/permalink

Приобщаващо образование: Текущи предизвикателства и препоръчителни бъдещи насоки

European level

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

According to article 30 of the European Social Charter, the State parties undertake to take measures to promote the effective access of persons who live or risk living in a situation of social exclusion or poverty, as well as their families, to, in particular, education.

European countries follow EU regulations, however, member states are sovereign in their domestic regulations. There is no consensus in the case of inclusive education, with various types of implementation across Europe.

A 2018 publication by the Council of Europe[236] provides a very complete overview of several initiatives taken in various European countries to address inclusive education.

More information may be found through the European Agency for Special Needs and Inclusive Education[237], the online compendium of good practices[238] set up by the European

[236] Study on inclusive education in Europe and in the Republic of Moldova: reasonable accommodation, access to education and non-discrimination, 2018, Council of Europe, https://rm.coe.int/study-on-inclusive-education/1680932033

[237] See in particular European Agency for Special Needs and Inclusive Education, 2017. Raising the Achievement of All Learners in Inclusive Education: Lessons from European Policy and Practice. (A. Kefallinou and V.J. Donnelly, eds.). Odense, Denmark ; See also the Eurydice network which supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 38 countries and by producing studies on issues common to European education systems ; https://eacea.ec.europa.eu/national-policies/eurydice/home_en

[238] Delivered by an expert working group on promoting citizenship and common values; https://ec.europa.eu/education/compendium

Commission, and also online collaborative platforms[239] funded by the European Commission bringing education and training professionals together[240].

Предизвикателства по държави

Latvia

Contributor: Dita Nimante (University of Latvia, Latvia)

Although Latvia has made important steps both in developing proper legislation to support inclusive education and to implement good inclusive practices, there are still a number of challenges and issues that need to be addressed:

- lack of data about inclusive education241,
- insufficient systemic approach to the implementation of inclusive education in all levels of education242,
- lack of transparency in the financial provision for inclusive education; the research reveals that special schools are better equipped with methodological and other learning materials, technologies than regular schools. There is an identified need for teacher development programmes, as regular school teachers lack knowledge and support if there is a pupil with special needs included in the classroom243,

[239] The platforms are spaces where education and training professionals can share ideas and experiences, learn new approaches or techniques from their peers and discuss big challenges faced by their colleagues around Europe; https://ec.europa.eu/education/initiatives/collaborative-platforms_en

[240] See also European Network on Inclusive Education and Disability, IncluD-ed (2012), Inclusive education and disability: Good practices from around Europe, P.A.U. Education and Barcelona, available at http://www.includ-ed.eu/sites/default/files/documents/inclusive_education__disability._good_practices_from_around_europe.pdf.

[241] Apvienoto Nāciju Organizācijas Bērnu tiesību komiteja (2016). Noslēguma apsvērumi par Latvijas trešo līdz piekto periodisko ziņojumu [Concluding remarks on Latvia 's third to fifth periodic report]. 29.01.2016. http://www.lm.gov.lv/upload/berns_gimene/crc_c_lva_co_3-5_22983_e_lv_final-2.pdf

[242] Rozenfelde, M. (2016). Skolēnu ar speciālajām vajadzībām iekļaušanas vispārējās izglītības iestādēs atbalsta sistēma. Promocijas darbs. Rīga: LU.

[243] Raščevska, M., Nīmante, D., Umbraško, S., Šūmane, I. Martinsone, B., Žukovska, I. (2017). Pētījums par bērniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošas izglītības

- insufficient system of identifying children with special needs in general education schools244,
- segregated forms of education for children with special needs, insufficient support for children with special needs in regular schools, lack of human resources (for example, assistants), teachers' insufficient readiness to work with children with special needs245.

България

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През последните години България положи усилия за преодоляване на предизвикателствата, пред които е изправена образователната система - дискриминация, сегрегация и маргинализация, чрез връщане на всички деца в училищата, тези с увреждания, специални образователни потребности (СОП) и малцинствени деца. Разработват се нормативни и стратегически документи, съдържащи мерки срещу преждевременното напускане на училище, както и въпроси, свързани с развитието на педагогическия персонал, засягащи един от важните фокуси в образователните политики, а именно приобщаващото образование. Множеството предизвикателства са свързани с много сфери на живота, но факт е, че всички възможности се използват за тяхното преодоляване, тъй като очакванията са основната

īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040) LU. http://www.izm.gov.lv/images/izglitiba_visp/IZMiepirkumamLUPPMFgalaparskats08122017.pdf

[244] Raščevska, M., Nīmante, D., Umbraško, S., Šūmane, I. Martinsone, B., Žukovska, I. (2017). Pētījums par bērniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošas izglītības īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040) LU. http://www.izm.gov.lv/images/izglitiba_visp/IZMiepirkumamLUPPMFgalaparskats08122017.pdf

[245] Beizītere, I., Grumolte-Lerhe, I., Ziemane, I., Valtenbergs, V. (2020). Iekļaujošā izglītība bērniem ar speciālām vajadzībām Latvijā [Inclusive education for children with special needs in Latvia]. Latvijas Republikas Saeima. https://www.saeima.lv/petijumi/Ieklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

цел да се създаде подкрепяща училищна среда за децата, чрез подходящо обучение и образование в процеса, по-горе всичко в полза на детето, неговите / нейните нужди, индивидуалност, неговите специфики, с които всички ние не само ще се съобразим, но и ще работим, за да бъдем в центъра на развиваща се и устойчива тенденция.

Усилията на учителите, директорите, специалистите по планиране на образованието и експертите, както и на политиците и правителството трябва да бъдат в смисъл да работят в подкрепа на включването на всяко дете в качествено образование и да гарантират, че:

- Всяко дете се записва навреме;
- Всяко дете учи и постига резултати от обучението;
- Всяко дете е подкрепено от ефективно и ефикасно управление.

Основните предизвикателства са свързани с трансформацията на физическата среда, развитието на умения в учителите и преподавателите и предоставянето на специализирана подкрепа от психолози, логопеди и специални учители. Разработването и прилагането на училищни протоколи за превенция на насилието, които помагат на училищата да изграждат приобщаваща и безопасна среда, също са много приветствани. Разработването и прилагането трябва да отговарят на индивидуалните нужди на конкретни ученици и възможността да учат във форми на образование, различни от ежедневни / индивидуални, комбинирани, независими. Темата за специалистите и учителите, работещи в образователната система в България, необходимостта от придобиване на нови необходими компетенции, които биха увеличили тяхната чувствителност към различията, все още е много малко засегната.

Belgium - Flanders (see M-Decree section for extensive reporting)

Contributor: Karel Van Isacker (PhoenixKM, Belgium)

The M-decree[246,247,248] has ensured that the right to inclusion and reasonable accommodation has been strengthened and discussed in the educational world. After years of debate on inclusion, the M-decree is a first step in the implementation of the International Convention on the Rights of Persons with Disabilities (IVRPH). The dynamics that have been stimulated by this are valuable.

Even though not everything is running smoothly, Flanders has left the standstill mode with the M-decree. The M-decree contains many impulses that promote inclusion: it strengthens the enrolment right and anchors the right to reasonable adjustments in education legislation; it promotes a social view of disability thanks to the introduction of action-oriented working, acting within a care continuum and action-oriented diagnostics; and it tightens supervision of the reference to special education. It becomes important to maintain and strengthen those positive elements.

However, the implementation of the M-decree happens with very variable success in schools and centres for learner guidance (CLBs). The professionalism and willingness to realize inclusion are not equal in size everywhere. Much depends on the extent to which schools invested in basic care and increased care before the M-decree. The minimum quality of care that is the foundation for inclusive education has not been developed in every school as may be expected. This makes it a common practice to choose special education as a solution “in the interest of the child”. Parents' testimonials indicate that this often happens before inclusion had a real chance.

CLBs are in a difficult position if there is no willingness to achieve inclusion and if the quality of inclusive education is not sufficient. However, they were given a crucial role to ensure that

[246] Inclusief onderwijs in vlaanderen een tussentijdse analyse. https://www.unia.be/files/Documenten/Tussentijdse_analyse_inclusief_onderwijs-CRPD.pdf

[247] Naar een Inclusief Onderwijssysteem in België: Inspiratie ne Voorbeelden. (2019). https://www.unia.be/files/Documenten/Publicaties_docs/Naar_een_inclusief_onderwijssysteem_in_Belgi%C3%AB_2019.pdf

[248] Departement Onderwijs en Vorming. (2017). *Meta-evaluatie M-decreet: Synthese van evaluatieve publicaties verschenen sinds de inwerkingtreding van het M-decreet in 2015.* https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/Synthese%20tussentijdse%20evaluatie%20M-decreet.pdf

the referral to special education runs correctly. It is not easy for CLB employees to deal with that pressure. Sometimes they are asked to issue certificates for a specific type, although this is not possible according to the criteria. Other signals point to the pressure to explain that the care continuum and action-oriented work and action-oriented diagnostics have been followed, while this is not entirely the case. This is followed by pressure to agree to an individually adapted curriculum, which means making a report giving access to special education. Parents often do not experience the CLB as the independent and objective contact point that it should be.

Fortunately, there are also examples of teachers and CLB employees who work together to achieve inclusion and differentiation. Those exceptions should be the rule to achieve the goal of more inclusion and less segregation. The starting point should be that the child has the right to quality inclusive education that meets his needs.

Cross-network cooperation opened up opportunities to build and share expertise on inclusive education. By ending this collaboration in the past years, expertise in inclusive education has been lost. However, schools and CLBs are still struggling with many questions and need expert support. Children and parents must be able to count on the same interpretation of the legislation and the implementation of the legislation must be consistent with this. While parents and children used to be able to use the second-line inclusion network, they now no longer find a point of contact here.

It is not clear at this time what the future support model will look like and whether it will lead to more expertise on inclusion at the guidance level. The task of informing and supporting schools in the implementation of the M-decree currently lies mainly with about 70 competence counsellors. However, there is uncertainty about their further integration within the guidance services and their concrete range of tasks. Will they form a complementary duo with system and subject counsellors within the pedagogical counselling services in the future? Will they merge into the whole and will this only happen after sufficient expertise has been built with inclusion among all pedagogical counsellors?

Practical example: At the end of the school year, the teacher achieves different final objectives. Teachers must raise the bar for each child to a different level so that each child is challenged at his level. However, teachers are not trained well enough to manage this progress smoothly. Measurement is not efficient to reflect the advantages and disadvantages

of the process. According to the teachers, the support network is not yet ready. "I lack confidence in the CLB," Verwaest says. 'When I report a problem, someone first comes to observe in the class to see whether there is, indeed, a problem or not. Moreover, the requested help often comes too late. Since this year I have a deaf student in the classroom, who can only hear a computer voice through a cochlear implant. Since September I have been waiting for someone from the support network who will explain to me how the implants work. "[249]

In addition to that the M-Decree increased the question about the salary of the teachers. They argue that their job responsibilities increased but they are being paid the same as before.

Because of the lack of experience, some special needs children face problematic issues in the normal classes. Some of them become excluded in the classroom.

As a result, although, since the M-Decree has taken the effect, the number of pupils in special education has fallen sharply in the first instance (especially concerning special primary education), this trend was not continued for the academic year 2018-2019 and there was even an increase of 375 pupils in special primary education. This increase is especially visible for pupils with autism in type 9.

Cyprus

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Country wide challenges in Inclusive Education

The Cypriot educational system is under reform. Despite most children with special needs are being schooled in mainstream education, in its 2017 report, the UN Committee on the Rights

[249] Knack Four years of the M-decree: has inclusive education passed or been abandoned? https://www.knack.be/nieuws/belgie/vier-jaar-m-decreet-is-het-inclusief-onderwijs-geslaagd-of-gebuisd/article-longread-1446217.html

of Persons with Disabilities criticised the 'absence of a clear and implemented concept of inclusive education in mainstream schools in national legislation'. According to the UN, segregated approaches remain common in teachers' and other professionals' attitudes. To address the problem, Cyprus is currently reviewing its policy (EU report for Education and Training Monitor in Cyprus for 2018).[250]

The educational system is under the process of reforming to achieve better results in inclusive education. In the next paragraphs, we discuss some of the key changes that the educational system is going through to better measure and achieve quality in education.[251]

- The new Appointee System: Since 2017, all teachers who want to be appointed in public schools need to succeed in written examinations (Law 127(I)/2015, The new Appointee system).
- The School Unit Improvement Plan: During the academic year 2017-2018, a plan for allowing school units to operate with more autonomy and set their own objectives, which will be tailored to the needs and demands of pupils, teachers, and the school unit itself was developed (in pilot phase).
- The Reform of Special Education: During the academic year 2019-2020, a project for modernizing special, inclusive, and unified education was initiated. The plan includes a resource analysis, a study visit, and working groups. A draft regulation has been forwarded to the House of Representatives to be voted.
- The new Evaluation System for Teachers. During the academic year 2020-2021, the new evaluation system for teachers that aims to improve the quality of the education system is scheduled to be implemented. Some of the key innovations of the proposed evaluation system include: A mechanism for selecting the most suitable teachers; Provisions for continuous support of teachers in all stages of their career; A new job position for evaluators; Criteria for the numerical score that refer

[250] Education and Training Monitor 2018 Cyprus Country reports. https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2018-cyprus-report_en

[251] Cyprus. National Reforms in School Education. https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/national-reforms-school-education_en.

to the value of the teacher in terms of his teaching work; The Director of the School Unit essentially participates in the evaluation of teachers; Continuous improvement of the evaluation criteria, forms and procedures used for the evaluation and evaluation of the Evaluators.

- The new Regulation on the Operation of Public Secondary Schools [Κ.Δ.Π. 60/2017].252 The House of Representatives voted the adoption of the amending Regulations concerning the evaluation of pupils in the four-month period in public secondary schools on July 27, 2019. The new legislation introduces replacing the existing system of the final (end of the school year) examinations by a system of semester examinations; Introducing a system of remedial teaching, to take place after every written semester examination drawing on the examination results, etc.

Specific challenges for students who need support

In Cyprus, mainstream teachers fall into two broad categories, primary school teachers and special need teachers (SNT). The SNT are mainly employed to provide services in the special unit that is attached to the mainstream school or in special schools. Although education has made steps towards inclusive education, challenges still exist. Some of the most important challenges refer to children's integration in the mainstream class, parents and teacher collaboration and expectation regarding the learner's progress, the need for further professional development for the school staff regarding the utilization of inclusive methodologies and on how to apply assistive technology to support specific learners.

When a pupil is integrated in a mainstream class for a few times a week, the pupil is accompanied by a school assistant (without an education background). This has created many concerns to parents regarding the effectiveness of the inclusion process. As they suggest their children have limited opportunities to participate, since the school assistant usually doesn't have the knowledge to face the struggles that the pupil has to face, or the knowledge on how to support the pupil when they need help to use their communication or other assistive devices, to participate and interact with the teacher and classmates in the integration class.

[252] The new Regulation on the Operation of Public Secondary Schools [Κ.Δ.Π. 60/2017].

Usually, the school assistants have low-level qualifications and are low-paid staff, employed to provide support to pupils during the day in numerous ways, such as transferring them from the unit to the integration class, helping them in case they face difficulties and cannot self-nitrite or use the toilet independently, supporting the special need teacher in the unit, being with the pupil in the class. However, it is not a prerequisite for the assistant to have background knowledge on special needs and assistive technology, although it is stated in the requirements that it would be positive if the candidate had experience or knowledge regarding special needs. This creates tension between the parents and school and leads to ineffective inclusion of those children. Sometimes the Ministry of Education encourages parents to find a more suitable person for their child on their own. For children to gain the benefits of inclusion, they need to be accompanied by the correct personnel that will understand their conditions and will have the knowledge to support them based on their needs.

Заключение

Този наръчник предоставя задълбочен анализ за това как избран брой държави са въвели приобщаващо образование, какви добри практики са идентифицирани, както и пропуски. Като цяло представените множество инициативи, ресурси и стратегии имат за цел да подкрепят и засилят прилагането на практики за приобщаващо образование в масовите училища. Обединяването на такива добри практики е важно, за да ги споделите с други страни. Поради тази причина е разработено ново хранилище на ИКТ платформа (наречено HUB), специално за проекта „MyHUB - едно гише за практики за включване, инструменти, ресурси и методи за педагогическия персонал във формални и неформални образователни институции ". Тази база данни класифицира ресурсите чрез логическа рамка, управлявана в стил съветник и семантично поддържана. HUB предоставя функционалността за търсене на приобщаващи ресурси за обучение въз основа на критерии като: увреждане; образователен сектор; вид предмет; вид ресурс (метод, инструмент, материал за обучение, казус, сериозни образователни игри, роботизирано медиирано обучение, ролеви игри и др.). Той може да служи като основен отворен образователен ресурс, който ще улесни създаването на общоевропейска учебна общност (представена от партньорите по проекта) между различни участници - образователни институции, доставчици на формално и неформално обучение, публични власти, НПО. HUB е достъпен от елемента „Учебни ресурси“ в горното дясно меню на www.inclusion-hub.eu или директно на адрес: elearning.inclusion-hub.eu. Системата включва богата база данни с учебни ресурси, разработена върху широко разпространената система за управление на обучението Moodle с софтуер с отворен код (OSS) (www.moodle.org). В зависимост от езика, избран през уебсайта на проекта, на посетителя се представя подходящата езикова версия на Центъра за включване. Няма ограничен достъп до ресурсите, тъй като проектът MyHUB има за цел да предостави всички тези ресурси безплатно на общността на заинтересованите страни, която от своя страна може да използва механизмите за обратна връзка и повишаване на мащаба, за да участва в подобряването, разширяването и устойчивостта на портал. В този случай MyHUB ще постигне увеличаване на добрите практики за приобщаващо обучение и техния транс-образователен трансфер и експлоатация. Порталът Inclusion HUB е достъпен на работния език на проекта, английски, както и на езици като латвийски, немски, холандски, гръцки и български. Инструментът предлага опция да

бъде преведен и на други езици, като част от устойчивостта след продължителността на проекта MyHUB. Използвайки механизъм за обратна връзка, потребителите на центъра ще могат: 1) да подават коментари и предложения по отношение на вече изброените ресурси; 2) представят свои собствени ресурси за проверка и публикуване от поддръжниците на инструмента; 3) описват случаи, когато са използвали ресурсите, като дават подробности за използваните методи, постигнатите резултати, ефективността на инструмента и т.н.

Инструментът MyHUB може да бъде от полза не само за преподаватели, които ще имат възможност да получат много знания чрез разглеждане на ресурсите, но и за родителите със деца със специални нужди, за да бъдат по-информирани за инициативи, предприети по отношение на приобщаващото образование в тяхната страна. Също така създателите на политики ще имат по-бърз достъп до практиките, прилагани в страните от консорциума по отношение на приобщаващото образование и да проверяват резултатите, това може да им помогне да създадат партньорство с държава, която има много по-добри резултати от практиките за включване и да прехвърлят тези знания, за да помогнат на своите собствена държава. Освен това изследователите, използващи тази платформа, ще имат възможност да проверят съвкупността от последните практики, проведени в страните от консорциума. Това ще им даде вдъхновение да инициират повече идеи и да използват тази платформа, за да проучат възможните партньорства. Тази платформа е само началото на обмена на добри практики между държавите. Продължавайки да добавяте ресурси и инструменти и насърчавайки и други страни да допринасят за набора от знания, той ще става все по-голям и по-голям. Това може да бъде от полза за напредъка на приобщаващото образование не само на национално ниво, но и на ниво ЕС.

За авторите

Латвия

Linda Daniela е професор и старши изследовател, декан на Факултет по образование, психология и изкуство, председател на Съвета за докторска защита в образованието в Латвийския университет. Тя също така служи като експерт по образование в Съвета на науките на Република Латвия. Нейният опит обхваща технологично усъвършенствано обучение, интелигентна педагогика, виртуално образование, интелигентно образование, дигитални учебни материали, образователни технологии за обучение, образователна роботика, образователни процеси и решения за намаляване на социалното изключване от образователните процеси и поведенчески проблеми. Професор Даниела е автор и съавтор на повече от 80 публикации за процеси във всички измерения на образованието. Участвала е в над 30 изследователски проекта. В момента тя ръководи изследователските проекти: „Човек, технологии и качество на образованието“; „MyHUB - едно гише за практики за включване, инструменти, ресурси и методи за педагогическия персонал във формални и неформални образователни институции“; „Цифрови педагози за възрастни: Подготовка на педагози за възрастни за цифров свят“ и други проекти за образователни технологии.

Dita Nimante е доктор по педагогика, доцент и водещ изследовател във Факултета по образование, психология и изкуство на Латвийския университет. Тя е член на Промоционалния съвет на Латвийския университет в областта на образователните науки, член на Съвета на учебната програма на образователните науки, член на научния съвет на Научния институт по педагогика и експерт на Латвийския съвет на науките. Тя е директор на магистърската програма „Педагогика“ и новоразработената магистърска програма „Образователни науки“. През последните три години е участвала в 8 научни проекта като водещ изследовател и експерт, 2 проекта като ръководител на проекти. Има опит на рецензент в няколко латвийски и международни производства. Основните й изследователски интереси са свързани с приобщаващо образование, аспекти на управлението в класната стая, намаляване на насилието в училище, обучение на учители за приобщаващо образование.

Katrina Elizabete Purina-Bieza има магистърска степен по педагогика и работи като научен асистент в Латвийския университет. Тя изследва дигиталната и педагогическа компетентност на учителите и нейното историческо развитие в контекста на Латвия. Тя има 3-годишен трудов стаж като учител. Нейният опит включва работа в предучилищна институция със специално образование, както и работа с деца на 5-6 години като учител по визуално изкуство.

Zanda Rubene, Dr. paed., е професор в Латвийския университет по философия на образованието, заместник-декан на Факултета по педагогика, психология и изкуство, експерт по образование в Съвета на науките на Република Латвия. Основните й научни интереси са философия на образованието, трансверсални компетенции, приобщаващо образование и критично мислене, има проекти и публикации по тази тема, участва в международни научни конференции.

Arta Rudolfa в момента е докторант в Латвийския университет в образователната програма за образователни науки. Тя е научен асистент в Научния институт по педагогика на Факултета по образование, психология и изкуство на Латвийския университет. Нейната работа се фокусира специално върху дигиталните учебни материали, роботиката, дигитализацията на образованието (особено върху въпросите за ефективността на платформата за обучение и въздействието на роботиката върху образованието). Наскоро тя завърши работа по изследване на инструмента за оценка на платформата за обучение. В момента тя работи по нова учебна програма, разработена в Латвийския университет, където Арта създава съдържанието за курса „Роботика в образованието“. Участвала е в различни проекти, финансирани от Европейския съюз, които са свързани най-вече с разработването на различни учебни програми и оценката на ползите от преподаването на образователна роботика. Тя също така работи за частна компания, едно от най-големите и най-успешните училища по роботика Lego в Латвия - ROBO HUB - и участва в проект, който ще разработи дигитално обучение и методологически инструмент за Lego Educational robotics, включително областта на специалните нужди , дигиталните учебни материали са адаптирани за работа с деца с увреден слух.

Gunta Silina-Jasjukevica е асистент в Латвийския университет; член и научен секретар на докторския съвет по отбрана в образователните науки, Латвийски университет;

изследовател на Научния институт по педагогика, Университет на Латвия; експерт по образование в Съвета на науките на Република Латвия. Изследователските интереси включват трансдисциплинарно обучение и обучение, културно разбиране, педагогически аспекти на културната идентичност, езиково дидактическо и традиционно културно обучение и обучение. Член на научен и организационен съвет на научни конференции, рецензент на статии. Член и координатор на международни, национални образователни и изследователски проекти за приобщаващо образование, основана на компетентност учебна програма, творческа училищна култура.

Svetlana Surikova е доктор по педагогика, водещ изследовател в Научния институт по педагогика на Факултета по образование, психология и изкуство на Латвийския университет. В момента нейните научни интереси са свързани с изследванията на професионализацията на преподаватели за възрастни, професионалното развитие на учителите, образованието на характера (добродетелта) и др. Тя е експерт по социални науки (образователни науки) на Латвийския съвет на науките, както и член на Центърът за образование и изследвания на ASEM за мрежата LLL 3 „Професионализиране на учители и преподаватели за възрастни в страните от ASEM“.

Кипър

Marianna Gregoriou, MA, EUROCY Innovations Ltd. Консултант по приобщаващо образование и помощни технологии. Квалифициран скрининг за синдром на Ирлен и сертифициран треньор за възрастни. (Ниво на инструктор по професионално обучение SEP / CyQF / EQF 5). Над 15 години опит в помощните технологии и обучение на хора с увреждания, техните семейства, преподаватели, логопеди, професионални и други терапевти. Експерт по приобщаващо образование, помощни технологии в подкрепа на хората в достъпа до образование, комуникация, стаж и включване. Работил е с деца от аутистичния спектър, както и лица със синдром на Даун, церебрална парализа, афазия, ALS, дислексия и други образователни затруднения.

George M. Milis, PhD, G.M. EUROCY Innovations Ltd. Директор, главен изпълнителен директор. Над 15 години опит в управлението на научноизследователски и иновационни проекти и разработване и консултиране на ИКТ Експерт по теория на системите,

изкуствен интелект, интелигентни системи за управление, IoT, семантична оперативна съвместимост и разсъждения, образователни игри, съвместен дизайн на игри, учебни програми за професионално обучение, електронно правителство и електронно сътрудничество, социално управление и др. Съавтор на много успешни конкурентни предложения в национален и европейски контекст.

Angelos Nicolaou, G.M. EUROCY Innovations Ltd. Консултант по проекти. Три години опит като консултант по проекти и дизайнер на бизнес план за иновативни продукти, базирани на изследвания. Подпомага администрацията на компанията.

България

Проф. дпн. Снежана Илиева - е професор във Философския факултет на Софийския университет „Св. Климент Охридски ”. Тя има преподавателски и изследователски опит в областта на организационната психология, развитието на организацията, управлението на конфликти и предотвратяването на стреса и интервенциите. Тя също има практически опит в консултациите и обучението в образователни условия и е участвала като треньор по въпроси на образователното лидерство, разрешаването на конфликти и справянето със стреса. Реализирала е различни изследвания в областта на стреса, емоционалната интелигентност и мотивацията на учителите, работещи в мултикултурни условия, както и стратегиите за управление на конфликти. Участвала е като експерт в международни проекти, свързани с проблемите на миграцията, разрешаването на конфликти и междукултурната комуникация.

Андреан Лазаров - магистърска степен по педагогика, методика на преподаване и магистърска степен по образователни науки със специализация в ENDM «Alfred Cortot» Париж, Франция. През последните 18 години той насочи своите изследователски и развойни дейности към приобщаващо образование и обучение на учители като посланици на приобщаващото образование. Основните му дейности са в областта на изследванията, анализа на потребителските изисквания и пилотното изпълнение на проекти на ЕС, разработването на електронни учебни материали, включително сериозни електронни игри, подготовка на процедури за оценка и организиране на събития за разпространение. Редовно организира сесии за учители като методист на обучение. Преподавател е по пиано и работи активно с ученици със СОП.

Асистент д-р Валерия Витанова - е дипломиран психолог и има докторска степен по организационна психология. Има практически опит като психолог и треньор в мултикултурни организации. Работила е с млади хора по въпроси на толерантността и дискриминацията и е консултирала жени по въпроси на неравенството. Валерия е член на екип по проекти, работещ в областта на хуманитарните действия. Притежава опит в областта на междукултурната комуникация и емоционалната интелигентност. Изследователска дейност - реализиране на емпирични социално-психологически изследвания; първична обработка на емпирични данни; анализ и обобщение на резултатите от научните изследвания; събиране на библиография по научни въпроси; превод и преглед на научна литература; информационна работа в Интернет; участие в научни конференции, симпозиуми; писане на научни доклади.

Белгия

Karel Van Isacker има опит в икономиката, икономиката на развитието и управлението на международния бизнес. Той управлява проекти от 2001 г. и е силно ангажиран с (достъпни) дейности за електронно обучение. От 2005 г. Карел действа главно като ръководител на проекти за частни и публично финансирани проекти, занимаващи се предимно с хора с увреждания. В много от тях фокусът беше върху това да се вземат предвид нуждите на крайните потребители. Той също така предоставя консултации и обучение по аспекти на увреждания като заетост и е експерт в обучението за достъпност (изготвяне на достъпни документи, оценка на достъпността на уебсайтове, АТ инструменти и др.) За публични и частни организации. Той е експерт по социално предприемачество и автор на книгата „Подготовка за ново поколение: Управление на прехода (2016)“, насочена към млади („би било“) предприемачи. Той е и летен лектор в Университета на Гордоба в Монтерия, Колумбия, където преподава най-добри практики за социално отговорно предприемачество и приобщаващо общество, особено по отношение на концепциите за „приобщаващо висше образование за всички“.