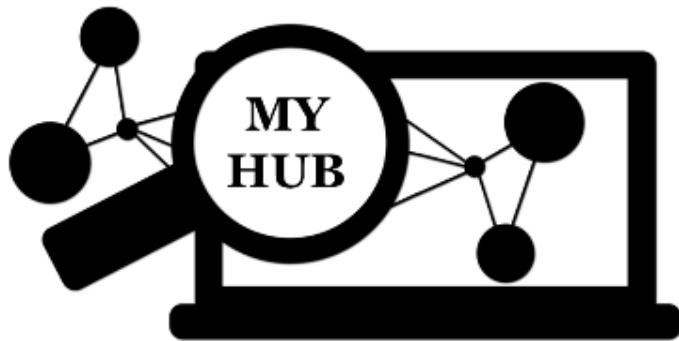


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ROKASGRĀMATA

Kā stiprināt iekļaujošu izglītību skolās?

Projekts: MansHUB – tiešsaistes repozitorijis iekļaujošām praksēm, resursiem, publikācijām pedagoģiskā personāla lietošanai formālajā un neformālajā izglītībā.

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Priekšvārds

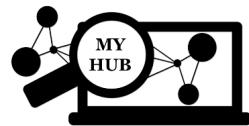
Profesore Linda Daniela

Iekļaujošās izglītības pirmsākumi meklējami 70. gados Skandināvijā, ASV un Japānā, kad bija pirmie mēģinājumi integrēt cilvēkus ar īpašām vajadzībām, taču rezultāti parādīja, ka šāda integrācija piedāvā iespējas uzlabot sasniegumus studentiem ar viegliem traucējumiem, savukārt cilvēki ar smagiem traucējumiem saskarās ar vēl lielāku diskrimināciju. Laika gaitā ir secināts, ka vienkārši integrācija nav atslēgas vārds, lai atbalstītu studentus ar īpašām vajadzībām, tāpēc bija nepieciešami citi risinājumi.

Nākamais būtiskais atskaites punkts iekļaujošās izglītības nodrošināšanā ir 1994. gads, kad Pasaules valstu konferencē par izglītību cilvēkiem ar īpašām vajadzībām, Salamankā (Spānija) 92 valstu un 25 starptautisko organizāciju pārstāvji pieņema jaunu paziņojumu par visu bērnu ar speciālajām vajadzībām izglītošanu, kurā tika aicināts iekļaut normu, kuras pamatprincips ir, lai jebkuras skolas uzņemtu visus bērnus neatkarīgi no viņu fiziskajiem, intelektuālajiem, sociālajiem, emocionālajiem, valodas vai citiem apstākļiem, kas var ietekmēt mācīšanos.

Neskatoties uz to, ka kopš Salamankas paziņojuma pieņemšanas ir pagājuši 26 gadi, jāatzīst, ka ne visas situācijas un ne visi iespējamie risinājumi vienmēr tiek uzskatīti par pašsaprotamiem un joprojām ir valstis, kurās iekļaujošā izglītība ir definēta tikai politiskajos dokumentos, bet nav izplatīta ikdienas prakse. Tomēr šo 26 gadu laikā pasaule ir uzkrājusi bagātīgu pieredzi iekļaujošas izglītības ieviešanā un dažādu aktivitāšu organizēšanā, lai nodrošinātu ikvienam indivīdam pieķluvi izglītībai.

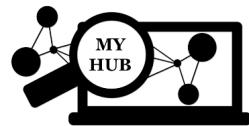
MansHUB projektā – tiešsaistes repositorijs iekļaujošām labajām praksēm, resursiem, metodikām izglītības jomas darbiniekiem formālajā un neformālajā izglītībā (*MyHUB project - A one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions*), tā dalībnieki ir apņēmušies apkopot dažādas labās prakses iekļaujošajā izglītībā, lai zināšanu pārveidošana, izmantojot Gitas Šteineres-Hamši izstrādāto aizdošanas un aizņemšanās (*lending and borrowing*) principu, kurā ir iespējamas dažādas iekļaujošās izglītības dimensijas, lai dalītos labajā praksē starp dažādām valstīm, starp dažādiem izglītības līmeniem un cilvēkiem ar dažādām īpašām vajadzībām.



Šī rokasgrāmata ir projekta rezultāts, kurā apkopota informācija par iekļaujošās izglītības principiem un situāciju projekta valstīs. Tas būs noderīgi skolotājiem, kuri vēlas radīt iekļaujošu mācību vidi, vecākiem, kuri vēlas izprast iekļaujošās izglītības principus, un citiem izglītības procesu dalībniekiem.

Karels Van Isackers

ANO Konvencija par personu ar invaliditāti tiesībām ļoti skaidri norāda, ka speciālās izglītības pastāvēšana (turpināšana) ir pretrunā ar šīs konvencijas principiem. Tādējādi *M-decree* (pasākumi skolēniem ar īpašām izglītības vajadzībām) tika ieviesti vispārizglītojošās izglītības iestādēs. Diemžēl es baidos, ka šis spiediens uz pakāpenisku speciālās izglītības likvidēšanu ir mainījis uzsvaru no "vecāku tiesībām sava bērna izglītošanos īstenoši vispārizglītojošā izglītības iestādē (ja tas ir iespējams)", uz acīmredzamu "vecāku pienākumu bērnu iekļaut vispārizglītojošā iestādē, ja vien tam nav lielu šķēršļu". Tas nav īstais sākumpunkts.



Ielevads

Sagatavoja: Zanda Rubene (Latvijas Universitāte, Latvija)

Iekļaujošās izglītības īstenošanas izaicinājumi ir viens no aktuālākajiem profesionālās darbības uzdevumiem gan skolotājiem, gan augstskolu docētājiem, gan izglītības politikas veidotājiem Eiropas Savienībā un ārpus tās. Neraugoties uz starptautiskās sabiedrības mērķtiecīgiem centieniem iekļaušanas jomā, daļa bērnu un jauniešu labklājības valstīs joprojām sastopas ar grūtībām un šķēršļiem kvalitatīvu izglītības iegūšanas procesā.

Tas liecina, ka iekļaujošās izglītības iedzīvināšanas nepieciešamība nemazinās, ka vajadzīga sistēmiska pieeja sociālās atstumtības novēršanai.

Tomēr iekļaušana nav tikai izglītības sistēmas jautājums: būtībā tā ir sabiedrības demokratizācijas rādītājs. Attieksme pret iekļaušanu uzskatāmi demonstrē sabiedrības tolerances un *iecetības* līmeni, kas, kā zināms, ir nozīmīgas demokrātiskas sabiedrības vērtības. Attieksme pret iekļaušanu aktualizē arī problemātiku, kas saistīta ar tādām pilsoniskās sabiedrības vērtībām kā *sociālā piederība* un *atzīšana*.

Ikvienam cilvēkam ir nepieciešamība justies piederīgam sabiedrībai, būt atzītam noteiktā sociālā kopienā, taču, lai īstenotu visu cilvēku tiesības uz atzīšanu un piederību, likumsakarīgi rodas prasība pēc ikviens individuāla spējas būt tolerantam un iecetīgam pret dažādību sabiedrībā. Sociālo atstumtību izraisa piederības un atzīšanas trūkums, tolerances deficitis noteiktā sabiedrības daļā. Minēto problēmu risināšana ir komplikēts sociālais uzdevums, un iekļaujošās izglītības loma šajā procesā ir nenoliedzami svarīga.

Īss projekta apraksts

Projekts samazinās iekļaušanas šķēršļus, aktīvi sadarbojoties pedagoģiem un citām ieinteresētajām personām, tostarp aktīvi iesaistot politikas veidotājus, vietējās sabiedrības locekļus, piemēram, politiskos un reliģiskos līderus, vietējās izglītības amatpersonas un masu medijus.



Panākumi izveidot iekļaujošu izglītību kā iekļaujošas sabiedrības izveides atslēgu ir atkarīgi no visu iesaistīto pušu vienošanās par kopīgu redzējumu, ko atbalsta vairāki īpaši pasākumi, kas jāveic, lai šo redzējumu īstenojuši praksē.

Pāreja uz iekļaušanu ir pakāpeniska, un tai vajadzētu būt balstītai uz skaidri formulētiem principiem, kas veidoti visas sistēmas vienotai attīstībai un vairāku izglītības nozaru pieejas pilnveidei, iesaistot visus sabiedrības līmenus.

Rokasgrāmatas mērķa un satura apraksts

Šī rokasgrāmata nodrošinās iekļaujošas izglītības vēstniekus ar nepieciešamajām zināšanām, resursiem un stratēģijām, kas viņiem ļaus integrēt un atbalstīt iekļaujošās izglītības īstenošanu praksē.

Mērķauditorija:

- Pirmsskolas izglītības iestāžu un skolu pedagoģiskais personāls: mācību priekšmetu skolotāji, metodīki, direktori, speciālās izglītības skolotāji;
- Sociālie un jaunatnes darbinieki;
- Nevalstiskās organizācijas;
- Izglītības politikas plānotāji un veidotāji – reģionālās izglītības pārvaldes, pašvaldību departamenti, kas iesaistās iekļaujošas izglītības politikas veidošanā, Izglītības un zinātnes ministrijas atbilstošie departamenti u.c.



Taisnīgums un iekļaujošās izglītības īstenošana

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija) un Karel Van Isackers (PhoenixKM, Beļģija)

Taisnīgums nozīmē visiem vienādu iespēju nodrošināšanu. Taisnīgums izglītībā nozīmē, ka visiem ir pieejamas kvalitatīvas izglītības iespējas. Izglītība ir viens no līdzekļiem, kā mērķtiecīgi transformēt bērnu dzīves, sekmēt sociālekonomisko mobilitāti un izvairīties no nabadzības. Uzlabojot izglītības sistēmu, pilnveidojot izglītības programmas un attīstot izglītības vidi, kurā tiek respektētas bērnu dažādās personības iezīmes, kā arī ņemtas vērā izglītības vajadzības un to dažādību, uzņemot izglītībā ikvienu, ir iespēja nodrošināt taisnīgumu izglītībā.

Izglītība visiem ir iekļaujošās izglītības idejiskais pamats. 1994.gada UNESCO Salamankas deklarācijā¹ atzīta nepieciešamība darboties iekļaujošās izglītības virzienā – atbalstīt tādas izglītības iestādes kā organizācijas, kas nodrošina izglītību visiem, šādas organizācijas atzīst un novērtē katru cilvēku tiesības uz dažādību, atbalsta ikviemu mācīšanos un reaģē uz katru individuālajām vajadzībām. Kā tas ir noteikts Salamankas deklarācijā “Izglītība visiem nozīmē izglītību patiešām PILNĪGI VISIEM, un īpaši tiem, kuri ir visneaizsargātākie un kam visvairāk tā ir nepieciešama”². Salamankas deklarācija būtiski mainīja gan skatījumu uz bērniem ar speciālajām vajadzībām izglītībā, gan to, kā izglītībā izturas pret bērniem ar speciālajām vajadzībām, apstiprinot, ka bērniem ar speciālajām vajadzībām ir vienādas tiesības uz izglītību, ka viņiem ir līdzvērtīgas tiesības tajās iespējās, ko piedāvā izglītības sistēma, ka viņiem ir arī tiesības mācīties vispārizglītojošajās skolās kopā ar saviem brāļiem un masām.

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.



Iekļaujošās izglītības kā iekļaujošas sabiedrības izveides panākumu atslēga ir visu iesaistīto pušu vienošanās par kopīgu redzējumu, kā panākams progress, kādi pasākumi un aktivitātes jāveic, lai iekļaujošās izglītības idejas iedzīvinātu praksē. Pārejai uz iekļaujošo izglītību ir jābūt pakāpeniskai, un tai vajadzētu būt balstīti uz skaidri formulētiem principiem, kas attīsta visu izglītības sistēmu, iesaistot visu sabiedrību. Iekļaušanās skēršļi varētu tikt samazināti, aktīvi sadarbojoties politikas veidotājiem, izglītības darbiniekiem, vecākiem un citām ieinteresētajām personām, tai skaitā pārstāvjiem no vietējās kopienas – gan pašvaldības darbiniekiem, gan vietējās sabiedrības pārstāvjiem, reliģiskajiem līderiem un masu mēdījiem.

Pasaulē

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija) un Karelis Van Isackers (PhoenixKM, Belgija)

1948.gada ANO pieņemtajā “Vispārējās cilvēktiesību deklarācijas”³ 26.pantā noteikts, ka izglītība ir viena no cilvēka pamattiesībām. 1960.gadā UNESCO pieņemtajā “Konvencijā pret diskrimināciju”⁴, atsaucoties uz “Vispārējo cilvēktiesību deklarāciju”, skaidrots, ka diskriminācija izglītībā ir tiesību pārkāpums. Pirmajā pantā diskriminācija ir aprakstīta kā jebkura “atšķirība, izslēgšana, ierobežošana vai priekšrokas piešķiršana, kuras pamatā vai iemesls ir rase, krāsa, dzimums, valoda, reliģija, politiskie vai citi uzskati, nacionālā vai sociālā izcelstsme, ekonomiskais stāvoklis un ar to saistītie dzimšanas apstākļi, un ja tās mērķis vai no šādas rīcības izrietošās sekas ir vienlīdzības mazināšana izglītībā”. Lai gan UNESCO “Konvencijā pret diskrimināciju” invaliditāte netika minēta kā viens no iespējamajiem diskriminācijas iemesliem, visos turpmākajos starptautiskajos dokumentos personas invaliditāte norādīta kā iespējamais iemesls cilvēku diskriminācijai. 1990.gadā Džomtienas

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



“Pasaules konferencē “Izglītība visiem”⁵ tās dalībnieki noslēguma dokumentā deklarēja, ka visiem ir tiesības uz izglītību, neskatoties uz cilvēka individuālajām atšķirībām, šajā izpratnē iekļaujot visa veida iespējamās cilvēkam raksturīgās dažādības, tai skaitā invaliditāti. Vairāku desmitu gadu ANO un UNESCO centieni šos jautājumus aktualizēt kulminācijas punktu sasniedza 1993.gadā, kad ANO izstrādāja “Standarta noteikumus par personu ar invaliditāti iespēju izlīdzināšanu Standard Rules on the Equalization of Opportunities for Persons with Disabilities⁶. 1994.gada UNESCO Salamankas paziņojums nodrošināja politisko un filozofisko pamatu iekļaujošās izglītības attīstībai visos turpmākajos gados.

2006.gada ANO “Konvencija par personu ar invaliditāti tiesībām”⁷ 24.pantā jau nepārprotami noteikts, ka “Dalībvalstis atzīst personu ar invaliditāti tiesības uz izglītību. Lai šīs tiesības varētu bez diskriminācijas un ar vienlīdzīgām iespējām īstenot, dalībvalstis nodrošina, ka izglītības sistēmā var iekļauties visos līmeņos un visu mūžu gūt izglītību ar mērķi: pilnībā attīstīt cilvēka potenciālu.”

Iekļaujošajā izglītībā personai ar invaliditāti garantētas tiesības fundamentāli apstiprina “Vispārējā cilvēktiesību deklarācija”⁸, bet 2006. gada “Konvencija par personu ar invaliditāti tiesībām”⁹ un tās īpašie pievienotie protokoli 2006.gada 13.decembrī¹⁰ to nostiprināja. Šī konvencija ietver personu ar invaliditāti fundamentālās cilvēk tiesības un personiskās brīvības.

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

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>



Tāpat tā uzsver tiesības uz iekļaujošo izglītību (skatīt "General Comment No.4", 2016.gadā). Tajā uzsvērts, ka iekļaujošā izglītība ir kā atslēga uz tiesību uz izglītību atzīšanu pēdējos 30 gadus. "Konvencija par personu ar invaliditāti tiesībām" bija pirmais starptautiska mēroga dokuments, kas atsaucās uz kvalitatīvas iekļaujošas izglītības konceptu. Ilgtspējīgas attīstības 4. mērķis apstiprina iekļaujošu izglītību kā vērtību, kas nodrošina kvalitāti un taisnīgumu izglītībā. Iekļaujošai izglītībai ir izšķiroša nozīme, lai sasniegtu kvalitatīvu izglītību visiem izglītojamajiem, arī tiem, kuriem ir invaliditāte, tai ir noteicoša loma iekļaujošas, miera pilnas, taisnīgas sabiedrības veidošanā.

"Konvencijā par personu ar invaliditāti tiesībām" 24. pantā¹¹ ir norādīts

1. Dalībvalstis atzīst personu ar invaliditāti tiesības uz izglītību. Lai šīs tiesības varētu bez diskriminācijas un ar vienlīdzīgām iespējām īsteno, dalībvalstis nodrošina, ka izglītības sistēmā var iekļauties visos līmeņos un visu mūžu gūt izglītību ar mērķi:
 - 1.1. pilnībā attīstīt cilvēka potenciālu, kā arī pašcieņu un savas vērtības apzināšanos un nostiprināt cieņu pret cilvēktiesībām, pamatbrīvībām un cilvēku dažādību;
 - 1.2. attīstīt personu ar invaliditāti personību, talantus un radošo garu, kā arī viņu garīgās un fiziskās spējas, pilnībā izmantojot to potenciālu;
 - 1.3. dot personām ar invaliditāti iespēju efektīvi piedalīties brīvas sabiedrības dzīvē.
2. Attiecībā uz šo tiesību īstenošanu dalībvalstis nodrošina, ka:
 - 2.1. personas ar invaliditāti netiek invaliditātes dēļ izslēgtas no vispārīgās izglītības sistēmas un ka bērni ar invaliditāti netiek invaliditātes dēļ izslēgti no bezmaksas obligātās pamatzglītības vai vidējās izglītības sistēmas;
 - 2.2. personas ar invaliditāti var vienlīdzīgi ar citiem piekļūt integrāciju veicinošai, kvalitatīvai un brīvai pamatzglītībai un vidējai izglītībai sabiedrībā, kurā tās dzīvo;
 - 2.3. atbilstoši indivīdu vajadzībām tiek veikti saprātīgi pielāgojumi;
 - 2.4. personas ar invaliditāti vispārīgajā izglītības sistēmā saņem atbalstu, kas

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>



- nepieciešams, lai atvieglotu to efektīvu apmācību;
- 2.5. vidē, kas maksimāli veicina zināšanu apguvi un sociālo attīstību, tiek veikti efektīvi individuāli atbalsta pasākumi atbilstoši pilnīgas integrācijas mērķim.
 3. Dalībvalstis personām ar invaliditāti dod iespēju apgūt praktiskās un sociālās iemaņas, kas vajadzīgas, lai atvieglotu to pilnīgu un vienlīdzīgu līdzdalību izglītības sistēmā un sabiedrības dzīvē. Šai nolūkā dalībvalstis veic atbilstošus pasākumus, tostarp:
 - 3.1. atvieglo Braila raksta, alternatīvā raksta, pastiprinošo un alternatīvo komunikācijas veidu, līdzekļu un formātu, kā arī orientēšanās un pārvietošanās iemaņu apgūšanu un atvieglo līdzinieku atbalstu un darbaudzināšanu;
 - 3.2. atvieglo zīmju valodas apguvi un veicina nedzirdīgo kopienas lingvistisko identitāti;
 - 3.3. nodrošina to, ka aklas, nedzirdīgas vai gan aklas, gan nedzirdīgas personas, it īpaši bērni, izglītību saņem tādās valodās un ar tādu komunikācijas veidu un līdzekļu palīdzību, kas konkrētajam indīvīdam ir vispiemērotākās, un tādā vidē, kas maksimāli veicina zināšanu apguvi un sociālo attīstību.
 4. Lai palīdzētu nodrošināt šo tiesību īstenošanu, dalībvalstis veic atbilstošus pasākumus, lai pieņemtu darbā skolotājus, tostarp skolotājus ar invaliditāti, kuri ir kvalificēti zīmju valodas un/vai Braila raksta lietošanā, un apmācītu profesionālos darbiniekus un personālu, kas strādā visos izglītības līmenos. Šāda apmācība ietver zināšanas par invaliditātes jautājumiem un par atbilstošo pastiprinošo un alternatīvo komunikācijas veidu, līdzekļu un formātu, apmācības metožu un materiālu izmantošanu, lai sniegtu atbalstu personām ar invaliditāti.
 5. Dalībvalstis nodrošina, ka personām ar invaliditāti bez diskriminācijas un vienlīdzīgi ar citiem ir iespējas saņemt vispārīgo terciāro izglītību, profesionālo izglītību, pieaugušo izglītību un mūžizglītību. Šai nolūkā dalībvalstis personām ar invaliditāti nodrošina saprātīgus pielāgojumus.” (Konvencija par personu ar invaliditāti tiesībām, (2006). ANO. Pieejams: <https://likumi.lv/ta/lv/starptautiskie-ligumi/id/1630>).

“Konvencija par personu ar invaliditāti tiesībām” 24. pants rada pamatu iekļaujošai izglītībai visos līmenos un virza ANO dalībvalstis un citas institūcijas rīkoties tai atbilstoši.

Iekļaujošā izglītība un taisnīgums izglītībā ir bijuši ļoti nozīmīgi atslēgvārdi vispasaules starptautiskajos dokumentos jau kādu laiku, taču to aizstāvība un lobijs arvien turpina pieaugt.



ANO 2030, gada Ilgtspējīgas attīstības programmā [*Agenda for Sustainable Development*]¹², plāns “darbība cilvēkiem, planētai un labklājībai” ietver 17 ilgtspējīgās attīstības mērķus. Viens no tiem, ceturtais ilgtspējīgās attīstības mērķis ir saistīts ar izglītību: “nodrošināt iekļaujošu taisnīgu un kvalitatīvu izglītību un veicināt mācību iespējas visiem visa mūža garumā”.

Eiropas Savienības līmenī

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija) un Karel Van Isackers (PhoenixKM, Beļģija)

Eiropas Savienība kopumā un tās pakļautībā esošās institūcijas atbalsta iekļaujošās izglītības kā idejas attīstību Eiropas savienības telpā un ES valstīs Eiropas izglītības sistēmās. Pirmkārt tas tiek īstenots, veicot Eiropas Savienības valstu normatīvo dokumentu harmonizēšanas procesu ar ANO izstrādātajiem normatīviem dokumentiem. Visas ES dalībvalstis ir akceptējušas ANO pamatdeklarācijas, tai skaitā “Konvenciju par personu ar invaliditāti tiesībām”. “Eiropas cilvēktiesību konvencijas” [*European Convention of Human Rights*] (ECHR)¹³ 14.pantā ir noteikts, ka “tiesības un brīvības, kas izklāstītas šajā konvencijā, jānodrošina bez jebkādas diskriminācijas pēc dzimuma, etniskās piederības, ādas krāsas, valodas, reliģijas, politiskajiem un citiem uzskatiem, nacionālītātes un sociālās izceļsmes, asociācijas ar nacionālajām minoritātēm, īpašumu, dzimšanas vietu vai citu statusu.” Saskaņā ar “Līgumu par Eiropas Savienības darbību” [*Treaty on the Functioning of the European Union*]¹⁴, definējot un īstenojot ES politiku, ES izvirza mērķi cīnīties ar diskrimināciju pēc “dzimuma, rases un etniskās, reliģiskās vai ticības piederības, invaliditātes, vecuma vai seksuālās orientācijas”.

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

¹³ Council 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>



Papildus tam, Eiropas Komisija akcentē 2017. gadā pieņemto "Sociālo Tiesību Eiropas Pīlāru" [*European Pillar of Social Rights*]¹⁵, kas nosaka, ka "ikvienam ir tiesības uz kvalitāti un iekļaujošo izglītību, mācīšanos visa mūža garumā, lai uzturētu un apgūtu prasmes, kas dotu iespēju tiem piedalīties pilnā apjomā sabiedrībā un piedalīties darba tirgū." Turklāt, abas, Eiropas Komisija un Eiropas Padome ir kopīgi strādājušas izglītības un apmācību stratēģiju ieviešanā (ET 2020)¹⁶, lai sasniegtu iekļaujošo izglītību, taisnīgumu, ne-diskrimināciju un pilsonisko kompetenču veicināšanu kā prioritārās jomas Eiropas sadarbībā un izglītībā.

Turklāt "Eiropas pieejamības akts" [*European Accessibility Act*]¹⁷ ir izstrādāts, lai iedrošinātu un uzlabotu iekšējā tirgus funkcionēšanu pieejamību produktiem un pakalpojumiem, noņemot šķēršļus, kas tika radīti atšķirīgu noteikumu rezultātā dažādās ES dalībvalstīs. Akts formulē labumus biznesam, cilvēkiem ar invaliditāti un gados vecākiem cilvēkiem.

Eiropas Padome¹⁸ atbalsta tiesības un pilnīgu līdzdalību personai ar invaliditāti sabiedrībā un specifiski izglītībā. Kopš 2009.gada ir izdotas vairākas rekomendācijas, kas iedrošina bērnu un jaunu cilvēku ar invaliditāti pilnu iekļaušanos izglītībā (2009, 2010 un 2013).

2020.gadā iznāca "Pamattiesību ziņojums" [*Fundamental rights report*]¹⁹, kas sniedza visaptverošu analīzi par ES progresu attiecībā uz cilvēku pamattiesībām. Viena ziņojuma daļa ir veltīta bērnu tiesībām. Lai gan ziņojumā iezīmējas neliela pozitīva tendence, kopumā bērnu tiesību jautājums ES līmenī ir aktuāls joprojām. Kā norādīts ziņojumā, viens no četriem

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

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



bērniem ir pakļauts nabadzības un sociālās atstumtības riskam, un visbiežāk tie ir bērni ar migrantu pieredzi. Šajā ziņojumā arī norādītas vairākas grupas, kas sabiedrībā pakļautas diskriminācijas riskam – čigāni, bērni ar dažādu nacionālo un reliģisko pagātni, migranti, geji un lesbietes. Tāpat ir konstatēts, ka, neskatoties uz centieniem, dažādiem plāniem un rekomendācijām, bērnu ar invaliditātes iekļaušanās progress vispārizglītojošajās skolās ir lēns. Galvenās problēmas, kas ar to saistītas ir:

- Nodalītas/segregatīvas izglītības sistēmas (speciālā un vispārējā) bērniem ar un bez invaliditātes/speciālajām vajadzībām.
- Atbalsta un resursu trūkums vispārizglītojošajās skolās bērniem ar invaliditāti/speciālajām vajadzībām.
- Bērnu ar speciālajām vajadzībām skaita pieaugums vispārizglītojošajās skolās.
- Diskriminācija pret bērniem ar invaliditāti, kas joprojām izglītībā turpinās.

Latvija

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija)

1990.gada 4.maijā vienlaicīgi ar neatkarības proklamēšanu, Latvija pieņēma deklarāciju par valsts pievienošanos starptautiskajiem juridiskajiem dokumentiem par vispārējām cilvēktiesībām²⁰, tādā veidā apstiprinot, ka turpmāk Latvija turpmāk savā darbībā pamatosies cilvēktiesību idejā. Svarīgi, ka, pievienojoties ANO deklarācijām, Latvijas valdībai tika uzlikts par pienākumu periodiski ziņot ANO par valsts progresu “Vispārējā cilvēktiesību deklarācijā” pausto normu īstenošanā. Pēc katra šāda valsts ziņojuma saņemtas rekomendācijas no ANO, kā arī noteikts izpildes termiņš. Tādā veidā gan Latvijas valstī kopumā īstenojās vairākas nozīmīgas reformas, tai skaitā Latvijas izglītības sistēma un tās normatīvā bāze tika tieši ietekmētas un vienlaikus sakārtotas atbilstoši starptautiskiem dokumentiem un tajos ietvertajām idejām. Pakāpeniski normatīvie dokumenti Latvijā ieklāva normas, kas nostiprināja

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



arī bērnu ar invaliditāti un bērnu ar speciālajām vajadzībām tiesības uz izglītību. Vispirms tika noteikts, ka ikvienam bērnam ir tiesības uz izglītību un ka ikviens bērns ir spējīgs mācīties, atsakoties no pieņēmuma, ka daži bērni ir "neapmācāmi". Tas bija nozīmīgs pagrieziena punkts Latvijas izglītībā, kas iezīmēja pilnīgi atšķirīgu attieksmi pret bērniem ar invaliditāti. Laiki, kad bērni ar invaliditāti netika apsvērti kā cilvēces sastāvdaļa, tādā veidā liedzot viņiem tiesības uz izglītību, bija beigušies. Tiesības uz izglītību kā cilvēka pamattiesības tika iekļautas Latvijas Republikas Satversmes 112.pantā²¹. Šo pārmaiņu rezultātā, Latvijā speciālās skolas sāka integrēt bērnus ar smagiem attīstības traucējumiem (invaliditāti)²², tie bija bērni, kuri iepriekš palika mājās vai atradās sociālās un medicīnās aprūpes institūcijās.

Lai gan "Izglītības Likums" 1991.gadā noteica, ka izglītība ir nodrošināma pilnīgi visiem, tomēr Likumā nebija atsauce, kas specifiski norādītu, ka šī ideja attiecināma arī uz bērniem ar invaliditāti/speciālajām vajadzībām²³. Tas prasīja vēl pāris gadus, līdz jaunizveidotajā "Izglītības likumā" bija iekļautas jaunās konceptuālās idejas, kas patiešām visaptveroši skaidroja, ka arī bērniem ar invaliditāti/speciālajā vajadzībām ir tiesības uz izglītību. "Izglītības likums", kas pieņemts 1998.gadā²⁴ noteica, ka ikvienam ir tiesības uz izglītību, ietverot tos, kam ir veselības problēmas un speciālās vajadzības. Secīgi pieņemtais "Vispārējās izglītības likums" paskaidro speciālās vajadzības kā "nepieciešamību saņemt šādu atbalstu un rehabilitāciju, kas rada iespēju izglītojamam pabeigt izglītības programmu, ķemot vērā viņa vai viņas veselības apstākļus, spējas, un izglītības līmeni"²⁵. "Bērnu tiesību aizsardzības

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.

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>



likums”²⁶ apstiprināja, ka ikvienam bērnam ir tiesības uz visu nepieciešamo atbalstu, lai dzīvotu pilnvērtīgu dzīvi, neskatoties uz viņa veselības stāvokli un speciālajām vajadzībām.

Likumdevēja konceptuāli sakārtotā normatīvā tiesību bāze, kas pavēra arvien plašākas iespējas bērniem ar invaliditāti un bērniem ar speciālajām vajadzībām izglītībā vēl nenozīmēja, ka automātiski viņiem bija nodrošināta iekļaujošā izglītība. 90-to gadu sākumā un vidū bija raksturīga tā saucamā integrācijas kustība, kad bērnus ar smagiem attīstības traucējumiem (kuri iepriekš tika uzskatīti par “neapmācāmiem”) uzņēma speciālajās skolās un pakāpeniski bērnus ar speciālajām vajadzībām uzņēma vispārizglītojošajās skolās (sākumā galvenokārt speciālajās klasēs). “Vispārējās izglītības likums” noteica, ka skolas, kam ir nepieciešamie līdzekļi un resursi var integrēt bērnus ar speciālajām vajadzībām arī parastajās klasēs²⁷. Aizsākās bērnu ar speciālajām vajadzībām integrācijas vispārējās skolās. Pirmās integratīvās skolas tika izveidotas 1994.gadā, piemēram, privātā skola “Patnis”, bet 1996.gadā Vaivaros Jūrmalā – Vaivaru pamatskola (vēlāk – iekļaujošā skola), kur bērni ar speciālajām vajadzībām integrējās gan skolā vispārējās klasēs, gan speciālajās klasēs. Daudzas citas skolas sekoja šim piemēram. Joprojām daudzas skolas Latvijā īstenoto integratīvos procesus.

2004.gadā Latvija kļuva par ES dalībvalsti. Pirms un pēc Latvija iestājās ES, Latvijas valdība veica nepieciešamās izmaiņas normatīvos dokumentos, lai tos sinhronizētu ar ES prasībām. Pieņemot tādas ES vērtības kā cilvēktiesības, vienlīdzība, taisnīgums un demokratizācija, tiesības uz izglītību katram bērnam kļuva par vadošo virzienu izglītībā, vienlaikus tas veicināja pakāpenisku iekļaujošās izglītības ideju attīstību.

Termins *iekļaujošā izglītība* pirmo reizi Latvijas normatīvajos dokumentos minēts un izskaidrots izglītības politikas vidēja-termiņa plānošanas dokumentā. “Izglītības attīstības pamatnostādnes 2014-2018”²⁸. Lai gan termins *iekļaujošā izglītība* vēl nebija ietverts ne

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>

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



“Izglītības likumā”, ne “Vispārējās izglītības likumā”, pakāpeniskas izmaiņas zemāka līmeņa normatīvajos dokumentos bija iniciētas (Ministru Kabineta normatīvās bāzes līmenī), lai atbalstītu iekļaujošo izglītību praksē, nodrošinot nepieciešamos finanšu resursus un juridisko bāzi iekļaujošajai izglītībai. Finansiālais atbalsts bērniem ar speciālajām vajadzībām pakāpeniski tika paplašināts, piedāvājot iespējas nodrošināt nepieciešamo atbalstu bērniem ar speciālajām vajadzībām vispārizglītojošajā skolā²⁹. Lai gan pakāpenisks progress bija, taču tas tomēr nebija pietiekams.

Latvijā ir vairāki iespējamie ceļi, kā bērni ar speciālajām vajadzībām var iegūt izglītību:

- Mājskola (ko īsteno vecāki).
- Ilgstoši slimohošie bērni mājās, daļēja iespēja apmeklēt skolu vai skolotājs ierodas regulāri pie skolēna.
- Speciālās skolas, kas ir nošķirtas izglītības iestādes un ģeogrāfiski ir atrodamas visā Latvijas teritorijā. Bērniem ar speciālajām vajadzībām izglītība tiek īstenota pēc speciālajām programmām.
- Speciālās klases vispārējās skolās, kas var būt skolas ēkā gan nošķirtas no lielākās daļas, taču arī var būt novietotas skolas ēkā, nodrošinot pieejamību un sociālās integrācijas iespējas ar pārējiem skolas bērniem. Parasti šajās klasēs skolēni mācās pēc speciālajām programmām.
- Vispārējā klase, kurā skolēns var mācīties gan pēc vispārējās programmas (tā pati, ko apgūst bērni klasē) vai speciālās programmas (licencēta bērnam ar speciālajām vajadzībām).

Latvijā bērna speciālās vajadzības ir tāds kā apvienojošs termins, ko lieto, apzīmējot, ka skolēnam ir nepieciešams izglītībā kaut kas vairāk vai papildus kā lielākajai daļai skolēnu. Tā ir plaši definēta grupa, kas sadalās vēl 9 apakšgrupās. Latvijā tā ir Valsts vai pašvaldības Pedagoģiski Medicīniskās Komisijai kompetence noteikt, kurš bērns atbilst speciālo vajadzību

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>



grupas kritērijiem, vai skolēnam nepieciešams atbalsts skolā, tas var ietvert gan speciālo programmu, speciālus pakalpojumus, papildus resursus. Latvijā līdz par šim bija definētas vairākas speciālās izglītības programmas atbilstoši speciālo vajadzību 9 apakšgrupām: bērniem ar garīgās veselības traucējumiem, garīgās attīstības traucējumiem, smagiem garīgās attīstības traucējumiem, redzes traucējumiem, dzirdes traucējumiem, fiziskiem traucējumiem, somatiskām saslimšanām, valodas traucējumiem un mācību traucējumiem. Atbalsta pasākumus un citus atvieglojumus mācību procesā bērniem ar speciālajām vajadzībām var noteikt arī skolas psihologs, logopēds. Lielā mērā šī sistēma ir saglabājusies no Padomju perioda, tādējādi tai bija nepieciešama zināmas pārmaiņas.

Sākot ar 2020.gada 1.septembra, Latvijā speciālās pamatzglītības programmas izglītojamajiem ar fiziskiem traucējumiem, somatiskām slimībām, valodas traucējumiem un mācīšanās traucējumiem vairs netiks īstenotas speciālajās izglītības iestādēs, bet gan vispārizglītojošo skolu speciālajās klasēs vai vispārizglītojošo skolu vispārējās klasēs, veidojot īpašas grupas vai vispārizglītojošo skolu vispārējās klasēs, papildus nodrošinot visu nepieciešamo individuālo atbalstu izglītības procesā³⁰. Šāda normatīva izdošana nenoliedzami veicinās bērnu ar speciālajām vajadzībām integrāciju un iekļaušanos vispārizglītojošajās klasēs.

Viens no jaunākajiem politikas dokumentiem, "Latvijas Nacionālās Attīstības Plāns 2021-2027"³¹, kas tika apstiprināts 2020.gada 2.jūlijā, ir būtisks iekļaujošajai izglītībai, jo dokumentā pirmo reizi ir ietverts ar iekļaujošu izglītību saistošs indikators "iekļaujošās izglītības vide", kas ir izvirzīta kā prioritāte sadaļā "Zināšanas un prasmes personālam un nacionālajai izaugsmei". Tas apstiprina gan politisko virzību uz iekļaujošo izglītību, gan paredz jau konkrētu darbību, kas veicinātu drošas un iekļaujošas vides attīstību izglītības iestādēs.

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



Bulgaria

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As a member of the European Union, Bulgaria is committed to working for the development of more inclusive education systems. The Bulgarian government makes necessarily political efforts in this area. As for children with disabilities, only about a half are integrated into mainstream education, and it is estimated that 14,000 children with disabilities are out of school.³²

The Council Recommendation on the promotion of common values, inclusive education and the European dimension of teaching³³ states that Bulgaria is committed to ensure effective equal access to high-quality inclusive education for all learners, including those from migrant families, those with disadvantaged socio-economic status, special needs and disabilities - in accordance with the Convention on the Rights of Persons with Disabilities. Disability is essential for achieving more cohesive societies (Council of the European Union, 2018).

The National Strategy for Lifelong Learning (NSLLL)³⁴ has been adopted by the Council of Ministers' Decree No 12 dated January 10, 2014. The strategy sets out the strategic framework of the state policy in education and training during the period, which aims at achieving the European objective for smart, sustainable and inclusive growth.

The Strategy has been elaborated in response to challenges, which, on the one hand, have to do with our country's need to overcome the consequences of the economic and financial crisis in Europe and worldwide, and on the other – to preserve the national identity and cultural diversity in the course of implementation of the cohesion policies.

³² *Inclusive education and early learning.* <https://www.unicef.org/bulgaria/en/inclusive-education-and-early-learning>

³³ *Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01).* [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0607\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0607(01)&from=EN)

³⁴ *National Strategy for Lifelong Learning for the period 2014 – 2020.* <https://epale.ec.europa.eu/en/resource-centre/content/national-strategy-lifelong-learning-period-2014-2020>



The Strategy applies the definition of lifelong learning, as used in the Memorandum on Lifelong Learning (2000)³⁵, namely: “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”.

The document covers all forms of education, training, and learning – formal, non-formal and Informal. It also provides recommendations, which would serve as basis in the preparation of annual plans, based on which progress in the implementation of LLL in Bulgaria would be traced.

The strategy describes the state of the art and the challenges related to lifelong learning in Bulgaria. The implementation of the previous national strategy for LLL for the period 2008-2013 was analysed. The place of Bulgaria with regards to the European headline targets and indicators laid down in the Europe 2020 strategy was described.³⁶

The strategy outlines the contents, the forms, the environment and the relationships among all the actors in the LLL process, namely, learners, training providers, the employers, trade organizations, labour unions, civil society organizations, the regions, municipalities, and local communities, government bodies and other partners.

The objectives of the Strategy are linked with the objectives of the national policy for development by 2020, i.e., high level of skills, opportunities for innovations, adaptability to the changes in the character of work, and full social inclusion. The Strategy was developed as an integrated strategic document covering all sectors of education and training from pre-school education via school general education and vocational education and training to higher education, continuous education and training, and validation and recognition of non-formal and informal learning.

³⁵ Commission of the European Communities. (2000). *A Memorandum on Lifelong Learning*.
https://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf

³⁶ *Basic strategic documents in the field of education and training in the Republic of Bulgaria (2014 - 2020)*.
https://eacea.ec.europa.eu/national-policies/eurydice/bulgaria/bibliography_en



The vision states that as of 2020 Bulgaria would be a country, where conditions have been created for full creative and professional success of the person and where the access to various and quality forms of lifelong learning has become a reality for all its citizens.

The following priorities for the development are laid down in the strategy:

- Educational approach and innovations in education and training supporting the development of all learners and contributing towards development of thinking, capable, and proactive individuals able to handle changes and uncertainty;
- Raising the quality of education and training in the following directions:
- Acquisition of basic skills, which would evolve into permanently attained competences such as competences in the mother tongue to achieve functional literacy, literacy in the area of mathematics and natural sciences, technological and digital literacy, as well as foreign language communication skills;
- Raising the quality of teaching; improving institutional governance;
- Higher quality of training at the institutional level;
- Improving the system for financing education and training.
- Ensuring the educational environment for equal access to lifelong learning and for active social inclusion and active citizenship.
- Promoting education and training aligned to the needs of the economy and changes in the labour market.

Another important document is the National strategy for the development of the pedagogical staff (2014 - 2020)³⁷. The Strategy covers the system for preparation and continuous qualification of the pedagogical staff, the basic professional and social-demographic features of the pedagogical staff for the period 2007-2013, and career development of the pedagogical staff. Expenditure for education and training of the pedagogical staff is analysed, too.

An overview of European policies for the development of teacher's profession is made in the Strategy, including teachers' training, support for young pedagogical staff members,

³⁷ National strategy for the development of pedagogical staff (2014 - 2020).

www.strategy.bg/FileHandler.ashx?fileId=4627



recruitment, employers, labour contracts, continuous professional development and mobility of teachers. The need for a national strategy on the development of the pedagogical staff is analysed, too. The vision, principles, objectives and expected results from such a strategy are defined. Issues related to the coverage, administration and financing the system are pointed out.

The strategy is in line with the requirements and the priority fields of action of the national Programme for the development of the Republic of Bulgaria called “Bulgaria 2020”³⁸ aimed to raise the living standard through competitive education and training, establishing conditions for quality employment, social inclusion and guaranteed accessible and quality education. The strategy is oriented towards the implementation of policies and measures for comprehensive, accessible and quality school and pre-school education. It synchronizes the policies for teachers and trainers’ education, continuous qualification and career development in connection to the legislative, institutional and social base of the education system.

The Strategy foresees the following measures:

- Building-up a unified system for education and continuous teachers’ qualification;
- Legislative guarantees of teachers’ rights and obligations in terms of professional development;
- Establishment of better conditions for teachers’ professional and career development;
- Financial and information provision of the education system;
- Adaptive structures for governance of secondary education;
- Equity and competitiveness of institutions providing qualification of the pedagogical staff;
- Achieving higher social and economic status of the pedagogical staff.

³⁸ National development programme: Bulgaria 2020. (NDP BG2020). <https://en.unesco.org/creativity/policy-monitoring-platform/national-development-programme>



Another important document is the Strategy on Reducing the Share of Early School Leavers (ESL) 2013-2020³⁹ which is aligned with the objective of the strategic framework of Bulgaria 2020. The Strategy is fully in line with the Council Recommendation dated June 28, 2011 concerning the policies for reducing ESL (2011/C 191/01)⁴⁰, as well as with the strategic framework for the European cooperation in education and training. Bulgaria 2020 is the national programme for the development of the Republic of Bulgaria. It is aimed to improve the standard of life through competitive education and training, establishment of conditions for quality employment and social inclusion, and guaranteeing quality and accessible health care. Bulgaria 2020 is adopted by the Council of development of the Council of Ministers in 2011.

The Strategy is oriented towards the implementation of policies and measures aimed at meeting the target of a share of ESL less than 11%. The same target is set in the National Reform Programme of the Republic of Bulgaria (2012-2020)⁴¹, national target No 4.

The following key measures are laid down in the Strategy:

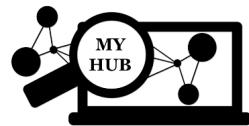
I. Preventive measures

- Provision of a positive educational environment – school environment, relationships, governance;
 - Raising the quality of education as a prerequisite for personal development of every child and student and prevention of ESL;
 - Provision of an access to education for children and students of vulnerable ethnical groups;
 - Access to quality education for children and students with special educational needs;
-

³⁹ *Strategy for reducing the share of early school leavers (2013 – 2020)*. https://eacea.ec.europa.eu/national-policies/eurydice/bulgaria/bibliography_en

⁴⁰ *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>

⁴¹ *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



II. Integration measures

- Increasing parents' participation and engagement;
- Affirmation of individual and group mentoring;
- Provision of career guidance and consulting services;
- Development of models for acquisition of a vocational qualification;
- Support for children and students' development;
- Implementation of early alert system;
- Development of interest-based activities;
- Support of students at risk of ESL due to financial issues;

III. ESL Compensatory Measures

- Creation of suitable conditions for re-integration of ESL back within the education and training system;
- Building up of a national system for validation of competencies acquired through non-formal and/or informal learning.

Belgium (Flanders)

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The current status of inclusive education

The M-decree⁴² (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.

⁴² M-decreet. (2014). <https://onderwijs.vlaanderen.be/nl/grote-lienen-van-het-m-decreet>



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);
- 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 mogelijkheden⁴³ (Arteveldehogeschool)

V-eSperAnZa (Verbind Samenwerken Aan geïntegreerde Zorg, een hoopvol perspectief⁴⁴ (Vzw Nascholing in het katholiek onderwijs)

Expeditie M: een onderzoekstocht naar duurzame integratie van inclusief handelen en denken⁴⁵ (AVSG vzw)

Het M-decreet als motor van uitmuntend onderwijs⁴⁶ (Steunpunt Diversiteit en Leren (UGent))

KITS: krachtige indicatoren voor een toegankelijke school⁴⁷ (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

⁴³ M-decreet: motor, motivatie en mogelijkheden.

https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2017_06_01_Motor_Motivatie_Mogelijkheden_Arteveld.pdf

⁴⁴ 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

⁴⁵ 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

⁴⁶ 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

⁴⁷ KITS: krachtige indicatoren voor een toegankelijke school.

<https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/KITS%20Fiche%202017-2018.docx>



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 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)⁴⁸;
 - Government agrees with the UN-Convention on the Rights of Persons with Disabilities (2006)⁴⁹;
 - M-decree (2014)⁵⁰.
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⁴⁸ Decree for Flemish equal chances and equal treat policy. (2008). <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=NIM%3A264976>

⁴⁹ 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>

⁵⁰ M-decreet. (2014). <https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet>



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 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"⁵¹.

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.

⁵¹ Naar een begeleidingsdecreet voor leerlingen met specifieke onderwijsbehoeften.
<https://onderwijs.vlaanderen.be/nl/naar-een-begeleidingsdecreet-voor-leerlingen-met-specifieke-onderwijsbehoeften>



The Flemish minister of education Ben Weyts⁵² 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

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.

⁵² Naar een begeleidingsdecreet voor leerlingen met specifieke onderwijsbehoeften.
<https://onderwijs.vlaanderen.be/nl/naar-een-begeleidingsdecreet-voor-leerlingen-met-specifieke-onderwijsbehoeften>



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 1878.⁵³ 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”.⁵⁴ 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.⁵⁵

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).⁵⁶ 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.⁵⁷ The practice of inclusion had no

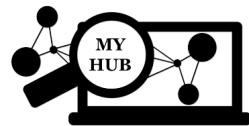
⁵³ History of Cyprus since 1878. https://en.wikipedia.org/wiki/History_of_Cyprus_since_1878

⁵⁴ European Agency Cyprus. *System of Support and Special Education provision*. <https://www.european-agency.org/country-information/cyprus/systems-of-support-and-specialist-provision>

⁵⁵ European Agency Cyprus. *System of Support and Special Education provision*. <https://www.european-agency.org/country-information/cyprus/systems-of-support-and-specialist-provision>

⁵⁶ European Agency Cyprus. (1979). *The Special Education Law (N.47/1979)*.

⁵⁷ Cyprus. (1993). *The Compulsory and Free Education at Elementary and Gymnasium Level Law*. http://www.cylaw.org/nomoi/arith/1993_1_024.pdf



legislative foundation in Cyprus until the establishment of the Law for the Education and Training of Children with Special Needs 113(I) of 1999.⁵⁸

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)/2001⁵⁹ 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 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

⁵⁸ 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

⁵⁹ 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



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”.⁶⁰

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.

⁶⁰ 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/10.1080/08856250410001678496>



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.

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.



Pašreizējais iekļaujošās izglītības status projekta partnervalstīs

Ievads

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija) un Karelis Van Isackers (PhoenixKM, Beļģija)

UNESCO Salamankas deklarācija 1994. gadā apstiprināja, ka ikvienam bērnam ir unikāls raksturs, intereses, spējās un mācību vajadzības, un daudzveidība ir raksturīga jebkuram (jebkurai). Vispārizglītojošās skolas ar orientāciju uz iekļaujošu skolu Salamankas Paziņojumā ir uzskatāmas kā “visefektīvākais līdzeklis, lai cīnītos ar diskriminējošu attieksmi, veidojot iekļaujošas kopienas, veidojot iekļaujošu sabiedrību”⁶¹. Iekļaujošā izglītība ir cieši attiecināma uz cilvēku tiesību kustību un demokrātiskās sabiedrības vērtībām. Iekļaujošā izglītība ar visiem līdzekļiem palīdz pārvarēt eksistējošās barjeras (šķēršļus) katra bērna mācībās un attīstībā.⁶²

Iekļaujošā izglītība ir globāls fenomens. ANO un UNESCO ir divi vissvarīgākie iekļaujošās izglītības idejas virzītāji globālajā mērogā. Taisnīguma un iekļaujošās izglītības principi pēdējos 30 - 40 gados ir tikuši integrēti politiskajos dokumentos un aktualizēti likumdošanas procesā daudzās pasaules valstīs. Iekļaujošās izglītības idejas ir bijušas integrētas akadēmiskajos pētījumos, kā arī sociālajā un ekonomiskajā politikā gan starptautiskajā, gan nacionālajā līmenī. Ir bijusi gan politisko, gan zinātnisko virzienu ātra attīstība iekļaujošajā izglītībā. Tomēr iekļaujošās izglītība ideja neatrodas vakuumā vai izolācijā šķirta no citiem šīs idejas īstenošanos ietekmējošajiem faktoriem, kas ir nozīmīgi katrai sabiedrībai. Ir sasniegts zināms progress, visā pasaulē dažādās valstīs ir panākts progress dažādos līmeņos. Normatīvo dokumentu sakārtošana, politiskā griba ir svarīgi priekšnosacījumi un būtisks pamats, tas ir viens no būtiskiem faktoriem, lai iekļaujošā izglītība tiktu veicināta sistematiskā līmenī, taču ar to nebūt nav pietiekami, jo iekļaujošā izglītība un taisnīgums nevar tikt uzspiests

⁶¹ UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Paris: UNESCO. Page 8.

⁶² Booth, T. and Ainscow, M. (2002). The index for inclusion. Bristol: Centre for Studies in Inclusive Education.



no augšas. Arī sabiedrībai kopumā jābūt ieinteresētai īstenošanai pārmaiņas, atbalstot iekļaujošās izglītības īstenošanu. Par to, kā ANO dalībvalstīm veicas ceļā uz iekļaujošo izglītību, regulāri ziņo UNESCO, apkopojot un analizējot valstu pieredzi. UNESCO iegūst informāciju no ANO dalībvalstīm visā pasaulē, sastādot ziņojumus par pašreizējo situāciju. Pēdējais no šādiem ziņojumiem ir rakstīts 2020.gadā: UNESCO ziņojums "Globālās izglītības monitoringa ziņojums, 2020. gads: Iekļaušana un izglītība: visi nozīmē visi" [Global education monitoring report, 2020: Inclusion and education: all means all]⁶³. Šajā ziņojumā ir atzīts, ka visā pasaulē, īstenojot iekļaujošo izglītību, "ir spriedze starp iesaistītajām pusēm, mēģinot sasniegt pilnas iekļaujošas izglītības ideālu"⁶⁴. Šajā ziņojumā ir identificētas vairākas problēmas, kas kavē iekļaujošās izglītības attīstību:

- Identitāte, izcelšanās un iespējas saņemt izglītību.
- Diskriminācija, stereotipizēšana, stigmatizācijas mehānismi, kas ir līdzīgi visos gadījumos, kad pastāv kādai grupai izstumšanas vai izolēšanas vai izslēgšanas risks.
- Par spīti vispārējam progresam, daudzas valstis nevāc, neziņo vai neizmanto datus par tiem, kam draud izslēgšanas riski, par tām grupām, kas ir mazāk aizsargātas.
- Miljoni ir atstāti bez iespējām mācīties.
- Galvenais šķērslis iekļaujošai izglītībai ir ticības trūkums, ka tas ir iespējams un vēlams.
- Kamēr dažas valstis transformē savu izglītības sistēmu virzienā uz iekļaujošo izglītību, joprojām segregācija ir izplatīta izglītības ieguves forma.
- Finansēšanas mehānismiem būtu jābūt mērķtiecīgākiem, mērķētiem uz tiem, kam tas ir visvairāk vajadzīgs.
- Skolotāji, mācību materiāli un mācību vides bieži ignorē to labumu, ko var sniegt iekļaujošā izglītība un dažādības atzīšana.

⁶³ UNESCO. (2020). *Global education monitoring report, 2020: Inclusion and education: All means all*. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>

⁶⁴ UNESCO. (2020). *Global education monitoring report, 2020: Inclusion and education: all means all*. Paris: France. Page 5. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>



Latvija

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija)

Iekļaujošas izglītības konceptuālā izpratne Latvijā ir cieši saistīta ar to, kā iekļaujošo izglītību skaidro UNESCO. Iekļaujošā izglītība kā sistēma strādā, lai identificētu un mazinātu vai likvidētu šķēršļus izglītības piekļuvei, nodrošinot visu skolēnu līdzdalību un panākumus izglītībā. Īstenojot iekļaujošo izglītību praksē, ir sekmēts kvalitatīvs mācību process visiem skolēniem. Latvijas izglītībā kopš 2010.gada ir pakāpeniski izstrādāti politikas dokumenti, plāni, kā arī normatīvajos dokumentos ietvertas noteiktas obligātas prasības, lai nodrošinātu iekļaujošo praksi Latvijā⁶⁵.

Tomēr katrai valstij ceļš uz iekļaujošo izglītību ir unikāls, tā kā katras valsts konteksts un attīstību ietekmējošie faktori ir dažādi. Latvijā iekļaujošā izglītība aktualizē vairāku līdz šim diskriminētu un izglītībā nodalītu mērķgrupu iekļaušanos izglītībā, mūsdienu Latvijā var izdalīt vairākus darbības virzienus iekļaujošas izglītības attīstībai: (1) iekļaujošo skolu darbības veicināšana, kur īstenojas iekļaujošā pedagoģija visiem mācību procesa dalībniekiem, (2) bērnu ar speciālajām vajadzībām iekļaušanās iespēju paplašināšana vispārizglītojošajās skolās, (3) visa nepieciešamā atbalsta nodrošināšana bērniem, kuri ir re-emigrējuši vai kuriem ir imigrācijas pieredze, (4) ietvert izglītības sistēmā tos skolēnus, kas kādu iemesl dēļ ir no tās izkrituši un atrodas ārpus izglītības sistēmas.

Viens no pēdējās izglītības reformas (kompetencēs balstītas izglītības ieviešana) ieguvumiem ir aicinājums Latvijas skolām klūt elastīgākām, plānojot elastīgu mācību procesu un organizēt to atbilstoši skolēnu vajadzībām un spējām. Decentralizācija ir veicinājusi skolas un skolotājus uzņemties lielāku atbildību par mācību darbības elastīgāku plānošanu un īstenošana, nemot vērā arī skolēnu dažādību. Arvien biežāk skolas ir aicinātas veidot iekļaušu mācību vidi, kas

⁶⁵ Prudnikova, 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).



ir emocionāli un fiziski droša, iekļaujoša un akadēmiski un sociāli stimulējoša, kurā tiek ņemtas vērā gan skolēna vecuma un attīstības īpatnības, gan individuālās īpatnības⁶⁶.

Jau šobrīd Latvijas normatīvā bāze iekļaujošajām skolām rada nepieciešamo pamatu, lai nodrošinātu iespējas bērniem ar speciālajām vajadzībām mācīties un saņemt atbalstu vispārizglītojošajā skolā. Ir paredzēti gan papildus finansiāli resursi⁶⁷, gan cilvēkresursi (piemēram, skolotāja palīgs, atbalsta speciālisti, speciālās izglītības skolotāji, asistenti bērniem ar speciālajām vajadzībām, utt., ir nodrošināti). Ne visos gadījumos gan tie uzskatāmi par pietiekamiem.

Jaunie Ministru Kabineta noteikumi⁶⁸, kas stājās spēkā 2020.gada 1.septembrī, koncretizēja, kāds atbalsts skolēniem ar speciālajām vajadzībām pienākas. Šajos noteikumos ir noteikts, ka ir iespēja saņemt atbalstu plašākam skolēnu lokam, arī skolēniem, kuriem nav atzinums no valsts vai pašvaldības Pedagoģiski medicīniskās komisijas par speciālajām vajadzībām, bet kuriem ir attīstības vai mācību grūtības, ja tās ir izvērtējis un noteicis izglītības institūcijas atbalsta speciālists (izglītības vai klīniskais psihologs, logopēds, ārsti). Noteikumos arī noteikts, ka izglītības iestādei katrā šādā gadījumā ir obligāti skolēnam jāveido "Individuālais izglītības programmas apguves plāns", kas ir regulāri gan jāizvērtē, gan jāpapildina. Attiecīgi izglītības iestādei skolēnam tālāk jāsniedz atbalsts saskaņā ar šo plānu.

⁶⁶ 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/leklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf

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. <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 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>



Pēdējo gadu laikā arvien vairāk bērnu ar speciālajām vajadzībām integrējas vai iekļaujas vispārizglītojošajās skolās. Attiecīgi samazinās skolēnu ar speciālajām vajadzībām skaits speciālajās skolās⁶⁹. Lai gan tendence kopumā ir pozitīva, joprojām lielākā daļa skolēnu ar speciālajām vajadzībām izglītojas speciālajās skolās, tā piemēram, 2018./2019. mācību gadā lielāka daļa skolēnu ar speciālajām vajadzībām (41%) mācījās speciālajās skolās. Tikai 13% skolēnu ar speciālajām vajadzībām bija integrēti vai iekļauti vispārizglītojošajās skolās un vispārizglītojošajās klasēs, mācoties kopā ar saviem vienaudžiem bez speciālajām vajadzībām⁷⁰. Kā var secināt no šīm tendencēm, tad nākamajos gados noteikti pieaugs bērnu ar speciālajām vajadzībām skaits vispārizglītojošajās skolās, kas nozīmē, ka iekļaujošās izglītības daudzveidīgie aspekti kļūs arvien aktuālāki.

Viena no iekļaujošās izglītības mērķgrupām ir tā saucamie reemigrējošie bērni. Saskaņā ar Latvijas Centrālās statistikas pārvaldes⁷¹ datiem kopš 1990. gada migrācijas rezultātā Latvijas iedzīvotāju skaits ir samazinājies gandrīz par pusmiljonu (457 tūkstoši). Starptautiskās ilgtermiņa migrācijas dēļ iedzīvotāju skaits 2010. – 2018. gadā samazinājās par 126,1 tūkst. 2018. gadā Latvijā uz pastāvīgu uzturēšanos (laika periods, kas vienāds ar gadu vai ilgāku laiku) ieradās 10,9 tūkstoši cilvēku (par 9,1% vairāk nekā 2017. gadā), savukārt 15,8 tūkstoši cilvēku devās prom - par 12,1% mazāk nekā iepriekšējā gadā. Lai atbalstītu reemigrējušos bērnus un bērnus, kuriem ir imigrācijas pieredze izglītības sistēmā, ir izstrādāti noteikumi, kas paredz, ka pašvaldībām jāspēj pārdaļīt valsts budžeta mērķdotāciju izglītības iestāžu

⁶⁹ 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

⁷⁰ 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

⁷¹ 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>



atbalstam reemigrējušo un imigrantu bērnu izglītošanai⁷². Šādos gadījumos tiek nodrošinātas papildu konsultācijas reemigrējošajiem bērniem, kuriem ir grūtības apgūt mācību programmu.

Vēl viena iekļaujošās izglītības mērķgrupa ir bērni ārpus izglītības sistēmas. Šie bērni ir bijis izaicinājums Latvijas izglītības sistēmai pēdējos 20 gadus. Tas nozīmē, ka ir noteikts skaits bērnu, kuri nav reģistrēti izglītības iestādē obligātā izglītība vecumā līdz 18 gadiem. Izglītības attīstības pamatnostādnēs 2007. – 2013. gadam minēts, ka 5,6% no visiem bērniem ir ārpus izglītības sistēmas⁷³. Jau tajā laikā viens no iespējamiem skaidrojumiem bija neprecīza bērnu reģistrēšana, kā arī pašvaldību neiesaistīšanās šīs problēmas risināšanā. Nepaziņoto bērnu skaits gadu gaitā ir ievērojami samazinājies. Izglītības kvalitātes valsts dienesta 2018. gada pārskatā jau bija norādīts, ka šādu bērnu ir salīdzinoši mazāk: 1130 bērnu⁷⁴.

Bulgaria

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Latest monitoring on the education (including inclusive education) in Bulgaria was conducted in 2019. Efforts to modernize the education and training system continue, but improving its quality, relevance to the labour market and inclusive character continues to be a challenge.

⁷² 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-merkdotacijs-pedagogu-darba-samaksai-pasval...>

⁷³ Izglītības attīstības pamatnostāndnes, 2007.–2013. gadam [Guidelines for the Development of Education 2007–2013]. <http://izm.izm.gov.lv/normativie–akti/politikas–planosana/1016.html>

⁷⁴ 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



Demographic trends and growing skills shortages mean that Bulgaria needs to invest more in the qualifications of its current and future workforce. The need for training and retraining of the elderly population is great, but participation in adult education is low.

The prestige of the teaching profession is low and the workforce in the teaching sector is aging. As a way to increase the attractiveness of the profession, salaries are raised. Steps have been taken to increase the applicability of vocational education and training (VET) to the labour market.

The Act on preschool and school education in Bulgaria⁷⁵, which came into effect in 2017 states that "education is a national priority and it is ensured by applying the following principles:

- orientation to the interests and motivation of the child and of the pupil, to the age and social changes in their lives, and to their ability to use the competences they have mastered in practice;
- equal access to high-quality education and inclusion of every child and every pupil;
- equal treatment and non-discrimination in pre-school and school education".

In part 178 paragraph 1 of the Act on preschool and school education⁷⁶ the general support for the personal development of children aimed at the prevention of learning difficulties is to include individual children in activities according to their needs, such as:

- Training through additional modules for children who do not speak Bulgarian - the activity is done by the teachers in groups in the kindergartens;
- Application of psychomotor, cognitive and linguistic development programmes, individual and group work with established linguistic and/or emotional-behavioural and/or sensory difficulties - the activity is taken by a psychologist, speech therapist or other pedagogical specialist, if necessary - a rehabilitator (hearing and speech), etc.

⁷⁵ Pre-school and School Education Act.

http://lil.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf Pages 1-2.

⁷⁶ Pre-school and School Education Act.

http://lil.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf Page 58.



The overall support for the personal development at school, which targets all children in a pre-primary school preparatory groups and all pupils in the classroom, ensures their participation in the educational process and the activities of the school and includes:

- Teamwork among teachers and other pedagogical specialists;
- Career orientation of students;
- Interest activities;
- Library-information services;
- Health care based on information from the parent, the child's representative or the child care provider, the child's state of health and medical research and counselling, and interaction with the health care professional in the health office at the school;
- Provision of a hostel;
- Encouragement with moral and material rewards;
- Activities to prevent violence and overcome problematic behaviour;
- Activities for the prevention of learning difficulties, including logopedic work.

The general support for personal development at school aiming at prevention of learning difficulties is to include individual pupils in activities such as:

- Additional training on subjects with emphasis on the Bulgarian language education, including literacy of pupils for whom the Bulgarian language is not the first one;
- Counselling on subjects and additional counselling on subjects outside the regular school hours;
- Logopedic (speech therapy) work with students.

Teamwork between teachers and other pedagogical specialists involves discussions on issues and exchange of good practices working with the same children and pupils to increase the effectiveness of pedagogical approaches. Teachers working in municipal kindergartens, schools and service units know and use various types of general support for the personal development in their direct work. They discuss activities, share information and good pedagogical practices to support all teachers to improve their work with children or pupils in the classroom. They hold regular meetings for prevention purposes between a small group of teachers and other pedagogical specialists in the kindergarten, respectively, between the class teacher, teachers and other pedagogical specialists in the school.



Additional support for the personal development under Art. 187 addresses four groups of children and pupils: with special educational needs (SEN)⁷⁷ - at risk, with prominent gifts, with chronic diseases and working with a child and a pupil on a specific case.

Additional support for the personal development includes:

- Psycho-social rehabilitation, hearing and speech rehabilitation, visual rehabilitation, rehabilitation of communicative disorders and physical disabilities;
- Providing accessible architectural, general and specialized support environment, technical facilities, specialized equipment, didactic materials, methodologies and specialists;
- Providing training on special subjects for pupils with sensory disabilities;
- Resource support.

The State Educational Standard for inclusive education⁷⁸ sets out the terms and conditions to provide general support for the personal development of children and pupils; as well as the conditions and order for providing additional support for the personal development of children and pupils under Art. 187, para. 2 of the Pre-school and School Education Act⁷⁹ and the provision is based on the assessment of their individual needs as well as the preparation of a plan to support the child or the pupil from a support team for the personal development in the kindergarten or in the school (The Order for inclusive Education).

Support for the personal development is provided in accordance with the individual educational needs of each child and each pupil and is carried out by teachers and other pedagogical specialists in the kindergarten or school - a psychologist, pedagogical counsellor, or pedagogical specialists at the centre for the personal support development who organise and coordinate the process of providing the general and additional support for the personal

⁷⁷ *Pre-school and School Education Act.*

http://lil.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf Pages 60-61.

⁷⁸ *Наредба за приобщаващото образование* [The State Educational Standard for inclusive education] (2017).
http://www.subg.info/files/naredba_priobshavasho.pdf

⁷⁹ *Pre-school and School Education Act.*

http://lil.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf Pages 60-61.



development of children and pupils by order of the kindergarten or school director at the beginning of each school year.

In 2019, the Ministry of Education and Science began work on a national programme for desegregation in education⁸⁰. The budget is one million leva (half million euro), which will cover the municipalities' transport costs, teaching aids, as well as additional activities for children, parents and teachers. Apart from the educational effect, the desegregation program in education also has a social significance for people to show understanding and learn to live together peacefully.

In carrying out the assessment of the individual needs of children and pupils, the specialists from the team under Art. 68, 2 obligatory:

- Use assessment methodologies approved by the Ministry of Education and Science (Methodology for assessment of the educational needs of children and pupils, Methodology for functional evaluation and work with children with cognitive disabilities and autistic spectrum of development, Methodology for assessment of the individual needs of children and pupils with multiple disabilities), methods for verbal and non-verbal evaluation - PECS system, MACATON, hand-in-hand communication, Tadoma method, C-MAP method and other methods, standardization wounds instruments - Test "Binet-Terman" Test Wexler, etc.;
- Take into account the educational and personal achievements of the child or the pupil;
- Take into account the social and emotional development of the child or the pupil;
- Use formal and informal methods of monitoring and evaluation;
- Use the information for the child and the pupil referred to in Article 22 so far.

⁸⁰ Национална програма „Подпомагане на общините за реализиране на дейности за образователна десегрегация“ [National programme “Supporting the municipalities for the implementation of activities for educational desegregation”]. <https://www.mon.bg/upload/19229/19RH172pr17-obshtini.pdf>



In accordance with the World Health Organization (WHO) International Classification of Functioning of Man, Disability and Health (ICF)⁸¹ and taking into consideration the WHO International Classification of Diseases - ICD 10⁸², the assessment of children and pupils is carried out with an Individual Needs Assessment Card of the child or the pupil. It contains the following components:

- Assessment of the functioning of the child or the pupil;
- An opinion of the team that carried out the assessment of the individual needs for the resources needed for additional support for the personal development of the child or the pupil;
- Determination of the specificity and type of additional support - short-term or long-term;
- A recommendation to use other services, including social services, or to engage in other activities.

Currently, there are many European and national programmes for inclusive education in Bulgaria. Such as "Together we can do more"⁸³, "National programme for prevention of school violence"⁸⁴, "One school for all"⁸⁵. The Ministry of Education monitors their observance.

Belgium

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⁸¹ World Health Organization. (2001). *International Classification of Functioning of Man, Disability and Health*. <https://www.who.int/classifications/icf/en/>

⁸² World Health Organization. (2010). *International Classification of Diseases - ICD 10*. <https://icd.who.int/browse10/2010/en>

⁸³ Заедно можем повече [Together we can do more]. <http://uchabulgarski.bg/about/>

⁸⁴ National programme for prevention of school violence. <https://www.unicef.org/bulgaria/en/together-against-violence-schools>

⁸⁵ Едно училище за всички [One school for all]. <https://www.elabg.eu/bg/programa-edno-uchilishte-za-vsichki-faza>



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)⁸⁶. 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 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

⁸⁶ United Nations. (2006). *Convention on the Rights of Persons with Disabilities*.
https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf



and was created by the Parliamentary Act of 2002 on Equal Educational Opportunities⁸⁷. 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 Vlaanderen⁸⁸, 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 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

⁸⁷ 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

⁸⁸ Decreet betreffende maatregelen voor leerlingen met specifieke onderwijsbehoeften. (2014).

<https://codex.vlaanderen.be/Portals/Codex/documenten/1024474.html>



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)schools⁸⁹.

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 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.

⁸⁹ European Agency Cyprus Data. https://www.european-agency.org/data/cyprus/datatable-overview?year=2014_2015#tab-0



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.⁹⁰

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)⁹¹. 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.

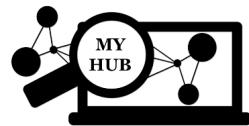
Recently, the national curriculum for pre-primary education was assessed and restructured to *focus on skills development rather than on knowledge acquisition* (including individualized instructions, new methodological approaches, etc.).

⁹⁰ Ministry of Education and Culture Cyprus. Special Education.

http://www.moec.gov.cy/eidiki_ekpaidefsi/en/infoserv_special_ed_referral_recruitment_process.html

⁹¹ Inclusive Early Childhood Education (IECE) Project. Example of IECE Provision: Cyprus.

<https://www.european-agency.org/projects/iece/examples-inclusive-practice-ece>



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 from 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.⁹² 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).⁹³
- 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

⁹² EURODICE Cyprus National Reforms. https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/national-reforms-school-education_en

⁹³ 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



Skolotāju kompetences un attieksmes iekļaujošās izglītības veicināšanai

Ievads

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija)

Iekļaujošās izglītības plašākā izpratne nozīmē, ka vispārizglītojošajām skolām ir jāatver savas durvis visiem bērniem, nodrošinot vienādas un kvalitatīvas izglītības iespējas. Iekļaujošā izglītība rosina skolām mainīties, lai tās spētu pielāgoties visiem skolēniem, tai skaitā skolēniem, kurus iepriekš kaut kādu iemeslu dēļ sistēmā nodalīja, izolēja vai izstūma, tai skaitā skolēniem ar speciālajām vajadzībām.

Tas nozīmē, ka arī skolotājiem vispārizglītojošajās skolās jāspēj pielāgoties jauniem apstākļiem, mainot gan attieksmi pret dažādību. Lai skolotāji varētu efektīvi strādāt iekļaujošā skolā, ir jābūt gan pozitīvai attieksmei pret iekļaujošo izglītību, pret dažādību, taču arī ir jātic iekļaujošās izglītības idejai, ka visiem bērniem ir tiesības kopā mācīties, ka dažādība ir cilvēkam raksturīga normalitāte, ka ikvienam ir potenciāls, kas attīstāms, ikviens ir spējīgs mācīties, ka ir pieejami pedagoģiski līdzekļi, kas visiem bērniem rada šādu iespēju mācīties draudzīgā, drošā un iekļaujošā vidē kopā. Skolotājiem ir jābūt pārliecībai par savām spējām strādāt iekļaujošā vidē, lai atbildīgi virzītu ikvienu skolēnu mācīšanos.

Kā to apgalvojis Forlins un Čambera, vispārizglītojošās skolas skolotājs ir vissvarīgākā iekļaujošās izglītības panākumu sastāvdaļa⁹⁴. Rouzs piebilst, ka skolotāji ir izšķirošs elements iekļaujošāku skolu attīstīšanā⁹⁵. Lai strādātu iekļaujošā klasē, skolotājam ir nepieciešama gan pozitīva attieksme pret iekļaujošo izglītību, gan zināšanas par iekļaušanu, gan spēja darboties

⁹⁴ Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32.
<https://doi.org/10.1080/1359866X.2010.540850>

⁹⁵ Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education? *Education in the North*, 16, 6–13.



praktiski iekļaujošā vidē un pāri visam ticība, ka tas ir pareizi⁹⁶. Citiem vārdiem sakot, skolotājam ir jāpraktizē iekļaujoša izglītībā, to darot, zinot, kā to izdarīt, un ticot tam, ko viņš/viņa dara.

Rouzs secina, ka skolotājiem ir jāzina sekojošais par iekļaujošo izglītību:

- Mācību stratēģijas,
- Zināšanas par bērnu speciālajām vajadzībām,
- Izpratne par to, kā bērni mācās. Kā bērni mācās,
- Izpratne par to, kas bērniem ir jāiemācās,
- Klases organizācija un klasvadība,
- Kur saņemt palīdzību, ja tāda ir nepieciešama,
- Kā identificēt un novērtēt bērnu mācīšanās grūtības,
- Novērtēt un novērot bērnu mācību progresu,
- Normatīvos dokumentus un politikas kontekstu.

Darīšana nozīmē: zināšanu izmantošana praksē:

- Reflektēt par praksi caur teorētisko prizmu un attīstīt savu praksi,
- Balstīties pierādījumos, pilnveidojot praksi,
- Izmantot datus un citus pierādījumus, lai praksi nostiprinātu,
- Mācīties kā strādāt ar kolēģiem tāpat kā ar bērniem,
- Kļūt par "aktīvistu" profesionāli.

Ticēt iekļaujošai izglītībai nozīmē:

- Visi bērni var izglītoties,
- Visi bērni vēlas mācīties,
- Skolotājs ir spējīgs radīt izmaiņas bērna dzīvē,

⁹⁶ Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education? *Education in the North*, 16, 6–13.



- Šo pārmaiņu radīšana ir arī katra skolotāja pienākums, ne tikai speciālās izglītības speciālistu uzdevums.⁹⁷

Iekļaujošajiem skolotājiem papildus iekļaujošās pedagoģijas saturam un pedagoģiskajām zināšanām jābūt pozitīvai attieksmei gan par iekļaujošo izglītību, gan dažādību klasē, tai skaitā speciālajām vajadzībām. Turklat skolotājiem savas zināšanas ir jāievieš praksē, pastāvīgi reflektējot par praksi un kritiski vērtējot progresu.

Latvija

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija)

Apliecinājums tam, ka Latvijas politiskā virzība ir vērsta uz iekļaujošās izglītības ieviešanu, ir 2019./2020. gadā jaunizveidotās skolotāju izglītības programmas. Visu līmeņu studiju programmās visās Latvijas augstskolās, kas sagatavo skolotājus, izstrādājot kursus, kā viena no obligātajām prasībām bija kursu saturā ietvert iekļaujošās izglītības jautājumus. Tādējādi gan pamatstudiju programmās (bakalaura līmenis), gan augstākā līmeņa studiju programmās (maģistra līmenis un doktora līmenis) ir kursi, kas gan sniedz skolotājiem nepieciešamās zināšanas, prasmes un kompetences darbam iekļaujošā vidē, gan veicina pētniecības attīstību šajā jomā.

Šīs programmas ir paredzētas gan praktizējošu skolotāju, gan nākamo skolotāju sagatavošanai darbam iekļaujošā skolas vidē. No līdzšinējiem pētījumiem Latvijā ir zināms, ka skolotājiem, kuri jau strādā vispārējās izglītības sistēmā, trūkst nepieciešamās izglītības iekļaujošajā un speciālajā izglītībā, lai būtu efektīvi iekļaujošā vidē⁹⁸. Skolotājiem trūkst zināšanu un konkrētu prasmju, lai tiktu galā gan ar bērnu daudzveidību, gan ar bērniem ar

⁹⁷ Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education? *Education in the North*, 16, 6–13. (p. 13, p. 14)

⁹⁸ Raščevska, M., Nīmante, D., Umbras̄ko, S., Šūmane, I., Martinsone, B., & Žukovska, I. (2017). Pētījums par bērniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošās izglītības īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040). LU.



speciālām vajadzībām vispārizglītojošās klasēs. Lielā mērā to var skaidrot ar faktu, ka ilgstoši iekļaujošās izglītības jautājumi netika ietverti skolotāju sagatavošanas programmu saturā. Lai gan šī pretruna pastāv, jau šobrīd vispārizglītojošajās skolās ir skolēni ar speciālām vajadzībām, kas nozīmē, ka izglītības sistēma ir atbildīga par šo bērnu izglītības kvalitāti.

Skolotājiem Latvijā kopumā ir pozitīva attieksme pret iekļaujošo izglītību kā tādu⁹⁹, taču, kā zināms, ar to nepietiek, skolotājiem ir nepieciešamas īpašas zināšanas, prasmes un kompetences, lai praksē ieviestu iekļaujošo izglītību¹⁰⁰. Šo specifisko kompetenču trūkums var būt viens no faktoriem, kāpēc iekļaujošās izglītības progress praksē Latvijā ir samērā lēns.

Nesen pieņemtais "Skolotāja profesijas standarts"¹⁰¹ (kas apstiprināts 2020.gada jūnijā) skolotājam uzliek par pienākumu veicināt iekļaujošo izglītību, var izdalīt vairākus specifiskus uzdevumus, kas tieši var veicināt iekļaujošo izglītību:

- "sistemātiski izzināt izglītojamā individuālās attīstības, mācīšanās, personības un sociālās izaugsmes vajadzības, valodas un pilsonisko kompetenci uz bērnu orientēta mācību procesa plānošanai un īstenošanai;
- sadarboties ar kolēģiem izglītības iestādē, lai plānotu, koordinētu mācību procesu ar mērķi iesaistīt visus izglītojamos un veicināt viņu izaugsmi;
- plānot iekļaujošu mācību procesu un vidi, nosakot konkrētus rezultātus, kas jājasniedz katram izglītojamajam, un izvēloties piemērotas metodes, paņēmienus, rīkus un resursus;
- radīt iekļaujošu, intelektuāli stimulējošu, emocionāli un fiziski drošu mācību vidi, atbalstot izglītojamā cienīgu, atbildīgu un drošu uzvedību;

⁹⁹ Raščevska, M., Nīmante, D., Umbrasko, S., Šūmane, I. Martinsone, B., & Žukovska, I. (2017). Pētījums par bēniem ar speciālām vajadzībām sniedzamo atbalsta pakalpojumu izmaksu modeli iekļaujošās izglītības īstenošanas kontekstā. (Projekta līguma Nr. ZD2017/20386, projekta LU reģistrācijas Nr. L-20386-ZR-N-040) LU.

¹⁰⁰ 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.

¹⁰¹ Profesijas standarts. (2018). <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-048.pdf>



- sadarboties ar kolēģiem un izglītojamā vecākiem, identificējot individuālās mācību vajadzības, īstentot plānošanu un ieviešanas risinājumus.
- izmantot dažādas mācību metodes, paņēmienus un mācību līdzekļus atbilstoši izglītojamā individuālās attīstības vajadzībām un sasniedzamajiem mācību rezultātiem;
- sadarbībā ar citiem skolotājiem, pedagoģiskā atbalsta personālu, izglītības iestādes vadību, izglītojamajiem un izglītojamo vecākiem paziņot informāciju par izglītojamā izaugsmi, sniegumu un nepieciešamo atbalstu mācīšanās uzlabošanai;”.

Skolotāju sagatavošanā ir svarīga gan pamat profesionālā sagatavotība, gan tālākā profesionālā pilnveide visa profesionālā mūža garumā. Skolotāju izglītīšana turpinās arī pēc studiju beigām, piedāvājot skolotājiem plašu tālākizglītības klāstu. Lai sagatavotu skolotājus, tiek īstenota skolotāju sākotnējā sagatavošana skolotāju izglītības programmās¹⁰², kā arī pēc to absolvēšanas - profesionālās pilnveides kursi¹⁰³.

Bulgaria

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The analysis of this topic will show an alarming trend, which significantly hinders the transfer of education. In Bulgaria for many years the teaching profession is not valued. The work is hard. The salary is unattractive. Pedagogical specialties in universities are entered with the lowest score... all this already has terrible consequences. The teaching staff is aging. Many teachers are of retirement age because there are no young people to replace them. We

¹⁰² 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

¹⁰³ 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.



mention all this because there is a direct connection with the fact that Bulgarian teachers have difficulties with inclusive education. In Bulgaria, the “tradition” for children with special needs has been to attend special schools.

However, we must say that the education system has changed a lot, but the teachers are largely at the same status. Many of them even feel nostalgic for the old system. Even when a young teacher first comes to school or kindergarten, s/he is not prepared enough for this work by the university and s/he begins to learn the “craft” from his/her older colleagues. Therefore, old educational attitudes are transmitted and very difficult to eliminate. That is why we must definitely state that there is still a lot of work with the pedagogical staff in Bulgaria in order to have a truly inclusive education. Of course, a lot is being done to change that.

Recently, the symbiosis between the teaching styles of the teacher and the learning styles of the pupil with learning difficulties articulates the application of the universal learning design, the instructional design, the design of the individual curriculum, the inclusive design for work with the family and the community, the inclusive classroom, and the plan to apply the developed designs to the relevant environmental contexts.

The teacher, having the leading role in positive inclusive education, can trace a favourable perspective for each child/pupil by effectively applying the psychological and pedagogical programmes that they have mastered in the course of their qualification and additional experience.

The inclusive teacher is more than a teacher. They need to determine the future of their pupils with both positivism and leadership skills involved in the formation of a confident personality in each child.

Every teacher should be an inclusive teacher and they are the most significant ambassador of inclusive education because:

- They seek, find and achieve harmony in the differences among children/pupils, teachers and parents;
- They detect and accept differences as a valuable resource;
- Through inclusive education, knowledge and learning they generally trace the path of inclusive society.



The current guidelines for training and inclusion of children with learning difficulties are to achieve a high quality of their education. There is a need for such education to ensure the best possible inclusion and social integration of these children. The importance of all these priorities and requirements in the process of implementing inclusive education is indisputable. Their effectiveness is significantly greater when they act simultaneously. These are some of the conditions and requirements that children need to become more successful, more creative, more educated, more balanced and virtuous, and above all not to live with the idea that they are not part of the society and that they are not accepted (by Trichkov in 2015¹⁰⁴). That is why we as adults need to be able to surround them with the best we can and create such a psychological climate in which they can successfully develop their potential strengths and abilities.

In the process of choosing a learning style in working with pupils with learning difficulties, a process of cooperation and active communication in the dual process is realized: teacher - pupil. In this plan, learning styles should be flexible according to the specific situation and specific participants, and there is a variety of pedagogical communication.

A significant factor in choosing a particular style of education at pre-primary and elementary-school age is the frequency of informal interaction between learners and teachers and the administrative staff of the school. The learning outcomes of pupils with learning difficulties are not directly influenced by informal interactions. The presence of more intense informal communication between teachers and/or administrative staff and pupils leaves a stronger influence on:

- Increasing the motivation to learn for the pupil with learning difficulties;
- Positive personality and social development of the pupil with learning difficulties;
- Adaptive choice of the learning style by the pupil with learning difficulties according to the content and requirements of the teacher;

¹⁰⁴ Тричков Ив. (2015). Социални нагласи на масовия учител към интеграцията и приобщаващото образование на деца и ученици със специални образователни потребности. В сборник *Предизвикателствата на приобщаващото образование* УИ „Паисий Хиландарски“.



- The choice of an acceptable teaching style which is appreciated by the pupil with learning difficulties.

In the inclusive classroom in kindergarten and / or elementary school all learners, teachers and people involved in education have to observe certain rules for inclusion. The inclusion rules are as follows:

- Full inclusion of all pupils in the classroom activities during the day, both in educational and extra-curricular activities;
- Resultant and intense levels of communication both in the classroom and during the intervals;
- Day-to-day organization of the classroom;
- Flexible adaptation and modification of the curriculum;
- Individual planning for every day;
- Effective provision of individual support with the resources of general, supplementary and special support;
- Individual application of assistive devices and assistive technologies;
- Working together or performing certain activities (including learning together with "different" pupils);
- Positive handling of behaviour in extreme/emergency situations.

In summary, the following highlights apply for each teacher who works with pupils with learning difficulties:

- Different time for teaching and learning for the individual pupil;
- Learning with small steps;
- Learning through more practice and introducing elements of project-based learning;
- Learning with emotions;
- Taking into account the pupil's sensory profile;
- Taking into account the pupil's interests;
- Poly-sensory presentation of information;
- The instructions are individual to concentrate on the particular pupil;
- The amount of the instructions is determined by the needs of the children and not by the administrative requirements (length of lessons, consistency, etc.);
- The training materials are graded in complexity;



- At each level of difficulty, the skills are absorbed in fluidity before moving to the next level;
- At each level, making a connection between various elements being mastered and not adding new themes in a general aspect;
- If possible, introducing "preventable errors" learning to increase pupil motivation;
- Automatic execution is not allowed;
- Additional resources for general motivation and self-control of pupils should be added to individual programs;
- Pupils should be oriented towards understanding and considering the respective tasks;
- Observance of routine and rituals;
- Elimination of additional or occasional irritants;
- Making many reps;
- Adjustments are made at the time of errors;
- Explaining the adjustments;
- Taking into account the little success;
- Resource support;
- Training should be done in interactive, creative and innovative models;
- Training is required to import game components;
- Training must be safe;
- Inclusion of a family and community context;
- Involvement of volunteers;
- Learning with the use of appropriate aids and assistive technologies.

No ready-made universal recipes and prescriptions for the individual pupil with learning difficulties in the class are available, but when the teacher complies with the discussed common models, applies his/her competencies and pedagogical experience, the virtuous use of a variety of appropriate learning styles will be present; the teacher will work with satisfaction with the pupil with learning difficulties, and this pupil with learning difficulties will attend the school, will learn with pleasure and the difficulties in the training will be overcome with ease.



Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

The M-Decree regulation¹⁰⁵ 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 model to achieve inclusion. However, the European Accessibility Act¹⁰⁶ 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:

¹⁰⁵ M-decreet. (2014). <https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet>

¹⁰⁶ European Accessibility Act.

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



- The training M-decree: Motor, motivation, and possibilities¹⁰⁷- teachers and school administrators will learn how you work with all actors in and around the school.
- The V-eSperAnZa¹⁰⁸ - 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.
- KITS¹⁰⁹ - 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 M¹¹⁰ (not valid yet) - a search for sustainable integration of inclusive action and thinking.
- The M-decree as an engine for excellent education¹¹¹ - 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	Pupils with disabilities (Physical disability in this case)	Individually Adapted Curriculum	Individual implementation helps pupils to do normal	https://www.klasse.be/

¹⁰⁷ M-decreet: motor, motivatie en mogelijkheden. <https://www.arteveldenhogeschool.be/opleidingen/bijscholing-en-studiedagen/m-decreet-motor-motivatie-en-mogelijkheden>

¹⁰⁸ Prioritaire nascholing M-decreet V-eSperAnZa. (2017).
<https://www.katholiekonderwijs.vlaanderen/nieuws/prioritaire-nascholing-m-decreet-v-esperanza>

¹⁰⁹ KITS: Krachtige indicatoren voor een toegankelijke school.
http://www.onderwijs.vlaanderen.be/sites/default/files/atoms/files/UCLL-16_17.docx

¹¹⁰ Expeditie M. <https://www.ovsg.be/expeditie-m>

¹¹¹ 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
in a normal school			curriculum in their way	
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 possible in every lesson	https://www.klasse.be/
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,	Hard to implement as the process requires long term patience but results show	https://www.klasse.be



Name	Target group	Method	Findings	References
		the pupils work at their own pace and learn to assess their level.	how track suits them best.	
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/
#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://wwwoudersvoornclusie.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”.¹¹²

¹¹² World Health Organization. 10 facts on disability. <https://www.who.int/features/factfiles/disability/en/>



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 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".¹¹³ (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

¹¹³ 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



challenge of inclusive education. They identify certain factors that act as barriers in the development of inclusive practices by lecturers.¹¹⁴ 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 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.¹¹⁵ 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

¹¹⁴ 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

¹¹⁵ Mamas, C. (2013). Understanding inclusion in Cyprus. *European Journal of Special Needs Education*, 28(4), 480-493. doi: 10.1080/08856257.2013.820461



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 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.



Pedagogu profesionālās kompetences pilnveide celā uz iekļaujošo izglītību

Latvijā pieejamās programmas

Sagatavoja: Svetlana Surikova un Gunta Siliņa-Jasjukeviča (Latvijas Universitāte, Latvija)

Atbilstoši LR Ministru kabineta noteikumiem Nr. 569 "Noteikumi par pedagojiem nepieciešamo izglītību un profesionālo kvalifikāciju un pedagogu profesionālās kompetences pilnveides kārtību" (2018) vispārējās izglītības pedagogs ir atbildīgs par savas profesionālās kompetences pilnveidi, kopumā triju gadu laikā jāapgūst programma(-as) vismaz 36 stundu apjomā. Latvijā pedagogu profesionālās kompetences pilnveides maksas un bezmaksas programmas, t.sk. iekļaujošās izglītības jomā, īsteno vairākas augstākās izglītības iestādes, speciālās izglītības attīstības centri, profesionālās izglītības kompetences centri u.c. Atbilstoši 2016. gada 29. marta LR Ministru kabineta noteikumu Nr. 187 "Noteikumi par kritērijiem un kārtību, kādā speciālās izglītības iestādei piešķir speciālās izglītības attīstības centra statusu" 4.6. un 4.7. punktam šīs iestādes kalendāra gada laikā organizē vismaz divus informatīvi izglītojošus pasākumus, t.sk. pedagogu profesionālās pilnveides pasākumus par iekļaujošo izglītību un palīdzības iespējām izglītojamiem ar speciālām vajadzībām un regulāri publisko informāciju par speciālās izglītības iestādes organizētajiem pasākumiem un pedagogu profesionālās kompetences pilnveides specifisko piedāvājumu. Parasti šie attīstības centri piedāvā vispārējās izglītības iestāžu pedagojiem u.c. interesentiem apgūt 6-12 stundu kursu programmas iekļaujošās izglītības jomā. Savukārt augstākās izglītības iestādes piedāvā 12-72 stundu maksas kursus iekļaujosās izglītības jomā. Kursu programmu veidošana un pilnveidošana notiek nepārtraukti, nēmot vērā pedagogu priekšlikumus un ieteikumus

Latvijā pieejamās pedagogu profesionālās kompetences pilnveides programmas



Tēma	Īstenotājs	Apraksts
Tehnoloģijas un to sniegtās iespējas speciālo pedagoģisko vajadzību mazināšanai mācību procesā izglītojamajiem ar smagiem garīgās attīstības traucējumiem	Rīgas 1. pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) sniedz praktiskus padomus Widgit simbolu lietošanā, kā izmantot šos simbolus ne tikai bērnam ar smagiem garīgās attīstības traucējumiem, bet, piemēram, kā tos var izmantot dienas režīma, dienas gaitas organizēšanā, uzvedības un iekšējās kārtības noteikumos, skolas iekšējā vidē, kā arī vairākos mācību priekšmetos, lai atvieglotu ne tikai mācību pamatprasmju apguvi, bet arī lasītprasmi, prasmi iemācīties no galvas dzejoli vai dziesmu, kā arī uztvert galveno saturu (faktus, likumsakarības) dabaszīnbās.
Izglītojamā intelektuālās attīstības psiholoģiski pedagoģiskā izvērtēšana periodā no 7 līdz 12 gadu vecumam	Rīgas 1. pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) sniedz atbildes uz šādiem jautājumiem: <ul style="list-style-type: none"> ○ Kā mainīsies individuālā izglītības programmas apguves plāna veidlapa? ○ Kā sastādīt individuālo izglītības programmas apguves plānu? ○ Kā to realizēt vispārizglītojošajā skolā?
Izglītojamā ar mācīšanās traucējumiem intelektuālās attīstības psiholoģiski pedagoģiskā izvērtēšana periodā no 7 līdz 12 gadu vecumam	Rīgas Valda Avotiņa pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) paaugstina pedagogu profesionālo kompetenci darbā ar izglītojamajiem, kuriem ir mācīšanās traucējumi; iepazīstina ar procedūru, tās rezultātiem un analīzi; veicina prasmi saskatīt izglītojamā resursus un veidot atgriezenisko saiti; māca izveidot individuālo izglītības programmas apguves plānu; sniedz pieredzi starpinstīciju sadarbības organizēšanā, izglītības iestādes produktīvu pārmaiņu veidošanā, nezaudējot pamata vērtības.

Tēma	Īstenotājs	Apraksts
Pedagoģiskā procesa plānošana un vadīšana izglītojamajiem ar mācīšanās traucējumiem	Rīgas Valda Avotiņa pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) ceļ pedagogu profesionālo kapacitāti darbā ar izglītojamajiem, kuriem ir mācīšanās traucējumi; iepazīstina ar pedagoģiskā procesa plānošanu un vadīšanu; sniedz pieredzi individualizēta mācību procesa veidošanā un tehnoloģiju izmantošanā speciālo pedagoģisko vajadzību mazināšanai; veido prasmi skolas atbalsta komandas darba organizēšanā un māca snieguma progresu izvērtēšanu izglītojamajiem ar mācīšanās traucējumiem.
Stratēģijas izglītojamo uzvedības vadīšanai, korekcijai un agresijas novēršanai	Kokneses pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas: <ul style="list-style-type: none"> ○ Uzvedības jēdziens. Uzvedību ietekmējošie faktori un izpausmes veidi. ○ Izglītojamo uzvedības problēmu un saskarsmes grūtību novērtēšana izglītības iestādē. ○ Agresīva uzvedība, tās cēloņi un korekcijas iespējas izglītības iestādē. ○ Uzvedības problēmu risināšanas iespējas izglītības iestādē. Uzvedības traucējumu kompleksās korekcijas principi. ○ Atbalstošas izglītības vides nozīme izglītojamo uzvedības vadīšanā un personības attīstībā.
Daudzveidīgas mācību stratēģijas digitāla un jēgpilna mācību procesa organizēšanā izglītojamiem ar speciālām vajadzībām	Kokneses pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programmā (6 st.) tiek aplūkotas šādas tēmas: <ul style="list-style-type: none"> ○ Skolēni ar speciālām vajadzībām iekļaujošā izglītības procesā. ○ Mācību stundu modeli jēgpilna mācību procesa organizēšanā. ○ Daudzveidīgu digitālo rīku izmantošana mūsdienīga un jēgpilna

Tēma	Īstenotājs	Apraksts
		<p>mācību procesa organizēšanai izglītojamajiem ar speciālām vajadzībām.</p> <ul style="list-style-type: none"> ○ Mūsdienīga, kompetencēs balstīta izglītības procesa organizēšana izglītojamiem ar speciālām vajadzībām.
Pedagoģiskais un korekcijas darbs kvalitatīva izglītības procesa organizēšanai speciālajās izglītības programmās	Kokneses pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (6 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Dauna sindroms, korekcijas iespējas mācību un audzināšanas darbā. ○ Sensomotorās spējas – bērna vispusīgas attīstības pamats. ○ Propedeitiskā perioda nozīmība izglītības procesā. ○ Mācību stundas didaktiskie principi un struktūra speciālajās izglītības programmās. ○ Multisensorās korekcijas iespējas izglītības procesā. ○ Dzīves prasmju veidošanas iespējas izglītības procesā skolēniem ar smagiem garīgās attīstības traucējumiem. ○ Uz praktiskiem, ar reālo dzīvi saistītiem uzdevumiem balstīta mācīšanās kompetenču aspektā.
Izglītojamā intelektuālās attīstības psiholoģiski pedagoģiskā novērtēšana (procedūra, rezultāti, to analīze, atgriezeniskā saite, individuālais izglītības programmas apguves plāns, starpinstitūciju sadarbības	Kokneses pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Izglītojamie ar speciālām vajadzībām. ○ Izglītojamā intelektuālās attīstības psiholoģiski pedagoģiskā izvērtēšana, tās rezultāti, analīze. ○ Individuālā izglītības programmas apguves plāna izveide. ○ Starpinstitūciju sadarbības organizēšanas iespējas izglītojamo



Tēma	Īstenotājs	Apraksts
organizēšana) periodā no 7 līdz 12 g.v.		ar speciālām vajadzībām izglītības procesa nodrošināšanā.
Pedagoģiskā procesa plānošana un vadīšana (individualizēta mācību procesa elementi, skolas atbalsta komandas darba organizēšana, izglītojamā snieguma progresā izvērtējums) izglītojamiem ar - garīgās attīstības traucējumiem, smagiem garīgās attīstības traucējumiem, garīgās veselības traucējumiem	Kokneses pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Izglītojamie ar speciālām vajadzībām - garīgās attīstības traucējumiem, smagiem garīgās attīstības traucējumiem un garīgās veselības traucējumiem. ○ Izglītojamo ar speciālām vajadzībām individualizēta mācību procesa elementi un nepieciešamie atbalsta pasākumi. ○ Izglītojamo ar speciālām vajadzībām sasniegumu dinamikas izvērtējums. ○ Izglītības iestādes atbalsta komandas darba organizēšana.
Pirmsskolas un sākumskolas vecuma bērnu intelektuālās, emocionālās, sociālās un fiziskās attīstības veicināšana	Jelgavas pamatskola "Valdeka" – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) ir veidota, lai paaugstinātu pedagogu profesionālās kompetences par pirmsskolas un sākumskolas vecuma bērnu intelektuālās, emocionālās, sociālās un fiziskās attīstības veicināšanu mācību procesā bērniem ar dažādiem/vairākiem funkcionālajiem traucējumiem. Iespēja pedagogiem praktiski darboties un dalīties pieredzē, pilnveidot un izmēģināt dažādas darba metodes, kas ir atbilstošas bērna prasmju līmenim. Aktualizēt alternatīvās komunikācijas metodes un bērnu sensoro spēju attīstības īpatnības.

Tēma	Īstenotājs	Apraksts
Pedagoģiskā procesa plānošana un vadīšana izglītojamajiem ar speciālām vajadzībām	Jelgavas pamatskola "Valdeka" – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) ir veidota vispārizglītojošo un speciālo izglītības iestāžu pedagogiem kā atbalsts iekļaujošās izglītības aspektu nodrošināšanai skolēniem ar dažādiem/vairākiem attīstības traucējumiem ar mērķi apgūt jaunas zināšanas, praktiskus darba paņēmienus, kas sekmēs izglītojamo ar speciālām vajadzībām iekļaušanu izglītības procesā.
Iekļaujoša un atbalstoša skola-zinātkārs un dzīvespriečīgs bērns	Jelgavas pamatskola "Valdeka" – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (6 st.) ir veidota, lai veicinātu dzīlāku izpratni par iekļaujošo izglītību un dalītos ar labās prakses piemēriem. Čīpa uzmanība tiks pievērsta jaunākajām tendencēm un aktualitātēm Latvijā iekļaujošās un speciālās izglītības jomā, iespējamajam atbalstam izglītojamajiem un pedagogiem. Radošajās darbnīcās pedagogiem tiks piedāvātas praktiskas idejas un metodiskie paņēmieni, lai kvalitatīvi, inovatīvi un interesanti organizētu pedagoģisko procesu, izprotot katra izglītojamā individuālās vajadzības.
Iekļaujošās izglītības sekmīga īstenošana izglītojamajiem ar dažādiem/vairākiem funkcionāliem traucējumiem	Jelgavas pamatskola "Valdeka" – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (12 st.) ir veidota, lai padzīlinātu vispārizglītojošo skolu pedagogu izpratni par izglītojamajiem ar dažādiem/vairākiem funkcionāliem traucējumiem. Pedagogiem būs iespēja pilnveidot savu profesionālo kompetenci mācību procesa organizēšanā izglītojamajiem ar dažādiem/vairākiem funkcionāliem traucējumiem. Tiks apgūtas pielietojamās pedagoģiskās metodes un darba organizācijas formas izglītojamajiem ar dažādiem/vairākiem funkcionāliem traucējumiem. Tiks pilnveidota prasme



Tēma	Īstenotājs	Apraksts
		izstrādāt skolēnu individuālos attīstības plānus, veidot sadarbību ar atbalsta personālu, ģimeni.
Izglītojamo ar kustību traucējumiem un stājas vājumu iekļaušana sporta nodarbībās pirmsskolas un pamatskolas izglītības iestādēs	Jelgavas pamatskola "Valdeka" – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) ir veidota, lai padziļinātu vispārizglītojošo skolu sporta pedagogu izpratni par fiziskās attīstības traucējumiem. Pedagojiem būs iespēja pilnveidot savu profesionālo kompetenci mācību procesa organizēšanā izglītojamajiem ar fiziskās attīstības traucējumiem. Tiks izskatītas un izpētītas pielietojamās pedagoģiskās metodes un darba organizācijas formas bērniem ar kustību traucējumiem un stājas vājumu.
IKT un asistīvo tehnoloģiju izmantošanas iespējas mācību procesa organizēšanā izglītojamiem ar garīgās attīstības traucējumiem	Viduskurzemes pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programma (8 st.) sniedz atbildes uz šādiem jautājumiem: <ul style="list-style-type: none"> ○ Vai un kā var izmantot <i>Wdigit</i> programmu savās nodarbībās / stundās ? ○ Vai iespējams gatavot attīstošās spēles izmantojot <i>Wdigit</i> simbolus? ○ Kā izmantot <i>Go Talk</i> tāfeles vispārizglītojošās skolās?
Pedagoģiskā procesa plānošana un vadīšana izglītojamiem ar speciālām vajadzībām. Uzvedības problēmu prevencija un reducēšana	Liepājas Līvupes pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas: <ul style="list-style-type: none"> ○ Bērnu ar speciālām vajadzībām izziņas darbības, emociju un gribas sfēras īpatnības. ○ Individuālo izglītības programmas apguves plānu izstrāde, realizācijas izvērtēšana un turpmākās pedagoģiskās darbības plānošana. ○ Didaktisko resursu izmantošanas iespējas izglītojamo mācīšanās procesa atbalstam iekļaujošas izglītības vidē.



Tēma	Īstenotājs	Apraksts
		<ul style="list-style-type: none"> ○ Uzvedības problēmas, to prevencija un reducēšana.
Speciālo vajadzību diagnosticēšanas iespējas un mācību procesa īstenošana bērniem ar speciālām vajadzībām pirmsskolas izglītības iestādēs	Liepājas Līvupes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Pedagoģiskās novērošanas metodes izmantošana pirmsskolas izglītībā. ○ Speciālo vajadzību diagnosticēšanas metodes pirmsskolas vecuma bērniem. ○ Pedagoģiskās lietpratības darbnīcas (lasītprasmes veicināšana, matemātisko prasmju attīstīšana, izziņas procesu att., IKT izmantošana) ○ Bērni ar autismu izglītības procesā.
Izziņas procesu, valodas un personības attīstības veicināšana pirmsskolas vecuma bērniem (ar garīgās attīstības traucējumiem, valodas traucējumiem)	Liepājas Līvupes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Speciālo vajadzību atpazīšana pirmsskolas vecuma bērniem ar garīgās attīstības / valodas traucējumiem pedagoģiskajā procesā. Pedagoģiskās metodes pirmsskolas vecuma bērnu kognitīvās attīstības veicināšanai. ○ Valodas un runas traucējumu izpausmes pirmsskolas vecumā. Valodas attīstības veicināšanas metodes un paņēmieni. ○ Pirmsskolas vecuma bērnu sociāli emocionālā audzināšana. Pedagoģiski psiholoģiskās metodes sociāli emocionālās attīstības sekmēšanai.



Tēma	Īstenotājs	Apraksts
Pedagoģiskā procesa plānošana un vadīšana izglītojamiem ar garīgās un smagiem garīgās attīstības traucējumiem	Liepājas Līvupes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Garīgās attīstības traucējumu un smagu garīgās attīstības traucējumu klīniski pedagoģiskā diferencēšana. Garīgās attīstības traucējumu un smagu garīgās attīstības traucējumu pedagoģiskās diagnosticēšanas metodoloģija. ○ Izglītības vides un procesa nodrošināšana izglītojamiem ar garīgās attīstības traucējumiem. Didaktisko metožu un resursu izmantošana speciālās izglītības procesā bērniem ar garīgās attīstības traucējumiem. ○ Pedagoģiski psiholoģiskā atbalsta sistēmas organizācija iekļaujošās izglītības procesā. Individuālo izglītības programmu apguves plānu izstrāde, īstenošana un izvērtēšana.
Pedagoģiski psiholoģiskais atbalsts bērniem ar speciālām vajadzībām iekļaujošās izglītības vidē	Liepājas Līvupes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (12 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Iekļaujošās izglītības vide pirmsskolā. ○ Pozitīvi risinājumi audzināšanas darbā un mācību procesā. ○ Individuālo izglītības programmas apguves plānu izstrāde. ○ Alternatīvie saziņas līdzekļi. ○ Mācību materiālu pieejamība.



Tēma	Īstenotājs	Apraksts
Iekļaujošā izglītība vispārizglītojošās skolās	Cēsu Bērzaines pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmas (8 st.) mērķis: veicināt pedagoģisko kompetenču paaugstināšanu un jaunāko mācību metožu apgūšanu caur radošām aktivitātēm, izpratnes padzilināšanu par bērnu emocionālo veselību. Izglītības satura apraksts:</p> <ul style="list-style-type: none"> ○ Emocionālā veselība, aizsargmehānismi nepatīkamu emociju gadījumā. ○ Neformālā izglītība un izglītojošās spēles iekļaujošā mācību procesā skolā. ○ Privātās pamatskolas "Patnis" pedagogu pieredze darbā ar bērniem ar dažādām diagnozēm. ○ Iekļaujošā pieeja vispārizglītojošās skolās. ○ Darbs ar vecākiem.
Uz kompetencēm balstītas metodes valodu attīstībā iekļaujošās izglītības kontekstā	Cēsu Bērzaines pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmas (6 st.) mērķis: pedagoģisko kompetenču paaugstināšana, jaunāko mācību metožu apgūšana caur radošām aktivitātēm. Izglītības satura apraksts:</p> <ul style="list-style-type: none"> ○ Radošās domāšanas metodes valodu apguvē. ○ Iepazīšanās spēles "Ledu laušana", kinestētiskās spēles apguves līmenā izpratnei. ○ Radošās metodes mācīšanās dažādošanai. ○ Video materiāla – īsfilmu izmantošana kritiskās domāšanas un iztēles attīstīšanai. ○ Kognitīvās komunikācijas un sadarbības veidi. ○ Pāru darbs 8 stūros, radošuma veicināšana ar dabas materiāliem. ○ Viktorīnu un fotomateriāla izmantošana mācību stundās.



Tēma	Īstenotājs	Apraksts
		<ul style="list-style-type: none"> ○ Pozitīvā pedagoģija u.c.
Pedagoģiskā procesa plānošana un vadīšana izglītojamajiem ar mācīšanās traucējumiem	Cēsu Bērzaines pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmas (8 st.) mērķis: veicināt pedagogu kompetenci par pedagoģiskā procesa plānošanu un vadīšanu izglītojamajiem ar mācīšanās traucējumiem. Izglītības satura apraksts:</p> <ul style="list-style-type: none"> ○ Atbalsta pasākumi izglītojamajiem ar mācīšanās traucējumiem un izglītojamo snieguma progresu izvērtēšana. ○ Metodes un paņēmieni. ○ Komunikācijas elementi izglītojamo attīstības veicināšanā, izmantojot Marte Meo metodes principus. ○ Klases un grupas pozitīvas vadīšanas pamatprincipi. ○ Atbalsta komandas darbs problēmsituāciju risināšanā. ○ Jaunāko mācību metožu apgūšana caur radošām aktivitātēm.
Tehnoloģijas, t.sk. asistīvās, un to sniegtās iespējas speciālo pedagoģisko vajadzību mazināšanai mācību procesā izglītojamajiem ar: jauktiem attīstības traucējumiem (pirmsskola) un kombinētiem attīstības traucējumiem (dažādās kombinācijās, piemēram, garīgās attīstības traucējumi + redzes traucējumi, garīgās attīstības traucējumi + dzirdes	Daugavpils Stropu pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Efektīva mūsdienu metožu un paņēmienu iespējas speciālo pedagoģisko vajadzību mazināšanai mācību procesā bērniem ar speciālām vajadzībām. ○ Atbalsta materiālu izmantošana izglītojamajiem ar jauktiem attīstības traucējumiem.

Tēma	Īstenotājs	Apraksts
traucējumi; kohleārie implanti u.c.)		
Pedagogu profesionālās kompetences pilnveidošana darbā ar pirmsskolas un pamatskolas vecuma izglītojamajiem un jaukiem attīstības traucējumiem	Daugavpils Stropu pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) tiek aplūkotas šādas tēmas:</p> <ul style="list-style-type: none"> ○ Pirmsskolas un pamatskolas vecuma bērnu attīstības īpatnības un darba paņēmieni un atbalsta sniegšana adaptācijā pirmsskolā un pamatskolā. ○ Montesori pedagoģijas paņēmieni kompetenču pieejas aspektā.
Pedagogu profesionālās kompetences pilnveide speciālajā izglītībā	Rēzeknes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programma (8 st.).</p> <p>Pirmsskolas pedagojiem: 4–6 gadīgo bērnu intelektuālās attīstības psiholoģiski pedagoģiska izvērtēšana, procedūra un rezultātu analīze, nodarbību un korekcijas pasākumu metodiskais nodrošinājums. Pedagogu un atbalsta personāla darbs ar vecākiem. Vispārējās pamatizglītības pedagojiem:</p> <p>Pedagoģiskā procesa plānošana un vadīšana, skolas atbalsta komandas darba organizēšana, strādājot ar izglītojamajiem ar kombinētiem attīstības traucējumiem.</p>
4-6 gadu vecuma bērnu intelektuālās attīstības psiholoģiski pedagoģiskais izvērtējums, starpinstitucionālās sadarbības veicināšana, individuālās izglītības programmas plānošana un	Rēzeknes pamatskola – attīstības centrs	<p>Pedagogu profesionālās kompetences pilnveides A programma (8 st.) paredzēta pirmsskolas izglītības iestāžu pedagojiem, kuri īsteno speciālās izglītības programmas izglītojamajiem ar dažādiem (valodas, mācīšanās, garīgās attīstības) traucējumiem, programmas ietvaros skolotāji pilnveido savu kompetenci par agrīnās diagnostikas nozīmi, individuālā izglītības programmas plāna izveides principiem un to realizāciju, starpinstitucionālās sadarbības nozīmi un veicināšanu.</p>



Tēma	Īstenotājs	Apraksts
realizēšana, bērnu attīstības korekcija pirmsskolas izglītības iestādē		
Individualizēta pedagoģiskā procesa plānošana un vadīšana izglītojamajiem ar kombinētiem attīstības traucējumiem	Rēzeknes pamatskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programmā (8 st.) vispārizglītojošo skolu pedagogi pilnveido kompetences par individualizēta mācību procesa elementiem, skolas atbalsta komandas darba organizēšanu un atbalsta pasākumiem bērniem ar speciālajām vajadzībām.
Bērnu ar dzirdes traucējumiem izglītošanas iespējas un integrācija vispārējās izglītības iestādēs	Valmieras Gaujas krasta vidusskola – attīstības centrs	Pedagogu profesionālās kompetences pilnveides A programmas (8 st.) plānotie rezultāti: Pedagogi izprot bērnu ar dzirdes traucējumiem attīstības īpatnības, zina un pielieto mācību metodes un paņēmienus, īstenojot bērnu ar dzirdes traucējumiem apmācību vispārizglītojošā izglītības iestādē.
Mūsdienīga mācību procesa organizēšana izglītojamiem, kuriem ir vidēji smagi un smagi garīgās attīstības traucējumi vai vairāki smagi attīstības traucējumi	LU PPMF Pieaugušo pedagoģiskās izglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas B programma (72 st.) ir paredzēta izglītības iestāžu skolotājiem bez atbilstošas izglītības, kuri strādā ar izglītojamiem, kuriem ir vidēji smagi un smagi garīgās attīstības traucējumi, vai vairāki smagi attīstības traucējumi. Programmas apguves rezultātā tiks iegūts Sertifikāts par tiesībām strādāt atbilstošās programmās
Pedagoģiskā procesa raksturīgākās iezīmes darbā ar bērniem, kuriem ir garīgās attīstības traucējumi, psihiskās attīstības aizture un mācīšanās traucējumi	LU PPMF Pieaugušo pedagoģiskās izglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas B programma (72 st.) ir paredzēta izglītības iestāžu mācību priekšmetu skolotājiem bez speciālās izglītības, kuri realizē atbilstošu speciālās izglītības programmu. Programmas apguves rezultātā tiks iegūts Sertifikāts par tiesībām strādāt atbilstošās programmās.



Tēma	Īstenotājs	Apraksts
Pedagoģiskā procesa raksturīgākās iezīmes darbā ar pirmsskolas vecuma bērniem, kuriem ir speciālās vajadzības	LU PPMF Pieaugušo pedagoģiskās izglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas B programma (72 st.) ir paredzēta personām, kurām ir pirmsskolas un sākumizglītības skolotāja kvalifikācija. Programmas apguves rezultātā tiks iegūts Sertifikāts par tiesībām strādāt atbilstošās programmās.
Atbalsts pozitīvai uzvedībai	LU PPMF Pieaugušo pedagoģiskās izglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) ir paredzēta vispārizglītojošo un profesionālo izglītības iestāžu pedagogiem. Programmas apguves rezultātā tiks iegūta Apliecība.
Mācību darba organizācijas īpatnības speciālajā izglītības iestādē (bērniem ar smagiem garīgās attīstības traucējumiem)	Daugavpils Universitāte	<p>Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) ietver šādas tēmas:</p> <ul style="list-style-type: none"> ○ Mācīšanās un uzvedības traucējumu iemesli bērniem ar garīgās, psihiskās un fiziskās attīstības novirzēm. ○ Bērnu ar mācīšanās un smagiem garīgās attīstības traucējumiem vai vairākiem smagiem garīgās attīstības traucējumiem mācīšanas aktualitātes, galvenie mācību principi un metodes, mācību un audzināšanas organizēšana darbā ar šādiem bērniem. ○ Bērnu ar attīstības traucējumiem mācību procesa īpatnības: stress kā procesa sastāvdaļa. Psiholoģiski saskanīgas, emocionālas pedagoģiskās vides veidošanas aspekti.

Tēma	Īstenotājs	Apraksts
Metodiskā atbalsta nodrošinājums skolotājiem darbā ar skolēniem ar speciālām vajadzībām	Daugavpils Universitāte	<p>Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) ietver šādas tēmas:</p> <ul style="list-style-type: none"> ○ Skolēna ar garīgās attīstības traucējumiem integrēšanas iespējas vispārizglītojošā klasē. ○ Iespējamās darba metodes un paņēmieni skolēnu mācību procesa pilnveidošanā. ○ Individuālais izglītības plāns, paredzamie mācību sasniegumi, atbalsta komandas darbība skolā, mācību sasniegumu vērtēšanas kārtība, ieteikumi turpmākajam darbam.
Metodiskā atbalsta nodrošinājums skolotāju palīgiem darbā ar skolēniem ar mācīšanās grūtībām	Daugavpils Universitāte	<p>Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) piedāvā pedagoģiskā personāla sadarbības modeli, kura darbība veicina klases kolektīva veidošanos un skolēnu attīstību balstoties uz viņu individuālajām spējām un vajadzībām. Skolotāja palīgam ir jāzina un jāsaprot katra skolēna mācīšanās traucējumu izceļums, jāprot palīdzēt radīt apstākļus attīstībai, tādēļ tiek sniegtas teorētiskās atziņas un daudzi praktiski paņēmieni, ko var izmantot darbā.</p>
Fiziskā attīstība un ārstnieciskie vingrinājumi pie balsta-kustību aparāta traucējumiem. Koriģējošā vingrošana. Korekcijas efektivitāte un tās izmantošana bērniem sagatavošanas grupās	Daugavpils Universitāte	<p>Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) ietver šādas tēmas:</p> <ul style="list-style-type: none"> ○ Stājas novērtēšanas metodes, stājas defekti sagitālajā un frontālajā plaknē, skoliozes veidošanās process. ○ Muskuļu testēšana. ○ Ārstnieciskās vingrošanas uzdevumi un pielietošanas vispārējie principi. ○ Koriģējošā vingrošana sporta stundās.



Tēma	Īstenotājs	Apraksts
Darba organizācijas un metodikas aktualitātes pedagoģiskās korekcijas klasēs vispārējās izglītības iestāžu pedagogiem	Daugavpils Universitāte	Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) piedāvā pedagoģiskā personāla sadarbības modeli, kura darbība veicina radošās darbības attīstību, balstoties uz skolēnu individuālajām spējām un vajadzībām. Tieki sniegtas teorētiskās atziņas un metodiski paņēmieni patstāvīgai individualizētai mācību darbībai korekcijas klasēs.
Pedagoģiskā procesa organizēšana un vadīšana izglītojamiem ar speciālām vajadzībām	Daugavpils Universitāte	Pedagogu profesionālās kompetences pilnveides maksas B programma (72 st.) ir paredzēta skolotājiem, kuri strādā programmās ar bērniem ar īpašām vajadzībām (mācīšanās traucējumi, garīgās attīstības traucējumi, psihiskās attīstības aizture u.c.), lai iegūtu tiesības īstenot speciālās izglītības programmas bērniem ar mācīšanās traucējumiem, garīgās attīstības traucējumiem, psihiskās attīstības aizturi u.c.
Kompetenču pieejā balstīts izglītības process, īstenojot speciālās izglītības programmas	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas B programmas (72 st.) mērķis ir sniegt padziļinātas zināšanas par skolēnu ar garīgās attīstības traucējumiem, skolēnu ar garīgās veselības traucējumiem, skolēnu ar mācīšanās traucējumiem pedagoģiski psiholoģiskajām īpatnībām, to izpausmi mācību darbā, traucējumu mazināšanas un mācību sasniegumu paaugstināšanas iespējām izglītības iestādē, mācīt pielietot dažādas klasiskās, aktīvās un netradicionālās darba metodes skolēnu attīstības un mācību sasniegumu veicināšanai, īstenojot kompetenču pieejā balstītu izglītības procesu.

Tēma	Īstenotājs	Apraksts
Pedagoģiskā atbalsta sistēma bērniem ar speciālām vajadzībām iekļaujošas izglītības kontekstā	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas B programmas (72 st.) mērķis ir sniegt padziļinātas zināšanas par bērnu ar dažādiem attīstības traucējumiem, mācību grūtībām, atbalsta sistēmas veidošanas, vispārējās attīstības veicināšanas un izglītības ieguves nodrošināšanas iespējām vispārējās izglītības iestādes iekļaujošā izglītības procesā, izstrādāt prasmes veidot un realizēt individuālās izglītības un korekcijas programmas, kā arī pielietot dažādas mācību metodes, atklājot katra bērna spējas un attīstot tās.
Iekļaujoša klasses kolektīva veidošana mācību procesā	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) sniedz padziļinātas zināšanas par iekļaujoša mācību procesa organizācijas, veidošanas iespējām klasē un izglītības iestādē kopumā; izstrādāt prasmes veidot skolotāju komandas un strādāt konkrētu problēmu risinājumam un iekļaujoša klasses kolektīva veidošanai, mazinot uzvedības traucējumus, konfliktus klasē, vienlaikus veicinot skolotāju attieksmes maiņu un paaugstinot profesionālo kompetenci darbā ar dažādiem skolēniem.
Bērna ar attīstības traucējumiem izglītošana iekļaujoša izglītības procesa īstenošanas kontekstā	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) sniedz zināšanas par bērnu ar attīstības traucējumiem izglītošanas, traucējumu korekcijas vai mazināšanas iespējām izglītības procesā izglītības iestādē īstenojot iekļaujošu izglītības procesu, izstrādāt prasmes pielietot dažādas klasiskās, aktīvās un netradicionālās darba metodes darba kvalitātes un bērna attīstības veicināšanai.



Tēma	Īstenotājs	Apraksts
Bērni ar attīstības traucējumiem pirmsskolas izglītības iestādes mācību procesā	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas A programma (36 st.) sniedz zināšanas par skolotāju darba specifiku strādājot ar bērniem, kuriem ir dažādi attīstības traucējumi, jauniem darba paņēmiem, bērnu vispārējās attīstības un korekcijas darba iespējām vispārējās pirmsskolas izglītības iestādēs; sniedz zināšanas un praktiskas prasmes multisensorās pieejas pielietojumā darbā ar izglītojamajiem ar smagiem garīgās attīstības traucējumiem vai vairākiem smagiem attīstības traucējumiem, skaidro skolotāja un speciālistu (logopēds, psihologs, speciālais pedagogs) sadarbības nozīmi un organizāciju bērnu individuālo spēju attīstīšanā un speciālo vajadzību nodrošināšanā pirmsskolā.
Skolotāja darbs iekļaujošas izglītības īstenošanas aspektā vispārējās izglītības iestādē	Rēzeknes Tehnoloģiju akadēmijas Mūžizglītības centrs	Pedagogu profesionālās kompetences pilnveides maksas A programmas (12 st.) mērķis ir mācīt skolotājus izvēlēties optimālus paņēmienus un darba stratēģijas vienlaicīgi mācību stundā īstenojot vairākas (tai skaitā speciālās) mācību programmas.
Vienaudžu mācīšanās lasītprasmes attīstībai	Valsts izglītības satura centrs	Pedagogu profesionālās kompetences pilnveides A programma (18 st.) izstrādāta un realizēta Eiropas Sociālā fonda projekta Nr. 8.3.2.2./16/I/001 „Atbalsts izglītojamo individuālo kompetenču attīstībai” aktivitātes „Pedagogu-multiplikatoru apmācības nodrošināšana lekciju ciklā “Vienaudžu mācīšanās lasītprasmes attīstība” ietvaros. Programma dod iespēju dalībniekiem padziļināt izpratni par Latvijas skolēnu sasniegumiem lasītprasmes mērījumos starptautiskā kontekstā, veicina pedagogu izpratni par lasītprasmes attīstīšanas nozīmīgiem



Tēma	Īstenotājs	Apraksts
		nosacījumiem un gatavību tos integrēt savā pedagoģiskajā darbībā. Nodarbībās pedagoji praktiski darbojas ar vienaudžu mācīšanās metodiku lasītprasmes attīstīšanai. Modelē mācību situācijas, iepazīstas ar lasītprasmes metodiku, kā organizēt darbu lasīšanas aktivitātēm, strādāt ar skolēnu vērtēšanas un pašvērtējuma attīstīšanu.

Daži konkrētie gadījumi

Pedagogu profesionālas pilnveides kursi Rīgas Strazdumuižas vidusskolā – attīstības centrā

https://drive.google.com/file/d/1X8KVGGqhSX_6eNCzakaQY2oQtZ2SJwXi/view

Prakses rokasgrāmata

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

Pilsētas pedagoji apguva iekļaujošās izglītības metodes Biķernieku pamatskolā

<https://www.daugavpilsnovads.lv/pilsetas-pedagoji-apguva-ieklaujosas-izglitibas-metodes-bikernieku-pamatskola/>

Iekļaujošās izglītības centri - atbalsts vecākiem un pedagojiem

https://www.youtube.com/watch?v=gY9PU_6jUfE

Available trainings in Bulgaria

Contributors: Andrean Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova, (Sofia University “St. Kliment Ohridski”, Bulgaria)



To supplement the information provided in Chapter 5, we may add the following additional trainings:

- Smart Kids - Distance learning in kindergartens, didactic interactive games and situations for kindergartens - <http://dechica.bg/za-detski-gradini/>
- Training exercises - <https://learningapps.org>
- Cooperative educational games for tablets for the initial course of study, specially designed for the school environment. Their main pedagogical goal is to support the development of pupils' social skills - empathy, active listening, collective problem solving and conflict resolution, leadership and more - <https://thepoppals.com/playonline>
- SGSCC (Serious Games for Social & Creativity Competence) - 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 Survival Guide	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
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/m-decree-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".¹¹⁶

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.

¹¹⁶ 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.speechtherapy.org.cy/)	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: "Telepractices - 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 Telepractices in Speech Therapy"	Speech Therapy Organization of Cyprus (https://www.speechtherapy.org.cy/)	The aim of this seminar is to inform speech therapists about "telepractices" 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.		



Ko tas nozīmē – iekļaujošā izglītība praksē? (Vienaudžu mācīšana un citi paņēmieni)

Ievads

Sagatavoja: Dita Nīmante un Gunta Siliņa-Jasjukeviča (Latvijas Universitāte, Latvija)

Millers un citi (2020) vienā no pēdējiem starptautiska mēroga literatūras un pētījumu pārskatiem par skolotājiem nepieciešamo iekļaujošai izglītībai, norādīja, ka galvenās jomas, kas attīstāmas vispārizglītojošā klasē, ir: skolēncentrēts atbalsts, diferenciācija, elastīga grupēšana, atbalsts mācību programmas apguvē, sadarbība, ģimenes un skolas partnerība¹¹⁷. Sadarbībai ar citiem skolotājiem, atbalsta speciālistiem, administrāciju ir izšķirošā nozīme, jo vienatnē un norobežoti strādājoši skolotāji vieni paši nespēj īstenot iekļaujošās izglītības principus, nodrošinot izglītību skolēniem ar speciālajām vajadzībām¹¹⁸.

Latvija

Sagatavoja: Dita Nīmante un Gunta Siliņa-Jasjukeviča (Latvijas Universitāte, Latvija)

Vienaudžu mācīšanās lasītprasmes attīstības veicināšanai (VIMALA) (projekta nr. 8.3.2.1./16/I/002, Projekta nr. 8.3.2.2./16/I/001 Atbalsts izglītojamo individuālo kompetenču attīstībai).

¹¹⁷ 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

¹¹⁸ 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



Projekta vispārējais mērķis ir veicināt izglītojamo kompetences un mācību sasniegumus, taču specifiskais – veicināt skolēnu lasītprasmi, sadarbojoties ar vienaudžiem. Metodiskais materiāls agrīnas lasīšanas un jēgpilnas lasīšanas veicināšanai apraksta universālu lasītprasmes metodiku, kuru var izmantot skolotāji un skolēnu ģimenes. Materiālā izklāstītie lasītprasmes veicināšanas uzdevumi ir balstīti uz pasaules labās prakses analīzi lasītprasmes un lasīšanas prieka veicināšanā. Programma sākotnēji izstrādāta skolas vecuma bērniem LU ESF projekta “Atbalsts” ietvaros. (skatīt: https://www.ppmf.lu.lv/fileadmin/user_upload/lu_portal/projekti/ppmf/Talakizglitiba/VIMALA.pdf)

Materiālā ir piedāvātas metodes pirmsskolas vecuma bēru un skolēnu iesaistīšanai lasītprasmes attīstībā. Metožu pamatā ir vienaudžu mācīšanās stratēģijas (angliski – peer assisted learning).

Šīs materiāls būs noderīgs ikvienam, kas vēlas izmantot vienaudžu mācīšanos lasītprasmes attīstības kontekstā.

Materiāls pieejams: <https://atbalstsizcilibai.lv/lasit>

Programmas „Viennaudžu mācīšanās lasītprasmes attīstībai” (VIMALA) efektivitāti nodrošina vairāki faktori:

- vienaudžu sadarbība;
- sociālā mācīšanās;
- var izmantot dažādās mācību vidēs, kā arī kombinēt ar citām pieejām un programmām;
- sekmē līdera un komunikācijas prasmju attīstību.

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”.¹¹⁹ 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.

¹¹⁹ 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”.¹²⁰ 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>

¹²⁰ 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 place. 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.

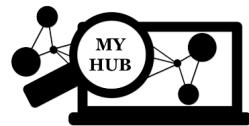
Teachers may struggle to control both groups and sustain harmony among them. However, they can use some informative and practical resources to plan their steps through the inclusive classroom.

Universal Design for Learning ¹²¹ 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).¹²²

¹²¹ Universal Design for More Inclusive Pedagogy Checklist. <http://ucat.osu.edu/wordpress/assets/UDL-self-assessment-handout.pdf>

¹²² 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.¹²³ 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"¹²⁴ 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"¹²⁵. Peer learning can help teachers to benefit from their colleagues' experience and ask their help to have an inclusive classroom.

¹²³ 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.

¹²⁴ UNIA, Inspiration and Good Examples. <https://www.unia.be/nl/actiedomeinen/onderwijs/inclusief-onderwijs/inspiratie-en-goede-voorbeelden>

¹²⁵ 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 2015¹²⁶. 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^{127,128}, 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 Ainscow¹²⁹ is available for purchase.

¹²⁶ 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/>

¹²⁷ 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>

¹²⁸ Booth, T. & Ainscow, M. (2015). *Index for inclusion: Developing learning and participation in schools* (3rd ed.). United Kingdom: Centre for Studies on Inclusive Education.

¹²⁹ 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.

Bulgaria

Contributors: Andrean Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova (Sofia University "St. Kliment Ohridski", Bulgaria)

The implementation of inclusive education in practice is based on the following main approaches - community, systematic and rights-based approach. These approaches identify the needs and resources of all key groups in the community and plan the implementation

[11b35fc0ad15&pd_rd_w=3E3zJ&pd_rd_wg=dvOtf&pf_rd_p=7b8e3b03-1439-4489-abd4-4a138cf4eca6&pf_rd_r=RHYQTXCK7T9P4FWGJBQP&psc=1&refRID=RHYQTXCK7T9P4FWGJBQP](https://www.unia.be/nl/actiedomeinen/onderwijs/inclusief-onderwijs/inspiratie-en-goede-voorbeelden)



based on strengths and tailored interventions. Different measures are combined in order to build a comprehensive school policy for the integration of children and a wide network of support in the extracurricular environment for integrated learning. These measures are related both to forms of improving the skills and opportunities for interaction between different groups (children, teachers, parents etc.) and to building a supportive material and learning environment that includes inclusive education. A special focus in interventions for children is researching the needs of the specific child and directing a suitable package of support measures; individual training plans; application of various forms and methods of education in accordance with the general or current condition of the child; adaptation of educational content; individual work with a speech therapist and psychologist; active involvement of the child together with other peers in different extracurricular activities. Initial and additional training, supervision and support in the process of work are provided for teachers. Groups for self-development, mutual learning and support have been set up for parents in several places in Bulgaria.

The following can be included in the programme of further training of teachers in the field of inclusive education:

- Information campaigns in the community, helping to overcome prejudices, stereotypes and negative public attitudes towards children with special educational needs.
- Trainings of teachers and pedagogical specialists from kindergartens and schools for work with children with SEN plus development of auxiliary educational software.
- Interaction and support of parents of children with SEN - "School for parents", classes for mutual assistance, support and exchange of information on various topics and issues.
- Working model for interaction among various key institutions - local NGOs, municipality, social service providers, schools, citizens and professionals.
- Use of specialized didactic materials for working with children with SEN.

The Orff-Schulwerk approach, as an active form of work, includes several elements, builds contact and trust in the form of playing with musical instruments and thus develops communication. Children respond to the rhythm, movement and music. Music therapy is entertaining for both children and adults, fights stress and emotional disorders, creates a sense of belonging to the group and helps to unite quickly and build trust, albeit non-verbally.



Music therapy allows children with SEN to use different ways of communication - gesture, facial expressions, and musical instrument. Music therapy work involves emotionally, stimulates them to communicate and not remain isolated. Music is an excellent tool for adaptation and communication, it unlocks children emotionally - it emphasizes their strengths.

The use of fairy tales and the play of fairy tales create an environment in which children, through personal and general experience of different feelings such as trust, patience, empathy, friendship, build skills for sharing and respect for difference. Involving children with special educational needs in recreating different fairy tales focuses on their abilities and potential, not on their deficits. In this way, the inclusion of children with disabilities is supported, especially in the early period of their personal development. Role-playing, dramatization, teamwork help them learn while having fun. Their peers, in turn, learn to accept differences and to manifest all universal values in a natural way in the daily process of interaction. Activities related to public expression, as well as joint activities with parents, provoke children to give their best, to develop confidence and satisfaction with the results achieved. Group work with teachers develops skills for better communication with other children in the group, as well as improves communication among children themselves. After a case study and instructions, the participants in the group compose a story on their own, aimed at building confidence and tolerance in the relationship. Tales composed by parents and teachers are also used to develop and affirm values such as faith, kindness, empathy, tolerance in children. After a discussion and re-creation of favourite moments from the story through role-playing, there is a drawing of the character who is most helpful or who needs help.

Peer modelling is another support that can be used to help pupils learn academic, process and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and giving social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioural models of pupils who need to improve their social skills. The power of peers as shown here has a cumulative effect, which makes issues such as bullying incompatible. Rather, we have peers helping peers become more integrated into the school culture. There have been a number of inclusive schools where the classmates and adults together have created a school system where everyone can be celebrated.



We can summarise the benefits of peer learning for both pupils with and without disabilities as follows:

Benefits for pupils with disabilities

- Friendships;
- Increased social initiations, relationships and networks;
- Peer role models for academic, social and behaviour skills;
- Increased achievement of learning goals;
- Greater access to general curriculum;
- Enhanced skill acquisition and generalization;
- Increased inclusion in future environments;
- Greater opportunities for interactions;
- Higher expectations;
- Increased school staff collaboration;
- Increased parent participation;
- Families are more integrated into the community.

Benefits for pupils without disabilities

- Meaningful friendships;
- Increased appreciation and acceptance of individual differences;
- Increased understanding and acceptance of diversity;
- Respect for all people;
- Prepares all pupils for adult life in an inclusive society;
- Opportunities to master activities by practicing and teaching others;
- Greater academic outcomes;
- Needs of all pupils are better met, greater resources for everyone.



Efektīvi un inovatīvi mācību materiāli, kas atbalsta iekļaujošās izglītības īstenošanu, un kā tos veidot

Latvija

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija)

Atbilstoši 2016. gada 29. marta LR Ministru kabineta noteikumu Nr. 187 "Noteikumi par kritērijiem un kārtību, kādā speciālās izglītības iestādei piešķir speciālās izglītības attīstības centra statusu" 4.4. punktam šīs iestādes izstrādā ne mazāk kā divus mācību vai metodiskos atbalsta materiālus, lai veicinātu izglītojamo ar speciālām vajadzībām iekļaušanās izglītības apguves procesā, un publisko tos speciālās izglītības iestādes tīmekļvietnē vai citos publiski pieejamos informācijas nesējos. Izglītības iestāžu attīstības centru izveidotos metodiskos materiālus var izmantot vispārējo izglītības iestāžu pedagogi, lai sniegtu atbalstu mācību procesā izglītojamajiem ar speciālām vajadzībām. Izglītības iestāžu – attīstības centru tīmekļa vietņu adreses, kur var iepazīties ar šo iestāžu izveidotajiem metodiskajiem materiāliem:

1) Cēsu Bērzaines pamatskola – attīstības centrs:

- Valodu jomā <https://www.csip.lv/valodas/>
- Dabaszinātņu jomā <https://www.csip.lv/tehnologiju-un-zinatnu-pamati/>
- Sociālajā un pilsoniskajā jomā <https://www.csip.lv/cilveks-un-sabiedriba/>
- Kultūras izpratnes un pašizpausmes mākslā jomā <https://www.csip.lv/maksla/>
- Matemātikas jomā <https://www.csip.lv/matematikas-joma/>
- Pirmsskolai <https://www.csip.lv/pirmsskola/>
- Videomateriāli <https://www.csip.lv/videomateriali/>
 - Stratēģijas un praktiskā pieredze kā atbalsts bērniem ar lasīšanas un rakstīšanas traucējumiem
 - Marte Meo pamatelementi - komunikācija, kas veicina attīstību

2) Daugavpils Stropu pamatskola – attīstības centrs: <http://dspac.lv/musu-pedagogu-metodiskas-izstradnes>

3) Rīgas Strazdumuižas vidusskola – attīstības centrs: <https://strazduskola.lv/atbalsts/>



- 4) Rīgas 1. pamatskola – attīstības centrs: <http://www.r1sips.edu.lv/attistibas-centrs/metodiskie-materiali/>
- 5) Rīgas Valda Avotīna pamatskola – attīstības centrs: http://www.rvapsac.lv/attistibas_centrs/metodiskie.html
- 6) Kokneses pamatskola – attīstības centrs: <http://www.ksip-ac.lv/lv/metodiskais-dienests-263151/metodiskie-materiāli>
- 7) Jelgavas pamatskola "Valdeka" – attīstības centrs: <http://jpskvaldeka.lv/metodiskie-materiali/>
- 8) Vidusķurzemes pamatskola – attīstības centrs:
- Metodisko materiālu katalogs <http://www.viduskurzeme.lv/wp-content/uploads/2018/03/katalogs.pdf>
 - Digitālie materiāli <http://www.viduskurzeme.lv/metodiskie-materiali/>
 - Elektroniskie materiāli <http://www.viduskurzeme.lv/elektroniskie-macibu-materiali/>
- 9) Liepājas Līvupes pamatskola – attīstības centrs: <http://www.livupe.edu.lv/c229/mcbu-unmetodiskie-atbalsta-materili/>
- 10) Valmieras Gaujas krasta vidusskola – attīstības centrs: <https://vgv.lv/attistibas-centrs/metodiskie-materiali/>
- 11) Kuldīgas pirmsskolas izglītības iestāde "Bitīte" – attīstības centrs: <http://bitite.kuldiga.lv/par-mums/attistibas-centrs/>
- Latvijas Autisma apvienības darbības mērķis ir cilvēku ar autiska spektra traucējumiem (ASD) tiesību un interešu aizsardzība, dzīves kvalitātes uzlabošana Latvijā. Tā kalpo kā platforma cilvēkiem ar autismu un viņu vecākiem, lai atbalstītu, mācītos, daļītos un konsultētu par viņu pieredzi saistībā ar ASD, nodrošinot daudz noderīgu materiālu <http://www.autisms.lv/index.php/lv/materiali>. Biedrība "Sociālās Inovācijas Centrs", realizējot Mūžizglītības programmas Leonardo Da Vinči finansētu projektu "Aizraujošie IT rīki cilvēkiem ar īpašām vajadzībām" ir sagatavojuusi informatīvo materiālu par mākslas terapijas elementu izmantošanu speciālajā pedagoģijā. <http://socialinnovation.lv/wp-content/uploads/2014/10/makets-webam.pdf> Skolotājiem tiek piedāvātas vairākas pedagogu



profesionālās kompetences pilnveides programmas par interaktīvu mācību materiālu veidošanu.

Pedagogu profesionālās kompetences pilnveides programmas interaktīvu mācību materiālu veidošanai un noformēšanai

Tēma	Īstenotājs	Apraksts
Dažādu mācību darba formu organizēšanas iespējas un mācību materiālu sagatavošana ar apmācību programmatūru <i>SMART Learning Suite</i>	SIA „Baltijas Biroju Tehnoloģijas”	Pedagogu profesionālās kompetences pilnveides A programmā (18 st.) pedagogi padzīlinās izpratni par jēgpilnu tehnoloģiju pielietojumu dažādās stundas organizācijas formās un atgriezenisko saiti mūsdienīgā mācību procesā. Tiks apgūta gan mācību materiālu veidošana ar <i>SMART Notebook</i> , gan <i>SMART lab</i> (nodarbību aktivitāšu veidotāja) izmantošana ātrai atgriezeniskās saites iegūšanai. Dalībnieki apgūs mobilo ierīču izmantošanu skolēnu zināšanu novērtēšanai ar <i>SMART response 2</i> . Ja iespējams, vēlams ņemt līdz arī planšetdatoru vai viedtālruni, kura ekrāna izmērs pa diagonāli nav mazāks par 5 collām. Pēc nodarbības jāsagatavo mācību stundas materiāls, izmantojot visu apgūto, un jāievieto www.smartboard.lv/macibumateriali/ .
Interaktīvu mācību materiālu veidošana un noformēšana <i>SMART Notebook</i> vidē	SIA „Baltijas Biroju Tehnoloģijas”	Pedagogu profesionālās kompetences pilnveides A programmā (12 st.) pedagogi pilnveidos IKT prasmes daudzveidīgu interaktīvu mācību materiālu veidošanā un noformēšanā, izmantojot <i>SMART Notebook</i> vidi, kas veicinās skolēnu iesaistīšanos mācību vielas apguvē un paaugstinās mācību stundas efektivitāti. Pēc kursiem patstāvīgi jāsagatavo mācību materiāls ar <i>SMART Notebook</i> un jāievieto www.smartboard.lv/macibumateriali/ . Šī programma piemērota iesācējiem darbā ar <i>SMART Notebook</i> .
Diferencēšanas iespējas ar mācību programmatūru <i>SMART Learning Suite</i> tiešsaistē	SIA „Baltijas Biroju Tehnoloģijas”	Pedagogu profesionālās kompetences pilnveides A programmas (6 st.) realizēšana pilnveidos pedagogu IKT izmantošanas prasmes individualizētas pieejas realizēšanā katram skolēnam. Kursa laikā pedagogi apgūs tāda mācību materiāla sagatavošanu ar programmatūras <i>SMART Notebook</i> , interaktīvo uzdevumu veidošanas rīka <i>SMART lesson activity builder</i> un novērtējuma aplikācijas <i>SMART response 2</i>



		iespējām, kuru skolēni, strādājot ar viedierīcēm, varēs izmantot individuāli vai mazās grupās. Ar mācību programmatūru komplektu <i>SMART Learning Suite</i> tagad iespējams strādāt tiešsaistē un realizēt diferencētu pieeju mācību procesam.
Vispārējo datorprasmju pilnveide. Informācijas tehnoloģiju efektīva izmantošana interaktīvo mācību materiālu izveidē	Daugavpils Universitāte	Pedagogu profesionālās kompetences pilnveides A programmas (18 st.) ietvaros pedagogi u.c. interesenti padzījina savas datorprasmes informācijas tehnoloģiju efektīvai izmantošanai, lai attīstītu iemaņas darbā ar datoru - dažādu datņu sagatavošanu lietojumam mācību procesā: teksta failu, elektronisko tabulu, prezentāciju, attēlu, multimediju failu un interneta izmantošanas kompetences (informācijas meklēšana, atlase, darbs ar e-pastu un izglītības resursiem internetā). Zināšanu un prasmju pārbaudei ir paredzēts tests, kas tiek realizēts tiešsaistes režīmā (pirms programmas apguves un pēc).
Atbalsta materiāli iekļaujošai izglītībai, kas izstrādāti projektā „Atbalsta programmu izstrāde un īstenošana sociālās atstumtības riskam pakļautajiem jauniešu atbalsta sistēmas izveidei” (1DP/1.2.2.4.1/09/IPIA/VIAA/003).	Latvijas Universitāte	Vadlīnijas iekļaujošās izglītības skolotājiem tika izstrādātas: <ul style="list-style-type: none"> ○ Atbalsta programma socioemocionālās kompetences pilnveidei; ○ Programma “Atbalsts pozitīvai uzvedībai”; ○ Mentoringa programma sociālās atstumtības riskam pakļautajiem skolēniem; ○ TV raidījumu cikls “Es un skola”. Video ir pieejams YouTube https://www.youtube.com/watch?v=6PNAwpbPQoc



Bulgaria

Contributors: Andrean Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova (Sofia University “St. Kliment Ohridski”, Bulgaria)

Important national action in that sense is the “Inclusive Ambassadors”¹³⁰ initiative, which aims to train the so called “inclusive education ambassadors” – teachers, trainers, psychologists, resource tutors who can support the development, implementation and mainstreaming of successful inclusive education practices. The approach is following the universal design of learning which will enable accessible provision of education to all pupils with and without disabilities.

It provides four tangible outcomes¹³¹, which enable further training of teachers on the implementation of inclusive education:

- Principles, beliefs and role of the inclusive education ambassadors guide^{132, 133};
 - Handbook “How to strengthen the implementation of the inclusive education at mainstream schools?”¹³⁴;
 - Guide for setting up and delivery of cross-school peer support¹³⁵;
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¹³⁰ Erasmus+ project “Training of teachers as inclusive education ambassadors” (2018-2020). <https://inclusive-ambassadors.eu/>

¹³¹ Intellectual outputs of the Erasmus+ project “Training of teachers as inclusive education ambassadors” (2018-2020). <https://inclusive-ambassadors.eu/outputs-downloads/>

¹³² 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>

¹³³ Principles, beliefs and role of the inclusive education ambassadors guide. May, 2020. Annex 2 “Distance inclusive education in the context of COVID-19”. <https://inclusive-ambassadors.eu/wp-content/uploads/2020/06/Annex-2-DISTANCE-INCLUSIVE-EDUCATION-IN-THE-CONTEXT-OF-COVID-19-EN-version.docx>

¹³⁴ Handbook “How to strengthen the implementation of the inclusive education at mainstream schools?” <https://inclusive-ambassadors.eu/elearning/course/view.php?id=4>

¹³⁵ Guide for setting up and delivery of cross-school peer support. <https://inclusive-ambassadors.eu/elearning/course/view.php?id=5>



- Mobile app for blended learning and cross-school networking and communication¹³⁶.

At the heart of chapter “Building an Inclusive School Environment: Principles and Practices”¹³⁷ is the methodology for building an inclusive environment, called the “One School for All” Model, and its application in practice. The course introduces the principles of school organizational development and change, which are the basis for building an inclusive school environment, as well as the theoretical and practical dimensions of the Model "One school for all". The training for work on the Model includes getting acquainted with the basic principles for its successful application and practical work with the tools for its introduction at school. The course is designed for principals, teachers and school teams who want to work actively and purposefully in the direction of building an inclusive environment.

The Partnership with Parents course aims to support teachers in building more fulfilling partnerships with parents. It provides information on common parental behaviours that challenge each teacher's work, offers psychological explanations, new approaches, different perspectives on thinking, and principles that can be followed to facilitate daily work with parents.

The course is designed for teachers of all educational stages. It is also suitable for principals, deputy principals, pedagogical advisors, school psychologists, resource teachers, students of pedagogy and special pedagogy.

As supplement to this we can also recommend the course “Pedagogical practices for the first grade. Inclusive Teacher's Guide”¹³⁸, which aims to support teachers in their mission to teach pupils to read, write and think, to motivate them, to help them grow confident in their abilities,

¹³⁶ Mobile app for blended learning and cross-school networking and communication.

<https://play.google.com/store/apps/details?id=com.inclusiveambassadors.mobile>

¹³⁷ 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>

¹³⁸ *Педагогически практики за първи клас. Пътеводител на приобщаваща учител* [Pedagogical practices for first grade. Inclusive Teacher's Guide]. <https://www.elabg.eu/bg/online-kurs-pedagogicheski-praktiki-za-purvi>



to feel part of the community that accepts and supports them. While performing this mission, teachers often see many signs of problems and difficulties. With this course we would like to facilitate their timely and correct capture and reading. An important aspect of the learning process is the emotional development of learners. Therefore, this course pays special attention to the emotional well-being, as well as techniques that teachers can use to support it. The course is designed primarily for primary school teachers, and would be useful for teachers, resource teachers, students of pedagogy and special pedagogy.

The recent handbook, developed by University of Plovdiv "P. Hilendarski" on "Challenges of the inclusive education in Bulgaria"¹³⁹ could be very useful for practitioners and teachers in Bulgaria.

Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

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.

¹³⁹ Challenges of the inclusive education in Bulgaria. https://uni-plovdiv.bg/uploads/site/pedagogy/Elektronna%20biblioteka%20-%20sbornici/Predizvikelstva/Priobshtavashko_sbornik2_ok.pdf

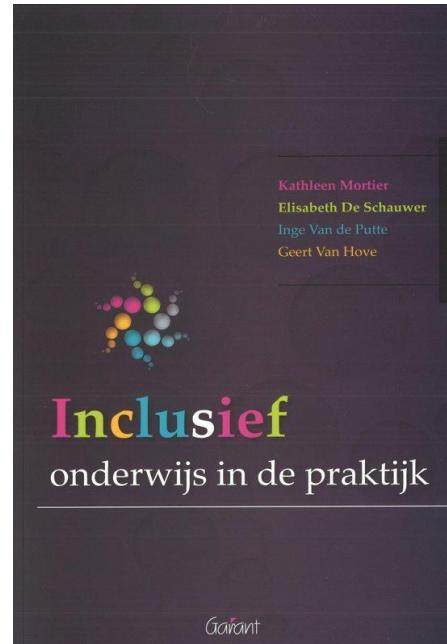


Books

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

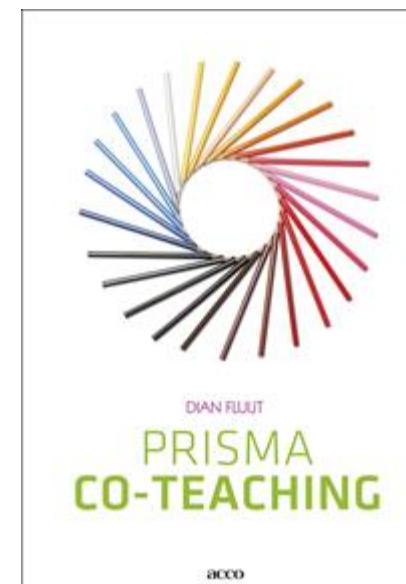
Inclusive education in practice by Mortier, Kathleen; Schauwer, Elisabeth; Van de Putte, Inge; Van Hove, Geert.

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

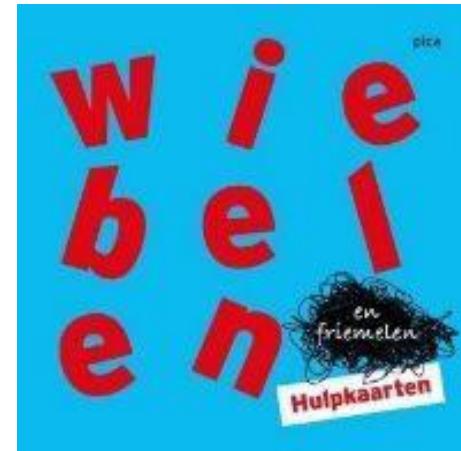
The Autism Help Fan in the classroom is a useful resource for teachers and other professionals who work with children with an autism spectrum disorder. In a clear manner, arranged by colour, tips and strategies are presented in various sections, including the learning environment, changes in daily routine, 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)¹⁴⁰
- 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,

¹⁴⁰ 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 2015.¹⁴¹

- 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.¹⁴²

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, Herzele, & Van Den Steen, n.d.)¹⁴³.

¹⁴¹ M-Decree Survival Guide. https://pro.g-o.be/blog/Documents/5_M-decreet%20survival%20guide%2020151002.pdf

¹⁴² 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>

¹⁴³ 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%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)¹⁴⁴.

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 (**STImuleren**, **CCompenseren**, **RRemediëren**, **DDispenseren**) 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.
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¹⁴⁴ 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).¹⁴⁵ 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

¹⁴⁵ 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.¹⁴⁶ 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.

¹⁴⁶ 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.



IKT pielietojums 21. gadsimta mācību procesā (izglītojošās spēles, robotika) skolēnu ar īpašām vajadzībām mācīšanās veicināšanai

Ievads iekļaujošā 21.gadsimta izglītībā

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Iekļaujošās izglītības mērķis 21. gadsimtā ir apmierināt katru skolēna vajadzības, un tāpēc tās efektīva ieviešana ir izaicinājums skolām un jo īpaši skolotājiem (Eredics, 2018¹⁴⁷; Holm, 2018¹⁴⁸; Jacob & Olisaemeka, 2016¹⁴⁹; Körner et al., 2018¹⁵⁰; Yamashiro, 2019¹⁵¹). Pētījumos izstrādātās stratēģijas palīdz skolām kļūt iekļaujošākām, lai apmierinātu skolēnu ar īpašām vajadzībām prasības, un tas nāk par labu visiem izglītojamajiem (Graham, 2020¹⁵²). Tehnoloģiju attīstība rada jaunus mācīšanās veidus. Pat ja skolās vispārējā izglītība joprojām turpinās klātienē, tiešsaistes platformas un sociālie mediji piedāvā papildu atbalsta iespējas gan skolēniem, gan skolotājiem (Assaad et al., 2018¹⁵³). Iekļaujošajai izglītībai ir

¹⁴⁷ Eredics, N. (2018). Inclusion in action: Practical strategies to modify your curriculum. Brookes Publishing.

¹⁴⁸ Holm, L. (2018). 21st century education: Inclusion in the classroom. <https://owlcation.com/academia/21st-Century-Education-Inclusion-in-the-Classroom>

¹⁴⁹ 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>

¹⁵⁰ Körner, I., Uhlmann, S., Schmid, B., Freyhoff, G., & Rígová, 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

¹⁵¹ 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

¹⁵² Graham, L. (Ed.) (2020). Inclusive education for the 21st century: Theory, policy and practice. Allen & Unwin.

¹⁵³ 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*



daudzšķautīgaina koncepcija (Mitchell, 2015¹⁵⁴), un IKT attīstība veicina tās ieviešanu praksē (Cheng & Lai, 2020¹⁵⁵; IITE, 2006¹⁵⁶; Josjö, 2012¹⁵⁷). Robotikas elementi, izglītojošās datorspēles (Laamarti et al., 2014¹⁵⁸; Papadakis, 2018¹⁵⁹; Romero et al., 2015¹⁶⁰) pilnveido izpratni par mācību īstenošanu tiešsaistē, jauktu mācīšanos un paver jaunas iespējas visiem izglītojamajiem IKT virtuālās vai jauktās realitātes vidēs. Lai identificētu sekmīgu digitālās iekļaušanas procesu un inovatīvu, uz IKT balstītu risinājumu ieviešanu formālajā un neformālajā izglītībā, ir jāidentificē izaicinājumi, kas saistīti ar IKT kā mācību un iekļaušanas instrumentu izmantošanu (Tomczyk & Oyelere, 2019¹⁶¹). Pēdējos gados IKT rīki tiek izmantoti, lai veicinātu skolēnu ar īpašām vajadzībām mācīšanos un uzlabotu viņu pielāgošanos mācību videi un viņu mācību sasniegumus, un šo rīku pielietošana pakāpeniski pieaug (Cheng & Lai, 2020¹⁶²). Skolēnus ar īpašām vajadzībām IKT attīstība klasē ietekmē dažādos veidos.

Conference on Telecommunications (pp. 94–100). IARIA.

https://thinkmind.org/index.php?view=article&articleid=aict_2018_6_10_18001

¹⁵⁴ 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>

¹⁵⁵ 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>

¹⁵⁶ 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>

¹⁵⁷ 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>

¹⁵⁸ 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>

¹⁵⁹ 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>

¹⁶⁰ 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>

¹⁶¹ 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>

¹⁶² 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>



Piemēram, "skolēni ar invaliditāti bieži izmanto asistīvās tehnoloģijas, lai apgūtu citādi nepieejamu vispārējās izglītības programmu, kā arī lai maksimāli izmantotu savas mācīšanās stiprās puses" un "varbūt vēl svarīgāk, tāpat kā viņu vienaudži, viņi izmanto tehnoloģiju radīt saistošu izglītības pieredzi" (NCLD, 2019a, 12.lpp.¹⁶³). Lidstrēma un citi pētnieki (2012)¹⁶⁴ analizēja, kā izglītojamie izmanto IKT mācību nolūkā, kā alternatīvu mācību līdzekli un kā kompensācijas instrumentu, t.i., kā datorizētu asistīvās tehnoloģijas ierīci. IKT vajadzētu būt izšķirošai lomai, nodrošinot izglītības resursu pieejamību visiem, piem., lai atbalstītu neredzīgus vai vājredzīgus cilvēkus: visu redzamo pārveidojot par dzirdamu; nedzirdīgu vai dzirdes traucējumu gadījumā: visu dzirdamo pārveidojot vizuālajā utt. (Tomczyk & Oyelere, 2019, 20.lpp.¹⁶⁵). Čenga un Lai (2020)¹⁶⁶ pētījumā secināts, ka joprojām ir maz analizētas tehnoloģiju integrēšanas, izmantošanas un attīstības tendences speciālajā izglītībā. Visbūtiskākie elementi tehnoloģijas novērtēšanā ir pieejamība un iekļaušana, šie elementi jānovērtē ikreiz, kad tehnoloģija tiek izveidota un izmantota klasēs vai skolās. Novērtēšanā var izmantot piecus savstarpēji saistītus komponentus (vīzija, dizains, izmaksas, izmantošana un pilnveides iespēja), lai tie visiem skolēniem sniegtu panākumus (NCLD, 2019a)¹⁶⁷. Var teikt, ka izglītības tehnoloģiju (*ed tech*) iniciatīvas un produkti ir jāizstrādā, jāpērk, jāīsteno un jānovērtē tā, lai tie atbilstu visu izglītojamo, bet jo sevišķi skolēnu ar tāpāšajām vajadzībām

¹⁶³ 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

¹⁶⁴ 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>

¹⁶⁵ 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>

¹⁶⁶ 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>

¹⁶⁷ 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



izglītošanai (NCLD, 2019a¹⁶⁸, 2019b¹⁶⁹, 2019c¹⁷⁰), lai "uzlabotu mācīšanās iespējas un sniegtu jēgpilnu pieredzi dažādiem izglītojamajiem" (NCLD, 2019a, 12.lpp.¹⁷¹), nevis "saasinātu un palielinātu esošo nevienlīdzību" (NCLD, 2019b, 2.lpp.¹⁷²).

Metodoloģijas

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Lai izveidotu iekļaujošākas mācību vides, Gilains (2015)¹⁷³ ierosināja izmantot inovatīvas mācību metodes un tehnoloģijas ar universālu dizainu, lai izplatītu labo praksi skolotāju, izglītotāju un citu apmācību profesionāļu vidū un pielāgot un ieviest vērtēšanas metodes ar rakstisku, mutisku vai ārēju vērtējumu (13. lpp.). Josjo pētījumā (Josjö, 2012)¹⁷⁴ norādīts, ka skolēnu ar īpašām vajadzībām mācīšanai ir jāizmanto atšķirīgas stratēģijas, nevis

¹⁶⁸ 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

¹⁶⁹ 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

¹⁷⁰ 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

¹⁷¹ 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

¹⁷² 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

¹⁷³ Ghilain, T. (2015). *Towards more inclusive learning environments in Europe: Salzburg Declaration*. European Association of Service providers for Persons with Disabilities. https://www.easdpeu/sites/default/files/sites/default/files/Policy/Education/towards_more_inclusive_learning_environments_in_europe_easdpeu.pdf

¹⁷⁴ 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>



tradicionalās mācību metodes, taču praksē skolotājiem nav pietiekami daudz zināšanu par IKT izmantošanu īpašām izglītības vajadzībām, un lielākā daļa skolotāju izmanto tikai dažus pielāgojumus. Jaunas IKT pielāgotās iekļaujošās izglītības metodoloģijas būtu jāievieš jau skolas mācību programmās; programmas “būtu jāmaina, lai pielāgotos izglītojamā ar īpašām vajadzībām atšķirīgajam mācību stilam, lai panāktu nepieciešamās izmaiņas” (Jacob & Olisaemeka, 2016, 193.lpp.¹⁷⁵). Iekļaujošo izglītību var īstenoši, balstoties uz skolēnu vajadzībām un spējām, ļaujot katram skolēnam mācīties savā tempā, lai sasniegtu iecerētos mācību rezultātus (Jacob & Olisaemeka, 2016)¹⁷⁶. Lai palielinātu skolēnu interesi un aktivitāti, var apvienot skolas stundas un tiešsaistes kursus ar izglītojošajām spēlēm vai robotizētām spēlēm (ja tas ir nepieciešams). “Izmantojot jaunus tehnoloģiskos rīkus, skolu iekļaušanas procesu var veicināt tikai tad, ja paralēli tam ērti tiek pārskatītas un uzlabotas izglītības pieejas, metodes un stratēģijas” (Ott & Pozzi, 2009, 635.lpp.¹⁷⁷) un tas tiek darīts, balstoties uz pētījumiem un pierādījumiem (Mitchell, 2015)¹⁷⁸.

Mācīšanās 3.0

Sagatavoja: Karel Van Isakers (PhoenixKM BVBA, Beļģija)

Izmantojot programmu Mācīšanās 3.0, skolas attālinās no tradicionālajām lekcijām un tā vietā koncentrējas uz interaktīvu mācīšanos, veicot jautājumu un atbilžu sesijas, pārskatus un viktorīnas, diskusijas, laboratorijas un citas projektā balstītas mācības, izmantojot IKT

¹⁷⁵ 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>

¹⁷⁶ 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>

¹⁷⁷ Ott, M., & Pozzi, F. (2009). Inclusive education and ICT: Reflecting on tools and methods. In P. L. Emiliani, L. Burzaglio, 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>

¹⁷⁸ 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>



piedāvātās iespējas. Saskaņā ar Kītu un Šmitu (2007)¹⁷⁹, Mācīšanos 3.0 raksturo bagātīgas, starpinstitucionālas, starpkultūru izglītības iespējas, kurās pašiem izglītojamajiem ir galvenā loma kā kopīgu zināšanu artefaktu veidotājiem un kur sociālajiem tīkliem un sociālajiem ieguvumiem ārpus tiešās darbības jomas ir liela nozīme.

Daciuk (2016)¹⁸⁰ minēja dažus Mācīšanās 3.0 pamataspektus:

- Lietotāja priedzei atbilstošs mūsdienīgs dizains, līdzīgs kā tīmeklī.
- Vizuāli saistošs kopskats, kas palīdz saprast, ko iemācīšos, kādi ir sasniegumi, kas notiks tālāk utt.
- Personalizēts, ļauj izglītojamajiem testēt un orientēties nelineārā veidā.
- Zināšanu grafika atsauces ietvars, nevis to materiālu saraksts, kuriem jāiziet cauri.
- Mācīšanās darot.
- Ārējo resursu integrācija.
- Interaktīvs saturs un novērtējumi.
- Cilvēka iesaistīšanās mērogs, piem., tiešsaistes koučings vai grupas sadarbība.
- Iesaistīšanās rīki, piem., spēlošana, mobilā, sociālā integrācija utt.
- Saprotama vērtēšanas sistēma.
- Datu izmantošana mācību priedzes un kursa materiāla uzlabošanai laika gaitā.

Individual Educational Plan Examples – Belgium

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

Aforementioned Sticordi measures have been defined per developmental disorder¹⁸¹ and are to be applied in inclusive lessons.

¹⁷⁹ 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>

¹⁸⁰ Daciuk, E. (2016). *Online Learning 3.0 is happening and you're probably behind*. <https://elearningindustry.com/online-learning-3-0-happening>

¹⁸¹ Sticordi-maatregelen. <http://www.wilgendoen.be/page/Sticordimaatregelen.aspx>



'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.

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	
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.	



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 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.	
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	
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)	



Type	Possible STICORDI measures	Applicable
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.	
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.	



Type	Possible STICORDI measures	Applicable
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 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.	



Type	Possible STICORDI measures	Applicable
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 environmental support, e.g., the self-instruction method van Meichenbaum or Stippstappen.	
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.	



Type	Possible STICORDI measures	Applicable
PERSPECTIVE	Make agreements about interruptions, e.g., to raise a finger to show 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.	
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	



Type	Possible STICORDI measures	Applicable
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.	



Type	Possible STICORDI measures	Applicable
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.	
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.	



Type	Possible STICORDI measures	Applicable
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: - 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.	



Type	Possible STICORDI measures	Applicable
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.	
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.	



Type	Possible STICORDI measures	Applicable
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).	
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.	



Type	Possible STICORDI measures	Applicable
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 / 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.	



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	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.	
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.	



Type	Possible STICORDI measures	Applicable
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.	
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.	



Type	Possible STICORDI measures	Applicable
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).	
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	



Type	Possible STICORDI measures	Applicable
	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).	
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:	



Type	Possible STICORDI measures	Applicable
	- 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.	
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).	



Type	Possible STICORDI measures	Applicable
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).	
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.	
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.	



Lesson Plan Examples – Bulgaria

Contributors: Andrean Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova (Sofia University “St. Kliment Ohridski”, Bulgaria)

Lesson 1 (Mathematics)

Subject Matter: Mathematics

Topic of the lesson: Acquiring knowledge about the number 5

The age group: 1st - 2nd grade

Estimated time of the activity (approx.): up to 30 min

Special needs group: Autism spectrum disorder

Learning Objectives:

- To acquire knowledge about the number 5

Expected learning outcomes:

- Acquired knowledge about the number 5

Materials and technologies are needed for the lesson: Use a tablet with an educational game to write the number 5 and relate the quantity to number.

Instructional procedures

Activities	The use of ICT
1. Introduction	I. The teacher prepares a visual plan-schedule with specific tasks and timekeeping for each of them:
2. Interaction (Understanding the meaning)	1) Outlining of relief figure 5 and its colouring; 2) Writing the number 5 in a plate with couscous; 3) Making the number 5 from plasticine (with support);



3. Practical part (practicing, problem solving)	<p>4) Correlation of quantity to number: From an empty blister of drugs the teacher cuts out a form with 5 nests and marks it with the number 5 by giving the pupil 5 balls to put in the nests;</p> <p>5) Educational game on a tablet for writing the number 5 and correlating quantity to number;</p> <p>6) At the end the whole class sings a song about the numbers, and on the 5th they get up and dance;</p> <p>7) At the end of the class the pupil receives a balloon in the shape of a 5 for a job well done.</p> <p>II. The pupil performs the tasks from the schedule in the order of their sequence. / duration of the lesson 35 minutes /</p>
Enrichment activities and adjustments for children with special needs	<p>The use of ICT and calculation abilities are improved; strengthening the concentration, memory perception and request and response abilities.</p>

Lesson 2 (Digital competences)

Subject Matter: Digital competences

Topic of the lesson: To acquire basic skills for creating a graphical user interface and for writing simple codes that must be executed by a program

The age group: 8th - 10th grade

Estimated time of the activity (approx.): up to 40 (45) min

Special needs group: Autistic spectrum disorder

Learning Objectives:



- To acquire basic skills for creating a graphical user interface and for writing simple codes that must be executed by a program

Expected learning outcomes:

- Acquired basic skills for creating a graphical user interface and for writing simple codes that must be executed by a program

Materials and technologies are needed for the lesson: We use a computer and the Visual Basic Express program

Instructional procedures

Activities	The use of ICT
1. Introduction 2. Interaction (Understanding the meaning) 3. Practical part (practicing, problem solving)	The teacher shows the basic controls that the pupil needs to draw in the form, as well as where to find the appropriate properties. The teacher gives the pupil the code so he can copy it and shows him where to write it. At the end they consolidate again what has been done step by step and save the work.
Enrichment activities and adjustments for children with special needs	The use of ICT and writing simple coding.

Lesson 3 (Bulgarian language and literature)

Subject Matter: Bulgarian language and literature class



Topic of the lesson: Conclusion on vowel sounds and their letters / summary lesson /

The age group: 1st - 2nd grade

Estimated time of the activity (approx.): up to 30 min

Special needs group: Cerebral palsy

Learning Objectives:

- To conclude on vowel sounds and their letters / summary lesson /

Expected learning outcomes:

- Being able to conclude on vowel sounds and their letters / summary lesson /

Materials and technologies are needed for the lesson: A PPT presentation was used in which a summary was made in the form of a game.

Instructional procedures

Activities	The use of ICT
1. Introduction 2. Interaction (Understanding the meaning) 3. Practical part (practicing, problem solving)	1. The vowel sounds are negotiated: the teacher pronounces the vowel sounds, and at the same time shows the pupil a pictorial support, starting with the corresponding sound. 2. The activity is repeated with other pictures, and the pupil is asked to answer whether the picture starts with the given vowel sound. 3. When showing a supporting picture, the pupil is required to make the appropriate sound. In case of error, it is applied only for the wrong sound - a total of 8 minutes. 4. Independent activity of the pupil. A set of vowels and supporting pictures with objects starting with



	<p>vowels and random pictures is distributed. The child is required to arrange the maximum number of pictures starting with each vowel.</p> <p>5. Independent manipulative activity of the pupil: the child is offered to choose a picture with the outline of an object, starting with a loud sound and to colour it. The colour version of the item is also available - 10 min.</p> <p>6. Final course of the lesson - 3 minutes. The pupil shares whether he liked working with these letters and what made it difficult. He receives praise for the job well done.</p>
Enrichment activities and adjustments for children with special needs	The use of ICT and concluding on vowel sounds and their letters

Lesson Plan Examples - Latvia

Lesson 1 (Electricity, preschool)

Contributor: Linda Daniela (University of Latvia, Latvia)

The activity - Batteries and Circuits

The age group: primary school

The objective of the activity: to raise children's awareness that batteries supply electricity and that they can be handled safely.

Estimated time of the activity (approx.): up to 40 min

Materials/tools needed:

- Children to bring in a battery operated toy, torch or bike light



- Drawing paper and pencils

Additional resources: [www.switchedonkids.org.uk;](http://www.switchedonkids.org.uk/)

http://www.bbc.co.uk/schools/scienceclips/ages/6_7/electricity.shtml

Plan of the activity

Part of the activity	Content	Comments how to use this activity for pupils with special needs
Introduction	<p>Before the activity the teacher starts the discussion with children by asking them questions:</p> <ul style="list-style-type: none"> ○ Do you know what electricity is? ○ Do you know which devices work on electricity? ○ Do you have any idea where electricity comes from? ○ Do you know where we can keep electricity? 	<p>Teachers may have in their class pupils with vision impairments and for them it can be difficult or impossible to see the signs + and – on battery to find the differences. It is suggested to use batteries where the signs can be touched. If not, then the teacher should prepare touchable + and – signs to let children touch them and find the differences. It could be cartoon, fleece or wood.</p>
Classroom activities	<ol style="list-style-type: none"> 1. Children show each other their toys and explain what the toy can do when it has batteries included and what happens when it doesn't have them in. 2. Select a small number of toys which use different types of batteries. Help children take the batteries out of the toys and look at their different shapes and sizes, i.e., rectangular/cylindrical/large/small. 3. Discuss with the children why some toys use more batteries than others or use a different size of battery. 4. Put the toys into groups according to the types of batteries they use. 	<p>If there is a child in the class who has any assistive device to support him/her (hearing aid, electric wheelchair etc.) teachers can organize the activity where pupils who use these assistive technologies explain how they work and what kind of battery is used and how often they should be changed or charged.</p>



	<p>5. Record results graphically, children could pictorially represent the toys and shape of the battery, i.e. using a tally chart or bar graph.</p> <p>6. Ask the children to find + and – signs on batteries and ask them what they think they mean. Ask the children where they have seen these signs before.</p> <p>7. Help the children to put the batteries into the toys. Put the batteries in the wrong way and ask the children to predict what will happen.</p> <p>8. Children practise putting the batteries in and taking them out.</p>	
Discussion	<ul style="list-style-type: none"> ○ The teacher asks question - what is the difference between + and - sign on batteries? ○ Why is it important? ○ Where else we can collect electricity? 	<p>If there is a child with hearing impairments in the class the teacher should prepare written explanations for the topic or find a short video with visual interpretation of the topic.</p> <p>The teacher should try to repeat comments and questions asked by other pupils who are not in the range of vision of the hearing-impaired pupil or encourage pupils to speak in a way to allow pupils with hearing impairments see the speaking pupil</p>
Expected outcomes	<ul style="list-style-type: none"> ○ The children should be aware that batteries supply electricity. ○ That items which use batteries can be handled safely. ○ The children should be able to make connections in circuits to the positive and negative poles of the battery. 	



Lesson 2 (English, 5th grade)

Contributor: Svetlana Surikova (University of Latvia, Latvia)

Subject Matter: English as a Foreign Language (EFL)

Topic of the lesson: Countable and uncountable nouns

The age group: 10-11 year olds (5th grade)

Estimated time of the activity (approx.): 40-45 min.

Special needs group:

An inclusive pedagogy approach is used at the lesson (classroom design for all, multisensory approach). The lesson can be adjusted for children with learning disabilities such as dyslexia and dysgraphia.

Learning Objectives:

- To learn to identify countable nouns and uncountable nouns.
- To repeat the use of numerals (1-100).
- To repeat the vocabulary of food and drinks.
- To practice and improve listening, speaking, reading and writing skills.

Expected learning outcomes:

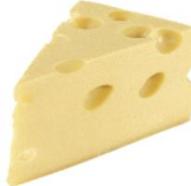
By the conclusion of the lesson, pupils will:

- be able to identify countable nouns and uncountable nouns;
- give examples of countable nouns using numerals (1-100) or some additional words such as *many, some, several, few, a few, a lot of / lots of,*
- give examples of uncountable nouns using some additional words such as *much, some, a little, a lot of / lots of.*

Materials and technologies are needed for the lesson: computer, digital projector, interactive whiteboard, internet access, two versions of worksheets ("Countable nouns or uncountable nouns") as well as laptops, tablets or smartphones for individual use, an individual MS Word worksheet or printout, countable and uncountable food flashcards and a list of countable and uncountable food nouns with pictures.

Instructional procedures



Activities	The use of ICT				
Introduction and warm up					
<p>Activity A: A teacher can start with a quick review on nouns and discuss what a noun is, allowing pupils to share several examples of nouns. There are two examples on the interactive whiteboard. The teacher explains that there are other labels for nouns. For example, due to the fact that nouns can be counted or can't be separated or counted, there are "countable nouns" (for example, one apple, 2-100 apples) and "uncountable nouns" (for example, cheese, milk, juice, bread).</p>	<p>An interactive whiteboard is connected to a computer or projector so that images may be presented or projected on the interactive whiteboard.</p>  <p>cheese</p>  <p>apple</p>				
	<p>Available under a Creative Commons license.</p>				
Interaction (understanding the meaning)					
<p>Activity B: The teacher offers pupils to watch the video and complete a table in the pupil activity book writing some (3-4) examples of countable and uncountable nouns.</p> <table border="1" data-bbox="180 1805 541 1918"> <tr> <td>Countable nouns</td> <td>Uncountable nouns</td> </tr> <tr> <td>1.</td> <td>1.</td> </tr> </table>	Countable nouns	Uncountable nouns	1.	1.	<p>The video is presented or projected on the interactive whiteboard.</p>  <p>COUNTABLES FOOD UNCOUNTABLES</p> <p>ESL.COM</p>
Countable nouns	Uncountable nouns				
1.	1.				



<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">2.</td><td style="width: 50%;">2.</td></tr> <tr> <td>3.</td><td>3.</td></tr> <tr> <td>4.</td><td>4.</td></tr> </table> <p>Activity C: The teacher explains the use of numerals and some additional words using the grammar table. It should be concluded that countable nouns have singular and plural forms and can be used with numerals (1-100) or some additional words such as <i>many, some, several, few, a few, a lot of / lots of</i>. While uncountable nouns can be used only in the singular form using the words such as <i>much, some, a little, a lot of / lots of</i>. Some examples of affirmative sentences are provided. The pupils write those sentences in their exercise books.</p>	2.	2.	3.	3.	4.	4.	<p>The video “Countable & uncountable food in English: Food and drinks vocabulary” retrieved from https://www.youtube.com/watch?v=1SbJ1B1MTQg</p> <p>The grammar table is presented or projected on the interactive whiteboard.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3" style="background-color: #f4a460; color: white;">much, many, a lot of, a little, a few</th> </tr> <tr> <th style="background-color: #ffccbc;">Countable</th> <th style="background-color: #ffccbc;">Uncountable</th> <th style="background-color: #ffccbc;">Sentence</th> </tr> </thead> <tbody> <tr> <td>large quantity</td> <td>a lot of</td> <td>(+) - ?</td> </tr> <tr> <td>many</td> <td>much</td> <td>(+) - ?</td> </tr> <tr> <td>a few</td> <td>a little</td> <td>(+) - ?</td> </tr> </tbody> </table> <p>The grammar table is retrieved from https://test-english.com/explanation/a1/much-many-lot-little-few/</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;">Countable nouns</td><td style="width: 50%;">There are a few apples on the table. There are a lot of apples on the table.</td></tr> <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>	much, many, a lot of, a little, a few			Countable	Uncountable	Sentence	large quantity	a lot of	(+) - ?	many	much	(+) - ?	a few	a little	(+) - ?	Countable nouns	There are a few apples on the table. There are a lot of apples on the table.	Uncountable nouns	There is a little water on the table. There is a lot of water on the table.
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<p>Practical part (practicing, problem solving)</p> <p>Activity D: The pupils work in pairs. One half of pairs will work with the first worksheet, another – with the second worksheet: they read in pairs the nouns given and write the words into the table. Each pupil completes his/her worksheet individually after collaborative discussion in pair. Then they discuss how to write 4-8 sentences using the words from the table appropriately.</p>	<p>One of the worksheets could be presented or projected on the interactive whiteboard.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"><input style="width: 100%; border: 1px solid black; height: 1.2em; margin-bottom: 2px;" type="text"/> Name.....</td> <td style="width: 33%;"><input style="width: 100%; border: 1px solid black; height: 1.2em; margin-bottom: 2px;" type="text"/> Date.....</td> </tr> <tr> <td colspan="3" style="font-size: small;">Write the words into countable nouns or uncountable nouns table.</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>apples</td> <td>rice</td> <td>cherries</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>bread</td> <td>burgers</td> <td>coffee</td> </tr> <tr> <td colspan="2" style="background-color: #e1f5fe; padding: 5px;">Countable nouns</td> <td style="background-color: #ffccbc; padding: 5px;">Uncountable nouns</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p>The first worksheet “Countable nouns or uncountable nouns” retrieved from https://www.thekidsworksheet.com/countable-and-uncountable-nouns-worksheet.html</p>		<input style="width: 100%; border: 1px solid black; height: 1.2em; margin-bottom: 2px;" type="text"/> Name.....	<input style="width: 100%; border: 1px solid black; height: 1.2em; margin-bottom: 2px;" type="text"/> Date.....	Write the words into countable nouns or uncountable nouns table.						apples	rice	cherries				bread	burgers	coffee	Countable nouns		Uncountable nouns				
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*There is ... on the table.
There are ... on the table.*

<https://www.thekidsworksheets.com/downloads/countable-nouns-or-uncountable-nouns/>

The worksheet is titled "Countable nouns or uncountable nouns". It features a logo for "THE KIDS WORKSHEETS" and fields for "Name....." and "Date.....". Below this, it says "Write the words into countable nouns or uncountable nouns table." A list of items with illustrations includes: honey (jar), carrots (two), juice (glass), bananas (bunch), milk (carton), sandwiches (two), meat (steak), and eggs (two). Below the list are two tables: a blue one for "Countable nouns" and a red one for "Uncountable nouns". The "Countable nouns" table has four rows, and the "Uncountable nouns" table has three rows. At the bottom, there is a copyright notice: "www.thekidsworke... © 2020 thekidsworke... All rights reserved. ✓Free for use at home or in a classroom. ✗Not for resale, re-upload, distribution or commercial use."

The second worksheet “Countable nouns or uncountable nouns” retrieved from

<https://www.thekidsworksheets.com/downloads/countable-nouns-or-uncountable-nouns-2/>

Activity E: The teacher asks pupils to participate in a fun and useful activity using the online grammar quiz. Pupils read the nouns and discuss in pairs whether they can count those nouns or not. Then they vote and the teacher makes a choice taking into account the opinion of the majority. The teacher reads an explanation and translates into the national language (if necessary). The total score of the completed quiz is available and can be discussed immediately.

The online grammar quiz is presented or projected on the interactive whiteboard.

The online quiz “Can you count these items or not?” (by Kenneth Beare) retrieved from
<https://www.thoughtco.com/countable-or-uncountable-noun-quiz-4066957>

Reflection / assessment / self-assessment time

Activity F: The teacher uses the activity for formative assessment. The teacher asks pupils to share some examples of countable or uncountable nouns and tell how they would express quantity for

The animated musical video is presented or projected on the interactive whiteboard.



each example using the following type of the sentence: *There is/are...* numerals and additional words. Everyone can express his/her emotions and thoughts regarding the lesson reflecting on what I knew, what I learned, and what difficulties I had. At the end of the lesson, the teacher offers to listen to a song and to sing along.



The animated musical video on count and noncount nouns retrieved from
<https://www.youtube.com/watch?v=OqVueNN2GQo>
The alternative animated musical video retrieved from
<https://www.youtube.com/watch?v=fUvQ-adlF7w>

Enrichment activities and adjustments for children with special needs

Enrichment (Activity E):
Pupils can use the online grammar quiz individually and get his/her own score. There are various additional online grammar quizzes available via internet (section “Additional self-assessment tools”).

Adjustments:

A student with dysgraphia and/or dyslexia (Activity B, C, & D)

An individual MS Word worksheet via a laptop or tablet can be used and a pupil can type the words and/or sentences. Using a tablet or smartphone instead of physical handwriting, a pupil can record her/his own audio examples of sentences or using speech-to-text options (for example, a dictation tool in MS Word) to transform his/her voice into editable text.

A printout with necessary words, sentences,

An individual tablet or smartphone

An individual laptop, tablet or smartphone can be used to provide alternatives to reading assignments (using text-to-speech options, for example, Microsoft Immersive Reader) and/or written assignments (using typing, audio recording or speech-to-text options instead of physical handwriting).

Countable and uncountable food flashcards and a list of countable and uncountable food nouns with pictures retrieved



<p>grammar tables can be used, a pupil can highlight key areas and draw thumbnail pictures in the margin to represent the most important points. The pupil can write more words and sentences using additional printed countable and uncountable food flashcards and/or a list of countable food nouns with pictures.</p>	<p>from https://games4esl.com/countable-and-uncountable-food-list/#Materials To Teach Countable And Uncountable Food</p>
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Additional self-assessment tools

Assessment (Optional)	The use of ICT
<p>Pupils use individual tablets or smartphones to apply multiple additional online grammar quizzes.</p>	<p>Online grammar quizzes: <i>Countable and Uncountable</i> https://www.montsemorales.com/gramatica/CountableSpot1-6.htm <i>Online Grammar Quiz: Countable or Uncountable?</i> https://www.usingenglish.com/quizzes/210.html <i>Countable and Uncountable Nouns</i> http://www.english-room.com/grammar/countable_uncountable.htm</p>

References / Materials

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>
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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/>

Lesson 3 (English, 1st grade)

Contributor: Dita Nimante (University of Latvia, Latvia)

Subject Matter: English (1st grade)

Topic of the lesson: My body

The age group: 1st grade

Estimated time of the activity (approx.): up to 40-45 minutes

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)

Learning Objectives:

- Repeat the use of numeric words (1-10)
- Learn new vocabulary (Body parts: head, nose, ears, eyes, chin, mouth, hands, hands, toes, feet, feet, toes), learn the sentence: “This is me!”
- Continue with general skills development:
 - Practice listening skills.
 - Practicing talking skills.
 - Practicing writing skills.

Expected learning outcomes:



- Will be able to identify some body parts in English,
- Will use some/all new vocabulary (Body parts: head, nose, ears, eyes, chin, mouth, hands, hands, toes, feet, feet, toes), by repeating it with the help and independently,
- Write some/all new vocabulary (Body parts: head, nose, ears, eyes, chin, mouth, hands, hands, toes, feet, feet, toes), by copying it.

Materials and technologies are needed for the lesson: Computer, Interactive Blackboard, Internet access, Work sheets (“Your body”), (in addition: prepared game “LOTTO”)

Instructional procedures

Activities	The use of ICT
1. Introduction	
<p>a. A teacher asks pupils to guess what they are we going to learn today. The teacher can tell pupils: someone or something is hiding in the Interactive blackboard, let's help to release him/it. Invite pupils to ask questions and make guesses. After the teacher reveals the picture, the teacher introduces the topic of the lesson and learning outcomes.</p>	<p>Use Interactive board There is the picture revealed. Retrieved from: https://www.education.com/worksheet/article/arts-human-body/</p>
2. Interaction (Understanding the meaning)	
<p>b. The teacher fills in the boxes with appropriate words one by one. The teacher asks children to touch the body part that she names (children can sit or stand up). After that, they all together (as a choir) repeat words. It can be done several times.</p>	<p>Video Body Parts Song for Kids - This is ME! By ELF Learning Retrieved from: https://www.youtube.com/watch?v=QkHQ0CYwjal</p>
3. Practical part (practicing, problem solving)	
Listening activity	Interactive board



c. The teacher tells pupils: listen to the song and sing along: Body Parts Song for Kids - This is ME!

The song can be repeated several times.

d. Talking activity

After that the teacher closes the boxes with words and asks pupils to help to remember them. At first, the teacher allows children to name the words of body parts they remember (the child has to raise his hand). After children recall the word, the box can be opened (can be done by the teacher, or the teacher can ask the pupil to do it). It can be repeated several times, the teacher can invite some children to come to the desk and try to guess as many words as possible.

e. (Additional activity LOTTO (if there is extra time or the class is working fast)

The teacher can divide the class in several groups (four pupils in each group). Give 3- 5 (depends on the class) minutes to do the task. Each child receives the card of the role he will perform in the group: materials manager (who will collect the LOTTO at the beginning of the game and at the end of the game will put it in the box), leader (who will remind the task and roles to everyone), checker (checks for accuracy), time keeper (keep track of time). Every group receives the template and ready-made cards. Teams have to put the right card in the right place. First team, who have finished, stands up and all together say "Body parts". After that they receive the worksheet and they have to check their work.

f. Writing activity.

Every child gets a "Your Body" worksheet. The child writes the appropriate words in the boxes.



4. Reflection/assessment/self-assessment time (what we have learned, evaluate your learning)

g. The teacher uses the activity for formative assessment: Tell your neighbour what you have learned today. How many words can you remember? Recall them, your neighbour will count them for you. Tell the results to the class.

Enrichment activities and adjustments for children with special needs (The use of ICT)

Child with mild mental disorders (activity f):
a pre-made worksheet with body part descriptions, the pupil has to swipe with another pen over the words.
Or he can fill in less boxes, write less words (for example, 3-5).

Child with visual impairment ((activity a, f)
(can use the help of the teacher or assistant):

Uses Computer to enlarge the worksheet and words (body parts).

Children with hearing impairment
(throughout all lesson).
Assistive technologies are used

Regular computer or tablet (possibility to zoom to enlarge the text)

Personal FM system can be used. Teachers can use wireless microphones throughout the lessons. (An audio signal is sent via FM radio waves directly to whatever assistive hearing devices the pupils are wearing.)

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

Assessment (Optional)	The use of ICT
Children use mobile phones to answer the questions about body parts.	<i>Kahoot (game-based learning platform)</i> https://kahoot.com/



References/ Materials

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/>

Lesson Plan Examples - Cyprus

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

Lesson 1 (Mathematics for Pre-school)

Subject Matter: Mathematics (pre-school)

Topic of the lesson: The numbers 1-10

The age group: up to 6 years old

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

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:

- Repeat the use of numeric words (1-10)
- Learn new vocabulary (the numbers 1 -10, adding total, directions, vocabulary around the activity (new words that are in the robot mats))
- Continue with general skills development:
- Practice listening skills.



- Practicing talking skills.
- Practicing writing skills.

Expected learning outcomes:

- Will be able to identify the numbers from 1-10.
- Will use some/all new vocabulary (The numbers: one to ten, direction, addition), by repeating it with the help and independently.
- Will use some known vocabulary (The shapes: circle, oval, rhombus, parallelogram, triangle, square, etc. The colours: red, black, blue, white, yellow, orange).

Materials and technologies needed: Computer, Educational robot, Educational Mats (like the numeric line 1-10, the shapes mat), Software for Mathematics (like Incisions (Greek: Ενσφηνώματα), Interactive Whiteboard, money (not real, for games), Boards Game (like the supermarket game), fishing game (fishing the numbers), talking box

Instructional Procedures

Activities	The use of ICT and AT
1. Introduction <p>a. The teacher asks students if they know what she holds (the bee bot robot) and explains how they would use this tool for their today's lesson. "This bee robot will help us do activities with the numbers from 1–10, to learn directions and to transfer our shopping, but first we need to understand how this tool works"</p> <p>b. The teacher places the robot numeric mat/talking mat with numbers and the bee on the mat and asks all children together to say the numbers that the bee shows in the mat (from 1–10)</p> <p>c. The teacher also has a talking button, on which she has pre-recorded the numbers from 1–10 in a random sequence. She asks a child to press the button and hear a number, the child should show the number on the mat and place a toy for the robot to reach this number (for example, if the robot is on number 1 and they heard from the</p>	<p>Here is the bee bot robot, the numeric line, and the talking button</p> <p>Retrieved from: https://ses.arab</p>



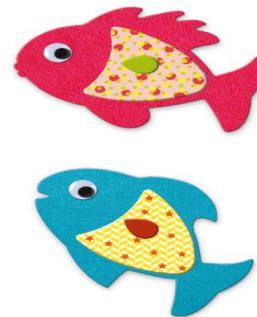
<p>talking button the number 5, they should move the bee forward by pressing 4 times the forward button).</p>	
3. Practical part (practicing, problem solving)	
<p>c. Listening activity The teacher tells pupils to listen to the song and sing along: 5 little monkeys jumping on the bed.</p>	
<p>The song would be repeated, and the teacher can ask the children to show the correct number how many monkeys are now on the bed. The teacher asks some children to be the monkeys this time and other children would sing 10 little monkeys jumping on the bed one fell and bumped his head. How many monkeys are now on the bed? And they all would count how many monkeys are left.</p>	
<p>d. Talking activity The teacher uses the interactive board and the educational software for mathematics (called Incisions/Ensinwmata). Children would do activities to recognize the numbers, putting them in the correct order and counting to 10.</p>	<p>Video Song for “5 little monkeys jumping on the bed” Retrieved from: https://www.youtube.com/watch?v=LrM62pv5600</p>
<p>e. Additional activity - the Fishing game The children are in a circle, the teacher shows a number and all children will say the number aloud and a child will need to count the number of fish that the teacher shows, the next child would see if they need to add some fish or put some fish back in the pool. For example, the first child has to put 5 fish and the next child needs to have 6 fish, then it means that they just need to add 1, in case he had the number 3, it means they had to put 2 fish back to the pool.</p>	
<p>f. Writing activity Every child gets a “Counting up to 10” worksheet and they have the option to glue/draw/write the number of items on their activity.</p>	<p>Interactive board and Mathematics Software</p>



Reflection / assessment / self-assessment time (what we have learned, evaluate your learning)

g. The teacher uses the activity for formative assessment.

Using fish with magnet to put them on a metal board and count them more easily



Adjustments for children with special needs (using ICT)

Child with mild mental disorders (activity f): If pupils have difficulties writing, they can have another option to proceed, rather than write the answers they can select the correct answer from an option list.

Child with visual impairment ((activity a, 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:

a) The child should have the option to have the tool in the hand, so they can observe it. The tool has a voice output, so every time the robot makes a step, the pupil can hear the number and understand the steps, also we can use the talking mat where we can record the numbers and when the robot is on the cell it will say the number aloud.

b) 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

Regular computer or tablet (possibility to zoom to enlarge the text)

Hearing Impairment

Personal FM system can be used. Teachers can use wireless microphones throughout the lessons (an audio signal is sent via FM radio waves directly to whatever assistive hearing devices the pupils are wearing).



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.



Retrieved from:
<https://ses.arab>

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

Assessment (Optional)	The use of ICT
The assessment will be mainly oral in the lesson	Use of AT/AAC tools

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)

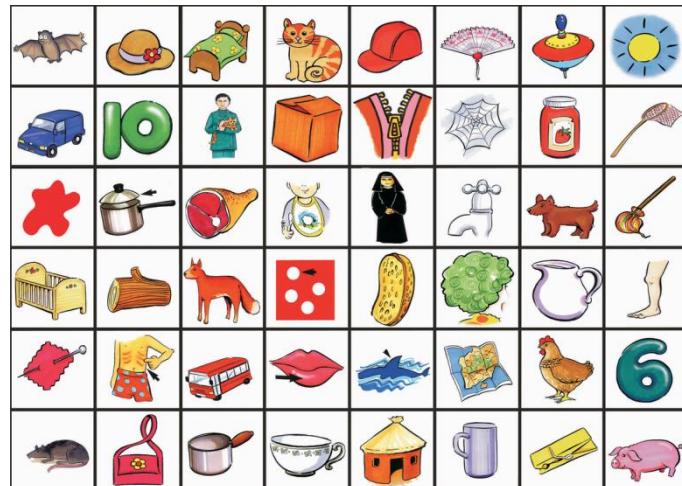
Materials and technologies needed: Computer, Interactive Whiteboard, Learning Phonics software, Learning Phonics tiles, Bee bot robot, Educational Mat (the picture mat), Phonics card game

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 finish, they will share what they have done.



Retrieved from:
<https://www.findtheneedle.co.uk/companies/talking-products-ltd/products/sonic-phonics>



<p>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.</p>									
<p>e. Writing activity. Every child gets a worksheet for Matching words with pictures and writing the missing letter from the word.</p>	<p>Worksheet example from: https://www.turtlediary.com/worksheet/match-letter-to-make-a-word-and-fill-in-the-blank.html</p> <table border="1" data-bbox="706 842 1341 1313"> <tbody> <tr> <td style="text-align: center;">  -at [æt] </td> <td style="text-align: center;"> 1 bat cat hat fat mat pat rat sat </td> <td style="text-align: center;">  -an [æn] </td> <td style="text-align: center;"> 2 an can pan fan man ran van Dan </td> </tr> <tr> <td style="text-align: center;">  -am [æm] </td> <td style="text-align: center;"> 3 am ham ram jam Pam Sam </td> <td style="text-align: center;">  -ap [æp] </td> <td style="text-align: center;"> 4 cap lap map gap nap rap tap clap </td> </tr> </tbody> </table>	 -at [æt]	1 bat cat hat fat mat pat rat sat	 -an [æn]	2 an can pan fan man ran van Dan	 -am [æm]	3 am ham ram jam Pam Sam	 -ap [æp]	4 cap lap map gap nap rap tap clap
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 -am [æm]	3 am ham ram jam Pam Sam	 -ap [æp]	4 cap lap map gap nap rap tap clap						
<p>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.</p>									
4. Reflection / assessment / self-assessment time (what we have learned, evaluate your learning)									
<p>f. The teacher uses the worksheet activity for formative assessment.</p>									
Adjustments for children with special needs (The use of ICT)									
<p>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</p>									



draw/circle the correct answer from an option list.	
<p>Child with visual impairment ((activity b, f) (can use the help of teacher or assistant):</p> <p>In case we have a child with visual impairments, we can do the following, for the activity:</p> <p>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.</p> <p>f) We can have the option to use large and high contrast print or Braille.</p>	
<p>Children with hearing impairments (throughout the lesson)</p> <p>Assistive technologies are used</p>	
<p>Children with speech impairment</p> <p>Augmentative and Alternative Communication (AAC) aids would be used in the lesson.</p> <p>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.</p> <p>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</p>	Regular computer or tablet (possibility to zoom to enlarge the text)



item that starts with a specific sound.	
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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>

Lesson 3 (Personal Hygiene)

Subject Matter: Personal Hygiene

Topic of the lesson: Hand washing

The age group: Pre-school

Estimated time of the activity (approx.): up to 30 min

Special needs group _____

Comments on the Lesson

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:



- The importance of washing our hands
- The sequence of proper washing
- The tools we need to wash our hands
- The times we need to wash our hands
- Continue with general skills development:
- Practice listening skills.
- Practicing talking skills.
- Practicing writing skills.

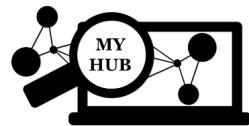
Expected learning outcomes:

- Will be able to explain:
 - Why washing our hands is important?
 - What might happen if we do not wash our hands, for example, before eating?
- Will be able to demonstrate the tools that we need to wash our hands
- How frequently should we wash our hands/on which occasions? We are waiting to hear answers like when we went to the toilet, before eating, after playing time, after playing with animals, etc.
- Will demonstrate the correct sequence of washing our hands
- Will learn new vocabulary regarding hygiene

Materials and technologies needed: Computer, Interactive Whiteboard, soap, clean towel, warm water, cards for sequencing (theme washing hands)

Instructional Procedures

Activities	The use of ICT and AT
<u>1. Introduction</u> <ul style="list-style-type: none"> a) The teacher asks pupils to list some of the reasons why washing our hands is important. b) The teacher explains to the children in simple words what the germs are and what they might cause. c) They discuss the correct way of washing hands. d) Children tell on which occasions they wash their hands and what tools they need. e) The teacher demonstrates the sequence we need to follow to wash our hands to children. 	



2. Interaction

f) The teacher uses the song “Wash your hands”, the children at first listen to the song and then they sing aloud. The teacher asks the children if anyone has a pet. They explain why it is important to wash our hands after we play with our pet.

3. Practical part

g) The teacher takes the children to the sinks and divides them into groups, each child takes his/her turn and washes their hands, and the other pupils sing the song “wash your hands”.

h. Talking activity

Using the interactive board and the hygiene software, children do activities that are related to hygiene

<http://www.inclusive.co.uk/switchit-hygiene-extra-p2351#>

i. Writing activity.

Every child gets a worksheet for “How to wash my hands”, they can put the pictures in the correct sequence and they can draw the picture.

4. Reflection/assessment/self-assessment time (what we have learned, evaluate your learning)

The teacher uses the worksheet activity for formative assessment.

Enrichment activities
and adjustments for children with special needs

The use of ICT

Adjustments:

Child with mild mental disorders (activity f): We use visuals for all children illustrating the process of washing the hands.

Child with visual impairments (activity e and g) (can use the help of teacher or assistant):

For activity f, we can have the option to use large and high contrast print or braille.

Children with hearing impairment (throughout the lesson).

Hearing Impairment



<p>Assistive technologies are used</p> <p><u>Children with no verbal communication</u></p> <p>Augmentative and Alternative Communication (AAC) aids would be used in the lesson. If the child has his/her own AAC system and 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.</p> <p>The teacher should have also pre-recorded the learning materials that the child would need to participate, such as the tools that we need to wash our hands, the process, etc.</p>	<p>Personal FM system can be used. Teachers can use wireless microphones throughout the lessons (an audio signal is sent via FM radio waves directly to whatever assistive hearing devices the pupils are wearing).</p>
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Additional assessment/assessment activities/ assessment tools (if relevant)

Assessment (Optional)	The use of ICT
The assessment will be mainly by observing the pupil when washing their hands (all pupils by the end of the lesson should be able to wash their hands correctly)	Use of AT/AAC tools to demonstrate the correct sequence of how we wash our hands and support pupils who need extra support.

References/Materials

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=dDHJW4r3eIE>

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



Izglītojošās spēles (*Serious Games*)

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija) un Karelis Van Isakers (PhoenixKM BVBA, Belgija)

Saskaņā ar Romero et al. (2015)¹⁸², izglītojošās spēles (*serious games*) ir instrumenti, kas tiek plaši atzīti par tādiem, kuriem ir ievērojams potenciāls atbalstīt aktīvu mācīšanos un sniegt ievērojamu ieguldījumu 21. gadsimta prasmju attīstībā izglītības jomā. Šīs spēles ir īpaši svarīgas iekļaujošās izglītības kontekstā 21. gadsimtā. Turklāt šo spēļu lietotnes attiecas ne tikai uz izglītību, bet arī uz labklājību, reklāmu, kultūras mantojumu, starppersonu komunikāciju un veselības aprūpi. Piemēram, Laamarti et al. (2014)¹⁸³ izglītojošās spēles veselības aprūpei iedalīja četrās kategorijās: (1) veselības uzraudzība, (2) diagnosticēšana un ārstēšana, (3) terapeitiskā izglītība un profilakse un (4) rehabilitācija (8. lpp.). Arī skolēni ar īpašām vajadzībām var gūt labumu no izglītojošo spēļu pielietojuma izglītības un terapeitiskos nolūkos (Durango et al., 2015¹⁸⁴; García-Redondo et al., 2019¹⁸⁵; Kokol et al., 2020¹⁸⁶; Tomé et al., 2014¹⁸⁷). Piemēram, Durango et al. (2015)¹⁸⁸ un García-Redondo et al.

¹⁸² 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>

¹⁸³ 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>

¹⁸⁴ 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>

¹⁸⁵ 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>

¹⁸⁶ 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>

¹⁸⁷ 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>

¹⁸⁸ 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.),



(2019)¹⁸⁹ atklāja izglītojošo spēļu (digitālo, video) izmantošanas priekšrocības, lai ievērojami uzlabotu bērnu ar īpašām vajadzībām (īpaši ar mācīšanās traucējumiem) uzmanību. Tomé et al. (2014)¹⁹⁰ uzsvēra, ka "izglītojošās spēles ir lieliska alternatīva esošajām terapijas / mācību metodēm cilvēkiem ar kognitīvajiem traucējumiem" (45. lpp.). Kokol et al. (2020)¹⁹¹ konstatēja daudzsološus rezultātus attiecībā uz trauksmes mazināšanu, stresa regulēšanu, emociju atpazīšanu un rehabilitāciju. Tomēr "trūkst klīnisku pierādījumu, ka bērni ar neiroloģiskās attīstības traucējumiem var gūt labumu no izglītojošo spēļu pielietojuma" (turpat, 26. lpp.).

Daži izglītojošo spēļu piemēri

Nosaukums	Īss apraksts	Saite
Spēļu spēlēšana: Prasmju pakete	Tēmu pakete, kas saistīta ar spēlēm, kas veidotās saskaņā ar četru soļu shēmu (orientēties, sagatavoties, īstenot, reflektēt). Tieki apspriesti šādi komponenti: <ul style="list-style-type: none"> ○ klasses spēles profils; ○ spēļu spēlēšanas veidi; ○ spēļu priekšrocības; ○ spēļu spēlēšana skaitlī; ○ izglītojošās spēles; ○ atkarība no spēlēm. 	https://www.klascent.net/downloadable-resources/98365/gaming-skills-bundle/?previous

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>

¹⁸⁹ 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>

¹⁹⁰ 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>

¹⁹¹ 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>



<i>SmartGames Live:</i> īslaicīga bezmaksas piekļuve	<i>SmartGames</i> vēlas panākt, lai bērni būtu atbildīgi attiecībā uz savu izglītošanos pandēmijas krīzes laikā, kad skolas ir slēgtas. Tāpēc tiek piešķirta pagaidu bezmaksas piekļuve 18 tiešsaistes spēlēm.	https://www.klascent.net/
<i>ResourCity:</i> Izglītojošā spēle dabaszinātnēs	Spēles pamatā ir ļoti populāra GPS bāzēta papildinātās realitātes spēle Pokémon Go. Lietotnē jūs redzat, kur paplašinātajā realitātē jūsu apkārtnē ir paslēpti ķīmiskie elementi. Kad esat noķēris elementu, jūs saņemsiet oriģinālu informāciju par šo ķīmisko elementu un uzzināsiet, kur tas atrodas jūsu tuvumā. Tādā veidā skolēns iegūst ieskatu par to, kuri materiāli rodas pilsētas kontekstā, kāds ir šo materiālu ķīmiskais sastāvs un dažreiz arī kāds īpašs (vēsturisks) stāsts ar to ir saistīts.	https://www.klascent.net/app-
<i>SQUEEZE:</i> izglītojošā spēle par tiešsaistes identitāti	<i>SQUEEZE</i> ir JES vzw metode par tiešsaistes identitāti ar fiksētu ilgumu (100 min.). Pusaudži individuāli testē jaunās Squeeze tiešsaistes platformas prototipu planšetdatoros vai portatīvajos datoros un tad reflektē par savu uzvedību tiešsaistē un sociālo mediju izmantošanu, pamatojoties uz savām atsauksmēm un īpašajām situācijām grupās vai klasēs.	https://www.klascent.net/downloadable-

Robotikas spēles

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija) un Karel Van Isakers (PhoenixKM BVBA, Beļģija)

Daudzi jaunākie pētījumi koncentrējās uz robotu izmantošanu iekļaujošajā izglītībā, ieskaitot izglītību skolēniem ar īpašām vajadzībām (Catlin & Blamires, 2019¹⁹²; Daniela & Lytras,

¹⁹² 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>



2019¹⁹³; Galvez Trigo et al., 2019¹⁹⁴). Saskaņā ar Danielas un Lytras (2019)¹⁹⁵ teikto, izglītojošā robotika var kalpot kā rīks zināšanu veidošanai un kā palīgrīks skolēniem, kuriem ir problēmas noteiktās jomās, kā arī izglītojošo robotikau var izmantot, lai mainītu skolēnu attieksmi pret mācīšanos - klases kultūru - ļaujot visiem tikt pierņemtiem un iesaistītiem" (222. lpp.), tomēr izglītojošo robotiku "nevajadzētu uztvert kā panaceju visām izglītībā pastāvošajām problēmām" (turpat, 223. lpp.). Galvez Trigo et al. (2019)¹⁹⁶ identificēja piecus galvenos iemeslus, kāpēc robotu izmantošana darbā ar skolēniem ar īpašām vajadzībām nav pietiekami plaši izplatīta: (1) nespēja iegādāties augstas cenas vai nepieejamības dēļ; 2) lietošanas grūtības; 3) zems piedāvāto darbību klāsts; (4) ierobežoti mijiedarbības veidi; un (5) nespēja izmantot dažādus robotus, pielietojot vienu un to pašu programmatūru (59. lpp.).

Daži robotikas spēļu piemēri

Nosaukums	Īss apraksts	Saite
ROOT rt1 iRobot Coding Robot	Programmējama STEM / STEAM rotālīeta, kas aug kopā ar jums, radoša spēle ar māklas, mūzikas un kodēšanas elementiem, aktivizējama ar balsi, ir <i>Bluetooth</i> savienojums, iespējota mobilā lietotne	https://www.amazon.com/Root-
Leka	Leka ir robotizēta interaktīva bumba, kas paredzēta bērniem ar īpašām vajadzībām, lai mācītos un attīstītos rotālājoties. Viedā rotālīeta ir paredzēta, lai mainītu bērnu ar attīstības traucējumiem spēlēšanās un mijiedarbošanās veidu. Tā palīdz	https://www.youtube.com/watch?v=tqjrPxYrhDU

¹⁹³ 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>

¹⁹⁴ 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>

¹⁹⁵ 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>

¹⁹⁶ 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>



Nosaukums	Īss apraksts	Saite
	iesaistīt bērnus daudzsensoru spēlēs, vienlaikus sekojot viņu progresam.	
Milo	Robots Milo ir veidots tā, lai tas būtu interesants un pieejams audzēkņiem ar autiskā spektra traucējumiem. Viņš var staigāt, runāt un pat modelēt cilvēka sejas izteiksmes. Milo nekad nav neapmierināts un noguris. Viņš konsekventi vada stundas tā, lai uz to reaģētu audzēkņi-autisti. Šī atkārtojamā pozitīvā pieredze rada vidi, kurā izglītojamie var mācīties un attīstīties.	https://www.youtube.com/watch?v=RsDdC88viDI https://robots4autism.com/milo/
Jibo	Jibo ir sociālais robots, kas radīts, lai kalpotu par pavadoni nevis asistentu.	https://www.youtube.com/watch?v=MNzb4FC6lhq
NAO Next Gen	NAO ir robots-humanoīds, kas izstrādāts, lai palīdzētu uzlabot speciālās izglītības mācību procesu, stimulējot sociālo mijiedarbību, pielietojot spēles un ļaujot lietotājiem gūt lielāku autonomiju. Robots palīdz atbloķēt pašapziņu, reaģējot uz balss komandām, un seko līdzi katram bērnam sniegumam, palīdzot katram bērnam sasniegt svarīgus mācību mērķus jautri un efektīvi.	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 ir izteiksmīgs sociālais robots, kas izstrādāts, lai palielinātu izglītības efektivitāti, veicinot aktīvu mijiedarbību un atvieglojot bērnu uzmanības piesaistīšanu jaunu dzīves prasmju apguvei. QTrobot palīdz bērniem ar autismu un īpašām vajadzībām, iesaistot viņus izglītojošās aktivitātēs. Izmantojot spēles un stāstus, QTrobot jautri un patīkami palīdz apgūt jaunas prasmes.	http://luxai.com/qtrobot-for-autism/ https://www.youtube.com/watch?time_continue=9&v=9wNV2k1jfgQ&feature=emb_logo
EduRob pedagoģiskais ietvars	Pedagoģiskā ietvara uzdevums ir definēt pedagoģiskos principus, kā mācīties ar robotiem, un sniegt	http://www.edurob.eu/assets/EduRobPedagogicFramework.pdf



Nosaukums	Īss apraksts	Saite
	skolotājiem norādījumus, kā izmantot robotus, lai uzlabotu viņu mācīšanu, īemot vērā ar mācīšanu saistītās problēmas, t.sk. mācību saturu un elastīgas vajadzības gan klases, gan individuāla līmenī.	
Izglītojošās robotikas mācību programma un mācīšanās scenāriji	Šajā dokumentā ir izklāstīta izglītojošās robotikas mācību programma, aprakstot metodiku, kā robotu bagātinātas mācīšanās scenārijus pielāgot skolēna mācīšanās vajadzībām. Intervijās ar galvenajām ieinteresētajām personām tika noteiktas galvenās mācību jomas (cēlonu un seku izpratne, atdarināšana, komunikācija, problēmu risināšana un sociālā mācīšanās), kurās var izmantot, lai klasificētu skolēna mācīšanās vajadzības.	http://edurob.eu/resources/ LearningWithRoboticsCurriculumAndLearningScenariosV1.pdf



Tiešsaistes un mobilā mācīšanās un mijiedarbība ceļā uz konstruktīvisko zināšanu konstruēšanu, mācīšanas un mācīšanās pieejām

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija) un Karelis Van Isakers (PhoenixKM BVBA, Belgija)

Mūsdienās ir daudz izglītības resursu, kuriem var piekļūt no interneta, personālajiem datoriem un mobilajām ierīcēm. Tiešsaistes mācīšanās jeb e-mācīšanās var veicināt izglītojamo ar dažādiem traucējumiem iekļaušanos izglītībā, taču viņiem ir nepieciešams papildu atbalsts, lai piekļūtu un apstrādātu mācību vai ārpusstundu resursus, aktivitātes, sadarbības un mijiedarbības rīkus, lai maksimizētu viņu mācīšanos (Bjekić et al., 2014¹⁹⁷; Guglielman, 2011¹⁹⁸; Tindle et al., 2017¹⁹⁹). Mobilu mācīšanos definē kā mobilo ierīcu (galvenokārt viedtālruņu un planšetdatoru) izmantošanu kā starpnieku mācīšanās un mācīšanas procesā dažādos apstākļos (Alexander, 2004²⁰⁰; Al Hamdani, 2013²⁰¹; Romero-Rodríguez et al., 2020²⁰²). Mobilās ierīces var izmantot, gan īstenojot tradicionālās mācīšanās teorijas un praksi, gan jaunās konstruktīviskās mācīšanās teorijas un praksi (Al Hamdani, 2013)²⁰³. Pašlaik iekļaujošās izglītības vajadzībām 21. gadsimtā ir pieejamas vairākas mobilās

¹⁹⁷ 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>

¹⁹⁸ 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>

¹⁹⁹ 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

²⁰⁰ Alexander, B. (2004). Going nomadic: mobile learning in higher education. *Educause Review*, 39(5), 28–35.

²⁰¹ 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>

²⁰² 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>

²⁰³ 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>



lietotnes, lai uzlabotu un pārveidotu mācīšanos, lai apmierinātu dažādu izglītojamo vajadzības. Saskaņā ar Prupas (2014)²⁰⁴ teikto, iekļaujošajās klasēs skolotāji izmanto skolēncentrēto pieju, balstoties uz mācīšanās ietvara universālo dizainu, viņi izmanto lietotnes divējādi, piem., atbalstam un saturu radīšanai, kur viņu skolēni var manipulēt vai radīt jaunu mācību saturu vai produktu. Turklat spēja radīt saturu ir tieši tas, kas transformē mācīšanos, īpaši skolēniem ar īpašām vajadzībām.

Daži resursu piemēri tiešsaistes un mobilās mācīšanās nodrošināšanai

Nosaukums	Īss apraksts	Saite
<i>KlasCement</i>	Izglītības resursu tīklu <i>KlasCement</i> pārvalda Izglītības un apmācības departamenta Komunikācijas nodaļa.	https://www.klascement.net/info/
<i>Brain Parade</i>	<i>Brain Parade</i> tika dibināta ar mērķi radīt efektīvas, intelīgentas mobilās lietotnes, kas palīdzētu cilvēkiem ar īpašām vajadzībām. <i>Brain Parade</i> misija ir veidot produktus, kas dzīļi, pozitīvi ietekmēs šo personu, viņu skolotāju, gimeņu un aprūpētāju dzīvi.	http://www.brainparade.com/
<i>iReadWrite</i>	<i>iReadWrite</i> ir mobilā lietotne lasīšanas un rakstīšanas atbalstam (skaidra teksta pārveidošana runas formātā, izcelšana, fonētiskā pareizrakstības pārbaude, vārdu paredzēšana un vārdnīca). Ir arī daudzas importa un eksporta iespējas. Tā ir laba iespēja tiem, kas izmanto mobilās ierīces.	https://www.texthelp.com/en-us/products/read-write/
<i>Skitch</i>	<i>Skitch</i> ir mobilā lietotne, kas ļauj izglītojamajam fotografēt un pēc tam pievienot piezīmes (tekstu, formas, emocijzīmes u.c.) fotoattēla augšpusē. To var izmantot mājasdarbu veikšanai, kā atmiņas	https://apps.apple.com/us/app/skitch-snap-mark-up-share/id425955336?mt=12

²⁰⁴ 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/>



Nosaukums	Īss apraksts	Saite
	palīglīdzekli, piezīmju veikšanai, mācību aktivitātēm utt.	
<i>Inspiration Maps</i>	Šī prāta kartēšanas lietotne ir aprīkota ar veidnēm, kas ļauj izglītojamajam izvēlēties no esošajām kartēm. Vai arī izveidojet to no jauna. Šo lietotni no pārējām domāšanas kartēšanas lietotnēm atšķir tas, ka tā piedāvā lielāku atbalstu rakstīšanas procesam, ja nepieciešams - vizuālā domu karte var pārslēgties uz rakstīšanas formātu, nospiežot pogu.	https://www.inspirationmaps.com/
Interaktīvā baltā tāfele ShowMe	ShowMe ļauj padarīt savu mobile ierīci par interaktīvo balto tāfeli, ierakstīt audioinstrukcijas un koplietot tās tiešsaistē. Tā ir pārsteidzoši vienkārša lietotne, kuru var izmantot ikviens, neatkarīgi no vecuma.	https://apps.apple.com/us/app/showme-interactive-whiteboard/id445066279?ign-mpt=uo%3D4
<i>Bitsboard Flashcards & Games</i>	Viena no Top 5 labākajām izglītības spēlēm ASV App Store. Vienā lietotnē bez maksas apvienotas 35 aizraujošas mini spēles. Patīk vairāk nekā 5 miljoniem izglītojamo un skolotāju visā pasaulē.	https://apps.apple.com/us/app/bitsboard-flashcards-games/id516842210?ign-mpt=uo%3D4
10 ieteicamo lietotņu un programmatūras kategorijas skolēniem ar mācīšanās traucējumiem	Andrea Prupas sastādīja platformu sarakstu ar "go-to" lietotnēm, kuras ieteica skolēniem ar mācīšanās traucējumiem. Daži no šiem lasītprasmes atbalsta rīkiem ir atsevišķi produkti, kas nodrošina tikai vienu funkciju (piem., tikai teksta pārvēršanu runā), bet citi ir lasītprasmes "komplekti", kas vienā rīkā nodrošina daudzas iespējas (piem., teksta pārvēršana runā, vārdu paredzēšana, anotācija, runas atpazīšana). Dažas jaunas aizraujošas iespējas ir pieejamas digitālo grāmatu, rakstzīmju optiskās pazīšanas,	https://www.inov8-ed.com/2016/04/10-categories-of-recommended-apps-and-software-for-students-with-learning-disabilities/



Nosaukums	Īss apraksts	Saite
	skenēšanas, anotāciju un atbalstītās rakstīšanas jomā.	
68 mobilās lietotnes skolēniem ar mācīšanās traucējumiem	<p>Ir pieejams atjaunināts ieteicamo lietotņu saraksts skolēniem ar mācīšanās traucējumiem. Ieteikumi attiecas uz šādām kategorijām:</p> <ul style="list-style-type: none"> ○ lasīšanas un rakstīšanas atbalsts un labošana; ○ valodas labošana; ○ produktivitāte; ○ alternatīvi rakstītpratības formāti; ○ rēķinātprasme; ○ smalkās motorikas prasmes; ○ izpildfunkcionālās prasmes. 	https://www.inov8-ed.com/2013/05/68-apps-for-students-with-learning-disabilities/
Labākās speciālās izglītības lietotnes un vietnes	Kaut arī daži no šiem rīkiem sākotnēji nebija radīti bērniem ar īpašām vajadzībām, tos ieteica pedagoģi un eksperti, kas strādā ar šādiem bērniem. Jūs atradīsiet lietotnes, kas pievērš uzmanību pamatprasmēm, veicina sociālās un emocionālās prasmes un palīdz bērniem ar autismu ievērot grafiku. Ir arī vietnes, kas palīdz skolotājiem diferencēt mācīšanos un piekļūt resursiem valodas un matemātikas pratības attīstīšanai.	https://www.commonsense.org/education/top-picks/best-special-education-apps-and-websites



Nosaukums	Īss apraksts	Saite
7 fantastiskas vietnes, kas palīdz apgūt mācību programmu skolēniem ar traucējumiem	Ja meklējat veidus, kā palīdzēt apgūt mācību programmu savam bērnam vai vēlaties nostiprināt prasmes, kuras jūsu bērns apgūst skolā, apskatiet šīs 7 vietnes, kas bērnus iesaista, vienlaikus palīdzot apgūt vērtīgas prasmes un zināšanas. Šīs vietnes piedāvā video instrukcijas, izdrukājamas darba lapas, tiešsaistes spēles utt. Visas šīs vietnes ir lietotājam draudzīgas. Lai gan lielākoties tiek piedāvāti bezmaksas resursi, dažas vietnes prasa reģistrēties, lai piekļūtu <i>premium</i> līmeņa saturam. Ir arī vērts atzīmēt, ka daudzas no uzskaitītajām vietnēm katru dienu lieto paši skolotāji.	https://www.friendshipcircle.org/blog/2018/01/09/7-fantastic-websites-teaching-curriculum-students-disabilities/
Labās prakses piemēri izglītošanai tiešsaistē	Ir svarīgi saprast, ka tiešsaistes mācīšanās nav risinājums „pieslēdzies un spēlē”. Tas prasa rūpīgu plānošanu un sagatavošanos. Lai sāktu strādāt tiešsaistē īslaicīgi vai ilgstoši, jums jāizmanto pazīstamās sistēmas. Šajā ceļvedī ir sniegtā informācija par paraugpraksi, mācīšanas stratēģijām, kā arī padomi un ieteikumi, kā tiešsaistē nodrošināt ātru un kvalitatīvu mācīšanu un terapiju.	https://cec.sped.org/~media/Files/Resources/Best%20Practices%20for%20Educating%20Online.pdf
Veido tiešsaistes kursu!	Vai skolas klātienes darbības pārtraukšana liek jums veidot tiešsaistes kursu? Šeit ir 11 padomi, ar ko sākt!	https://cec.sped.org/~media/Files/Resources/ISD%20101.ipq
Virtuālās skolas aktivitātes	Jebkura vecuma cilvēki laipni lūgti Virtuālās skolas aktivitātēs! Vietņu kolekcija ar piekļuvi tiešraidē esošām tīmekļa kamerām, virtuālām ekskursijām / ceļojumiem un dažādām citām izklaidējošām izglītojošajām vietnēm. Šī vietne tiek atjaunināta ik pēc pāris dienām.	https://virtualschoolactivities.com/
Boom mācīšanās	<i>Boom</i> kartes ir pašnovērtējuma vingrinājumi, kurus pilda spēlētāji un kuri sniedz skolotājiem nepieciešamo informāciju par skolēnu panākumiem.	https://wow.boomlearning.com/



Nosaukums	Īss apraksts	Saite
Tiešsaistes mācīšanās bērniem ar īpašām vajadzībām	Efektīva, tiešsaistē pieejama mācīšanās bērniem ar īpašām vajadzībām. Ņauj katram bērnam izvēlēties: skatīties, klausīties vai lasīt materiālu par jebkuru tēmu videoklipa formātā, kas stimulē viņu mācīšanās intereses. Ņauj katram bērnam mācīties savā ātrumā, attīstīt savu potenciālu un sasniegt labākus rezultātus. Ņauj bērniem efektīvi apgūt katru tēmu, uzlabojot lasīprasmi.	http://www.zaneeducation.com/#special-needs
Tiešsaistes skola skolēniem ar īpašām vajadzībām	eAchieve akadēmija piedāvā visaptverošu izglītības programmu skolēniem ar īpašām vajadzībām Viskonsinas dienvidaustromos, iekļaujot tādus priekšmetus kā bioloģija, vēsture, angļu valoda un matemātika. Speciālās izglītības skolotāji izstrādā individuālizētus stundu plānus katram skolēnam, un velta laiku, lai apzinātu savu skolēnu intereses un vajadzības un palīdzētu turpmākajā mācību procesā.	https://www.eachievere.com/HowOnlineHighSchoolWorks/SpecialEdProgram
Tiešsaistes mācīšanās stratēģijas studentiem ar traucējumiem	Dažu pēdējo gadu laikā izglītības iestādes, kuras piedāvā iegūt izglītību pēc vidusskolas beigšanas, daudzus savus klātienes kursus turpina pārceļt tiešsaistē. Šajā publikācijā daži Vašingtonas universitātes DO-IT centra atbalstīto projektu dalībnieki dalās pieredzē un ieteikumos citiem izglītojamajiem ar invaliditāti, kuri apmeklē tiešsaistes kursus.	https://www.washington.edu/accesscomputing/online-learning-strategies-students-disabilities
Tiešsaistes mācīšanās, kas atbilst visu studentu vajadzībām	<i>Edgenuity</i> tiešsaistes kursi un mācību risinājumi tiek veidoti, izmantojot pētījumos balstītas metodes, kas izstrādātas, lai atbalstītu visu studentu unikālās vajadzības, arī tos studentus, kuriem ir īpašas izglītības vajadzības. Lietotājam draudzīgi pielāgošanas rīki atvieglo studentiem nepieciešamās modifikācijas. <i>Edgenuity</i> speciālās izglītības koordinatori sadarbojas ar pedagoģiem, lai sniegtu studentiem visu nepieciešamo atbalstu un veicinātu studentu panākumus.	https://www.edgenuity.com/special-populations/



Specializētas asistīvās tehnoloģijas izglītībai

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija) un Karelis Van Isakers (PhoenixKM BVBA, Belgija)

“Understood Team” (n.d.)²⁰⁵ definēja asistīvo tehnoloģiju kā jebkuru augsta vai zema līmeņa tehnoloģiju rīku, ierīci, programmatūru vai aprīkojumu, kas palīdz cilvēkiem tikt galā ar izaicinājumiem, lai viņi varētu labāk mācīties, sazināties un darboties. Asistīvās tehnoloģijas ir īpaši svarīgas bērniem, kuri cīnās ar mācīšanos, palīdz uzplaukt skolā un dzīvē, veicinot viņu pārliecību un neatkarību. Jebkura asistīvā tehnoloģija un tās izmantošana jānovērtē no skolēna vajadzību, spēju un pieprasījuma viedokļa, un šī metode prasa zināšanas asistīvo tehnoloģiju jomā; komandas darbs starp skolēnu, vecākiem un skolas personālu var radīt asistīvo tehnoloģiju izmantošanas pozitīvu efektu skolēniem (Josjö, 2012²⁰⁶; WATI, 2009²⁰⁷, 2017²⁰⁸). Speciālās izglītības skolotājiem kā ekspertiem asistīvo tehnoloģiju izmantošanas jomā, galvenā uzmanība jāpievērš skolēna individuālo vajadzību izpētei, kā arī skolotāju konsultēšanai par to, kā mācīšanu varētu veiksmīgi pielāgot skolēnam klasē (Josjö, 2012, 38.lpp.²⁰⁹).

Daži specializētu asistīvo tehnoloģiju izglītībai piemēri

Nosaukums	Īss apraksts	Saite
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²⁰⁵ 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

²⁰⁶ 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>

²⁰⁷ WATI, Wisconsin Assistive Technology Initiative. (2009). *Assessing students' needs for assistive technology.* <http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/>

²⁰⁸ WATI, Wisconsin Assistive Technology Initiative. (2017). *Assistive technology consideration to assessment.* <http://www.wati.org/free-publications/assistive-technology-consideration-to-assessment/>

²⁰⁹ 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>



Balss izvades sakaru palīgierīces	Balss izvades sakaru palīgierīces, kuras mēdz dēvēt arī par runas ģenerēšanas ierīcēm, ir papildinātas un alternatīvas augsto tehnoloģiju sakaru ierīces, kas ģenerē runu (t.i. palīdz runāt) indivīdam, kuram ir runas traucējumi vai kurš vispār nevar izmantot verbālo runu.	https://idrc.ocadu.ca/research
Papildinātā un alternatīvā komunikācija	Papildinātā un alternatīvā komunikācija ir veids, kā indivīdi var sazināties, ja viņiem fiziski nav iespējas izmantot runāt vai rakstīt prasmi.	https://www.youtube.com/watch
Asistīvā lasīšanas tehnoloģija	Asistīvā lasīšanas tehnoloģija var palīdzēt bērniem un pieaugušajiem tikt galā ar lasīšanas problēmām. Teksta pārvēršana runā un audiogrāmatas ir divi lasīšanas tehnoloģiju piemēri. Šos asistīvās tehnoloģijas rīkus var izmantot datoros, viedtālruņos un citās ierīcēs.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-reading? _ul=1*89avxb*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Asistīvā rakstīšanas tehnoloģija	Šī asistīvā tehnoloģija var būt lielisks atbalsts bērniem un pieaugušajiem, kuriem nepadodas rakstīšana. Rokraksta rīki palīdz veikt fizisku rakstīšanu. Ir arī tehnoloģija, kas var palīdzēt organizēt un izteikt domas rakstiski.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-writing? _ul=1*1I97e9x*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Asistīvā matemātikas tehnoloģija	Šī asistīvā tehnoloģija var sniegt lielu palīdzību cilvēkiem, kuriem nepadodas matemātika. Daži asistīvās matemātikas tehnoloģijas rīki ir ļoti izplatīti, piem., kalkulatori. Citi, piem., digitālās grafikas rīki, ir mazāk pazīstami, bet var būt tikpat noderīgi.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-math? _ul=1*16ggayo*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E



Asistīvā tehnoloģija dzirdes traucējumu gadījumā	Šī asistīvā tehnoloģija var palīdzēt bērniem ar dzirdes traucējumiem labāk izprast dzirdēto. Asistīvās tehnoloģijas rīki ietver klausīšanās ierīces, ierakstus un teksta pārvēršanas runā lietošnes. Asistīvās tehnoloģijas rīki var samazināt fona troksni un pastiprināt runu, lai padarītu to skaidrāku.	https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-auditory-processing-disorder?_ul=1*1qyj2y1*domain_userid*YW1wLVB0Y2lhVy1RQVFweG5qdDdMSGw1Y1E
Programmatūra bērniem, kuri mācās un domā dažādi/citādi	Ir vairākas programmatūras, kas var palīdzēt bērniem ar mācīšanās un domāšanās dažādību. Bet kā var uzzināt, kas ir piemērots tieši jūsu bērnam? Var sākt ar diagrammām, kurās salīdzinātas lasīšanas, rakstīšanas un matemātikas programmatūras funkcijas un cenas.	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
Skolēnu vajadzību pēc asistīvās tehnoloģijas novērtēšana	Šis materiāls sniedz pārskatu par asistīvo tehnoloģiju izskatīšanas, novērtēšanas un plānošanas procesu.	http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/
Asistīvās tehnoloģijas apsvēršana novērtēšanai	Asistīvās tehnoloģijas novērtēšanas pakete sniedz informāciju par procesu no asistīvās tehnoloģijas apsvēršanas līdz tās novērtēšanai.	http://www.wati.org/free-publications/assistive-technology-consideration-to-assessment/

Pedagoģiskās, tehnoloģiskās un organizatoriskās inovācijas

Sagatavoja: Svetlana Surikova (Latvijas Universitāte, Latvija) un Karelis Van Isakers (PhoenixKM BVBA, Beļģija)

Daudzi uzņēmumi, tīklojumi, centri un bezpečības organizācijas visā pasaulē specializējas vairāku pedagoģisko, tehnoloģisko un organizatorisko inovatīvo risinājumu radīšanā un ieviešanā ar mērķi palīdzēt dažādām neaizsargātām personām un grupām, īpaši bērniem un pieaugušajiem ar īpašām vajadzībām. Inovatīvām tehnoloģijām un praksei ir būtiska loma



speciālajā izglītībā (Boyle, 2013²¹⁰; Cagiltay et al., 2014²¹¹) un iekļaujošajā izglītībā 21. gadsimtā (Ghilain, 2015²¹²; Hamburg & Bucksch, 2017²¹³; IncluD-ed, 2012²¹⁴; Körner et al., 2018²¹⁵; Walker & Logan, 2009²¹⁶; Watkins, 2011²¹⁷). Kā uzsvēra Boyle (2013)²¹⁸, “Ideāla speciālās izglītības inovācija ļautu skolēnam ar invaliditāti darboties tādā pašā līmenī kā vienaudžiem bez invaliditātes. Citiem vārdiem sakot, inovācijām vajadzētu ne tikai palielināt skolēnu ar invaliditāti sasniegumus vai uzlabot viņu uzvedību, bet arī panākt pozitīvas izmaiņas pietiekami lielā apjomā, lai skolēni ar invaliditāti, kuri lieto inovācijas, varētu būt tik

²¹⁰ 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

²¹¹ 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

²¹² Ghilain, T. (2015). *Towards more inclusive learning environments in Europe: Salzburg Declaration*. European Association of Service providers for Persons with Disabilities.
https://www.easd.eu/sites/default/files/sites/default/files/Policy/Education/towards_more_inclusive_learning_environments_in_europe_easd.pdf

²¹³ 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>

²¹⁴ 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

²¹⁵ Körner, I., Uhlmann, S., Schmid, B., Freyhoff, G., & Rígová, 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

²¹⁶ 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>

²¹⁷ 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>

²¹⁸ 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



pat veiksmīgi un panākumiem bagāti kā viņu vienaudži (bez invaliditātes), izmantojot vispārātzītu paraugpraksi” (94. lpp.).

Daži pedagoģisko, tehnoloģisko un organizatorisko inovāciju resursi

Nosaukums	Īss apraksts	Saite
<i>Advanced Solution for Special Needs</i> - Uzlabots risinājums īpašām vajadzībām	<i>Advanced Solution for Special Needs</i> ir ASV bāzēts uzņēmums, kas specializējas pielāgotu inovatīvu risinājumu radīšanā, lai palīdzētu bērniem un pieaugušajiem ar īpašām vajadzībām pilnībā realizēt savu potenciālu. Uzņēmuma komandu veido ļoti uzticīgi un spējīgi eksperti dažādās jomās, tostarp klīniskie neirozinātnieki, psihologi, uzvedības terapeiti, datorprogrammētāji un biomedicīnas inženieri, kuri kopā izstrādā, īsteno un pilnveido risinājumus saviem klientiem.	https://www.advancedssn.com/
Atrodiet inovatīvus risinājumus!	Valdības inovatoru tīkls (<i>The Government Innovators Network</i>) apkopo un izplata labākās pārvaldības idejas, palīdzot rast radošus un inovatīvus risinājumus valsts politikas izaicinājumiem.	https://www.innovations.harvard.edu/find-innovative-solutions
<i>Innovative Solutions for Disadvantage and Disability</i> – Inovatīvi risinājumi trūkumiem un traucējumiem	<i>Innovative Solutions for Disadvantage & Disability</i> ir bezpeļņas organizācija, kas nodrošina programmas, kas samazina sociālo un ekonomisko trūkumu ietekmi uz bērnu veselību, izaugsmi un attīstību; palīdz vecākiem, vecvecākiem un aprūpētājiem izprast bērnu vajadzības un palīdz viņiem nodrošināt optimālus veselības, attīstības un izglītības apstāklus.	https://www.isdd-home.org/
Mācīšanās inovāciju centrs	Mācīšanās inovāciju centrs (<i>The Centre on Innovations in Learning</i>) ir viens no nacionālajiem saturs centriem, ko finansē ASV Izglītības departaments. Šī centra misija ir (a) palielināt valsts izglītības aģentūru spēju stimulēt, atlasīt, īstенот un paplašināt mācību inovācijas vietējās izglītības aģentūrās un skolās, lai uzlabotu visu izglītojamo mācību sasniegumus; un b)	http://www.centeril.org/



	palielināt reģionālo centru spēju sniegt tehnisko palīdzību valsts izglītības aģentūrām.	
Specializētas inovācijas skolēniem ar traucējumiem	Šajā ziņojumā ir iekļauta informācija par inovācijām, kas saistītas ar lasīt un rakstīt prasmi, matemātiku un dabaszinātnēm speciālajā izglītībā, kā arī dažām daudzsološām tehnoloģijām skolēniem ar īpašām vajadzībām.	http://www.centeril.org/handbook/resources/fullchapter/Specialized_Innovations_for_Students_with_Disabilities_SA.pdf
Sociālās inovācijas centrs	Sociālās inovācijas centrs veicina, sadarbojas, māca, iedvesmo un izplata zināšanas un paraugpraksi šādās jomās: <ul style="list-style-type: none"> ○ Pilsoniskā līdzdalība un pilsoniskās sabiedrības līdzdalības veicināšana politikas veidošanā (dokumenti un tiesību akti). Aktīvas pilsonības veicināšana - individuālā līdzdalība sabiedrībā un sabiedriskajā dzīvē; ○ Sociālā riska grupu un citu grupu pārstāvēšana: intereses un tiesības, prasmju veicināšana, integrācijas process; ○ Zināšanas un izpratne par sociālajām inovācijām un sociālo uzņēmējdarbību, kā arī radošuma lomu; ○ Radošo un kultūras nozaru attīstība, starpdisciplinaritāte, kultūras un mantojuma saglabāšana un izpratne; ○ Reģionālās attīstības un vietējo pašvaldību spēju veidošanas veicināšana; ○ Sabiedrības veselības stiprināšana un veselīga dzīvesveida veicināšana. 	http://socialinnovation.lv/en/
Dzīvā laboratorija īpašām vajadzībām	Dzīvā laboratorija īpašām vajadzībām (<i>The Living Lab for Special Needs</i>) ir kopradīšanas un inovāciju tīkls, apmaiņas telpa, kas apvieno cilvēkus ar invaliditāti, zinātniekus, uzņēmumus un citus, kuri ir ieinteresēti sadarboties invaliditātes un īpašo vajadzību jomā, lai kopīgi radītu jaunus risinājumus. Dzīvās laboratorijas	https://livinglabhandicap.ch/en/living-lab-handicap/



	mērķis ir veidot inovāciju platformu, kas kalpotu par tiltu starp dažādiem partneriem un palīdzētu risināt ar invaliditāti saistītus jautājumus un radīt tehnoloģiskos risinājumus un pakalpojumus cilvēkiem ar īpašām vajadzībām.	
Inovatīvas prakses	Projekta “Zero” inovatīvās prakses ir projekti, programmas, produkti un pakalpojumi, kā arī sociālie uzņēmumi vai biznesa stratēģijas. Viņi izmanto metodi, kuru var pielietot arī citās valstīs, reģionos vai kontekstos, un tai ir pierādīta un izmērāma ietekme. Vissvarīgākais ir tas, ka tiek paātrināts ANO Konvencijas par personu ar invaliditāti tiesībām īstenošanas process.	https://zeroproject.org/innovative-practices/
Attālinātas mācīšanās inovācijas speciālajai izglītībai	2020. gada pavasarī Kalifornijas Izglītības departaments sasaucē ieinteresēto personu darba grupu, lai apkopotu un dalītos ar inovatīvajām stratēģijām, idejām un resursiem, kas ir bijuši veiksmīgi, nodrošinot attālinātas mācīšanās piekļuvi izglītojamajiem ar invaliditāti.	https://www.sipinclusion.org/distance-learning-resources/
Inovatīvi risinājumi sociālajā telerehabilitācijā Latvijas skolās iekļaujošās izglītības kontekstā	Valsts pētījumu programmas projekta “Inovatīvi risinājumi sociālajā telerehabilitācijā Latvijas skolās iekļaujošās izglītības kontekstā” (INOSOCTEREHI) galvenais mērķis ir ir saistīts ar sabiedriski nozīmīgu jautājumu izpēti un problēmu risināšanu, nodrošinot starpdisciplinaritāti un inovāciju pārnesi socializācijas un resocializācijas, kā arī cilvēku drošības, tostarp personu ar īpašām vajadzībām, jomās.	http://telerehabilitation.lv/en
<i>Do2Learn</i>	<i>Do2Learn</i> ir resurss cilvēkiem ar īpašām vajadzībām. Šī iniciatīva tika uzsākta 1996. gadā, izmantojot Nacionālā veselības institūta mazo uzņēmumu inovatīvu pētījumu dotāciju. <i>Do2Learn</i> komanda meklē talantīgākos un radošākos skolotājus un klīniskos speciālistus visā pasaulei.	https://do2learn.com/



Do2Learn pieejā balstās jaunākajās tehnoloģijās un ekspertu ieteikumos, lai radītu jaunus lietderīgus risinājumus.

Relevant initiatives

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

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.git-hub.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 people, persons with disabilities, youth and children.	Youth-and-Children/Pages/CSCC.aspx">https://www.itu.int/en/ITU-D/Digital-Inclusion>Youth-and-Children/Pages/CSCC.aspx
	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.openuniversity.edu/courses/module/1314
	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	https://www.inclusiveminds.com/inclusion-ambassadors



		better representation of one or more facets of diversity.	
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 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.	https://www.special-education-degree.net/the-best-websites-for-parents-of-special-needs-children/
	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, 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.	https://www.understood.org/
	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/



Attālinātas mācības krīzes laikā

Sagatavoja: Karel Van Isackers (PhoenixKM BVBA, Belģija)

Pašlaik mēs izdzīvojam unikālu periodu, kuru iepriekš nebijām piedzīvojuši. Covid-19 krīze ienesa jaunus noteikumus katrā sociālās dzīves sfērā. Arī izglītības sistēmu skāra pandēmijas krīze. Visā pasaulē skolas ir slēgtas un sabiedriskās aktivitātes ir pārtrauktas.

Kaut arī fiziska klātbūtne vairs nebija iespējama, izglītības process turpinājās parādoties attālinātām mācībām un izmantojot dažādus rīkus, sākot no zemas klasses risinājumiem, piemēram, drukāta skolas materiāla piegāde bērniem (Belģija), mācīšana izmantojot TV pārraides (Ķīna, Turcija), mācību stundas tiešsaistes sadarbības platformās, piemēram, Microsoft Teams (Bulgārija), WebEx un ZOOM (Belģija, Bulgārija).

(not) Challenging for pupils/students with disabilities

Contributor: Karel Van Isacker (PhoenixKM BVBA, Belgium)

While these solutions offer opportunities to children with disabilities, they also offer challenges. These are listed below.²¹⁹

Advantages of remote education

Remote education allows learners with a compromised mobility to avoid everyday challenges of travel and negotiating the confines of a classroom. Instead, they are able to benefit from an optimised personal study space at home which also accommodates their range of motion.

²¹⁹ 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>



Often, learners that are less able to control their hands and feet because of cerebral palsy, muscular dystrophy, etc. are already used being at home to dictate text or email using voice-activated programmes or speech-recognition programmes like Dragon NaturallySpeaking. Many also use eye-tracking technologies like Tobii (which uses the iris to issue commands to the computer that then speaks for the user).

Learners with psychological or psychiatric disabilities, or post-traumatic stress disorder or cyclical mood disorders obtain the flexibility to map study times according to fluctuations in receptivity.

Learners with Asperger's syndrome and other autism spectrum disorders, or who otherwise struggle socially, can avoid large classroom settings and instead work in familiar, comfortable settings, such as at home. However, a side remark has to be made that confinements also disrupt a schedule to which children in the autism spectrum were accustomed to.

Communicating via forums and social media removes the pressure of interacting with others, especially for learners who are uncomfortable speaking in front of a crowd or who need time to assemble their thoughts.

Online programs may also free pupils from the time pressure. This is very relevant for pupils with learning disabilities like attention deficit hyperactivity disorder (ADHD), dyslexia, visual processing disorder, or dysgraphia. Equally, elements like stress and aural or visual overstimulus and distractions which may occur in the traditional classroom are avoided. Working at home at their own pace, pupils can review materials as often as needed and manipulate the digital text to process information.

Digitised teaching material, subtitled lectures (rare) and forum, and email-based communications offer opportunities to pupils with hearing disabilities.

Pupils with low or no vision can capture class lectures with hand-held digital voice recorders and note-taking apps like AudioNote. Equally, screen reader software, including the open-source NVDA and JAWS, or Job Access With Speech, provides text-to-speech output or a Braille display.



Disadvantages of remote education

However, despite the advantages of remote education, there are a number of disadvantages that are to be considered.

First of all, remote education requires for learners with disabilities to have all needed technical equipment available at home. This ranges from fast internet access, to the availability of a PC/TV/laptop/smartphone depending on the channel used by their educational institute to offer teaching. The impact of poverty on special education pupils has been thoroughly described in various studies²²⁰, and therefore should not be ignored. Some countries (e.g. Belgium) have identified such requirements and have gathered many thousands of laptops to ensure everyone can follow lessons. In other countries like Bulgaria, focus has been on trying to teach also using smartphones, etc.

Digital-based online programmes assume pupils can navigate that content. However, some learning management systems challenge pupils with print disabilities or physical, cognitive or other impairments.

Many schools already lack online tools that are fully accessible and lack clear guidelines about what accessibility means. If they do purchase online learning materials that vendors promised would be accessible, often they find out that they do not meet blind learners' basic needs. A striking example is the fact that not all e-texts are keyboard friendly or accessible and may have a proprietary format that those with visual, motor or physical or sensory limitations cannot easily access. For pupils with motor neuron disease but that have visual acuity, pop-ups and overlays can make web browsing problematic. For those with photosensitive epilepsy, flashing lights or images may cause seizures. In the case of the Eureka ADIBib initiative in Belgium, PDFs of educational material which were not made in an accessible format are being

²²⁰ Save the Children. (2014). Child Poverty and Social Exclusion in Europe. A matter of children's rights. *Save the Children*, Brussels.

https://www.researchgate.net/publication/235313110_The_impact_of_poverty_on_special_education_students,
https://inclusion-europe.eu/wp-content/uploads/2015/03/SocInc_EUPovertyReport.pdf,
<https://resourcecentre.savethechildren.net/sites/default/files/documents/child-poverty-and-social-exclusion-in-europe-low-res.pdf>, https://link.springer.com/chapter/10.1007/978-90-481-2652-1_6



annotated so as to make them accessible for screen reader software. But this requires time, which in a sudden lockdown creates issues.

Those with low vision or colour blindness may have challenges viewing certain colours, fonts and formats. Dynamic e-learning content, like enhancements to e-texts such as videos and graphics that change as the user rolls over or clicks on different parts, can be problematic for those with other visual problems.

Video-based material may withhold information from pupils if they cannot comprehend every non-verbalized action. Also, normal captions cannot tell the whole story.

Visual aids like screen readers and audio transcribers may require higher bandwidth than pupils may have at home. Punctuation tends to be inconsistent from one screen reader to another, and not all marks translate. And keeping pace with improvements means regularly updating software, which can be costly with specialist screen readers.

Online learning does not accommodate for all differences in educational styles, social customs and body language. Chat environments styles can vary, seem strident and intimidating, and thus risk alienating or marginalizing learners.

Children in the autism spectrum depend highly on fixed daily patterns. Remote education upsets this pattern and may lead to crises and meltdowns.

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"



	<p>Example from Flanders (Belgium): https://www.vrt.be/vrtnws/nl/2020/04/23/speciale-mondmaskers-voor-leerlingen-die-iplezen/?fbclid=IwAR2WcBk93I0RRybTpFArzHYpsHpm7LrLpsfb1q13z0gBOleulQ_k9ZXzbw</p>
Training material and platforms not accessible	<p>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.</p>
Parents are in panic how their child will be able to follow the lessons.	<p>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.</p>
How do I adjust my course for remote and accessible education?	<p>Three main tips²²¹:</p> <p>Keep it simple – don't try anything new or complex if you don't have to.</p> <p>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.</p> <p>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.</p>
Staff is not aware of accessibility guidelines for their teaching material	<p>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.</p> <p>Free online resources can be very helpful:</p> <p>Accessible LibreOffice files: https://wiki.documentfoundation.org/Accessibility/Creating_Accessible_LibreOffice_Files</p> <p>Accessible Office documents: https://support.office.com/en-gb/article/create-accessible-office-documents-868ecfd-4f00-4224-b881-a65537a7c155 (Outlook email, Word documents, Excel spreadsheets, PowerPoint presentations, OneNote notebooks, Sway design, Skype, SharePoint site)</p>

²²¹ <https://svp.umd.edu/keepteaching>



	<p>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</p> <p>Accessible (Word) documents: https://support.office.com/en-us/article/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d</p>
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Dažādas pieejas un risinājumi

Latvija

Sagatavoja: Katrīna Elizabete Puriņa-Biezā (Latvijas Universitāte, Latvija)

Covid-19 vīrusam sasniedzot pandēmijas mērogū, Latvijas Republikas Ministru kabinets, ņemot vērā Pasaules Veselības organizācijas ieteikumus (2020. gada 11. marts), 2020. gada 12. martā izsludināja ārkārtas situāciju Latvijā. Tika mainīta arī mācību procesa organizācija un no 13. marta visās Latvijas izglītības iestādēs tika uzsāktas attālinātas mācības. Pārmaiņas skāra visas pamatskolas un vidējās izglītības iestādes, augstākās izglītības iestādes, interešu izglītības iestādes, kas tika slēgtas; sporta treniņi un sacensības, kā arī interešu izglītības programmas tika pārtrauktas visās vecuma grupās. Pirmsskolu darbība netika apturēta un bērni tās varēja apmeklēt, ievērojot papildu ierobežojumus un bērna vecākiem iesniedzot rakstisku apstiprinājumu, ka bērns un ģimene nav ceļojuši uz Covid-19 skartajām valstīm, kā arī nav Covid-19 pacientu kontaktpersonas. Šajā apstiprinājumā vecākiem bija nepieciešamas norādīt, ka viņiem nav iespēju nodrošināt bērna pieskatīšanu un aprūpi citā veidā. Speciālās izglītības iestādes, kā arī bērni ar īpašām vajadzībām un viņu vecāki piedzīvoja papildu grūtības attālināto mācību ieviešanā. Kā 2020. gada aprīļa ziņojumā "Iekļaujošā izglītība bērniem ar īpašām vajadzībām Latvijā"²²², atzina Latvijas Republikas Saeima, nepieciešams sniegt īpašu atbalstu ģimenēm, lai tās varētu sekmīgi īstenot attālinātas mācības mājās. Ziņojumā tiek arī norādīts, ka situācija, iespējams, veiksmīgāk

²²² 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



veidojas bērniem, kas atrodas speciālās izglītības internātskolās, jo, nodrošinot visus nepieciešamos drošības pasākumus, izglītība tiek turpināta bērnam ierastajā veidā, mazinot pārmaiņas un stresu. Lai atrisinātu šo situāciju, tiek izteikts priekšlikums izveidot Pedagoģiski psiholoģiskā atbalsta dienestu, un papildus palīdzību skolām, ģimenēm un bērniem ar īpašām vajadzībām varētu sniegt Reģionālo atbalsta centru speciālisti. Ideja arī tika īstenota un konsultācijas pa tālruni tiek sniegtas 12 Latvijas reģionu speciālās izglītības attīstības centros²²³.

Ņemot vērā plašās izglītības procesa izmaiņas, Valsts Izglītības satura centrs uzsāka darbu pie ieteikumu izstrādes izglītības iestāžu direktoriem un skolotājiem, kas tika integrēti "Vadlīnijās vispārējās un profesionālās izglītības iestādēm attālinātu mācību īstenošanai", skaidrojot, kā organizēt attālinātas mācības un kas jāņem vērā, lai sekmīgi turpinātu mācību gadu. Vadlīnijās uzsver skolēncentrēta mācību procesa īstenošanas nozīmi, mudinot skolotājus pievērst uzmanību un plānot:

- kā skolotājs organizēs katras skolēna iesaistīšanos mācībās un psiholo-emocionālo labsajūtu;
- kā katru dienu un nedēļu tiek uzraudzīta skolēna daļība mācību procesā un noteikts vai mācību mērķi un rezultāti tiek sasniegoti;
- kā tiek iegūta atgriezeniskā saite par to, vai skolēniem ir pilnvērtīgs digitālais nodrošinājums, piemēram, piekļuve nepieciešamajām ierīcēm un interneta pieslēgums, lai veiktu mācību uzdevumus;
- vai un kā skolēni saņem nepieciešamo atbalstu mājās no vecākiem;
- kā skolēni kopumā jūtas attālināto mācību laikā.

Īpaši nosacījumi attālināto mācību plānošanai ietver (1) pirmajā skolēnu un skolotāja tikšanas reizē apspriest jaunos mācību apstākļus, rīku izmantošanu un komunikācijas procesu, (2) sniegt atbalstu skolēniem sava laika un mācību uzdevumu plānošanā, (3) izmantot

²²³ 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



interaktīvus mācību rīkus un materiālus, lai atbalstītu skolēnu mācību motivāciju, un (4) vērtēšanas izmantošana, lai atbalstītu skolēnus mācībās²²⁴.

Tomēr Valsts izglītības satura centra izstrādātajās vadlīnijās trūkst ieskata, kā sekmīgāk strādāt un palīdzēt bērniem ar īpašām vajadzībām attālināta mācību procesa kontekstā. Rezultātā vairākas skolas un organizācijas izstrādā ieteikumus, kā nodrošināt kvalitatīvu iekļaujošo izglītību attālināti. Rīgas 5. pamatskola ir izstrādājusi "Individuālās izglītības plānu tālmācības īstenošanai skolēniem ar smagiem garīgās attīstības traucējumiem vai vairākiem smagiem traucējumiem"²²⁵, kas uzsver galvenos attālināta mācību procesa īstenošanas faktorus:

- plānot mācību procesu katrai nedēļai un dienai (programmā iekļauti arī individuālās izglītības programmas apguves plāna piemēri),
- veidot ciešu sadarbību ar skolēna vecākiem, nosakot nedēļas un dienas mācību plānu un savlaicīgi nosūtot to vecākiem,
- pastāvīgi jautāt pēc atgriezeniskās saites par mācību darbu no skolēna vecākiem,
- apkopot un atlasīt mācību saturu un uzdevumus atbilstoši katram skolēna interesēm,
- katram skolēnam plānotā darbība ir jāsadala mazākos posmos un uzdevumos, kā arī detalizēti jāapapraksta katrs no tiem, lai vecāki varētu pilnvērtīgi sekot līdzī uzdevumu izpildei,
- vecākiem nosūtāmais mācību plāns jāpapildina ar vietņu adresēm un numurētiem pielikumiem (piemēram, darblapām).

²²⁴ 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

²²⁵ 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/leteikumi_attalinatam_macibam032020.pdf



Pēc Anitas Ščerbinskas (Kokneses pamatskolas attīstības centra direktore) teiktā, trīs galvenie izaicinājumi, kas bija jārisina vai joprojām tiek risināti speciālās izglītības attālinātu mācību kontekstā ir²²⁶:

9. Skolēnu, vecāku un skolotāju vidū veidot vienotu izpratni par attālinātām mācībām. Nepieciešama skaidra izpratne par to, kā un kāpēc visiem, kas iesaistīti bērnu ar speciālām vajadzībām mācību procesā, ir jāturpina ievērot kopīgs dienas režīms.
10. Sniegt informāciju skolēniem un viņu vecākiem par komunikācijas tehnoloģiju izmantošanu. Ir svarīgi, lai ne bērniem, ne vecākiem nerastos trausme un papildu stress, lietojot jaunus rīkus vai resursus. Ir nepieciešams atrast iespēju izskaidrot digitālu mācību materiālu, līdzekļu un rīku izmantošanu, kā arī sākotnēji izmantot vienkāršus rīkus, kas sniedz gandarījumu un noder arī turpmākajā dzīvē.
11. Ir jāizveido platforma, kurā apkopoti digitāli mācību materiāli skolēniem ar īpašām vajadzībām.

2020. gada aprīlī attālinātas mācīšanās organizēšanas rīks "Tava klase"²²⁷, kas izstrādāts Latvijā, ieguva ievērojamu atpazīstamību pasaules mērogā un tika skatīts vairāk nekā 50 pasaules valstīs: Igaunijā, Vācijā, Lielbritānijā, Beļģijā, Krievijā, ASV, Zviedrijā, Norvēģijā, Somijā un citur. "Tava klase" tika organizēta, izmantojot bezmaksas televīzijas kanālus: (1) ReTV, kur stundas tika pārraidītas 1. līdz 4. klašu skolēniem, un (2) Sportacentrs.com TV, kur stundas tika pārraidītas 5. – 12. klašu skolēniem. Nodarbības tika veidotas kā 20 minūšu audiovizuālie materiāli, kas aptvēra vienas attālās mācību stundas saturu, mudinot skolēnus saistošā un interesantā veidā nostiprināt savas esošās zināšanas un apgūt jaunas zināšanas. Projekts tika īstenots ar Izglītības un zinātnes ministrijas atbalstu, un projekta gaitā stundu izstrādē piedalījās aptuveni 100 Latvijas skolotāji un jomas entuziasti no dažādām Latvijas pilsētām. Pēc Latvijas Nedzirdīgo biedrības (LNB) pieprasījuma Izglītības un zinātnes ministrija ir radījusi iespēju nodrošināt surdotulkošanu vadītajām stundām. Surdotulkošana šobrīd ir pieejama matemātikā, bioloģijā, ķīmijā, dabaszinībās un latviešu valodā noteiktās

²²⁶ 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>

²²⁷ Izglītības un zinātnes ministrija. (2020). *Tavaklase.lv iniciatīva.* <https://www.tavaklase.lv/>



skolēnu vecuma grupās²²⁸. Ekonomiskās Sadarbības un Attīstības Organizācija (OECD) ir iekļāvusi programmu "Tava Klase" starp pasaules labākajiem izglītības risinājumiem Covid-19 pandēmijas laikā.

Balstoties uz Izglītības un zinātnes ministrijas un Edurio, veiktās aptaujas rezultātiem "Mācību gada noslēguma aptauja"²²⁹, attālinās mācību process lielākoties tiek organizēts skolēnam patstāvīgi vadot savu mācīšanos:

- veicot uzdevumus, izmantojot digitālas ierīces, un pēc tam nosūtot atbildes skolotājam,
- veicot uzdevumus interaktīvās platformās,
- veicot uzdevumus burtnīcās / darba lapās / uz papīra,
- skatoties skolotāju sagatavotus mācību stundu video.

36% aptaujāto skolēnu uzsvēra, ka viņi pavadīja daudz vairāk laika, mācoties attālināti, nekā skolā. Skolēnu minētie galvenie minētie iemesli, kāpēc mācību darba ilguma palielinājies, bija:

- koncentrēšanās grūtības (40% skolēnu),
- grūtības izprast uzdevumu (37% skolēnu),
- nepieciešamība attālinātu mācību laikā izpildīt visus skolotāja minētos uzdevumus, pretstatā praksei, kas tiek īstenota klāties mācībās (34% skolēnu).

Skolotāji arī uzsvēra, ka mācību procesa organizēšana attālināti prasa ievērojami paildzinātas darba stundas (76% skolotāju). Galvenie iemesli:

- jaunu mācību materiālu izstrāde un esošo mācību materiālu pielāgošana,
- atgriezeniskās saites nodrošināšana skolēniem attālināti,
- skolēnu iesniegto darbu labošana.

²²⁸ 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>

²²⁹ Edurio, Izglītības un zinātnes ministrija. (2020). Mācību gada noslēguma aptaujas.

<https://home.edurio.com/izm-gada-nosleguma-aptaujas?fbclid=IwAR2rcHRoKJ8gltPz-j1TEFw6y86z8iRwBdlJovy5PCLTyQz2wcJSEvyuOtQ>



Aptaujā secināts, ka jaunākiem bērniem un bērniem ar īpašām vajadzībām attālinātu mācību procesā trūkst iespēju socializēties.

Latvijas Republikas Izglītības un zinātnes ministrija ir izstrādājusi trīs iespējamus modeļus (A, B un C) jaunā mācību gada sākumam un tam, kā organizēt mācību procesu, ņemot vērā epidemioloģisko situāciju un iespēju nodrošināt sociālo distancēšanos koplietošanas telpās:

- A modelis – klātienes mācīšanās. Skolēni ievēro sociālo distancēšanos, ievēro higiēnas prasības un savlaicīgi informē skolas personālu par visām veselības izmaiņām.
- B modelis – ja izglītības iestāde nespēj nodrošināt pilnīgu A modeļa ieviešanu mazu koplietošanas telpu vai liela skolēnu skaita dēļ, tiek īstenota daļēji attālināta mācīšanās. Šajā modelī sākumskolas skolēni mācās klātienē, savukārt pamatskolas un vidusskolas skolēni 40–60% pavada pilna laika klātienē, bet pārējais mācību process notiek attālināti.
- C modelis – ja COVID-19 tiek diagnosticēts izglītības iestādē vai valstī ir liels saslimstības pieaugums, tiek īstenotas attālinātas mācības. Šo modeli var piemērot klasei, klašu grupai vai visai izglītības iestādei. Attālinātā mācību procesā apgūstamo mācību saturu var samazināt, salīdzinājumā ar klātienes mācībām.

Daži izaicinājumu un to iespējamo risinājumu piemēri Latvijā

Izaicinājums	Piedāvātais risinājums	Rezultāts
Radīt vienotu izpratni par attālinātām mācībām skolēnu, vecāku un skolotāju vidū. Nepieciešama skaidra izpratne par to, kā un	UNESCO ir izstrādājis materiālu, kas skaidro vienotu iekļaujošas izglītības izpratni COVID-19 krīzes laikā ²³⁰ . Ceļvedis galvenokārt ir paredzēts kā atbalsta materiāls vecākiem. Izglītojamiem, kuriem ir garīgās attīstības traucējumi vai jaukti attīstības traucējumi un skolēni,	Pedagoģi uzsver ieguvumus, ko rada sadarbība ar vecākiem, lai mājās atkārtotu klasē īstenotās aktivitātes un prakses. Kad starp vecāku un skolotāju ir izveidojusies savstarpējā saprašanās un ieviestie pasākumi ir labi zināmi,

²³⁰ 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>



<p>kāpēc ir jāturmīna ievērot kopīgs dienas režīms ikviens, kas iesaistīti speciālās izglītības īstenošanā.</p>	<p>Kuriem nepieciešams liels atbalsts mācībās, ikdienas ritms un konsekvence, kā arī atvērtas un uz sadarbību vērstas attiecības starp skolu un vecākiem ir visbūtiskākais. Daudzu skolu darbinieki un vecāki jau šobrīd ļoti cieši sadarbojas, un šīs iepriekš izveidotās attiecības var būt priekšrocība brīžos, kad skolēni ilgstoši nevar apmeklēt skolu.²³¹</p> <p>Sākotnēja attālināta tikšanās: Tikšanās ar vecākiem, lai apspriestu vispārīgus mācību procesu principus un mācību programmu, ir kritiska. Demonstrēt rīkus un praktiskus ieteikumus, kas noder mācību procesā, piemēram, biežas pauzes, ērtas sēdvietas, sensorie materiāli, samazināt liekus trokšņus un citus faktorus, kas novērš uzmanību, motoro kustību pārtraukumi un košļajamās gumijas izmantošana, strādājot patstāvīgi. Pedagoģi atzīmē ieguvumus, ko rada sadarbība ar vecākiem, lai mājās ieviestu līdzīgus vai tādus pašus mācību procesa organizācijas principus kā skolā.</p> <p>Mērķa noteikšana: katru nedēļu izvēlieties programmas mērķi vai divus, uz kuriem koncentrēties darbā ar skolēnu.</p> <p>Sadarbība ar pakalpojumu sniedzējiem: Ergoterapeiti,</p>	<p>iespējams pāriet uz iknedēlas saziņu, ko skolotāji atzīst par noderīgu, lai mainītu vai papildinātu mājās īstenotās aktivitātes un ikdienas prakses. Atcerieties – pārāk daudz mērķu, uzdevumu un gaidu novē pie neveiksmēm un mazina skolēnu mācību motivāciju.</p> <p>"Šķiet, ka vecāki vairāk ieguldās, kad viņi piedalās savā bērna mācību dienas plānošanā," sacīja Aimee Džonsone, ergoterapeite Auburnā, Nūhempšīrā. "Tā ir lieliska iespēja vecāku pieredzes paplašināšanai par savu bērnu un kopīgai sadarbībai. Vecāki var redzēt prasmes, kuras bērni attīsta un apgūst, un var tās efektīvāk pārnest ikdienas dzīvē."²³²</p>
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²³¹ 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>

²³² Welby, K. (2020). *How to improve distance learning for students with IEPs*. <https://www.edutopia.org/article/how-improve-distance-learning-students-ieps>



	<p>fizioterapeiti un logopēdi uzskata, ka vissvarīgākais ieguvums, sniedzot pakalpojumus attālināti, ir vecāku iesaistīšanās. Daudzi atsāk pakalpojumu sniegšanu attālināti, iesaistot jaoras aktivitātes, kurās vecāki var piedalīties, kamēr terapeits virtuāli vēro un sniedz ieteikumus.</p>	
Gan vecāki, gan speciālo skolu direktori paredz, ka daudziem bērniem ar īpašām vajadzībām šāds ilgs laiks, kas ir ārpus viņu ierastā mācību rezīma, novērtēts pie tā, ka viņi "spers soli atpakaļ" savā attīstībā.	<p>Šobrīd ir īpaši svarīgi skaidri noteikt minimālās prasības (mērķus), kas katram skolēnam jāievēro, lai viņi varētu apgūt pamatus un iegūt vismaz pietiekamu vērtējumu.²³³ Ir svarīgi domāt par to, kā tiks saņemtas atgriezeniskās saites no šiem skolēniem un kādas papildu iespējas viņiem tiks nodrošinātas. Neskatoties uz vasaras brīvdienām, mācību process īpašajās skolās būtu jāpagarina. Jūnijā visi speciālās izglītības iestāžu skolotāji joprojām strādā un gatavojas nākamajam mācību gadam. Tāpēc viņi var pielāgoties un dažus vasaras mēnešus mērķtiecīgāk veltīt bērnu ar īpašām vajadzībām attīstībai, integrējot programmā dažādas ārpusskolas aktivitātes.²³⁴</p>	<p>Mācību process būs formāls. Pirmkārt, tāpēc, ka skolēna intelektuālās spējas ir ierobežotas – skolēniem nav izveidojušās pašvadītas mācīšanās prasmes, tāpēc attālinātas mācības nav iespējamas. Katrs gadījums ir atšķirīgs, individuāls. Skolas, vecāki un LU pārstāvji skeptiski vērtē bērnu ar garīgās veselības traucējumiem attālinātu mācīšanos, jo tas nav teorētiski vai praktiski pamatots.²³⁵</p>

²³³ 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>

²³⁴ Izglītības iestāžu darbība ārkārtas situācijā, Izglītības, kultūras un zinātnes komisijas sēde. (2020). https://titania.saeima.lv/LIVS/SaeimasNotikumi.nsf/webSNbyDate?OpenView&count=1000&restrictToCategory=1_8.03.2020

²³⁵ Izglītības iestāžu darbība ārkārtas situācijā, Izglītības, kultūras un zinātnes komisijas sēde. (2020). https://titania.saeima.lv/LIVS/SaeimasNotikumi.nsf/webSNbyDate?OpenView&count=1000&restrictToCategory=1_8.03.2020



<p>Izglītojamo ar invaliditāti iesaistīšana, atbalstot mācību motivāciju.</p>	<p>Daudzi nepieciešamie mācību pieejamības līdzekļi ir iekļauti Microsoft 365 produktos. Tie piedāvā ieslēgt fokusa režīmu, lai mazinātu traucējošos signālus, palielināt displeja izmēru un pietuvināt to, ieslēgt subtitrus vai pārbaudīt pareizrakstību, noklikšķinot uz pogas blakus tekstam.²³⁶</p> <p><u>Minful Knight</u> ir spēle viduslaiku interaktīvā pasaulē, kas sekmē uzmanības noturību, izpratni par sociālām situācijām un pašregulāciju, kā arī šīs spēles izmantošanai mācību procesā ir izstrādāti vairāki stundu plāni.</p> <p><u>Minecraft: Education Edition</u> ļauj izglītojamajiem šo spēli spēlēt kopā, attīstot līdera prasmes, kā arī izpētot un radot pasaules. Izstrādātais bezmaksas mācību satus ļauj spēlētājiem, sadarbojoties ar NASA, izpētīt Starptautisko kosmosa staciju, kopā ar robotu iemācīties kodēt, apmeklēt slavenas Vašingtonas apskates vietas, atrast un veidot 3D zīmējumus, uzzināt, kā tas ir būt jūras biologam un vēl vairāk. Spēle ietver lasītāju, kas nolasīs izceltos vārdus un attēlus.</p> <p><u>FlipGrid</u> ir iecienīts rīks, kas ir ērts veids, kā veicināt saikni ar citiem</p>	<p>Microsoft produktu lietotāja Loren Pittman: "Es esmu speciālās izglītības skolotāja un es strādāju ar skolēniem, kuri lasīšanas, rakstīšanas un matemātikas prasmēs atpaliek no citiem pēriem par diviem un vairāk gadiem. Šie skolēni saskaras ar lieliem izaicinājumiem, lai sasniegtu tikai "vidējo normu". Viņi ir pilnībā atkarīgi no izglītības pieejamības un visbiežāk tas nozīmē viņu sasniegšanu klasē. Lai pārvarētu plaisiru starp realitāti, kur viņi atrodas, un iespēju, kur viņi varētu atrasties, nepieciešami rīki, kas ļauj skolotājam veicināt skolēnu neatkarību."</p> <p>Būtiski ir tas, ka mācību spēles ir jāuztver tikpat nopietni kā komerciālās spēles. Lai nodrošinātu skolēnu iesaistīšanos, galvenā nozīme spēlē ir jautrībai, dinamikai un ērtai lietošanai, tāpat kā dažādībai spēles kontekstā, misijās un spēles sarežģītībā.²³⁷</p> <p>Ieskats, kādas izglītojošas spēles bērni vēlētos spēlēt²³⁸. mācību videi vajadzētu balstīties noteiktā stāstā,</p>
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²³⁶ Microsoft Accessibility Blog. Tips for your at-home students with disabilities.

<https://blogs.microsoft.com/accessibility/inclusive-remote-learning/>

²³⁷ 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

²³⁸ 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



	<p>klasesbiedriem, draugiem un skolotājiem. Skolēni ieraksta ūsus videoklipus, vadoties pēc pedagoga / vecāka piedāvātajām tēmām. Videoklikiem ir pieejami subtitri, un rīku iespējams lietot, izmantojot ekrāna lasītājus. Arī šai spēlei ir pieejami stundu plānu paraugi.</p>	<p>izmantot fantāzijas atribūtiku zinātkāres raisīšanai, laut izglītojamajam izvēlēties un kontrolēt spēles gaitu, kā arī radoši izpausties” (Becta 2001), spēles kontekstam jābūt atbilstošam skolēnu interesēm, mācību saturam jābūt iestrādātām spēles struktūrā. Spēles ietvaros jābūt izveidotām saitēm uz ārējiem materiāliem.</p>
Bērni ar īpašām vajadzībām ikdienā bieži paļaujas uz saziņu ar citiem: būt kopā ar vienaudžiem, mērķtiecīgām aktivitātēm kopā ar individuālu skolotāju (kurš ir labi zināms bērnam), individuālām nodarbībām ar atbalsta speciālistiem (logopēdiem, fizioterapeitiem utt.).	<p><u>Izglītojamiem ar tehnoloģijām un piekļuvi internetam</u>²³⁹:</p> <p>Organizējet attālinātas saziņas situācijas, pat ja tikai uz ūsu brīdi, starp skolēnu un skolas darbiniekiem un / vai citiem skolēniem, izmantojot tiešsaistes saziņas rīkus, lai skolēns regulāri redzētu un dzirdētu cilvēkus, kurus viņš vai viņa saista ar skolu. Ja iespējams, iekļaujiet to skolēna ikdienas attālināto mācību grafikā. Ja skolēns iesaistās virtuālos individuālos, mazo grupu vai klases pulcēšanās pasākumos, izmantojiet iespēju nostiprināt sociālās saites, pārskatot, kurš ir klāt (attēls, vārds vai balss), un liekot skolēnam norādīt uz attēlu un vārdu, un sasveicināties ar dalībnieku.</p>	<p>Izglītības un zinātnes ministrijas sadarbībā ar Edurio veiktajām aptaujām “Mācību gada noslēguma aptauja” secināts, ka bērniem ar īpašām vajadzībām tālmācības procesā trūkst iespēju socializēties.²⁴⁰</p>

²³⁹ 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>

²⁴⁰ Edurio, Izglītības un zinātnes ministrija. (2020). *Mācību gada noslēguma aptaujas*. <https://home.edurio.com/izm-gada-nosleguma-aptaujas?fbclid=IwAR2rcHRoKJ8gltPz-j1TEFw6y86z8iRwBdlJovy5PCLTyQz2wcJSEvyuOtQ>



<p>Lai veicinātu pastāvīgus sociālos sakarus, pēc vajadzības palīdziet skolēnam iesaistīties sarunās ar kolēģiem un vienaudžiem, izmantojot drošas / ierobežotas sociālo mediju platformas, kuras vadāt jūs vai skolas darbinieki. Dodiet skolēnam iespējas praktizēt dažādas prasmes, piemēram, runāt / klausīties; izmantot dažādas digitālas iespējas; attīstīt sīkās motorikas prasmes (piemēram, lietojot tastatūru rakstīšanai); atpazīt burtus, ciparus vai vārdus; un citas prasmes, sazvanoties vai sūtot īzšķiras vienaudžiem un skolas darbiniekiem (ja nepieciešams, šajās aktivitātēs skolēns sadarbojas ar pieaugušo).</p> <p><u>Attālināta mācīšanās skolēniem bez tehnoloģijām un / vai piekļuves internetam.</u></p> <p>Vienojieties ar skolotājiem vai citiem vecākiem par sociāli distancētām tikšanās reizēm ar skolas darbiniekiem vai vienaudžiem, lai uzturētu sociālos sakarus un praktizētu sociālās vai komunikācijas prasmes.</p>
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Bulgaria

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The use of new information technologies in the education process changes the traditional view of education and leads to:

- Improving education management mechanisms based on the use of automated databases of scientific and pedagogical information;



- Improving the methodology and the strategy for selecting the content, methods and organizational forms of training, corresponding to the tasks of developing the personality of the pupil in the contemporary conditions of informatization of society;
- Establishment of methodological training systems aimed at developing the intellectual potential of the pupil, forming skills for self-acquisition of knowledge, information and training, experimental and research activities;
- Creation and use of computer testing, diagnostics, monitoring and evaluation systems;
- Applying the capabilities of electronic textbooks as a learning tool, subject to training, management and communication tools, information processing tools.

The integration of new information and communication technologies into learning is objectively determined by the need of response to the educational needs of all pupils who have grown up in a high-tech environment and are active users of high-tech products and services in their day-to-day activities. The characteristics of their perceptions and thinking, formed in information-saturated, multimedia, interactive environments, require new ways of learning and exploring. They have direct access to digital technologies in every aspect of their lives and it is quite natural that this has a huge impact on their behaviour and their way of thinking. This shows that new technologies offer many more opportunities and at the same time, more challenges to pedagogical specialists.

The objectives of the new technologies are aimed at the personal development of each participant in the educational process as follows:

- All participants learn through experience using modern technologies;
- Creating an interactive environment that allows freedom of choice and expression of each pupil;
- Developing skills for working with computer systems and software and communication skills in the environment of active team collaboration;
- Expanding opportunities for social interaction and cooperative work;
- Respect for individual differences, needs and interests of pupils.

The use of information and communication technologies increases pupils' interest in the subject from the educational field, visual presentation of the learning material through multimedia. When working with multimedia programmes, feedback is provided, quick search of the required information, time to record multiple calls to hypertext, together with short text,



the explanations are accompanied by a demonstration of animation effects and synchronous conversion.

The modern teacher has to use new technologies in his/her everyday work by expanding the learning environment beyond the classroom.

The school is not just a place where learners have access to new technologies, but it is a space where modern pedagogical methods are used and pupils' key competencies (skills) are developed.

Teachers should have the necessary knowledge and skills in the priority areas of education - new technologies and interactive methods. New technologies in education undoubtedly support the process of mastering knowledge and skills. In pedagogical practice, there is a high level of efficiency when the information is used to combine different types of information - text, static graphics, audio and video.

When using information technology in training, the teacher, in addition to traditional teaching methods and specific methods, can apply the following to increase their teaching and learning experience:

- Supporting method. In this method, the technologies are used for increased precision when presenting the work. By using additional programmes, it helps to increase the security and confidence of learners;
- Method for examination of the control - Technology helps the pupil to explore, experiment and build solutions. Simulation software packages enable pupils to experiment with virtual environments that represent real life in the learning environment;
- Guiding method - the information is presented to the learner at the appropriate level and time, enabling feedback on progress in learning. New technologies enable pupils to engage in new forms of creative design by combining different means into one product;
- Resource method - technologies are used to access information, etc. resources, whether online or offline, using CDs and other software. Using technology as an information resource enables pupils to develop their abilities by asking questions and doing research;



- Linking method - technologies are used for communication among pupils.
- The use of these methods by teachers in the educational process can stimulate and maintain the interest of pupils in modern training, complementing traditional ones with the benefits of computer and new technologies.

In this context, it can be stated that the use of multimedia resources in the training process has some advantages such as:

- Easy, interesting and accurate presentation of the content of the course material;
- Easy and fast updating of the learning content;
- Increasing the possibility for self-employment and group work;
- Creating a positive motivation for learners to the content;
- Targeting learners towards activities that develop thinking, comparing, generalizing, creativity, etc.

Modern educational practice faces the challenge of constantly seeking options for improvement, leading to an increase in the motivation and interest of its participants (children / students). With the development of information and communication technologies, the game acquires new dimensions and features that make it an increasingly important part of the education of children and students. It combines elements of all learning methods, and it also stimulates the activity, motivates and entertains. All these characteristics make it particularly important as a learning tool.

Here is the place to point out that the game's design is used to successfully use the game in the educational process and to achieve the goals. It requires a high level of competence both in the field of pedagogical design and in the design of digital games and software programming in order to achieve a good balance between the elements of learning and entertainment.

When using the game, the teacher must have clearly defined educational goals.

- Select a suitable platform that meets the needs of the target group, the learning content and the plot of the game.
- The environment should be interactive, designed to support active learning so that pupils can build their knowledge by interacting with information, tools and materials and in cooperation with other pupils. It should encourage research, problem solving, create the conditions for pupils to experiment with their ideas, to consolidate what they have learned.



- The environment must provide adequate feedback, which is recommended to be structured not to the micro level, but a higher one, to enable learners to gain greater satisfaction for its overall progress in the strategy used for their overall performance instead of any specific action or solution during computer game learning.
- The environment should engage learners with explicit and achievable goals, provide a high level of interactivity research, multiple and different ways to achieve the success. The game must stimulate pupils' curiosity and provide an appropriate level of challenge and control over the environment.
- The game should be relevant to the context of learning for which it is intended, the curriculum and the way of evaluation is associated with the problems of the course, meet the time and comply with the requirements and needs of pupils for which it is intended.
- The environment and related activities should support and create conditions for reflection, enable pupils to understand the game and contextualize the learning.
- The environment should be constructed in a way that provides equal experience for all pupils, taking into account differences in the level of their available knowledge and experience. The best thing is if it allows personalization and gives equal opportunities for all learners to participate. Where possible, alternative pedagogical approaches should be applied that are adequate to pupils' individual performance.
- The game should be implemented as a mechanism to ensure continuous process of support, from the initial orientation and basic tasks that provide quick success, with the increasing complexity of tasks, create the feeling that the virtual environment is not limited. The goal of the game experience is to bring players to a higher level of competence.
- The game must include an evaluation module that allows data to be collected during each session. These data can be used as an assessment tool, giving a clear picture of the performance of each pupil.

The **serious educational games** that can be used by the pedagogical staff are:

- Serious Educational games - they help the process of perceiving and understanding the knowledge. They are used to increase activity and motivation.
- Simulations and prototypes - used to analyse knowledge, reinforce and improve skills;



- Case solving and modelling games - require more in-depth knowledge and analysis skills; stimulate the creativity of learners;
- Games with aims to win badges and medals - these games are usually levelled and have a different level of complexity, stimulating learners to earn more badges, medals and prizes;
- Teamwork games, virtual worlds - develop world-class skills for working in a group, through collaboration and mutual support. Often these games are related to some type of social networking or virtual world. The environment provides opportunities for joint success. Social skills are being developed here.

The development of technologies and mobile applications in education lead to a qualitative change in the educational process, mainly to increase the interest and motivation of pupils because they have fast access to the Internet. Mobile learning is seen as a set of approaches, tools, practical parts, custom applications, and knowledge access resources at anytime, anywhere. Mobile technologies (mobile phones, portable and small computers, music and video players) that are everywhere and are part of the pupils' daily life are at their core. In many ways, these technologies improve learning.

The benefits of mobile applications are:

- Organization of group and team activities, thanks to cloud services;
- Organization of individual work and creation of a personal educational space;
- Diagnosis and reporting of the individual characteristics of the learners;
- The use of educational games;
- Developing skills for continuous training;
- Additional technological capabilities (touchscreen, accelerometer, gyroscope, magnetometer, etc.)

The following mobile applications can be used:

- QR code - Added Reality (Augmented Reality -AR) and Smart Textbooks;
- Testing Apps and Forming Apps - Plickers, mQlicker;
- Graphic calculators – Desmos.

Mobile apps are available through the Google Play for Android digital distribution platforms; App Store for iOS, etc., and many of them are free, which is an advantage.



It is important to point out that the choice of technology depends on the teacher, the form of training, and the needs of learners. Technologies can be used alone and in combination with other technologies, i.e., they can be combined.

In recent years, school education has used educational robotics as a teaching/learning tool that encourages pupils to use guided discovery, to place and solve problems. Pupils get used to working in groups, solving problems, finding solutions and verifying the results. In pedagogical practice, there are good examples in this direction in innovative schools with the application of STEAM training. STEAM training (Science - Technology - Engineering - Art - Mathematics) is the abbreviation of this type of training and is conducted through the methods of science, technology, engineering and mathematics.

A major advantage of STEAM training is the ability to integrate separate learning subjects within a project framework. Combining learning subjects on the one hand, allows children/students to understand the links between the subjects they study at school and, on the other hand, to answer questions such as "Why do I need this knowledge or skill"? and "Where will I use what I am studying now in the future "? This training is giving the opportunity to develop educational robotics with the aim of developing the creativity, critical and creative thinking of learners. Children and students are given the opportunity to develop their mathematical, scientific and personal skills through educational robotics. Project-based learning allows different groups of pupils to develop a number of individual decisions on the same case. Work on solving a particular problem teaches children/students to plan, organize and research. They use the research to create possible solutions to the case and then to make adjustments to the proposed solutions.

Educational trends tend to include children from an early age into creativity, imagination and self-discipline, and this is done through robotics and digital technologies. The aim is to overcome the learning difficulties and to raise the pupils' level of competence. In school, education can use systems such as: "Lego Mindstorm and WeDO", "Turtlebot", "BeeBot", "Robot NAO", Educational Robots, etc.

Keep in mind that if there are several school-age children and one phone /tablet /computer in the family, this can be a problem if you plan to use a platform that includes real-time viewing and /or material use /problem solving online. Then a schedule should be made of who will use



the device when. This would also be a problem in families with parents whose work is computer-related and who will work from home.

Do not expect, no matter how prepared and trained you are, to work with electronic platforms and resources, where potentially everything will not work perfectly from the first time and from the first day. Don't be disappointed! These days are precisely the time when we can test what works, what does not, and how to adapt things to work.

Be prepared to adapt the chosen methods and means on a daily basis according to what the pupils give you. A system is more alive the faster it adapts.

Seek the help of parents - they can be your first assistant to ensure the commitment of pupils and that they will take the necessary time. Don't worry about some parents having a low level of education: if they have a commitment to their children's education (and this is often the case with the most uneducated), they will be able to secure their children's commitment. It is now a period of crisis. Approach your parents by showing them that together you can overcome this crisis. This unites and creates communities. This will strengthen the bond between parents and teachers. For Roma, a sense of belonging to a community is particularly important, understandable and recognizable. In addition, in the Roma community, mutual aid is one of the main values and widespread practice. Show your parents that you trust them and it would be difficult to cope without them.

Seek the help of educational mediators and NGOs working with the parents of the most marginalized families. They can reach them, but remember that they need to be properly equipped and instructed, as mentioned above.

Think about how to make the pupils themselves active in this process: assign them responsibility, give them the opportunity to create things - this will provoke their interest.

Belgium

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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	<p>Synchronous internet education.</p> <p>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 continue to see their friends.</p> <p>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.</p> <p>Bednet is free for parents and school: computer, internet & guidance.</p>	<p>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 this even happened twice or more.</p> <p>737 children have worked with Bednet for 2 or more school years. A Bednet process takes an average of seven months.</p> <p>The diseases most frequently requested for Bednet were psychological frailty (22%), cancer (19%), and disease of the bone-musculature and connective tissue (15%).</p>
Reading lesson material	Eureka ADIBib - www.adibib.be	Eureka ADIBib provides online resources and courses	These resources support pupils with special needs to have



		for people with disabilities.	extra resources designed based on their special needs to be included in mainstream education.
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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: <u>http://www.moec.gov.cy/endeikitiko_yliko.html</u>	Useful material for learners of all levels about their school subjects posted and constantly multiplied
	The gate for schools: <u>www.schools.ac.cy</u>	
Pedagogical support for pupils, teachers, and parents	Pedagogical Institute of Cyprus website: <u>www.pi.ac.cy</u>	Useful material for pupils, teachers, and parents posted
Psychological support for pupils and their parents during the coronavirus crisis	The Educational Psychology Service: <u>http://www.moec.gov.cy/edu_psychology/arthra_erevnes_melites.html</u>	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: <u>http://www.moec.gov.cy/dkpe</u>	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: <u>http://enimerosi.moec.gov.cy/yp10630</u>	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 strategic goals for distance learning	Ministry of Education, Culture, Sports and Youth website: <u>http://enimerosi.moec.gov.cy/yp10630</u>	Teleconferences with the secretaries of schools to set the goals for pupils who are in the 5th 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: <u>http://enimerosi.moec.gov.cy/yp10606</u> Pedagogical Institute of Cyprus website: <u>http://www.pi.ac.cy</u>	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: <u>https://elearn.pi.ac.cy</u>	The CPI, in the context of the promotion of vocational learning for teachers of all levels offers optional or part-time seminars that are



		<p>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.</p>
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Kā sociālie mediji un interneta kampaņas var veicināt izpratni par iekļaujošu izglītību

Latvija

Sagatavoja: Arta Rūdolfa (Latvijas Universitāte, Latvija)

1. Sarunu festivāls LAMPA ir vide un impulss nemitīgai sevis pilnveidošanai mūžīgi mainīgajā pasaulē. Sarunu festivāls LAMPA ir vide un impulss nemitīgai sevis pilnveidošanai mūžīgi mainīgajā pasaulē. Tā ir iedvesmojoša un aizraujoša platforma visiem, kam ir, ko teikt. Visiem, kas vēlas uzzināt un sarunāties par Latvijai, Eiropai un pasaulei būtiskiem jautājumiem.²⁴¹ 2020. gadā festivālā notika diskusija "Mācīties kopā ar īpašo vajadzību bērnu. Ko iegūst tipiskie bērni un sabiedrība?" Anotācija: Mūsu sabiedrība iet uz to, ka īpašo vajadzību bērni mācīsies līdzās tipiskajiem bērniem vispārizglītojošajās skolās. Šāda iespējamība biedē tik daudzus — pedagogus, vecākus, reizēm (bet reti) arī bērnus. Tomēr šajā kopā būšanā, bērnu iekļaušanā ir neaprakstāmi daudz svarīgu ieguvumu ikvienam bērnam, pedagojiem, kopumā visai sabiedrībai! Par to runāsim mūsu diskusijā.²⁴² Diskusijā par to runās kustības "Mēs nevēlamies izdegt" un sociālā projekta "Bērni nav dzimuši ar aizspriedumiem" pārstāvji.
2. Labdarības akcija "Eņģeļi pār Latviju" aicina ikvienu klūt par bērnu sargeņģēļiem, dodot patiesi svarīgo - iespēju būt veselam un laimīgam.²⁴³ Akcijas laikā saziedotie līdzekļi sniedz palīdzību bērniem, nodrošinot terapijas, medikamentus, palīglīdzekļus, aprīkojumu, kā arī novatorisku ārstēšanu un palīdzību ārkārtas gadījumos. Labdarības akcija Latvijā notiek rudenī, ar tās kulmināciju ūsi pirms Ziemassvētkiem, Kad Tv skatītāji redz tiešraides koncertu,

²⁴¹ <https://festivalslampa.lv/lv/festivals/par-festivalu>

²⁴² <https://festivalslampa.lv/lv/video-arhivs/1339>

²⁴³ <https://skaties.lv/engeli/par/>



kura laikā tiek vākti ziedoņumi bērniem. Šī labdarības kampaņa Latvijā norisinājas jau 13 gadus.

3. Labdarības akcija "Labestības diena" - katru gadu pavasarī to rīko LNT, Bērnu slimnīcas fonds un Rimi, un Supernetto veikalai tīkls.²⁴⁴ Ar šī akcijas palīdzību spēts palīdzēt mainīt daudzu bērnu un viņu ģimeņu dzīvi. Akcijas laikā ikvienam ir iespēja palīdzēt bērniem ar nopietniem veselības traucējumiem atgūt veselību un uzlabot dzīves kvalitāti. Līdzekļi tiek ziedoti bērniem, kuru veselībai nepieciešams atbalsts un ko valsts nemaksā. Šī labdarības kampaņa Latvijā norisinājas jau no 2007. gada.

4. Bērnu slimnīcas fonds turpina labdarības kampaņu "Es apņemos". Šīs Iniciatīvas mērķis bija sniegt palīdzību 40 bērniem ar AST (autiskā spektra traucējumiem), agrīni nodrošinot nepieciešamo terapiju.²⁴⁵ Nacionālā veselības dienesta dati liecina, ka 2019. gadā Latvijā bija 2369 bērni, kuriem tika diagnosticēti autisma spektra traucējumi (AST), Aspergera sindroms vai jaukti specifiski attīstības traucējumi.²⁴⁶ Zinātniski ir pierādīts, jo agrīnāk AST tiek diagnosticēti, un secīgi tiek sniegtā atbilstoša un uz pierādījumiem balstīta terapija, jo labākas ir nākotnes prognozes bērniem adaptēties mūsu sabiedrībā. Diemžēl joprojām valsts budžets nesedz terapijas, kuras palīdz bērniem ar AST, un šīs izmaksas jāsedz bērna ģimenei. BSF ir izveidojis Latvijā pirmo Autisma kabinetu, kur vecāki vai aprūpētāji, kas audzina bērnu ar AST, var saņemt bezmaksas psiholoģisko palīdzību un konsultāciju.²⁴⁷ Ir sākušās sarunas ar Veselības ministriju un Labklājības ministriju par palīdzību bērniem ar AST, paziņojumā presei informēja Bērnu slimnīcas fonda vadītāja Liene Dambiņa.

5. 2020. gada vasarā sabiedriskajos medijos un "Re:Baltica" varēja sekot līdzi analītiski pētnieciskam projektam „Mūžīgie bērni”. Žurnālisti skaidroja – kāda ir valsts nostāja un kādai tai jābūt, lai uzlabotu dzīvi ģimenēm, kurās aug smagi slimī bērni. Ko nozīmē veltīt dzīvi kāda cita dzīvei? Tikt galā pašu spēkiem, lūgt palīdzību vai pieņemt neiedomājami smagus

²⁴⁴ <https://www.bsf.lv/lv/ziedojumu-izlietojums/realizetas-programmas/labestibas-diena>

²⁴⁵ <https://www.ziedot.lv/realizetie-projekti/es-apnemos-3633>

²⁴⁶ <https://www.lsm.lv/raksts/dzive--stils/vecaki-un-berni/berniem-ar-autiska-spektra-traucejumiem-nepieciešams-valsts-apmaksats-pakalpojums.a368816/>

²⁴⁷ <https://www.ziedot.lv/realizetie-projekti/es-apnemos-3633>



lēmumus?²⁴⁸ Kopprojekta īstenošanai pirmo reizi apvienoti sabiedrisko mediju ziņu dienestu resursi – Latvijas Radio Ziņu dienesta Latvijas Televīzijas Ziņu dienesta žurnālisti.

6. Labdarības iniciatīva – “*Dosim bērniem iespēju!*” tika izveidota ar mērķi nodrošināt agrīnu terapiju 40 bērniem līdz 5 gadu vecumam ar Autiskā spektra traucējumiem, ziedojojot 100 000 eiro! Kampaņas mērķis ir savākt 50 000 eiro ziedojumu. Iniciatīvu atbalsta Bērnu slimnīcas fonda Eiropas rekonstrukcijas un attīstības banka, kas dubultos šo savākto summu, tādējādi palīdzot visiem 40 bērniem.²⁴⁹ (2019)

7. Autisma kabinets un Bērnu slimnīcas fonds laiž klajā jaunu video materiālu sēriju, kurā tiek pārrunāti ne vien jautājumi par to, kas ir AST un sensorās uztveres īpatnības, bet arī Autisma rašanās iemesli, rehabilitācijas metodes un daudz kas cits.²⁵⁰

8. 2019. gadā izveidota kustība, kurā apvienojās bērnu ar īpašām vajadzībām vecāki. Šīs kustības mērķis bija lūgt Valsts prezidenta atbalstu. Ar saukli "Mēs negribam izdegt" (Mēs negribam izdegt) vecāki vēlas pievērst uzmanību tam, ka viņiem ir nepieciešams atbalsts. Video viņi lūdz nevis labumus, bet gan atbalstu, sapratni, cieņu un pieņemšanu.²⁵¹ (2019)

9. Jau septīto gadu Latvijas Radio 5 – Pieci.lv organizē labdarības maratonu “*Dod pieci!*”. Tā ir daļa no starptautiska projekta “Serious Request,” kurā dažādās Eiropas valstīs radio dīdžeji nedēļu raida no īpašas stikla studijas, pievēršot uzmanību konkrētai labdarības maratona izraudzītai grupai vai sabiedriski nozīmīgai tēmai. Ikviens tiek aicināts ziedot līdzekļus apmaiņā pret mīļāko dziesmu radio ēterā. Labdarības maratona primārais mērķis ir cilvēciskākas vides veidošana, jo katrs “*Dod pieci!*” stāsts ir par labāku un cilvēciskāku sabiedrību. 2015. gadā saziedotie 135 546 eiro sniedza asistenta atbalstu vairāk nekā 50 ģimenēm, kurās aug bērni ar īpašām vajadzībām.²⁵²

²⁴⁸<https://www.lsm.lv/raksts/zinas/latvija/ar-mediju-projektu-muzigie-berni-velas-panakt-izmainas-smagi-slimu-bernu-aprupe.a365272/>

²⁴⁹ <https://gimenesdzive.lv/2020/08/20/labdaribas-iniciativa-dosim-40-berniem-iespeju-pilnvertigi-dzivot/>

²⁵⁰ <http://www.autismsberniem.lv/lv/materiali/video-materiali>

²⁵¹ <https://www.piesaiste.lv/2019/11/ipaso-vajadzibu-bernu-vecaki-ludz.html>

²⁵² <https://dod.pieci.lv/par-projektu>



Bulgaria

Contributors: Andrean Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova (Sofia University “St. Kliment Ohridski”, Bulgaria)

Karin Russell²⁵³ defines five principles we encounter today on social media:

- Cooperation: use of collective intelligence;
- Narrative: characterized by transmedia storytelling (a term used by Henry Jenkins in "Cultural Convergence");
- Entrepreneurship: we see a problem, we take risks to try something new in solving it;
- Creating identity: of individuals, brands, organizations;
- Culture: online culture as well as intercultural communication, imposed by the global nature of online communication.

Some of the key functions of social media in the field of education are:

- Provides opportunities for communication between groups of people. There are mechanisms that allow interest groups to connect electronically - to monitor what they do together and review the actions of others in the group.
- Allows communication between many people.
- If the authors wish, their work can be made available to the rest of the digitalized world. Access is for both experts and beginners and allows them to work together.
- Provides collection and sharing of resources.
- Provides the means to collect materials that are always available.

²⁵³ 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%BD%D0%BB%D0%BD%D0%82%D0%BC%D0%BD%D0%BD%D0%82%D0%BE&n=4.%D0%B3%D0%BB.%20%D0%BD%D1%81.%20%D0%BD%D1%80%20%D0%BD%D0%91%D0%A3>



- Provides cooperation between participants in collecting and indexing information.

It is no longer a question of knowledge limited by historically constructed views of curricula. There are new ways to organize and find information that is of interest to you and the groups with whom you share your interests.

You can choose the information flows from which to be informed and the information to come to you, not you to look for it. In addition, it is possible to track the activity of your colleagues online.²⁵⁴

Media literacy is most often associated with the development of competencies in new technologies and includes the skills to properly understand media as the environment, means and content. The complex defined so widely, certainly, includes media management tools - skills for working with information and communication technologies (ICT), skills to use the media for a variety of purposes and in a variety of contexts, search, verification and dissemination skills of information. It also includes the competencies resulting from digital education and digital citizenship, terms often used as equivalent, though bearing quite a few differences.

Based on the whole complexity of the discussed issues the development of media literacy as understanding, mastering and teaching - at different stages and ages - is a difficult process. Therefore, this dissertation includes the basic definitions that build the essence of (digital) media competence, while traced along the path of their natural evolution. Along with this, the theoretical part of the work presents numerous good practices of different countries, collecting and analysing the rich experience underlying what is presented in the practical research - developing a sustainable implementation model of a media literacy training programme. This programme takes into account European Union requirements in the field of digital education and citizenship as key factors for upward individual development, and at the same time a pledge for the effective growth of the member states.

²⁵⁴ Siemens, G., & Tittenberger, P. (2009). *Handbook of emerging technologies for learning*.
https://www.academia.edu/2857175/Handbook_of_emerging_technologies_for_learning



Although it is indisputable that the use of information and communication technologies on a global scale is constantly expanding its scope, both in directions and depth, still in many parts of the world, including Bulgaria, it is not clear enough (or at least not clearly understood) how new technologies help people to be able to communicate better and more humanely, to have the awareness that the assimilation of these technologies should be a means rather than an end goal. The wealth of information available through the media and technology does not guarantee higher public awareness.

This - at first glance paradox - poses a serious threat to democracy - not from violent attack but from apathy, passivity and habituation to spreading and exposing false information. In other words, technological progress, the entry of the media into more and more aspects of life makes their consumers increasingly vulnerable. Therefore, citizens should have the ability to use and take advantage of the media and not fall prey to fake news, manipulation and delusion, i.e., people need to acquire new competencies, building the nature of media literacy, skills and attitudes that go far beyond traditional literacy.

Our understanding of media literacy is – yes, we see it as a holistic educational approach that needs to be applied in teaching in all subjects; as a means of enabling the use of media and digital technologies as a tool of critical thinking. In other words, as a methodology for understanding, mastering and managing the world of knowledge, in which the media are our guide, methodology for learning and teaching, but also for ascending personal and professional development.

"Social media does not teach us dialogue, because by using them, we very easily avoid getting into any disputes ... Besides, most people use social media not to unite, not to broaden their horizons, but on the contrary, they "break away" from a comfort zone where the only sounds they hear are from the echo of their own voice, and the only things they see are the reflections of their own faces. Social media is very useful - they offer us guaranteed pleasure. They are also a trap. "(Krasimir Valchev, Minister of education and youth, Bulgaria).

Examples:

- www.priobshti.se - <https://priobshti.se/category/kampanii/kampaniya-2019>

This online portal is created by America for Bulgaria Foundation and Centre for inclusive education Sofia. There teachers, learners and parents may find many national resources, case



studies, testimonials, games and resources, which support further implementation of inclusive education in Bulgaria.

Since 2016, every year Inclusion Days have been held under the motto "Let's be better!"

Last year in 2019, the focus was on children and the relationships among them. The nationally representative survey of well-being among seventh-graders, which was conducted in 2018, showed us quite disturbing statistics that 44.7% of seventh-graders do not believe that their classmates are good people.

With 2019 campaign they challenged them to be better to each other. The main message of the initiative was to seek the good, because it is all around us, as long as we have eyes to see it.

10 of the most exciting stories were included in a special video on the Aide.BG channel.

As part of the campaign, they organized two competitions for pupils and teachers from all over the country.

- www.ucha.se – <https://ucha.se/motiviramse/razlichni-ne-bezrazlichni-rezultati/>

The platform consists of over 16,000 video lessons and tests complying with the official school curriculum.

Ucha.se conducted its national campaign "Different, not indifferent" in search of a common language between the generations. For this purpose, we conducted detailed surveys, which raised the topic of the difference in communication between parents and pupils, and how it can be overcome.

The first step was for pupils and parents to share what they believed in and what was important to them.

- <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>



Specialists and resource teachers working with children with disabilities have clearly identified the need for additional online support for both children and teachers and parents. In response to this need, UNICEF, in partnership with the Ministry of Education and the Sofia-City Regional Centre for Inclusive Education, will create an online interactive platform to make education more accessible to children with disabilities and their teachers and families, in close cooperation with relevant professionals. They will be able to gain knowledge and resources to be even more useful to children. UNICEF will involve professionals, teachers and parents in the development of the platform to best identify children's specific needs.

During this campaign they offered:

- Video teaching materials and resources for children with special educational needs, developed by psychologists, speech therapists and teachers, approved by the Ministry of Education and Science;
- Training tools for professionals and parents in the form of practical materials, online seminars and discussions for parents;
- Opportunity for cooperation between the family and professionals with a focus on the individual learning needs of the child;
- Online consultations and live chat with experts to help teachers, parents and children, as well as useful contact information at the place of residence.

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.



M-Decreet: zorgen om 'het kind'
@mdecreetzorgenhetkind

Startpagina

Info
Foto's
Video's
Berichten
Community
Notities

Een pagina maken

Het mooiste DAT JE EEN KIND KUNT GEVEN is een kans.

Vind ik leuk Volgend Delen ... Chatbericht sturen

Foto's

Panieer alsjeblieft niet over schoolwerk. Wanneer we elkaar weer zien, zet ik jullie kinderen weer terug op de rails. Ik ben een leerkracht & dat is mijn superkracht. Wat ik nu echter niet in de hand heb, is het welbevinden van uw kind. Op dit moment vraag ik aan jullie om jullie kalmte te delen. Jullie kracht te delen en...

Community Alles weergeven

Je vrienden uitnodigen om deze pagina leuk te vinden
7.765 personen vinden dit leuk
7.946 mensen volgen dit
Elke Schellekens en 2 andere vrienden vinden dit leuk

Info Alles bekijken

Bericht sturen
www.facebook.com/mdecreetzorgenhetkind
Community
Reclamekansen voorstellen

<https://www.facebook.com/mdecreetzorgenhetkind/>

Wat met dat M-decreet?
@watmetdatmdecreet

Startpagina

Info
Foto's
Berichten
Community

Een pagina maken

Vind ik leuk Volgend Delen ... Chatbericht sturen

Wat met dat M-decreet? 9 september 2015

Schrijf je hier:http://www.standaard.be/cnt/dmf/20150907_01854693?shareid=fbf5e85f11a07ee440a3190797b473346133059b8487f0314dae df8d3fd967d33fb5b47dddef9f02ef842e211a5d437cb554c9963d32f8fd a5e50bcc73d5079708f1906cb15dc4a89dc8705c4aa218ts...

Over deze website

STANDAARD.BE Het M-decreet, met de M van muur Wie voor zijn kind extra begeleiding zoekt in de school, kan maar betre... 4 keer gedeeld

Leuk Opmerking plaatsen Delen

Wat met dat M-decreet? 1 februari 2015

September 2015 is het daar...HET M-DECREECT. Wat buiten het feit dat het onderwijs en personeel allesbehalve klaar is...

Paginatransparantie Meer weergeven

Facebook toont informatie om je een beter inzicht te geven in het doel van een pagina. Bekijk acties die zijn uitgevoerd door de mensen die inhoud beheren en plaatsten.

Pagina gemaakt: 4 februari 2014

Gerelateerde pagina's

BoardnBreakfast Vind ik leuk

Karl Tripelheld vindt... Bed and breakfast

Make up artist V... Vind ik leuk

Kunstenaar

Het M-decreet a... Vind ik leuk

Hoger onderwijs e... Hoger onderwijs e...

Nederlands English (US) - Français (France) Български - Türkçe +

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<https://www.facebook.com/watmetdatmdecreet/>



Gon-begeleiding is geen luxe voor onze kinderen
@mijnonderwijsparaplu

- [Startpagina](#)
- Berichten
- Recensies
- Video's
- Foto's
- Info
- Community
- Groepen
- [Een pagina maken](#)



Vind ik leuk Volgen Delen ... E-mail sturen Bericht versturen

Bericht maken

Schrijf een bericht...

Foto/video Vrienden tag... Chatberichte... ...

Berichten

Gon-begeleiding is geen luxe voor onze kinderen
55 minuten ·  

Vul je mee in?

UANTWERPEN.EU.QUALTRICS.COM
De grote Corona-studie

Community Alles weergeven

Je vrienden uitnodigen om deze pagina leuk vinden
4.522 personen vinden dit leuk
4.276 mensen volgen dit
Pieter Paul Moens en 3 andere vrienden vinden dit leuk

Info Alles bekijken

Antwoordt doorgaans binnen een paar uur
Bericht sturen

<https://www.facebook.com/mijnonderwijsparaplu>



Het M-decreet als motor voor uitmuntend onderwijs

INTEGRATION

INCLUSION

Vind ik leuk ▾ Volgend ▾ Delen ...

Schrijf een bericht... Foto/video Vrienden tag... Inchecken ...

Berichten

Het M-decreet als motor voor uitmuntend onderwijs 8 april om 09:59 · HAIMOMER-NVR.COM Effectief ouderschap ten tijde van Corona Het continuïteitsprincipe: hoe ouders, leerkrachten en andere verzorgers kinderen kunnen helpen ten tijde van Corona Auteur: Prof. Haim Omer, in samenwerking met Dr. Rina Omer (maart '20) Vertaling: Eliane...

Nog geen beoordeling

Community Alles weergeven

Je vrienden uitnodigen om deze pagina leuk te vinden 235 personen vinden dit leuk 257 mensen volgen dit

Info Alles bekijken

Bericht sturen Hoger onderwijs en universiteit Bewerkingen voorstellen

<https://www.facebook.com/Het-M-decreet-als-motor-voor-uitmuntend-onderwijs-169912903417060/>

Steunpunt Diversiteit & Leren @steunpunctdiverseitenren

Startpagina Berichten Video's Foto's Info Community Evenementen Een pagina maken

Vind ik leuk ▾ Volgend ▾ Delen ...

Berichten

Steunpunt Diversiteit & Leren voelt zich 😊 vastberaden. 24 april om 14:37 · [SDL blogt] Collega Joke Ysenbaert is na het opiniestuk in Knack 'Examineren om te selecteren of evalueren om te excelleren?' goed op dreef. Ze steekt van wal met de eerste échte SDL blog. Tromgeroffel... https://www.ontwikkelenindiversiteit.be/.../de-curve-die-niet...

Community Alles weergeven

Je vrienden uitnodigen om deze pagina leuk te vinden 1.661 personen vinden dit leuk 1.825 mensen volgen dit

Info Alles bekijken

www.diverseitenren.be Hoger onderwijs en universiteit Bewerkingen voorstellen

Paginatransparantie Meer weergeven Facebook toont informatie om je een beter inzicht te



<https://www.facebook.com/steunpuntdiverseiteitenleren>

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>



Tālākie izaicinājumi

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 Europe²⁵⁵ 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 Education²⁵⁶, the online compendium of good practices²⁵⁷ set up by the European

²⁵⁵ 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>

²⁵⁶ 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

²⁵⁷ Delivered by an expert working group on promoting citizenship and common values; <https://ec.europa.eu/education/compendium>



Commission, and also online collaborative platforms²⁵⁸ funded by the European Commission bringing education and training professionals together²⁵⁹.

Valsts mēroga izaicinājumi

Latvija

Sagatavoja: Dita Nīmante (Latvijas Universitāte, Latvija)

Lai gan Latvija ir spērusi nozīmīgus soļus iekļaujošās izglītības attīstības virzienā, gan politiskajā līmenī, sakārtojot atbilstošu normatīvo bāzi, gan administratīvajā līmenī, veicinot finansiālu atbalstu, cilvēkresursus piesaisti skolēniem ar speciālajām vajadzībām iekļaujošajā izglītībā, Latvijā arvien vairāk ir pozitīvu iekļaujošās izglītības gadījumu, taču joprojām ir jārisina virkne jautājumu:

- datu trūkums par iekļaujošo izglītību²⁶⁰,
 - nepietiekama sistēmiska pieeja iekļaujošas izglītības ieviešanai visos izglītības līmeņos²⁶¹,
 - caurspīdīguma trūkums iekļaujošās izglītības finanšu nodrošinājumā; pētījums atklāj, ka speciālās skolas ir labāk aprīkotas ar metodiskajiem un citiem mācību materiāliem, tehnoloģijām nekā parastās skolas. Ir noteikta vajadzība pēc skolotāju
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²⁵⁸ 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

²⁵⁹ 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.

²⁶⁰ 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

²⁶¹ Rozenfelde, M. (2016). Skolēnu ar speciālajām vajadzībām iekļaušanas vispārējās izglītības iestādēs atbalsta sistēma. Promocijas darbs. Rīga: LU.



attīstības programmām, jo vispārizglītojošo skolu skolotājiem trūkst zināšanu un atbalsta, ja klasē ir skolēns ar speciālajām vajadzībām²⁶²,

- nepietiekami attīstīta sistēma bērnu ar speciālajām vajadzībām identificēšanā (gan agrīnā identificēšana, gan vispārejās izglītības skolās)²⁶³,
- segregatīvu (nodalītu) izglītības formu uzturēšana bērniem ar speciālajām vajadzībām, nepietiekams atbalsts bērniem ar speciālajām vajadzībām vispārizglītojošajās skolās, cilvēkresursu trūkums (piemēram, asistenti), skolotāju nepietiekama profesionālā gatavība strādāt ar bērniem ar speciālajām vajadzībām²⁶⁴.

Bulgaria

Contributors: Andrian Lazarov (Marie Curie Association, Bulgaria), Snezhana Ilieva, and Valeria Vitanova (Sofia University "St. Kliment Ohridski", Bulgaria)

In recent years, Bulgaria has made efforts to overcome the challenges faced by the education system - discrimination, segregation and marginalization, by returning all children to schools, those with disabilities, special educational needs (SEN), and minority children. Normative and strategic documents containing measures against early school leaving are being developed, as well as issues related to the development of pedagogical staff affecting one of the important focuses in educational policies, namely, inclusive education. The multiple challenges are related to many spheres of life, but the fact is that all the opportunities are used to overcome

²⁶² 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

²⁶³ 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

²⁶⁴ 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/leklaujosa_izglitiba_berniem_spec_vajadzibam_Latvija.pdf



them because expectations are on the main goal of creating a supportive school environment for children, through appropriate training and education in the process, above all for the benefit of the child, his / her needs, individuality, of its specifics, which we all will not only comply with, but also work to be at the centre of a developing and sustainable trend.

The efforts of teachers, principals, educational planners and experts as well as the policy makers and government should be in the sense of working to support the inclusion of every child in quality education and ensuring that:

- Every child is enrolled on time;
- Every child is learning and acquiring learning outcomes;
- Every child is supported by effective and efficient governance.

The major challenges are related to the transformation of the physical environment, skills development in teachers and educators and provision of specialized support by psychologists, speech therapists and special teachers. Development and implementation of violence prevention school protocols that help schools to build an inclusive and safe environment are also very welcomed. The development and implementation should comply with the individual needs of particular pupils and the opportunity to study in forms of education different from daily/individual, combined, independent. The topic of specialists and teachers working in the education system in Bulgaria, the need to acquire new necessary competences, which would increase their sensitivity to differences, is still very little affected.

Belgium - Flanders (see M-Decree section for extensive reporting)

Contributor: Karel Van Isacker (PhoenixKM, Belgium)



The M-decree^{265,266,267} 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

²⁶⁵ Inclusief onderwijs in vlaanderen een tussentijdse analyse.

https://www.unia.be/files/Documenten/Tussentijdse_analyse_inclusief_onderwijs-CRPD.pdf

²⁶⁶ Naar een Inclusief Onderwijsysteem in België: Inspiratie ne Voorbeelden. (2019).

https://www.unia.be/files/Documenten/Publicaties_docs/Naar_een_inclusief_onderwijsysteem_in_Belgi%C3%AB_2019.pdf

²⁶⁷ 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.'

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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

²⁶⁸ Knack Four years of the M-decrees: 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).²⁶⁹

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.²⁷⁰

- 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

²⁶⁹ 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

²⁷⁰ 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].²⁷¹ 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.

²⁷¹ 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.



Conclusion

This handbook provides an in-depth analysis on how a selected number of countries have deployed inclusive education, what good practices have been identified as well as gaps. Overall, the presented multiple initiatives, resources and strategies aim to support and strengthen the implementation of inclusive education practices in mainstream schools. Bringing such good practices together is important in order to share it with other countries. For this reason, a novel ICT platform repository (called HUB) has been developed especially for the project “MyHUB – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”. This database classifies the resources via a wizard-style driven and semantically supported logical framework. The HUB provides the functionality to search for inclusive learning resources based on the criteria such as: disability; educational sector; type of subject; type of resource (method, tool, training material, case study, serious educational games, robotic mediated learning, role play games, etc.). It can serve as the main open educational resource which will facilitate the creation of a Pan-European learning community (represented by the project partners) among different actors – educational institutions, formal and non-formal learning providers, public authorities, NGOs. The HUB is accessible from the Learning Resources item of the top-right menu at www.inclusion-hub.eu, or directly at: elearning.inclusion-hub.eu. The system comprises a rich database of learning resources, developed on top of the widely adopted Open Source Software (OSS) Moodle Learning Management System (www.moodle.org). Depending on the language selected through the project website, the appropriate language version of the Inclusion Hub is presented to the visitor. There is no restricted access to the resources, since the MyHUB project aims at providing all these resources for free to the community of stakeholders, which, in turn, can use the feedback and upscaling mechanisms to participate in the improvement, expansion and sustainability of the portal. In that case the MyHUB will achieve a scaling up of good practices on inclusive learning and their cross-educational transfer and exploitation. The Inclusion HUB portal is available in the project working language, English, as well as in languages such as Latvian, German, Dutch, Greek, and Bulgarian. The tool offers the option to be translated in other languages as well, as part of the sustainability beyond the duration of the MyHUB project. Using feedback mechanism, the users of the hub will be able to: 1) submit comments and suggestions with regards to the already listed resources; 2) submit their own resources to be checked and



published by the maintainers of the tool; 3) describe cases where they used the resources, giving details on the methods used, the results achieved, the effectiveness of the tool, etc.

The MyHUB tool can be beneficial not only for educators who will have the opportunity to gain lots of knowledge by viewing the resources but also for parents of special needs children to be more informed upon initiatives done regarding inclusive education in their country. Also policy makers will have quicker access to practices done in the consortium countries regarding inclusive education and check on the results, this might help them to create partnership with a country that has much better result on the practices for inclusion and transfer this knowledge to help their own country. Additionally, researchers using this platform will have the opportunity to check upon a pool of recent practices held in the consortium countries. This will give them inspiration to initiate more ideas and use this platform to explore the possible partnerships. This platform is just the beginning of exchanging good practices between countries. By continuing adding resources and tools and encouraging also other countries to contribute to the pool of knowledge, it will be getting bigger and bigger. This could be beneficial for the progress of inclusive education not only on the national level but also on the EU level.



Par autoriem

Latvija

Linda Daniela ir profesore un vecākā pētniece, Pedagoģijas, psiholoģijas un mākslas fakultātes dekāne, Latvijas Universitātes promocijas padomes izglītības zinātnēs priekšsēdētāja. Viņa darbojas arī kā izglītības eksperte Latvijas Zinātnes padomē. Viņas kompetence aptver tehnoloģiju bagātinātu mācīšanos, SMART pedagoģiju, mācīšanās principus un digitālos mācību materiālus, izglītības tehnoloģijas mācībām, izglītības robotiku, izglītības risinājumus sociālās atstumtības mazināšanai bērniem sociālā riska grupā. Profesore Daniela ir vairāk nekā 80 publikāciju autore un līdzautore, kas apskata un skaidro procesus visās izglītības dimensijās. Viņa ir iesaistījusies vairāk nekā 30 pētniecības projektos. Šobrīd viņa vada pētniecības projektus: "Cilvēks, tehnoloģijas un izglītības kvalitāte"; "MyHUB – tiešsaistes repositorijs iekļaujošām praksēm, resursiem, publikācijām pedagoģiskā personāla lietošanai formālajā un neformālajā izglītībā"; "Pedagogu sagatavošana pieaugušo digitālās kompetences pilnveidei" un ir iesaistījusies vairākos citos projektos par tehnoloģiju izmantojumu izglītībā.

Dita Nīmante, Dr. paed, Latvijas Universitātes Pedagoģijas psiholoģijas un mākslas fakultātes asociētā profesore, vadošā pētniece. Viņa ir Latvijas Universitātes Izglītības zinātnu Promocijas padomes locekle, Studiju programmu padomes locekle, LU Pedagoģijas Zinātniskā institūta padomes locekle. Viņa ir Latvijas Zinātnu akadēmijas eksperte sociālajā pedagoģijā. Viņa ir maģistra studiju programmu "Pedagoģija" un "Izglītības zinātnes" direktore. Pēdējos trīs gados viņa ir piedalījusies 10 zinātniskos projektos kā vadītāja vai dalībniece. Ir publicējusies zinātniskos žurnālos Latvijā un ārzemēs. Recenzente divos zinātniskos žurnālos. LU pārstāvē EERA. Galvenās pētnieciskās intereses: iekļaujošā izglītība, klasvadība, vardarbība mazināšana skolā, skolotāju izglītība iekļaujošai izglītībai.

Zanda Rubene, Dr. paed., ir Latvijas Universitātes profesore izglītības filozofijā, Pedagoģijas, psiholoģijas un mākslas fakultātes prodekanā, Latvijas Republikas Zinātnu padomes izglītības eksperte. Viņas galvenās pētnieciskās intereses ir izglītības filozofija, transversālās kompetences, iekļaujošā izglītība un kritiskā domāšana. Saistībā ar šīm tēmām viņa darbojas projektos, izstrādā publikācijas un piedalās starptautiskās zinātniskās konferencēs.



Katrīna Elizabete Puriņa-Biezā ir ieguvusi maģistra grādu izglītības zinātnēs un strādā kā zinātniskā asistente Latvijas Universitātes Izglītības, psiholoģijas un mākslas fakultātes Pedagoģijas zinātniskajā institūtā. Viņa pēta skolotāju digitālo un pedagoģisko kompetenci, kā arī to tās vēsturisko attīstību padomju Latvijas kontekstā. Viņai ir 3 gadu darba pieredze skolotājas amatā. Viņas pieredze ietver darbu pirmsskolā kā speciālās izglītības skolotājai, kā arī darbu ar 5-6 gadus veciem bērniem kā vizuālās mākslas skolotājai.

Arta Rūdolfa šobrīd ir Latvijas Universitātes doktorante Izglītības zinātņu studiju programmā. Viņa ir zinātniskā asistente Latvijas Universitātes Izglītības, psiholoģijas un mākslas fakultātes Pedagoģijas zinātniskajā institūtā. Viņas darbs ir saistīts ar digitālajiem mācību līdzekļiem, robotiku, izglītības digitalizāciju (īpaši jautājumiem par mācību platformu efektivitāti un robotikas ietekmi uz izglītību). Nesen viņa ir pabeigusi pētījumu, izstrādājot mācību platformas novērtēšanas rīku. Pašlaik viņa līdzdarbojas jaunas studiju programmas izstrādes procesā Latvijas Universitātē, kur Arta veido kursa 'Robotika izglītībā' saturu. Viņa ir iesaistījusies dažādos Eiropas Savienības finansētos projektos, kas galvenokārt ir saistīti ar dažādu mācību programmu izstrādi un izglītības robotikas pasniegšanas priekšrocību novērtēšanu. Viņa strādā arī privātā uzņēmumā, vienā no lielākajām un veiksmīgākajām Lego robotikas skolām Latvijā - ROBO HUB - un ir iesaistīta projektā, kas izstrādās digitālo mācību un metodisko rīku Lego izglītojošajai robotikai, kas apskatīs arī speciālo vajadzību jomu nodrošinot, lai digitālie mācību materiāli ir pielāgoti darbam bērniem ar dzirdes traucējumiem.

Gunta Siliņa-Jasjukeviča, Dr.paed., ir Latvijas Universitātes asociētā profesore, Latvijas Universitātes promocijas padomes izglītības zinātnēs padomes locekle un zinātniskā sekretāre, Latvijas Universitātes Pedagoģijas zinātniskā institūta pētniece, Latvijas Zinātnes padomes eksperte. Pētnieciskās intereses: transdisciplināras mācības pamatzīlībā, kultūrizpratnes pedagoģiskie aspekti, dzimtās valodas un tradicionālās kultūras didaktika. Saistībā ar šīm tēmām viņa vada un piedalās Latvijas un starptautiskos projektos, izstrādā publikācijas un piedalās starptautiskās konferencēs. Gunta Siliņa-Jasjukeviča ir vairāk nekā 20 zinātnisko rakstu un vairāku mācību grāmatu autore un līdzautore.

Svetlana Surikova, Dr.paed, ir izglītības zinātņu doktore, vadošā pētniece Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātes Pedagoģijas zinātniskajā institūtā. Pašlaik viņas zinātniskās intereses ir saistītas ar pieaugušo izglītības pedagogu profesionālajām kompetencēm, skolotāju profesionālo pilnveidi, rakstura (tikumiskās)



audzināšanas izpēti. Viņa ir Latvijas Zinātņu padomes eksperte sociālo zinātņu (izglītības zinātņu) jautājumos, kā arī ASEM LLL HUB 3. tīkla "Pieaugušo skolotāju un izglītotāju profesionalizācija ASEM valstīs" biedre.

Cyprus

Marianna Gregoriou, MA, G.M. EUROCY Innovations Ltd. Inclusive Education and Assistive Technology Consultant. Qualified Screener for Irlen Syndrome and Certified Trainer for Adults. (Vocational Training Instructor level SEP / CyQF / EQF 5). Over 15 years of experience in assistive technology and training of people with disabilities, their families, educators, speech, occupational and other therapists. Expert in inclusive education, assistive technologies to support people in accessing education, communication, work placement and inclusion. Worked with children in the autism spectrum as well as individuals with Down syndrome, cerebral palsy, aphasia, ALS, dyslexia and other educational difficulties.

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Bulgaria

Snezhana Ilieva is a professor and Vice Dean of the master degree, doctoral degree and accreditation at the Faculty of Philosophy of Sofia University "St. Kliment Ohridski". She has teaching and research experience in the area of organizational psychology, organization development, conflict management and stress prevention and interventions. She also has practical experience in consultancy and training in educational settings and has participated as a trainer on issues of educational leadership, conflict resolution and stress coping. She has implemented various researches in the fields of stress, emotional intelligence and motivation



of teachers working in multicultural settings as well as conflict management strategies. She has taken part as an expert in international projects, related to the issues of migration, conflict resolution and intercultural communication.

Andrean Lazarov, master degree in pedagogy, methodology of teaching from NAMDA, Plovdiv, Bulgaria and master degree in educational sciences from NAMDA, Plovdiv, Bulgaria with specialisation at ENDM «Alfred Cortot» Paris, France. In the past 18 years he has focused his research and development activities onto inclusive education and training of teachers as inclusive education ambassadors. His main activities are in the field of research, user requirements analysis, and pilot implementations of EU projects, development of e-learning materials including serious e-games, preparation of evaluation procedures, and the organisation of dissemination events. He is regularly organising sessions for teachers as a teaching methodologist.

Valeria Vitanova, PhD, is a graduated psychologist and has obtained a doctoral degree in Organizational psychology. She has practical experience as a psychologist and trainer in multicultural organizations. She has been working with young people on issues of tolerance and discrimination, and consulted women on inequality issues. Valeria is a member of a project team working in the field of Humanitarian Action. She has expertise in the area of cross-cultural communication and emotional intelligence. Research activities - realization of empirical social-psychological research; primary processing of empirical data; analysis and summary of results from the scientific research; collecting bibliography on scientific issues; translation and review of scientific literature; information work in the Internet; participation in scientific conferences, symposia; writing scientific reports.

Belgium

Karel Van Isacker has a background in economics, developmental economy and international business management. He has been managing projects since 2001 and has been heavily involved in (accessible) e-learning activities. Since 2005, Karel has been acting mainly as project manager for private and public funded projects dealing mostly with people with disabilities. Focus, in many of them, was on ensuring that the end-users' needs are taken on board. He is also providing consultancy and training on disability aspects such as



employability, and is an expert in accessibility training (accessible documents production, website accessibility assessment, AT tools, etc.) for public and private organisations. He is an expert in social entrepreneurship and the author of the book "Preparing for a new generation: Transition Management (2016)", targeted at young ("would be") entrepreneurs. He is also summer lecturer at the University of Gordoba in Monteria, Colombia where he teaches best practices on social responsible entrepreneurship and inclusive society, especially with regards to "inclusive higher education for all" concepts.