



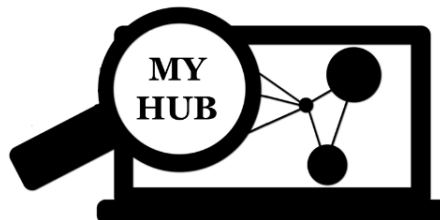
**MyHUB**

604454-EPP-1-2018-1-LV-EPPKA3-IPI-SOC-IN

“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”



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## **WP7: Pilot upscaling and implementation onto practice**

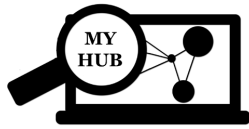
### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**

**September, 2021**

**Author:**

**PhoenixKM, Belgium**

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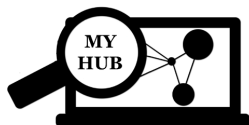
# MyHUB

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## **CASE STUDY No 1 “Sticordimaatregelen - GO! ouders”**

### **Introduction:**

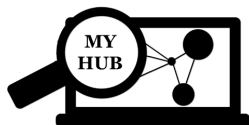
- Name: Christine
- Years of work experience in the field of education: 15 years working in a GO! school (public school in Flanders)
- Position: teacher
- How the person has been involved?: I was informed via mailing of the Belgian partner to our director.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Through mailing by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: learning new practices from other schools in Belgium as well as elsewhere.
- What were the first impressions when the participant started to use the MyHUB portal?: Lots of resources.

### **Implementation:**

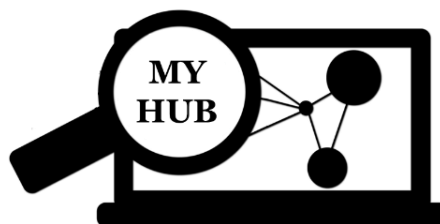
- Did the participant face any problems while using the MyHUB portal and the e-resources?: No problems were faced during the piloting.
- What was the most useful part for him/her?: The Sticordimaatregelen” because these STICORDI measures can be used to support students with learning difficulties in their school career. STICORDI stands for:
  - Stimulate: Emphasize the positive, encourage and motivate the student.
  - Compensate: allow the use of a tool, for example the calculation rule or reading software.
  - Remedy: individually guide the student to avoid learning delays.



- 
- ▶ Differencing: responding to the needs of the students by varying the subject matter.
  - ▶ Dispensing: Replacing a part of the subject matter with an equivalent alternative.
  - ▶ Our GO! education school has been promoting the use of STICORDI measures in its schools for years.
  - ▶ It was handy how these had been nicely worked out for different types of students we have in our classrooms.

### Impact:

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I shared these Sticordi measures with my colleagues as we all face students with various disabilities. Such examples are really helpful and are in line with the measures already in place in our school.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, while we are aware of the need to have inclusive education, finding the necessary resources is problematic. MyHub helped us tremendously in this.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: While we are aware of the need to have inclusive education, thus implementing the M-Decree, finding the necessary resources is problematic. MyHub helped us tremendously in this.
- ▶ Key message of the participant: *Sharing is Caring!!!!!!!!!!!!!!!!!!!!!!!!!!!!*





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**WP7: Pilot upscaling and implementation onto practice**

**DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**

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## **CASE STUDY No 2 “*Limited financial resources and training*”**

### **Introduction:**

- Name: Etienne
- Years of work experience in the field of education: 23 years working in a catholic school
- Position: teacher
- How the person has been involved?: I was informed via mailing of the Belgian partner to our director.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Through mailing by Belgian partner to director.
- What were the reasons to take part in the pilot phase: Having access to new resources that can help me in my daily work with students with disabilities.
- What were the first impressions when the participant started to use the MyHUB portal?: Much collected material and some definitely relevant for us.

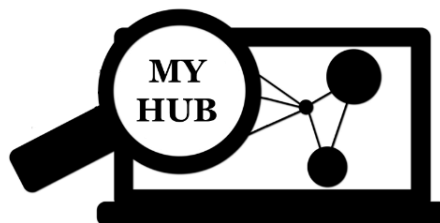
### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: None. Was good I did not require registration.
- What was the most useful part for him/her?: The M-Decree pushed children with disabilities into the regular school system, but at the same time we as teachers were not prepared because the training received was very limited while not addressing the type of disabilities I was facing. While I use klascement.be resources, I was also pleased to find many useful resources via the MyHub database, well described and easy to browse.

### **Impact:**

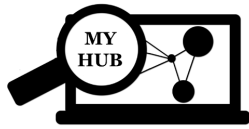


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- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: We shared the practices we thought were relevant among teachers/colleagues and agreed to try a new approach. STICORDI measures that were uploaded were in this respect very useful.
  - ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Definitely I improved my approach!
  - ▶ How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: The M-Decree was imposed onto us without a lot of support. MyHub offers complementary resources to those of klascement.be.
  - ▶ Key message of the participant: *We need to keep on improving ourselves for the benefit of our pupils.*



## WP7: Pilot upscaling and implementation onto practice

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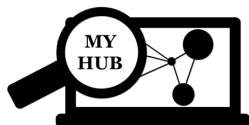
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## **CASE STUDY No 3 “Support teaching in a challenging environment”**

### **Introduction:**

- Name: Chantal
- Years of work experience in the field of education: 7 years working in a “special” school
- Position: support teacher
- How the person has been involved?: I was directly contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Through phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: Having access to the resources of the online platform.
- What were the first impressions when the participant started to use the MyHUB portal?: Good work done and I contributed with additional material.

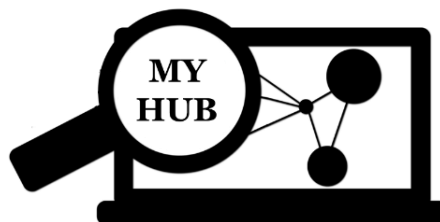
### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: None.
- What was the most useful part for him/her?: Since the 2017-2018 school year, a new support model has been in place for pupils with special educational needs in mainstream primary and secondary schools. The school, together with the parents, and with the CLB and with my school for special education, determine tailor-made support, based on the needs. Not only the educational needs of students, but also the support needs of teachers and school teams are mapped out. So for me it interesting to go through all practices in all countries addressed and see what could be relevant for me.

### **Impact:**



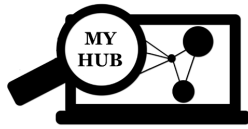
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- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: The material collected is largely in line with what we use, or the practices we apply.
  - ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: It did strengthen my knowledge and that of colleagues.
  - ▶ How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: The additional resources were very informative.
  - ▶ Key message of the participant: *Cooperation between special and regular education is core to an integrated working model of inclusive education.*



## WP7: Pilot upscaling and implementation onto practice

### DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

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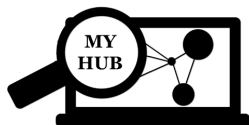
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## CASE STUDY No 4 “*Cooperation is core*”

### **Introduction:**

- Name: Hendrik
- Years of work experience in the field of education: 27 years working in a public school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: Exploring the project outcomes and resources.
- What were the first impressions when the participant started to use the MyHUB portal?: A nice initiative.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: As a director, I need to ensure that support is provided where needed for students with one or more disabilities. For pupils with a mental, motor, visual or auditory disability or with a speech or language development disorder, our mainstream school determines, together with the parents and the CLB, what the support needs are for the guidance of a particular pupil. As school we formulate support questions based on the needs. They can be teacher-, team- or student-oriented. As school we decide together with the parents and the CLB to which school for special education it will ask the support questions. Schools for special education work together across networks to share expertise in function of quality support. Now, if we have pupils

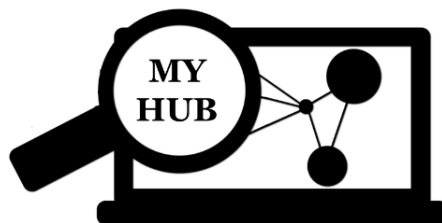


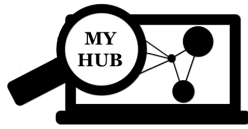
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with an orientation towards the type of basic offer, with an emotional or behavioural disorder, or an autism spectrum disorder, we as mainstream school determine together with the parents and the CLB what the support needs are for the guidance of a particular student. Our school formulates support questions based on the needs. They can again be teacher-, team- or student-oriented. The school sends its support questions to the support network it is affiliated with. It is then agreed within the support network where which support will be deployed, by whom, and in what volume. Why do I say this? Well, sometimes it is useful for me to know a bit about specific cases before contacting the CLB, etc. and so for me MyHub offered a means to go through practices and see if any is useful. As is typical in Flanders, STICORDI measures are highly appreciated, and I was pleased to see them available for different types of disabilities.

### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s): Nice additional support for my daily work.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, definitely.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: Good resource for preparing myself.
- ▶ Key message of the participant: *Cooperation is core.*





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**September, 2021**

**Author:**

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## CASE STUDY No 5 “*What after secondary school*”

### **Introduction:**

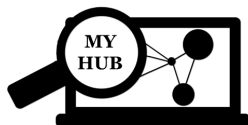
- Name: Sonia
- Years of work experience in the field of education: 31 years working in a public school
- Position: Teacher
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: Interest in VET aspect and the available resources.
- What were the first impressions when the participant started to use the MyHUB portal?: Elaborate.

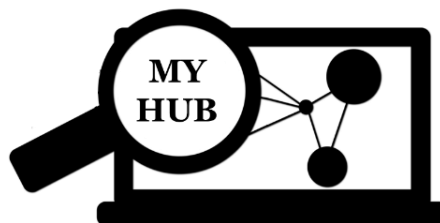
### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: As a teacher in a secondary school, I have seen many pupils passing with a disability that obtained their diploma, and thus should not have a barrier for further education. Yet, they fail. Why? And there you often are confronted then with stories how inclusion is maybe claimed but is not achieved in higher education: inaccessible teaching premises, lack of accommodated examination practices, limited information for the student with a disability, lack of available volunteers to support during lesions, lunches, etc. Inclusion is more than being able to follow a lesson, it is a whole organisation that has to be in place sometimes. Therefore, it was interesting to see how VET and HE practices were also highlighted in the database.



## Impact:

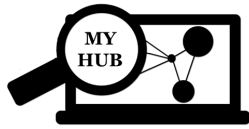
- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: Extra resources for HE and VET.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes.
- ▶ How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: I was able to point out good practices to some of my pupils who will attend higher education next year.
- ▶ Key message of the participant: *Inclusion continues for a lifetime, in line with lifelong learning.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**





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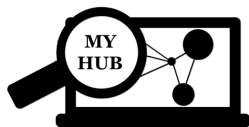
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## CASE STUDY No 6 “A lot of do-it-yourself”

### **Introduction:**

- Name: K.
- Years of work experience in the field of education: 9 years working in a catholic special education school
- Position: Support teacher
- How the person has been involved?: My director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: I am always interested to learn new things.
- What were the first impressions when the participant started to use the MyHUB portal?: Many resources that are useful and that revealed new approaches for me.

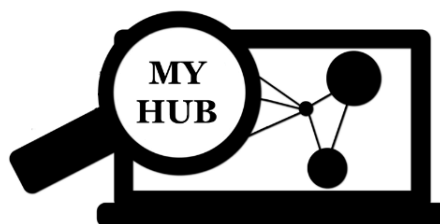
### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: Inclusive education is a search for the right tools. I visited trade fairs, tested software, asked IT teachers for advice to see which programs and shortcuts are useful for students with e.g. CP, because I try to make them as self-reliant as possible, with a view to higher education.

### **Impact:**



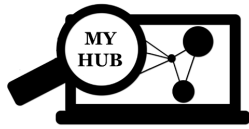
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- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I found new software I was unaware of for video speech to text rendition.
  - Did the participant become more empowered to implement inclusive teaching design for all students?: For sure yes.
  - How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: New options and solutions, it is in any case a daily struggle to overcome barriers for my assigned pupils with disabilities.
  - Key message of the participant: *Continue looking for better solutions.*



## WP7: Pilot upscaling and implementation onto practice

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## **CASE STUDY No 7 “*From skills for school to skills for daily life*”**

### **Introduction:**

- Name: Olaf
- Years of work experience in the field of education: 17 years working in a catholic school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: The more I know, the better.
- What were the first impressions when the participant started to use the MyHUB portal?: A lot of easy to navigate material.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: In our school we have a few students with hearing problems. They have a sign language interpreter in the classroom and have to follow the lessons through the interpreter. Talking with them however, they prefer to follow the lessons directly from a teacher. And yes, we did have one teacher who learned sign language and applied this during some part of the lesson. These are initiatives I applaud but that cannot be imposed upon all. Nevertheless, we hooked up to the DOOF VLAANDEREN initiative, whereby organizing Flemish Sign Language and Dutch classes in regular education is made possible as it is also striving for inclusive education that works. Inclusive education that ensures that every child has access to a full curriculum; can learn in an effective way; is taught by deaf role models; discovers his/her talents; and can build

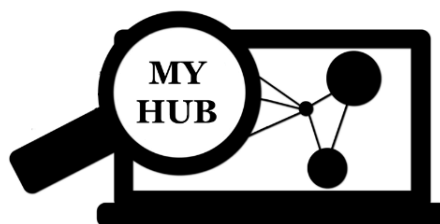


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genuine friendships and relationships, and feel involved in school activities. That is why I often go through resources online and now thanks to MyHub that gathers them, it has even become even easier.

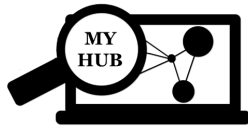
### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: New practices found that are applicable for my school.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, and I was already very motivated.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: Even more solutions!
- ▶ Key message of the participant: *“From skills for school to skills for daily life” is my motto, because independence gained during school time, can be applied also after school.*



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## **CASE STUDY No 8 “A director’s work never stops”**

### **Introduction:**

- Name: Arne
- Years of work experience in the field of education: 6 years working in a catholic school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

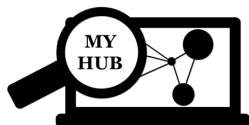
- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: Finding new solutions as well as seeing solutions for COVID-19 impacted education.
- What were the first impressions when the participant started to use the MyHUB portal?: A lot of material.

### **Implementation:**

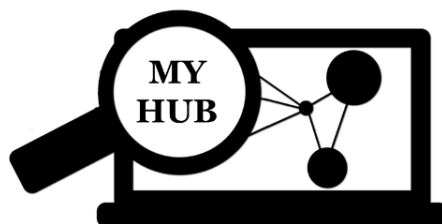
- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: I was pleased to find guidelines on inclusive online education during COVID-19 lockdowns because we had to switch so abruptly to online teaching that I was afraid we would lose our pupils with disabilities once again in 2021. The Belgian partner had by then shared with us a couple of resources that demonstrated how this could be addressed, and this was really very helpful for me as director and also for the teachers with who I shared the practices.

### **Impact:**





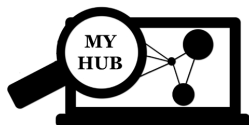
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- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: Better understanding of accessible online teaching.
  - Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, definitely.
  - How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: More alternatives and options that I imagined existed.
  - Key message of the participant: *Running a school is a continuous quest for solutions for those students that face barriers.*



## WP7: Pilot upscaling and implementation onto practice

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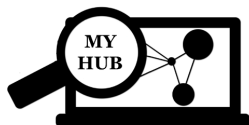
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## CASE STUDY No 9 “*Limited available places in special education*”

### **Introduction:**

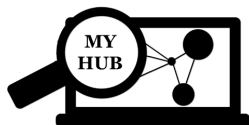
- Name: Danny
- Years of work experience in the field of education: 14 years working in a catholic special education school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: Finding solutions that still allow children to stay in mainstream education.
- What were the first impressions when the participant started to use the MyHUB portal?: Direct and clear.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: Despite the importance of inclusive education, special education remains an absolute necessity for some children. Many children with, for example, severe forms of autism or Down syndrome require extraordinary care. They cannot imagine life without that special education. Places in special education are however scarce. The UN Convention states that every child has the right to education. That fundamental right is being violated by a failing government policy in Flanders at the moment. The current figures do not suddenly come out of the blue, but are the result of years of underinvestment. Now that the M-decree has been withdrawn,

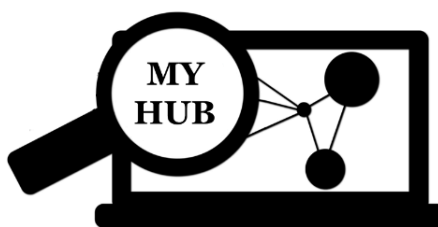


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substantial investments must be made in special education. Not only to compensate for the shortage of capacity, but also to provide the necessary guidance. Adapted education must keep the future prospects of vulnerable children with care needs intact. It is the responsibility of policy makers to make that possible. Good examples how it is done abroad can support our calling for a better solution, and in that respect, the portal offers a range of good practices which we have studied.

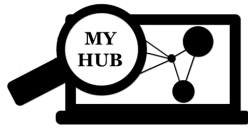
### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s): Strengthen my knowledge when I need to face a policymaker.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, 100%!
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: More good practices than I expected.
- ▶ Key message of the participant: *Never give up on our children with a disability!*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**



# MyHUB

604454-EPP-1-2018-1-LV-EPPKA3-IPI-SOC-IN

“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”

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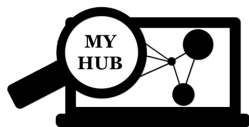
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## CASE STUDY No 10 “*Inclusive digitisation*”

### **Introduction:**

- Name: Merel
- Years of work experience in the field of education: 6 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: My keen interest in inclusive digitisation at school.
- What were the first impressions when the participant started to use the MyHUB portal?: Considerable amount of examples.

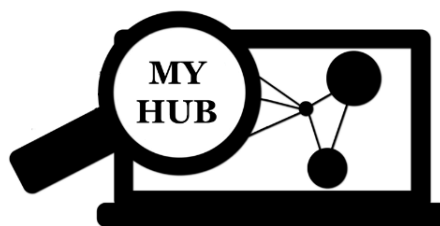
### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: As aunt of a young boy with learning difficulties; I have a keen interest in making our school or at least the way I teach as inclusive as possible. Inclusive digitizing a school is one aspect of my interest, and trust me, it does not happen in one day. A clear vision, a sophisticated strategy and a suitable IT infrastructure are indispensable. In addition, all those involved must be efficiently informed and trained. That is why with some teachers we meet twice a week to discuss issues we observed with some students, and trying to see how inclusive digitisation could address this. Especially with dyslexia, we have found that well annotated digital books can offer us added value. And yes, via MyHub we found also a Flemish provided/initiative!



## Impact:

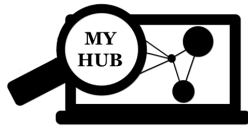
- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s):  
Inclusive digitisation knowledge was improved!
- Did the participant become more empowered to implement inclusive teaching design for all students?: For sure indeed.
- How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: A lot out there yet to be discovered.
- Key message of the participant: *Inclusive digitisation can become a game changer if properly implemented.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**

**September, 2021**



# MyHUB

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## CASE STUDY No 11 “*Inclusive society*”

### **Introduction:**

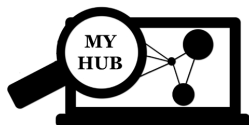
- Name: Gabriel
- Years of work experience in the field of education: 21 years working in a public school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: My personal aims towards an inclusive society.
- What were the first impressions when the participant started to use the MyHUB portal?: There is a lot out there!

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: By an inclusive society we mean a society in which everyone can and may participate equally, regardless of their background or disability. It is a society in which everyone feels connected and involved. This is a shared responsibility of the individual and society whereby society makes the necessary efforts so that the individual can integrate. With the ReDiCoDi measures, we support the learning of all pupils with special educational needs, regardless of the disability that they have been officially diagnosed with. ReDiCoDi stands for Remedy, Differentiate, Compensate and Dispense. It is often incorrectly stated that ReDiCoDi measures only apply to pupils with an officially established disability. All pupils who experience (temporary) difficulties



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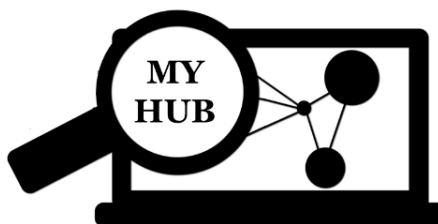
in learning and are therefore limited in their participation in education, may need ReDiCoDi measures. These measures enable a strong learning environment for all students:

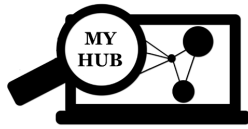
- ▶ Remedial actions: addressing the problem in a direct way through instruction and learning strategies;
- ▶ Differentiation measures: measures where the school, within the common curriculum, introduces a limited variation in the teaching-learning process in order to better meet the needs of individual pupils or groups of pupils;
- ▶ Compensatory measures: reducing and/or removing obstacles to good learning;
- ▶ Dispensing measures: exempting the student from certain activities, subject components, etc. and replacing them with equivalent activities and goals.

I was glad that some of the resources further support this approach we have in our school.

### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: More handy practices to apply in our school.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Of course.
- ▶ How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: A lot out there yet to be discovered.
- ▶ Key message of the participant: *The inclusive education we dream of is not an end in itself, it is a means to achieve an inclusive society.*





**MyHUB**

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**WP7: Pilot upscaling and implementation onto practice**

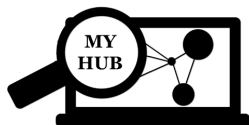
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## CASE STUDY No 12 “*Reasonable adjustments in education*”

### **Introduction:**

- Name: Chris
- Years of work experience in the field of education: 31 years working in a catholic school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: I am an inclusion education supporter for my school, so of course I was interested.
- What were the first impressions when the participant started to use the MyHUB portal?: Many practices that are useful to us when applying reasonable adjustments for pupils with disabilities.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: When we talk about inclusive education, we also talk about reasonable accommodation. These are adjustments that must be made to meet the educational needs of students. We note that the term still causes confusion and that its content is still insufficiently known by educational professionals. It is also not always clear to parents how they can discuss this at school. That is why we, together with a number of teachers and myself, took part in an information evening about reasonable adjustments in education. This was organized by the Support Centre for Inclusion in collaboration with UNIA (Interfederal Centre for Equal Opportunities), Parents for



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Inclusion and Teachers for Inclusion. The audience mainly consisted of parents, support staff and teachers, but also students, care coordinators, management and competency counsellors. The evenings were introduced by the organizing partners and were fleshed out with presentations about the legal framework for reasonable adjustments, the continuum of care, the regulations surrounding the motivated report and the M-report, and by means of a method for discussing reasonable adjustments with people. After the presentations there was room for questions and individual situations from the audience.

Some of the reactions that we found striking:

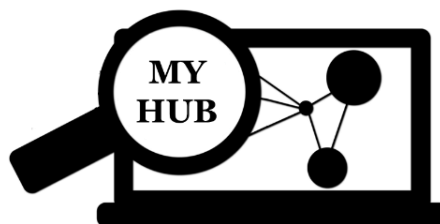
- Parents experience a large gap between the legislative framework and practice. Mainly in the application of the care continuum, transparency of consultation, the continuous adjustment obligation, and the budgetary choices that schools may or may not make.
- Supporters feel powerless when they encounter resistance from teachers to make adjustments.
- Teachers feel that there is too much pressure on their shoulders.
- There was consensus about what reasonable adjustments are when it comes to accessibility of public transport.
- Mention the importance of (literally) taking students along in consultation.
- Uncertainty about the impact of a new minister of education.
- Parents and supporters feel that they have to fight every year to make reasonable adjustments.

The above aspects could be remediated and supported by many of the resources mentioned in your platform. Hence we have been keen to explore all resources and picking out those that we can apply in our school. The detailed STICORDI measures were our favourite resource by the way.

**Impact:**



- 
- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: More knowledge about reasonable adjustments.
  - Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, all of us. I am grateful that I got access to this material.
  - How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: A lot of good work exists but we yet have to discover it. MyHub helps us also in this.
  - Key message of the participant: *Reasonable adjustments are not a matter of “should we?” but “we have to!”.*



## WP7: Pilot upscaling and implementation onto practice

### DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

September, 2021



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## CASE STUDY No 13 “*Huge workload director*”

### **Introduction:**

- Name: Daniel
- Years of work experience in the field of education: 37 years working in a catholic school
- Position: Director
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: My personal interest in inclusion as my son has a mobility impairment.
- What were the first impressions when the participant started to use the MyHUB portal?: A lot of relevant links to practices that can be useful for my school.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: Catholic Education Flanders had cartoonist Joris Snaet design a cartoon in 2021 to capture the challenges faced by a director in a single image [see *image below*]. Well, that reflected pretty good how we have had to face with education the past year. Yet, we are determined to make sure no one drops out from education, either because of financial issues or because of a disability. That is how dedicated we are. For this reason alone, we put a lot of emphasis to try to find solutions for problems we face. These can be simple, such as using an app to magnify text, but they can also be pedagogical. And in this respect I was glad to see how the project has provided so many solutions, grouped and easy to search through.







**MyHUB**

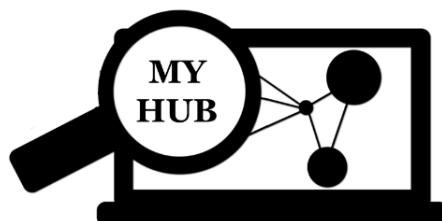
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- Key message of the participant: *We work a lot, dedicated and with passion because we want all our students to succeed.*



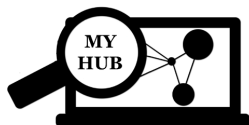
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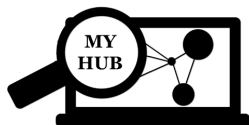


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## CASE STUDY No 14 *“Inclusion knows its barriers”*

### **Introduction:**

- Name: Marcel
- Years of work experience in the field of education: 17 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: Inclusion is sometimes a buzzword, used by politicians, so I was interested to see what the project had to offer.
- What were the first impressions when the participant started to use the MyHUB portal?: A nice collection of practices.

### **Implementation:**

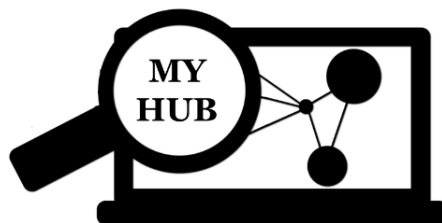
- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: For certain children, especially in the field of autism spectrum disorders, "integration into the normal environment" appears to be an extra burden, because that is precisely the core of their disability. Yet, some parents insist their child can make it in regular education. Fact is that every case must be carefully evaluated by the school, the CLB and the parents. And sometimes we have to bring the bad news that it simply is not in the benefit of the child to enter inclusive education, at least not at that very moment. We should also not forget that starting up and running an inclusion project requires a great deal of effort, which often has to come from the parents. This involves coordination, looking for supporters, teaching materials, etc. Financially,

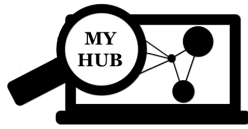


inclusion is not feasible for everyone either. By prioritizing the child's social integration, other areas of learning (language, mathematics, ...) may receive less attention. Due to the intensive (sometimes even constant) supervision, it is possible that the child deteriorates in the area of being able to work autonomously. Do not understand me wrong, we go very far till we decide it is not possible. And then, tools such as the STICORDI measures become very helpful. We were delighted to find them in full detail for different disabilities referenced to in the resources database.

### **Impact:**

- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: Very practical STICORDI measures which we apply to its full extent.
- Did the participant become more empowered to implement inclusive teaching design for all students?: Definitely yes!
- How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: Good practices can make a huge difference when looking for solutions to challenges.
- Key message of the participant: *It is important that the team around the inclusion pupil puts the well-being of the child first. If the child feels well, the aforementioned disadvantages must be weighed up and adjustments be made to the project where necessary, possibly by transferring to special education if this is in the child's interest.*





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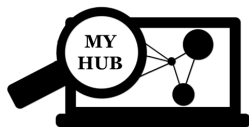
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## CASE STUDY No 15 *“We have come a far way in Flanders”*

### **Introduction:**

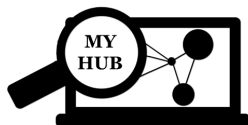
- Name: Andre
- Years of work experience in the field of education: 28 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: Inclusive education is applied in our school in a very pragmatic manner, and I have a strong personal interest in this area as an IT hobbyist.
- What were the first impressions when the participant started to use the MyHUB portal?: Nice!

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: Pupils from our mainstream school who have a reading or writing problem can use free reading software in Flanders. This software converts textbooks into audiobooks. During the reading, it is indicated what a student reads, and the student chooses how quickly the reading takes place. In this way, the subject matter at school can be better processed. Important, the software can be requested for pupils in mainstream or special primary or secondary education, and can be used for free for the current school year! In addition, we also offer them the opportunity to use freely ADIBooks (<https://www.adibib.be/>), which are annotated pdfs

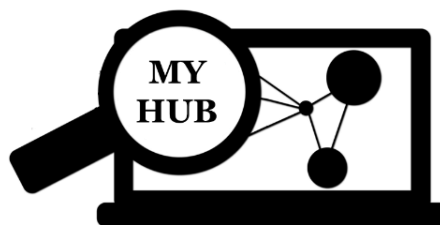


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of school books. In short, we really do a big effort! I was therefore glad to see that these aspects were also taken up as good practices in your database. Unfortunately, too many teachers are still unaware of these opportunities. Initiatives like your project can improve the awareness!!

### **Impact:**

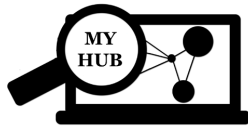
- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I was aware of most practices, but did get to learn some new ones, especially software ones.
- Did the participant become more empowered to implement inclusive teaching design for all students?: Yes!
- How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: I was glad to see that it has confirmed to me once again that the knowledge and tools are there, but needs to be better disseminated.
- Key message of the participant: *Create, disseminate, learn, continuously.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**





**MyHUB**

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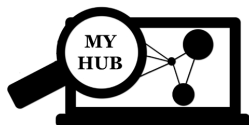
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## CASE STUDY No 16 “*Adapting to be inclusive*”

### **Introduction:**

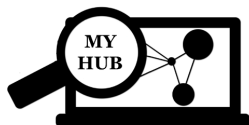
- Name: Harald
- Years of work experience in the field of education: 8 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: I believe fully in inclusive education and want to learn more about it!
- What were the first impressions when the participant started to use the MyHUB portal?: Excellent approach.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: In principle, by differentiating, one avoids a drop in the level of the lesson. The level of our tests is still the same as it was 10 years ago. So the level of education will certainly not drop. For some students, compensatory measures are added. In my class I have a student with dyscalculia who is allowed to use a calculator during a math test. I also have two children with dyslexia. One gets a text for reading comprehension to take home the day before, for example. The other is only asked for words from the word package during a dictation. In the past these children would have ended up in special education, but the M-decree made it possible to keep them in regular education. I am sad that they now seem to give up on this decree. Some of my colleagues

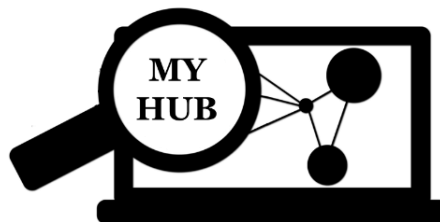


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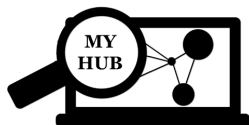
are concerned about the concrete application of the M-decree. They tell me that the proposed educational goals are far too general. One colleague told me recently that he can't bring one lesson to his classroom in 25 different ways. And yes, he believes that these general goals do lead to a lowering of the general teaching level. Yes, I believe that initiatives like MyHub can exactly promote good practices, before giving up on a child.

### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I am propagating this platform to my colleagues who are not necessarily fully convinced of inclusive education.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: I did and I hope my colleagues did as well. I tried very hard.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: It brings together so many approaches for so many disabilities, an excellent way to provide training.
- ▶ Key message of the participant: *Adapting to be inclusive is at the core of successful inclusive education.*



## **WP7: Pilot upscaling and implementation onto practice**



**MyHUB**

**604454-EPP-1-2018-1-LV-EPPKA3-IPI-SOC-IN**

“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”



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**DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**

**September, 2021**

**Author:**

**PhoenixKM, Belgium**

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## CASE STUDY No 17 “Overwhelming”

### **Introduction:**

- Name: Nancy
- Years of work experience in the field of education: 7 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: Inclusive education has caused me headaches as I felt abandoned, lacking the necessary resources. MyHub at least opened my eyes to different approaches.
- What were the first impressions when the participant started to use the MyHUB portal?: Well organised.

### **Implementation:**

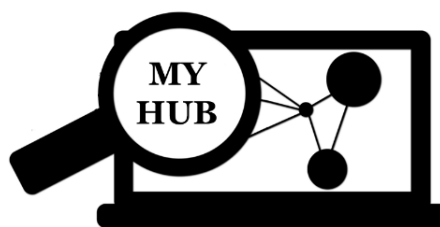
- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: When a child does not achieve the attainment targets, they can follow an Individually Adapted Curriculum (IAC) in which alternative goals are provided. There is a student in my class who is getting a different math package. The pupil sat on his ceiling and did not learn anything more. For him it was better to take a step back - his level will never exceed that of the fourth grade. Last year I had 25 children in my class, six of whom were in need of assistance. I was short of hands. Whenever I had brushed up on the six in need, I noticed as I corrected that the other nineteen students had received too little support. The M-decree does not offer a solution



for large classes, especially for large class groups. Differentiation also widens the gap in the classroom. At the moment I have a very weak class group. In my class there are both children who do not reach the level of the second year and students who can keep up perfectly. This gap will only widen in the coming years. That is why we need additional support, and guidance. MyHub provides this to some extent, so I am open to it and have appreciated some of the resources it offers.

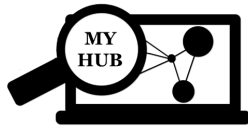
### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I learned new approaches.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: I feel less negative, but still feel overwhelmed by my current class situation.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: Getting to know new approaches.
- ▶ Key message of the participant: *Too big classes simply do not work in inclusive education.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**



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## CASE STUDY No 18 *“Saving has become the main aim it seems”*

### **Introduction:**

- Name: Lindsay
- Years of work experience in the field of education: 5 years working in a public school
- Position: Teacher
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to my director.
- What were the reasons to take part in the pilot phase: Trying to get another opinion about inclusive education and its impact on our work.
- What were the first impressions when the participant started to use the MyHUB portal?: Glad it was available in Dutch!

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: The M-decree feels like one major savings measure to us. In special education, there are a maximum of 15 students in a class, who are always supported by specialists. We don't know that in mainstream education. The pupils from special education are flowing into mainstream education: our classes are getting bigger and we are not sufficiently supported. Teachers experience little support and have too little know-how. It's not our fault, it's the teacher's fault. He's behind. As a result of the M-decree, for example, children with behavioral problems end up in mainstream education, while teachers have never been taught how to deal with them. After the bachelor's degree in Primary Education, one can follow the BaNaBa (Bachelor-



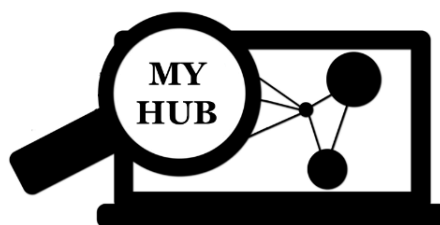


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after-Bachelor, ed.) Care Broadening and Remedial Learning. They learn how to deal with children with special needs. The fact that this BaNaBa exists proves that special care is not addressed in teacher training. And yes, an initiative like MyHub fully supports such BaNaBa training.

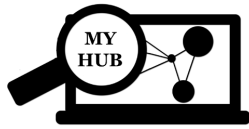
### Impact:

- What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I apply some of the resources as I find them very helpful, especially the STICORDI measures. I wish I had discovered this much earlier on in my work.
- Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, for sure much better than a year ago.
- How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: Good resources and practices and in Dutch.
- Key message of the participant: *Inclusive education should be driven by quality for all children, not by saving money.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**



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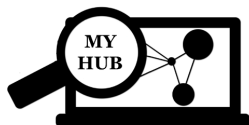
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## CASE STUDY No 19 “*Lack of financial resources*”

### **Introduction:**

- Name: Kathleen
- Years of work experience in the field of education: 19 years working in a public school
- Position: Director
- How the person has been involved?: Director was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner to director.
- What were the reasons to take part in the pilot phase: Finding affordable solutions for my school.
- What were the first impressions when the participant started to use the MyHUB portal?: Dutch interface and resources helped tremendously.

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: Ordinary education is still short of financial resources. Pupils in special education are assisted free of charge by speech therapists, physiotherapists, occupational therapists, etc. Pupils in regular education, on the other hand, have to arrange and pay for this themselves. That causes an opposite movement. I see students at my school who find it difficult to pay for the extra support. I suspect that this is why pupils sometimes end up in special education unjustly. All children should have the right to free guidance and support, regardless of their financial situation at home. MyHub offers a nice overview of affordable and even free solutions that can support

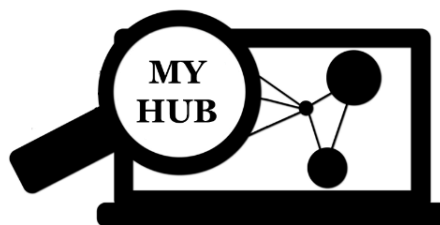


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those least financially able to pay for all the additional support. I spread this info to my colleagues.

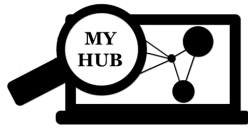
### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: Some of the open source software was handy, while some practically worked out measures are truly helpful.
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: Yes, and I hope that some of our school teachers will also apply some of the practices.
- ▶ How has MyHub project made a difference in participants’ understanding about the implementation of inclusive education?: Positive impact and glad to see how others develop good practices.
- ▶ Key message of the participant: *Lack of financial resources can kill inclusive education.*



## **WP7: Pilot upscaling and implementation onto practice**

### **DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”**



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## CASE STUDY No 20 *“Tinkering toward Utopia or realising our goal?”*

### **Introduction:**

- Name: Christof
- Years of work experience in the field of education: 15 years working in a public school
- Position: Pedagogical advisor
- How the person has been involved?: I was contacted by the Belgian partner.

### **Involvement in MyHub pilot phase:**

- How the participant received the information about MyHub portal?: Phone call by Belgian partner.
- What were the reasons to take part in the pilot phase: MyHub offers added value resources, consistent with my work.
- What were the first impressions when the participant started to use the MyHUB portal?: It was available in Dutch!

### **Implementation:**

- Did the participant face any problems while using the MyHUB portal and the e-resources?: No.
- What was the most useful part for him/her?: What does the future of education look like? Is inclusive education feasible? Or will it remain a utopia? Opinions on this vary widely. As a pedagogical advisor, I see a future in inclusive education, provided we move away from the traditional class division and divide the school into flexible groups. Some lessons, such as a sports lesson, can be given in one group. For other lessons or subjects, it is then necessary to divide the classes into smaller groups. Some of my colleagues have told me confidentially that they do consider inclusive education an utopia. According to them, a school should try to support every child. If that doesn't work, they should also be able to admit it. They say that a child in need should be able to be sent to special education more



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quickly. Now everything falls on the shoulders of the classroom teacher, who has neither the expertise nor the time for it. I do understand these views, because it's often difficult and overwhelming, especially because the current teacher training doesn't prepare anyone for it, including us. We now have to wait and see what the future will bring. Personally, I don't think we should just give up on the idea of inclusive education for the time being. Awareness is crucial among teachers, and that is where MyHub offers a lot of resources to demonstrate that many solutions exist.

### **Impact:**

- ▶ What progress the participant has achieved with regards to his/her skills and competence to implement inclusive education practices and approaches with the student(s)?: I am fully in favour of MyHub and I hope you will keep everything online for a long time to come!
- ▶ Did the participant become more empowered to implement inclusive teaching design for all students?: It is in my very being to be open to new approaches so as to ensure the realisation of inclusive education.
- ▶ How has MyHub project made a difference in participants' understanding about the implementation of inclusive education?: I shared it with colleagues who also reacted positively. Peer support and inclusion champions will be crucial in this.
- ▶ Key message of the participant: *We should not give up on inclusive education, it is a work with trial and error.*