



INCLUSION

ERASMUS+

POSITIVE ASPECTS

- Children of the area are all in the same school
- Children see diversity, learn that also children with different types of disabilities and from different backgrounds go to school and learn things -acceptance and knowledge increases
- Children learn to communicate and work with many kind of children
- Digital devices, suitable for all pupils, increase opportunities to communicate etc.
- Innovative teachers – they want to find ways to do co-operation and improve inclusion (theatre, music..)
- Erasmus+ project on inclusion has given new aspects for inclusion in practice (critical friend, different countries have different ways of organizing teaching)

PROBLEMS

- ▶ Attitudes and behaviour, accepting the different, avoiding stereotypes and prejudices, sense of community
- ▶ Understanding rights and needs, moral values, obligations and duties
- ▶ Pupils should be able to plan and decide more
- ▶ Sometimes not enough resources for inclusion -not enough teaching and assistant staff
- ▶ Learning goals differ from each other
- ▶ School premises do not provide a basis for good co-operation/inclusion -no open learning environment, no access everywhere in the school for example pupils with wheelchair

FUTURE

- More co-operation between bigger classes and small groups
- Convertible school premises give better opportunities to co-operation
- New digital devices (magic-carpet, sensing room, touchpanel, personal ipads/laptops, interactive devices etc.) give new opportunities to co-operate
- Increase knowledge about special education: teaching and learning
- Inclusive education, the goals that school aims should be made clear to everyone
- More co-operation with parents - seminars, workshops, open day school etc.
- Open school to the community - more collective events, pupils participating in planning process
- Ideal full inclusion -all the children in the same school