



Erasmus+



**WHAT'S INCLUSION IN EUROPEAN SCHOOLS?
D.I.R.E.S. Erasmus+ eTwinning Project**

THE EUROPEAN KA2 D.I.R.E.S. PARTNERSHIP



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TABLE OF CONTENTS



The European KA2 D.I.R.E.S. partnership	2
Table of contents	3
Foreword	5
A European inclusive education policy: institutions and supports	6
Inclusive Erasmus+ eTwinning.....	8
Presentation of six inclusive partner schools.....	10
Inclusive Activities.....	16
Evaluation by Students	20
Evaluation by Staff and Family.....	25
Some impressions of students	26
Participation in mobility activities.....	32
Conclusion.....	33



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D.I.R.E.S. project: Mobility activity (Learning, Teaching and Training) in Wexford, Ireland (C5).

*“We are all different, which is great because
we are all unique.
Without diversity, life would be very boring”*

C. Pulsifer

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In the European Union there are around 15 million children with Special Educational Needs (S.E.N). In 2017 inclusion of these children into mainstream education became a priority of Europe's Ministries of education and governmental institutions.

As a European programme for education, Erasmus+ aims to accommodate students with physical, mental or health-related conditions. Currently **less than 1% of schools in Europe** involve students with special needs and/or disability in European projects. Erasmus+ programme offers equal access and mobility opportunities for all students and a special disposition - whether informational, technical or financial - to cover the special needs due to the disability.

A team of thirteen people of Erasmus+ inclusive school projects - teachers, special teachers, special assistant teachers, headmasters - has decided to write a magazine based on their experience. Coming from five countries France, Germany, Ireland, Italy and Turkey they work in different types of inclusive schools: Primary, Post - Primary or Special Schools, a rich and complementary diversity.

The aims of this European magazine "What's INCLUSION in European schools? D.I.R.E.S. Erasmus+ /eTwinning projects" are:

- make the information about European Inclusive Education Policy more available
- present our inclusive project D.I.R.E.S. in our five countries and six schools
- show some examples of inclusive activities
- present the evaluation of students, staff and families
- share the impressions of students

The target groups are headmasters, coordinators and staff who want to run an Erasmus+ school project with European mobility activities. A coordinated effort of schools will increase the efficiency with regard to the participation of S.E.N. and mainstream students in Erasmus+ projects.

eTwinners, let's enjoy the reading of our emagazine and share our pedagogical Erasmus+ adventure!!!



*The European coordinator team of the D.I.R.E.S. project
Disability- Inclusive schools- Respect- Europe-Social dialogue*



EUROPEAN INCLUSIVE EDUCATION POLICY INSTITUTIONS AND SUPPORTS

It can be useful for schools running an Erasmus+ eTwinning project to know which institutions, programmes, platforms support a European inclusive education and help for projects' implementation.

On European level

- **European Agency for Special Needs and Inclusive Education** *for staff and experts*
This independent European Agency is a platform for **European and international co-operation and peer learning for their 30 member countries:**

- focuses and publishes **resources and recommendations for inclusive education in 24 official Agency languages**
- provides and disseminates **quantitative and qualitative data about inclusion in education** on its website
- helps member countries to improve for all learners their **inclusive education**

- **Erasmus+ programme (2014-2020)** *for staff and experts*

The European Union programme Erasmus+ aims at increasing schools cooperation and mobility for all learners, including S.E.N. (Regulation E.U. of 11 December 2013):

- **promoting equity and inclusion of students with special educational needs**
- supporting key actions for mobility of staff (KA1) and cooperation of schools in partner countries (KA2)
- encouraging the development of multilateral projects using eTwinning

The annual Erasmus Programme Guide presents key actions and support for receiving a grant and explains special financial support for S.E.N.

- **eTwinning European support Services** *for staff, students, trainers, experts*
eTwinning is a European inclusive, collaborative and secure platform with a big community of participants and schools using ICT in more than 30 eligible partner countries:

- hosts multilateral cross border school projects, case and research studies
- provides opportunities for projects with partner-search
- encourages intercultural exchanges and professional networking
- helps to boost digital competences with free tools and innovative approaches

- **Mobility tool** *for staff*

The mobility tool is a European platform managed by national agencies where all Erasmus+ partners can collect and put information about the activities and budget of their project.

- **School Education Gateway (S.E.G.) for staff**
The S.E.G. is a European collaborative public platform for school education available in 24 EU Languages:
 - provides information and resources, also partner-search for a project
 - offers special tools: teaching materials and training opportunities, the European toolkit for schools, etc.
 - proposes mobility opportunities for staff which can be funded under Erasmus+ KA1
- **EPALE for staff and experts**
Epale is a European collaborative platform for Adult Learning:
 - provides courses, events and opportunities for partner-search and mobility
 - offers a resource centre and dissemination opportunity
 - enables exchange of practices and networking
- **Europass National Centres and Europass for staff and students**
 - during participation
 - Salto Youth Resource Centre
 - **Erasmus+ National Agencies**
 - The aim of the N.A. is to promote and implement the Erasmus+ programme and to adapt it to the diversity of national education.
- **Salto Youth Resource centre and Youthpass for students**
This Resource Centre provides resources, training courses and Youthpass, a tool for documenting skills and competences developed specially for the youth.

On national level:

- **Erasmus+ National Agencies for staff, coordinators and experts**
In each partner country there is at least one N.A., as intermediate and supportive structure with the E.C., project applicants and participating organisations. The N.A.s aim is to promote and implement the Erasmus+ programme and at adapting it to the diversity of national education.
- **eTwinning National Support Services for staff, experts, trainers**
E.N.S.S. works with national eTwinning ambassadors helping and advising eTwinners.





D.I.R.E.S. is an Erasmus+ KA2 strategic partnership project for schools running 2 years (2015-2017).

Funded with support from the European Commission, its aims to develop the inclusion of disabled students, particularly in education. The name of the project D.I.R.E.S. is the acronym of "Disability, Inclusion, Respect, Europe, Social Dialogue".

Inclusion is not only the **priority on European level with the support of the Erasmus+ programme and eTwinning** but also **on national level in all the schools in Europe.**

Our D.I.R.E.S. project symbolizes a **challenge** actually and a **chance** in the future.

It is a **"challenge"** because the project is **based on many differences**: The **6 schools** in France, Germany, Ireland, Italy and Turkey are very different. Some are **special schools** working only with students with Special Educational Needs (S.E.N.), as the Irish and the German schools, while Italy and Turkey include their S.E.N. in **mainstream schools**. France has a **special setting** for a group of 10 S.E.N. The ages of our students involved in Erasmus mobility activities were also very different: from **8 in Germany and Turkey till 17** in France, Ireland and Italy. Different also were the **functions of the staff** involved in the project: teachers, special teachers, educators, head.

It is a **"chance"** because this project offers to **S.E.N. and mainstream students exchange opportunities and cultural comparison with the students of the partner schools strengthening integration and promoting the social dialogue at European level.**

D.I.R.E.S. plans five Learning, Teaching, Training Activities for students and teachers and two transnational project meetings only for staff

Promoting learning with different supports and tools and using English language, the project aims to involve teachers, students, families, associations and citizens to develop the inclusion of S.E.N. in an International education.

The European platform eTwinning has helped not only to build the European D.I.R.E.S. partnership, but also to work, to share the activities and productions inside the partnership. Outside it was a very efficient tool for dissemination of the project in Europe and on international level.





PRESENTATION OF 6 SCHOOLS FRANCE

INCLUSION IN FRANCE

In France the legal system for learners with special educational needs is based on:

- **Law of 11 February 2005** on the **Right of learners with a disability to education and schooling in mainstream settings**
- **Law of 8 July 2013** on the **Reform of the Schools of the Republic, inclusive dimension and “common base of knowledge, skills and culture”**

Special Educational Needs students (S.E.N.) have to learn differently, because of physical, sensory, mental health, learning difficulties or disabilities.

In primary and post-primary schools three main types of provision exist for S.E.N. students:

- **Mainstream schools with:**
 - **mainstream classes:** inclusion of S.E.N. if needed with the support of a special needs assistant
 - **special settings: Localised Units for School Inclusion, U.L.I.S.** (since 2015)
- **Medical-Educational or Health establishments (I.M.E., learners aged 6-20),** managed by the Ministry for Solidarity and Health. They **offer educational schooling and therapeutic care.**

5.300.000 students (aged 10-18) are in a secondary education (Collèges and Lycées):

- **Mainstream schools: 108 080 S.E.N. students are in inclusion processes:**
 - **75.840 students in mainstream classes**
 - **32.240 students in U.L.I.S., limited to 10 S.E.N**
- **Medical-educational or health establishments (800): 78 217 children and adolescents** with serious difficulties, illnesses or disabilities.

INCLUSION AT THE ISC SCHOOL

Our school Institution du Sacré-Cœur (I.S.C.), a private school having signed contracts with the Ministry of Education, located in La Ville du Bois, 25 km from Paris, is attended by 1505 students (aged 10-18). The I.S.C. includes a secondary school (ages 10-14), a high school (ages 15-18) and a U.L.I.S. setting with 10 students. These students are taught by a special education teacher working with three Special Needs Assistants. Each S.E.N. student learns in his/her U.L.I.S. dedicated classroom, but is included as often as possible in mainstream classes according to his/her educational needs.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

Thanks to the Erasmus+ D.I.R.E.S project (2015-2017) 10 S.E.N. and 10 mainstream students with 14 staff members of the I.S.C. school have actively taken part in 5 mobility activities in the partner schools in Germany, Ireland and Italy. The D.I.R.E.S. coordination team has developed inclusive multicultural workshops. It was a very successful European inclusive school experience.

Students have gained self-confidence and autonomy, discovered new activities, tried innovative and collaborative approaches. They experiences success, were happy all together and proud to be European citizens.

Grâce au projet Erasmus+ D.I.R.E.S. (2015 à 2017), 10 élèves avec des Besoins Educatifs Particuliers et 10 élèves de classes ordinaires avec 14 encadrants de l'I.S.C. ont participé, avec succès et bonheur, à 5 activités de mobilités d'Apprentissage en Allemagne, en Irlande et en Italie, et aux ateliers inclusifs multiculturels. Ils ont gagné en confiance et en autonomie, découvert de nouvelles activités, utilisé des pratiques collaboratives innovantes. Ils étaient en réussite, heureux et fiers d'être des citoyens européens.

D. LAVOLLÉE, European-French coordinator



INSTITUTION DU SACRÉ-CŒUR, LA VILLE-DU-BOIS
School website: www.isc-villedubois.com

PRESENTATION OF 6 SCHOOLS GERMANY



INCLUSION IN GERMANY

In Germany, as a federal republic, education is legislated at the regional (Länder) level. On July 15, 2015 the parliament of Baden-Württemberg, the region where we live, adopted an amendment related to the public education of students with mental and physical disabilities. The central element of this amendment includes the abolition of the requirement for special needs students to attend a special school and the introduction of parental choice. Since 2015/2016 parents of children with a claim to a special needs education have a choice between a mainstream school and a special needs Educational and Consultation Centre (S.B.B.Z.) for their child. These kind of schools teach students with special needs. They are assigned to the Ministry of Culture. These Centers will not only develop their own services, but they will offer support to the mainstream schools in their inclusive educational services for special needs students.

INCLUSION AT THE HELEN-KELLER-SCHOOL

The Helen-Keller-School "Sonderpädagogisches Bildungs- und Beratungszentrum" (S.B.B.Z.), is a collective, consisting of:

- Educational and advisory center for mentally disabled students
- Educational and advisory center for physically disabled students
- The Helen-Keller-School Kindergarten for small children with mental disabilities in Weil am Rhein
- Advisory services

As a public day school of the district of Lörrach the Helen-Keller-School is currently attended by 188 students. As a special education training and Consulting Centre the School is contracted to provide support to the entire district of Lörrach.

An Advisory Service, a Social Service and Medical Services, all support the School in fulfilling its mandate. Part of the support provided to mainstream schools is teaching in inclusive-group programs (currently 24 students in 4 «inclusion classes»).

The special education professionals in the Advisory Services of the Helen-Keller-School work in kindergartens, schools and counseling associations throughout the district of Lörrach. They advise parents, educators, and teachers, and they support children and young people with disabilities in inclusive concepts.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

During the two years of the project 18 S.E.N. students of the Helen-Keller-School, and 13 staff members, were able to visit European partner schools for a week in France, Ireland and Italy. Participation in this program allowed them to experience varied forms of inclusion during the L.T.T.s and also to participate in school life there.

For our students with disabilities this involvement has meant a huge increase in both self-awareness and self-confidence.

Während des Erasmus+ Projektes konnten 18 Schülerinnen und Schüler der Helen-Keller-Schule Maulburg und ihre begleitenden Lehrerinnen und Lehrer die europäischen Partnerschulen in Frankreich, in Irland und in Italien besuchen. Sie konnten während der Learning, Teaching and Training Activities (L.T.T.) die unterschiedlichen Formen der Inklusion erleben und zeitweise am dortigen Schulleben teilhaben.

Für unsere Schülerinnen und Schüler mit Teilhabebeeinträchtigungen bedeutet dies ein enormer Zuwachs an Selbstidentität und eine Steigerung des Selbstbewusstseins.



P. BROMBACHER, German coordinator

HELEN-KELLER-SCHULE, MAULBURG
Schoolwebsite: www.hks-maulburg.de



PRESENTATION OF 6 SCHOOLS IRELAND

INCLUSION IN IRELAND

All children – including children with disabilities and children with special needs – have a constitutional right to free primary education. Children with special educational needs have the right to free primary education up to age 18. The law on special needs education is taken from the **Education for Persons with Special Educational Needs Act 2004** provides that children are to be educated in an inclusive setting unless this would not be in the best interests of the child. The National Council for Special Education (N.C.S.E.) is the body who provides the professional support so that Inclusion can be achieved.

Mainstream schools offer different settings for S.E.N. students:

- Mainstream classes with
 - Special Needs Assistant (SNA) support
 - Resource or Learning Support Teacher
- Special Classes
 - Special ASD units
 - Special language classes

INCLUSION AT OUR LADY OF FATIMA SPECIAL SCHOOL, WEXFORD

In Ireland and specially in Our Lady of Fatima Special School, inclusion means equal opportunities for all and differentiated access to education. This will lead to inclusion in society.

Our Lady of Fatima School has a special school setting that caters to students with Mild General Learning difficulties including the Autistic Spectrum Disorder (A.S.D.) throughout all classes. Our Lady of Fatima Special School encourages respect and care for each individual in a safe and inclusive learning environment. In doing so a huge emphasis is placed on the needs of the individual through the development of Individual Education Plans (I.E.P.) that pertain to each student's needs. I.E.P. is not law but is best practice. We use adapted and differentiated materials and methodologies incorporating: visual, sensory, concrete and verbal materials to ensure access to the curriculum for all. Students are encouraged to learn at their own pace. A holistic approach is prioritised, incorporating 'calm breaks' throughout the day so that optimum engagement by the student is possible. This is achieved by: Multi-Sensory Therapy, Occupational Therapy exercises, Brain teasers, mindfulness and yoga. This inclusion is successfully coordinated by a Full-Time Support Teacher. Therefore, we do not need to engage in the practice of special units and segregated class group.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

This Erasmus+ project and a previous Comenius project, both of an Inclusive subject matter have given us a platform to enlighten the community on how to engage with each other regardless of ethnicity or ability. As a result of our Inclusive educational system, our communities embrace, understand and plan for an Inclusive society. This means a country/community/town that understands and makes exceptions for all differences.

Our D.I.R.E.S. Project has had a hugely positive effect on the entire school community. Our students who travelled on the L.T.T.'s have gained both in Independent living skills and in Self Esteem. Parents have reported a huge difference in their children's motivation, self-awareness and attitude towards their abilities and engagement in the community. This is how we measure success.



G. McKEOWN, *Irish coordinator*

Our Lady of Fatima Special School, Wexford, IRELAND
Website address of the school: www.ladyoffatimaschool.ie



INCLUSION IN ITALY

The law 517/1977 abolishes special schools for disabled students, they can stay in common classes with other students and they have special education teachers, the most important resource for their inclusion.

The law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as **Specific Learning Disorders (S.L.D.)**.

Teachers can use personalised education plans and compensatory tools to implement individualised and personalised educational processes.

First of all a functional diagnosis identifies and describes in detail the cognitive, educational and psychological functioning. Then it is necessary:

- to develop competence in the area of "personal activities" (learning, communication, interaction, autonomy)
- to identify curricular goals appropriate to the child's abilities and as well the ones in the areas of adult competence for his/her life project.

INCLUSION AT THE IC STELLA

IC "J. Stella" – Muro Lucano, consists of three different department schools: nursery, primary and secondary which are located in three different very small towns: Muro Lucano, Pescopagano and Castelgrande.

The department interested in the project is "G. Deledda" secondary school in Pescopagano. It consists of 50 students aged 11-14. It is a musical school where students learn to play an instrument of their choice. The S.E.N. students are in mainstream classes and have special teachers. There are also students with social and family problems, they don't have special teachers but have a different curricular programme easily compared to the once of the mainstream students. It is necessary so that they reach the same goals but by using mind maps or other tools.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

"D.I.R.E.S." Erasmus+ project 2015-17 was a great chance for 24 mainstream and 1 S.E.N. students. With 11 staff members they were involved actively in the mobility in the partner schools in Ireland, France and Germany but as well in all the school communities and families. It offered new exchange opportunities and cultural comparisons, integration and social dialogue at a European level.

"D.I.R.E.S." Erasmus+ progetto 2015-17 è stata una grande opportunità per 24 alunni, 1 diversabile, 11 docenti che hanno partecipato attivamente alle mobilità in Irlanda, Francia, Germania ma anche per tutta la comunità scolastica e le famiglie. Ha offerto nuove opportunità di scambio e confronto culturale, integrazione e dialogo sociale a livello europeo. I coordinatori del progetto D.I.R.E.S. hanno organizzato laboratori multiculturali basati sull'inclusione in modo da far acquisire autostima agli alunni, scoprire nuovi interessi, scambiare idee, condividere opinioni e collaborare insieme in un clima sereno. (Cf Valutazione degli studenti).



A.-F. MUNGIELLO, Italian coordinator



ISTITUTO COMPRESIVO "J. STELLA"
Muro Lucano
"G. Deledda" Dpt Pescopagano
Schoolwebsite: www.icstellamuro.gov.it



PRESENTATION OF 6 SCHOOLS TURKEY

INCLUSION IN TURKEY

Individuals with disabilities in Turkey have equal rights to normal individuals. There are decisions for the disabled in the council of National Education and a development plan in Turkey. Today, Special Education is continued by the Ministry of Education. The children between the ages of 0-18 cannot benefit from the regular education service. Education of the disabled children is a subject of concern for the Ministry of National Education, according to the principle of "Equality of Opportunity in Education".

Preschool Education of Children with special needs: In Turkey pre-school education is an obligation for 32-72 months old children whose requirements for special education are defined.

Special Education schools and institutions consist of:

- Primary Education Schools
- Vocational and Technical Schools
- Multi Programme Schools
- Application Schools
- Job Schools
- Autistic Children Education Centers
- Science and Art Centers for Talented and Gifted Children
- Hospital Schools: In Turkey, Disabled Children are educated in boarding or day -schools.

INCLUSION AT THE FATİH VEFİK KİTAPÇİGİL PRIMARY SCHOOL

Fatih Vefik Kitapçigil Primary School has one Special Education class and integrated students. There are two S.E.N. teachers, 10 S.E.N. students and 4 integrated students in the mainstream classes. We are based in an economically disadvantaged area. Fatih Vefik Kitapçigil Primary school has almost 600 students. About 70% are students endangered by social marginalization, which is caused by poverty, unemployment of the parents' and immigration problems. We have an important number of special needs pupils.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

Thanks to the Erasmus+ D.I.R.E.S. project (2015-2017) as two Turkish Schools, 8 S.E.N. and 24 mainstream students with 32 staff members have taken part actively at the mobility in the partner schools in Germany, Ireland, France and Italy.

Erasmus+ D.I.R.E.S. projesi sayesinde 4 özel eğitim öğrencisi, 12 yaygın eğitim öğrencisi ve 16 öğretmen, Almanya'daki, İtalya'daki, Fransa'daki ve İrlanda'daki ortak okullardaki hareketliliklerde gerçekleştirilen aktivitelere aktif olarak katılmıştır. D.I.R.E.S. koordinator takımı, öğrencilerin özgüven kazandığı, yenilikçi ve işbirlikçi yaklaşımları keşfedip denediği, başarılı ve mutlu hissettiği atölye çalışmalarını geliştirmiştir. Avrupa Birliği Projesi ile öğrencilerimiz hayatlarındaki en harika eğitsel deneyimlerini kazanarak, Avrupa şehirlerini ziyaret etme fırsatı yakalamışlardır.

F.-N. AKSOY, Turkish coordinator



MANİSA Fatih Vefik Kitapçigil Primary School
School website: pcigil.meb.k12.tr/

PRESENTATION OF 6 SCHOOLS TURKEY



INCLUSION IN TURKEY

Application of integration, inclusion, individual training and special education classes are seen in mainstream schools. Inclusion means that children are educated in normal classes with support programmes regardless of the type and degree of their disability. Individual Training consist as well of:

- Educational diagnosis
- Evaluation
- Total placement
- Monitoring

Special Education covers children between the ages of 0-18 who show some differences from other children because of their physical, mental, psychological, emotional or social characteristics.

INCLUSION AT MURAT GERMEN SECONDARY SCHOOL

Special Education being applied in Turkish Schools is involving special classes and integrated students in regular classes.

Murat Germen Secondary is one of the oldest and most well-established schools of Manisa with approximately 750 students and 40 teachers. The students' ages range from 11 to 16, they are generally from an intermediate socio-economic position. The school is very socially active. There are some disabled students in the school, a few of them have a physical disability. Some students have learning disabilities. Disabled students learn with other students in the same class and the teachers are implementing a special training programme for these students.

The school is a general secondary school whose first goal is to prepare the students for different high schools. At the same time we educate students, we are improving their social lives. In our school there are many activities (theatre, sports activities, music, art etc.) combined with academic education. The school also has a sports club bearing its name, and the club is active in nine different categories and very successful in educating amateur athletes and students.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

Thanks to the Erasmus+ D.I.R.E.S. project (2015-2017) our school has involved many people but particularly 4 S.E.N. and 12 mainstream students and 16 staff members. These 32 participants have taken part actively at the mobility in the partner schools in Germany, Ireland, France and Italy.

Erasmus+ D.I.R.E.S. projesi sayesinde 4 özel eğitim öğrencisi, 12 yaygın eğitim öğrencisi ve 16 öğretmen, Almanya'daki, İtalya'daki, Fransa'daki ve İrlanda'daki ortak okullardaki hareketliliklerde gerçekleştirilen aktivitelere aktif olarak katılmıştır. D.I.R.E.S. koordinator takımı, öğrencilerin özgüven kazandığı, yenilikçi ve işbirlikçi yaklaşımları keşfedip denediği, başarılı ve mutlu hissettiği atölye çalışmalarını geliştirmiştir. Avrupa Birliği Projesi ile öğrencilerimiz hayatlarındaki en harika eğitsel deneyimlerini kazanarak, Avrupa şehirlerini ziyaret etme fırsatı yakalamışlardır.

T. SAKACI, Turkish coordinator



School: Murat Germen Secondary School
School website: <http://muratgermen.meb.k12.tr>

La diversità... un'opportunità non un problema

Tu non sei come me, tu sei diverso
Ma non sentirti perso
Anch'io sono diverso, siamo in due
Se metto le mani con le tue
Certe cose so fare io, e altre tu
E insieme sappiamo fare anche di più
Tu non sei come me, son fortunato
Davvero ti son grato
Perché non siamo uguali
Vuol dire che tutt'e due siamo speciali.

The diversity... an opportunity not a problem

*You are not like me, you are different
But it is not a problem
I am different too, we are two
If we join our hands
I can do some things and you other things
And together we can do much more
You are not like me, I am lucky
You are welcome
Because we are not the same
But both are special*

Vittoria Mercadante, 13 years old



**Serafina Cicenia,
12 years old**

Il valore della vita

La diversità è come la ricchezza
Un'occasione
Per costruire
Relazioni
Più significative
Vuol dire che tutt'e due siamo speciali.

The value of life

*The diversity is like the wealth
An opportunity
To establish
New and meaningful
Relationships*

Angelo Rubino, 13 years old

Poems written by Italian students about the topic

INCLUSIVE ACTIVITIES



D Disability



Students learn to use a wheelchair:
Not so easy to do!
The French delegation are seen here!

In each school the Erasmus D.I.R.E.S. week was open with a European cultural event: Here the Italian delegation in Italy.
Inclusive Schools



R Respect



Students were making a collage together about the topic RESPECT.

E Europe

INCLUSIVE SCHOOLS:
A new European inclusive orchestra with students of the 5 countries.



S Social Dialogue



Multicultural inclusive worship in Bray:
Students making their own interview about «the Equipement for disabled people in the town».



INCLUSIVE ACTIVITIES

D
Disability



Students logo competition for the D.I.R.E.S. project.

I
Inclusive Schools

Making handcraft in an inclusive workshop, in the Irish school.



R
Respect



E
Europe

Building of a «Europe man» by collecting pictures of famous monuments in the 5 countries.



S
Social Dialogue



Students evaluating the results of the interview.

INCLUSIVE ACTIVITIES



D Disability



In the German special school the Erasmus D.I.R.E.S. week began also with a European cultural event.

L Inclusive Schools

Welcoming of all the six partner schools.



R Respect



Respect of the culture and traditions in Europe, in the French school Collecting all the different students' drawings and written works of fairy tales from their own Countries. The students present them in the form of a Kamishibai.



E Europe

Welcome of all the European delegations in Germany.



S Social Dialogue



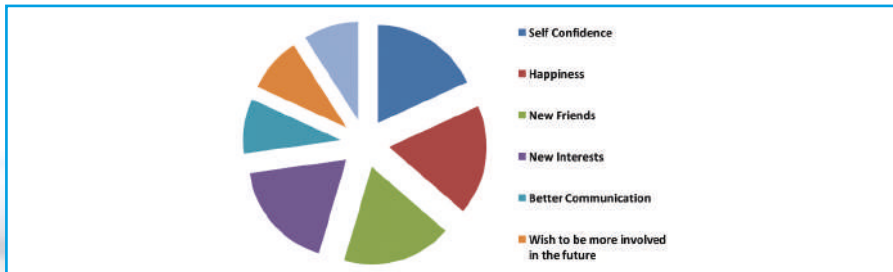
Interviews of students.

L.T.T. MOBILITY – IRELAND: 17TH – 23RD JANUARY 2016
 HOSTSCHOOL: OUR LADY OF FATIMA, WEXFORD
 STUDENTS’ EVALUATION OF THE SIX PARTNERSCHOOLS

- **Keywords used by Students to describe the atmosphere in the school:**

Great	Love	Friendly	Good mood
Exciting	Fun	Excellent	Happy
Unforgettable	Cheerful	Fantastic	Tired
New	Interesting	Cool	Share

- **Most popular answers to Question: What did you gain from this experience?**



The answers and the chart show that the 41 students coming from the five partner schools and the students of the Irish host school Our Lady of Fatima have enjoyed the activities and the atmosphere they created together :

the school was a cheerful, funny and happy place, even if they were tired.

It was a great, exciting, friendly European experience from which they have gained more confidence, happiness, new friends and interests, and better communication and relation with teachers.

In the future they wish to be more involved in Erasmus+ projects.

L.T.T. MOBILITY – ITALY: 6TH – 12 MARCH 2016
 HOSTSCHOOL: ISTITUTO COMPRENSIVO "J. STELLA", MURO LUCANO
 EVALUATION OF STUDENTS IN THE SIX PARTERSCHOOLS

- Keywords used by Students to describe the atmosphere in the school:

Great	Love	Friendly	Good mood
Exciting	Great fun	Welcoming	Happy
Unforgettable	Cheerful	Fantastic	Exhausting time
New	Interesting	Cozy	Excellent

- Most popular answers to Question: What did you gain from this experience?



The answers and the chart show that the 25 students coming from the five partner schools and the students of the Italian host school have enjoyed the activities and the warm atmosphere they created together and have had fun :

The school was an interesting place, even if they were exhausted because of the lot of activities which were proposed them.

It was a great and friendly European experience from which they have gained more confidence, happiness, new friends and interests. They found the schools, the families and the village very welcoming.

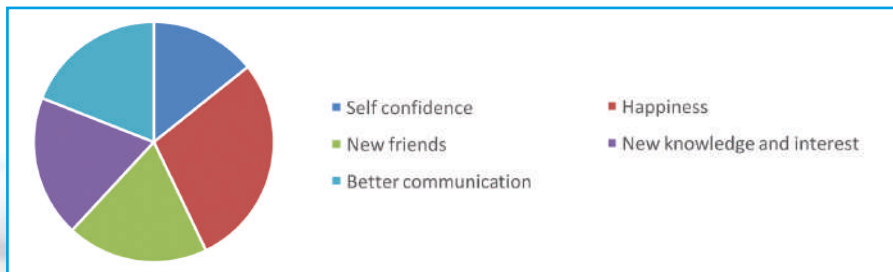
In the future they wish to meet again with Erasmus+ and eTwinning.

L.T.T. MOBILITY – FRANCE: 08TH – 14TH MAY 2016
 HOSTSCHOOL: I.S.C., LA VILLE DU BOIS
 STUDENTS' EVALUATION OF THE SIX PARTNERSCHOOLS

- **Keywords used by Students to describe the atmosphere in the school:**

Brilliant	Helpful	Welcoming	Happy
Exciting	Busy	Good mood	Friendly
Inclusion	Impressive	Amazing	Unforgettable

- **Most popular answers to Question: What did you gain from this experience?**



The chart about the experience of the students during the L.T.T. Mobility at the I.S.C. school and their answers underline that the D.I.R.E.S. project is a great and amazing European experience for all.

The students were very happy together, have had fun and gained self-confidence and new friends and new interest. They say that the communication in a foreign language English, have made them anxious at the beginning but this dissipated day after day because all people were very friendly and helpful.

They have found the atmosphere at school brilliant, welcoming, and everybody was in a good mood. The atmosphere in the host families was also very cheerful and a rich experience for the students.

The disabled and mainstream students have liked to share their time during the different activities. They were very sad to say good bye.

**L.T.T. MOBILITY IN GERMANY: 9TH – 15TH OCTOBER 2016
HOSTSCHOOL: HELEN-KELLER-SCHULE, MAULBURG
STUDENTS' EVALUATION OF THE SIX PARTNER SCHOOLS**

- **Keywords used by Students to describe the atmosphere in the school:**

Brilliant	Great	Welcoming	Happy
Exciting	Good mood	Thankful	Friendly
Tired	Lucky	Fun	Unforgettable

- **Most popular answers to Question: What did you gain from this experience?**



The chart about the experience of the students during the L.T.T. Mobility at the Helen Keller Schule in Maulburg, Germany shows that the D.I.R.E.S. project allows students of the six schools and the five countries to share a great experience.

The different activities and cultural visits make the inclusion of disabled and mainstream people easy. Most of the time, students and teachers see no difference between disabled and mainstream people. The handicap becomes a common reality and the students had no time to be afraid because they were very happy together.

Students become open minded, self-confident and helpful. They enjoyed all the great atmosphere at the German school and the very good organization. They were very sad to have to go home.

The German hosting school:

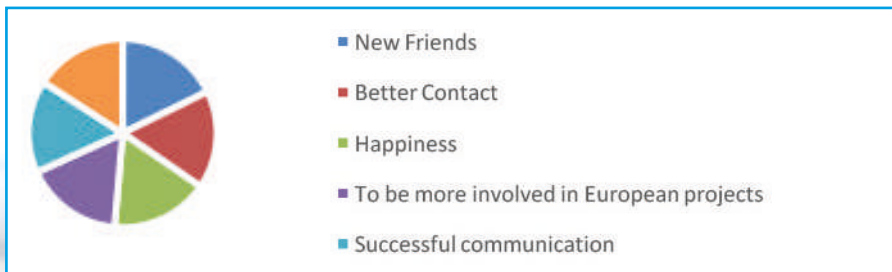
- found that it was important to welcome people of other countries
- was very proud to be involved in the D.I.R.E.S. project.

MOBILITY IN IRELAND: 5TH – 11TH MARCH 2017
HOST PLACE: BRAY, IRELAND
STUDENTS' EVALUATION FROM THE FOUR PARTNER SCHOOLS

- **Keywords used by Students to describe the atmosphere in the school:**

Excellent	Happy	Self-confidence	Friendly
Funny	Unforgettable week	Respect	Easy contacts
Important meeting	Europe	Good mood	Lovely

- **Most popular answers to Question: What did you gain from this experience?**



The chart about the experience of the students during the L.T.T. Mobility in Bray, Ireland, shows that the D.I.R.E.S. project allowed students from four schools (France, Germany, Ireland and Italy) to meet together, to discover their cultures and to become good friends.

All found this week together very important and exciting. The organization was excellent, all people friendly and polite. The project and the school offered them a chance, a great opportunity to be selected and to participate at this European project.

The teams missed the Turkish partners who have not participated for the first time with the other delegations. The students said that the activities are great, funny and help them to have better contact together.

The students found it very important that S.E.N. and Mainstream students work and interact together. All become more self-confident and would like to be more involved in European projects.

EVALUATION OF A LEARNING, TEACHING AND TRAINING ACTIVITY OF D.I.R.E.S.: STAFF

Did you enjoy the Erasmus+ D.I.R.E.S. meeting? Please, explain.

The staff enjoyed meeting partners and new friends. There was a joyful atmosphere at school. It was a great week, full of different activities, inside and outside of the classrooms. The welcome reception was great. It feels like meeting old friends.

How did this European mobility about « Europe and Inclusion » enhance the atmosphere at school ?

There were mainstream and S.E.N. students of different ages, but it was “a huge and great family”. It was very nice to see these students close to the others and involved individually in some workshops (Kamishibai, Cooking, Music scat, Treasure hunt, etc.). All the partners brought a positive attitude and good mood at school. Willingness to help by staff and students. It was a busy week, a great “Buzz”. Teachers who never worked together at school got a main exercise by cooperating together.

Different students were participating at the meeting: Age (10-18), Situation (disabled/mainstream students), Origin (5 countries/6 schools), Languages (5).

Why was the inclusion of all students possible for you? Give 3 or 4 reasons:

Everybody is open for communication and for inclusion. All the students were very good involved in the planned multicultural activities. It was a great atmosphere at school. The learning activities were amazing and it makes the inclusion possible for all students.

Which obstacles/difficulties have you met in this inclusive process and in the project itself?

Just some difficulties in communication especially with those who don't speak English. Language is still a barrier particularly for S.E.N. students. For this reason some people stay alone at the beginning. Luckily there are other ways to interact such as smiles that can be very useful in some situations.

What did you gain professionally from the D.I.R.E.S. meeting with your students? Explain:

Staff gained a variety of things of meeting: ability to compare and contrast method, teaching, inclusion, a good understanding of the Erasmus+ D.I.R.E.S. project, all schools are going towards the same goal: for a happy school, staff and students. It is important to know something about the problems of each school and it is very nice to find common solutions.

EVALUATION OF A LEARNING, TEACHING AND TRAINING ACTIVITY OF D.I.R.E.S.: FAMILIES

Did your son/daughter enjoy the L.T.T. in the partner school?

Parents said that their child enjoyed their trip. They were happy to be so well informed before leaving. They enjoyed every aspect of it. This included meeting students and staff from other European schools and experiencing what happens in a European school. They also enjoyed being able to talk about their own country, it gave them a sense of identity.

Did your son/daughter appreciate interacting with the D.I.R.E.S. partners? (students)

Yes, all parents surveyed said their son enjoyed meeting and interacting with their peers from different countries and cultures. They felt very included in the project and felt very welcome by the staff and students of the hosting school.

Mobility C2 in Italy – 6th to 12th march 2016

Léa P., 4G-Ulis,

Léa D., 4H-Ulis, 14 years old

We will always have a very good memory of this Erasmus+ experience in Italy. We have had the opportunity to discover a lot: like troglodyte house, visit of a castle, etc.

We had a warm welcome in an Italian school, Italian students danced and sang for us, and gave us presents. We took part in many activities and particularly enjoyed the making and drawing of our own bags. During the week we slept in an hotel with the German delegation: adults and 3 students who became our friends.



Léa M., 4E

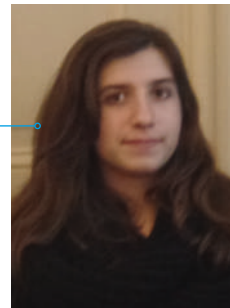
I'm 13 years old. In March 2016 I was lucky to go to Italy with the Erasmus+ project.

I was selected because I had won a drawing competition whose subject was "Disabled or not how to live together". This experience was very positive. I met a lot of people, all very kind. Particularly the student who welcomed me, Vittoria : she treated me like her sister. She helped me learn about her country, her school, her culture. She is now my friend:

we keep in touch and write to each other on Facebook.

Even if it was quite difficult for me to speak English, everybody was so friendly that I felt more confident and could communicate with all the students: humor is an international language.

I'm very happy to have had this experience and this journey will remain in my heart.





French students

Mobility C2 in Ireland – 17th to 23rd January 2016

Laurie, 1^{ère} ES, 17

I took part in a transnational mobility in Ireland for a week last January 2016.

We were 50 students and staff from 5 countries: Germany, Ireland, Italy, France and Turkey.

I went to Ireland with Erasmus+ to help students with special needs to be included in society. We visited the school Our Lady of Fatima in Wexford and participated in a press conference in English which presented the project D.I.R.E.S. to all the students.

We did lots of activities together like : visiting some parks, horse-riding, playing music, creating bracelets, playing football.

To my mind this project is great because I met a lot of people from many countries. I feel more confident after this experience in communicating in English and travelling. There are no differences between us if we share the same interest. It was a great opportunity to share this week with special educational needs students because I want to be psychologist.



Mobility C5 in Ireland – 14th to 20th May 2017**Tom, 9 years old**

"The Sea Life Centre was super!!!
The waterfall was beautiful.
I enjoyed the last evening."

**Demir, 9 years old**

"The hotel was great.
I never slept in a hotel before.
Ebru from Turkey was interesting
and nice.
I liked to eat in a restaurant!"

**Patrick, 10 years old**

"Nice to meet my relatives.
The trips were fantastic.
It was never boring!!!"

**Steven, 9 years old**

"I liked sea Live Centre so much.
I was very interested in the sharks.
On the flight we were allowed to drink Cola!"

SOME IMPRESSIONS OF STUDENTS

Italian students

Mobility C4 in Germany – 9th to 15th October 2016

Angelo, 13 years old

I was very happy to be involved in the mobility in Germany.

It was a great opportunity to meet new friends and know about other realities.



Rossella, Alex, Francesca, 13 years old

We were so happy to have participated to the mobility at HKS.

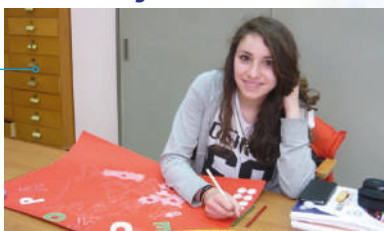
Very cosy atmosphere and interesting activities. We met new friends and now we miss them!



Mobility C1 in Ireland – 17th to 23rd January 2016

Elisa, 13 years old

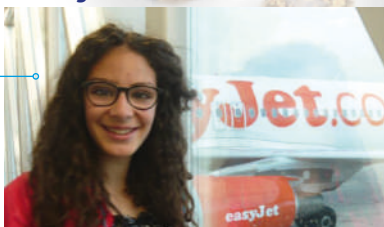
The project gave me the opportunity to meet new friends in Europe and know about other cultures and practise English.



Mobility C3 in France – 15th to 21st May 2017

Maria Grazia, 13 years old

Great project with a lot of interesting and inclusive activities!





SOME IMPRESSIONS OF STUDENTS

Turkish students

Mobility C2 in Italy – 6th to 12th March 2016

Abdulaziz Karabulut, 15 years old

It was a perfect experiment for me.
I had never go abroad before.
To meet new friend
and to understand that
"I am not alone" was amazing.



Yağren Akyürek, 16 years old

Italy was amazing.
It was first for me to go abroad.
I will never forget these moments.
I was very excited while
I was presenting my PowerPoint
to my Italian friends in the class.



My friend Enzo and his parents hosted me and it was perfect.
I am still communicating them. One day I will go and visit them in Italy.
Thanks to our coordinator for this Project.

Mobility C4 in Germany – 9th to 15th October 2016

Mehmet Emin ÖZEL, 15 years old

The trip to Germany was unforgettable
for me. Everything was perfect.
I met a lot of friends.
I visited a lot of places.
I had a lot of fun with my friends.
I will never forget these moments
and I am sure that I will always
remember D.I.R.E.S.
I loved my L.T.T. activity in Germany.



Irish students

Mobility C4 in Germany – 9th to 15th October 2016

Lydia, 17 years old

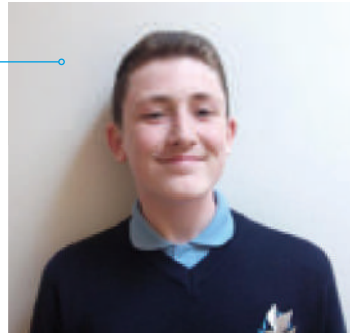
I loved my L.T.T. to Germany. I learned so many new things, especially about myself and other schools. It was a wonderful experience!



Mobility C2 in Italy – 6th to 12th March 2016

Sean, 16 years old

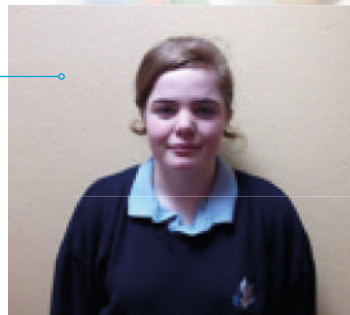
It was great to meet new people. This was the best experience of my life. I made so many new friends on my trip to Italy.



Mobility C3 in France – 15th to 21st May 2017

Hannah, 16 years old

I really enjoyed my trip to France. I experienced a new activity – Scat music – it was really cool. Thank you Erasmus+ for such a wonderful experience.





PARTICIPATION IN MOBILITY ACTIVITIES

MOBILITY OF THE SIX PARTNER SCHOOLS 2015-2017 218 PARTICIPANTS

5 European inclusive Learning mobility Activities

C1: Ireland, C2: Italy, C3: France, C4: Germany, C5: Ireland

2 Transnational meetings in France and in Ireland



5 Countries and 6 Schools	Participants involved in Learning mobility activities : 197				Staff involved in Transnational mobilities	TOTAL of participants
	83 Staff	114 Students		Total	21 staff	218
		Mainstream	S.E.N.			
France I.S.C., LA VILLE DU BOIS, European coordination	12	12	10	34	3	37
Germany HELEN KELLER Sonderschule, MAULBURG	13	0	18	31	4	35
Ireland OUR LADY OF FATIMA, Special school, WEXFORD	15	0	17	32	2	34
Italy Istituto Comprensivo «J. STELLA», MURO LUCANO	11	24	1	36	4	40
Turkey MURAT GERMEN Secondary School, ŞEHZADELER	16	12	4	32	4	36
Turkey Fatih Vefik Kitapçığıl Primary School, MANİSA	16	12	4	32	4	36
TOTAL	83	60	54	197	21	218

CONCLUSION

Thanks to the Erasmus+ programme

We were able to apply for a KA2 strategic school project D.I.R.E.S. and to make mobility activities visiting our partner schools in France, Germany, Ireland, Italy with 114 Mainstream and S.E.N. students and 83 staff members.

As inclusion is a priority of the programme which offers students with special educational needs special disposals and financial supports, we were able to give a similar chance to **50 S.E.N. students** to participate actively during the two-year-project. They could travel in very good and secure conditions. When hosting in families was not possible, due to their disability, the planned financial support was used to accommodate them in hotels with one accompanying person.

The evaluations of all students, staff and families showed how important their participation was for the development of all participants and for the inclusion in the schools. All gained a lot of social and linguistic competences as well as self-confidence. This positive outcome will help schools, staff and students to develop more Erasmus+ school projects.

Thanks to eTwinning

We were able to build at distance a new European partnership working on the thematic of inclusion. Without this digital, secure and collaborative tool used by a large school community we would not have been able to make another Erasmus+ project on a new topic.

eTwinning helped us in the daily life of our project to share D.I.R.E.S. inside the partnership, to communicate and to disseminate our project, activities and results in the partner countries.

eTwinning offered us also an effective tool in education for our Life Long Learning with a rich documentation, different languages, courses and conferences.

By networking this project on eTwinning with very good and successful inclusive practices the impact of such innovative project can be good and helpful. We hope it will help coordinators and staff to develop more inclusive Erasmus+ project using eTwinning.



*Inclusion of Mainstream and S.E.N. students in the D.I.R.E.S. project:
a rich and effective diversity*

D. LAVOLLÉE, European-French coordinator



Erasmus+

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