



SUMMARY OF THE PROJECT

"Advancing Inclusion"

Through the project "Advancing Inclusion", a group of pupils who, due to their special characteristics, are often less favoured by our educational systems, in particular, and society in general, have been given the opportunity to feel equal to their peers. The project has been the framework that has provided students with special educational needs (ACNEE) with a life experience that otherwise they would not have been able to achieve.

A total of 58 pupils (aged between 14 and 19), together with their teachers, have had the opportunity to participate directly in the mobility activities (in addition to others who have participated in the centres). The participating schools were:

- "IES Villa de Abarán", Abarán (Spain)
- "Istituto Magistrale Statale G. Parini", Seregno (Italy)
- Sao José de Bairros College, Lousada (Portugal)

The main objectives addressed have been:

- Greater social inclusion
- Acquisition of social skills
- Preventing school drop-out
- Motivation of the learner towards learning
- Peer learning, fostering collaborative teamwork.
- Learning to cope in a new environment for them.
- Attention to Diversity
- Inclusive education

Working together with other classmates has motivated them to improve their communication skills, their capacity for autonomy and their ability to resolve adverse situations. We have



sought an integral improvement of the pupils' skills, based on the promotion of European citizenship. As a final aim, all of this has led to a very important objective, which has been the improvement of self-esteem, breaking down pre-established barriers (for these pupils it has meant the possibility of participating in activities which, until now, they had only seen developed by classmates with brilliant academic records).

In addition, teachers have had some important areas covered as teachers:

- Increased professional development, motivation and satisfaction in their daily work.
- Exchange of pedagogical strategies with other teachers.
- Obtaining resources to achieve motivating work dynamics.

The activities have focused on the following themes: Gastronomy (healthy eating), Recycling, Self-esteem and Autonomy. The mobilities, in themselves, have been a source of learning, as the students have had to deal with new situations for them (use of public transport, payment in shops, responsibility for new timetables...), having to adapt to new cities, customs, languages,... During the mobilities, activities have been programmed with the aim of: favouring and improving interaction; improving attention, perception, memory and auditory discrimination; encouraging cooperative work; exercising basic cognitive skills (perception, memory and discrimination); ... The activities have promoted equality and inclusion, attending to Diversity, obtaining better learning achievements and providing them with skills that help them to a better integration. In addition to the activities during the mobilities, other activities have been carried out in the schools themselves during the two years of the project (helping to give continuity to the pupils' work and giving content to an eTwinning project).

The methodology has been active, the pupils have been involved in the learning process and the acquisition of competences, working together with their classmates from other schools, improving their communication and social skills. At the same time, autonomy is encouraged for the development of these skills, thus reinforcing this capacity.

Another activity has been staff mobility in which teachers have taken part. This allows to draw conclusions and to elaborate materials that help in the work with ELLSEs, being very important to ensure the sustainability of results over time.

The programmed activities, and the development of the same, have meant an innovative practice in which creativity has been given greater relevance; they have been an incentive for teachers and students by allowing them to escape from the "routine" of everyday life.



The results and objectives are achieved in both the short and long term. In the first place, they fall on the pupils, who are achieving the objectives indicated above, as well as those indicated for the teaching staff. In the longer term, the schools involved benefit thanks to methodological innovation and management with these pupils. Likewise, through the synergies generated, other schools in the surrounding area have benefited through dissemination meetings. Moreover, work has been done on the use of the eTwinning platform through Twinspace, providing a new experience for pupils and teachers that will result in future collaborations.