

## The SOLIS PROJECT

# Research on Inclusive Education Approaches and Tools Report

## **Introduction**

### **Purpose**

This report presents the findings of the research conducted by the partners of the SOLIS project in the eight countries of the consortium on the level of inclusive education in their educational systems. What we aimed at discovering apart from the institutional context of inclusive education were innovative practices, interventions and experiences that are currently applied in the field.

Also, another very important aim is to provide information and knowledge so that the methodology of digital storytelling be tailored and adapted to specific contexts and needs so as to be as effective as possible in its contribution as a tool towards inclusive education.

### **Methodology**

In order to have as comprehensive view as possible the SOLIS team decided to divide its research in three parts, each of which revealed a different perspective on the state of inclusive education in Europe.

#### **1. The results of the desk research undertaken by the SOLIS partners**

In this part we researched national and international bibliography in order to uncover trends, to define and outline the main parameters of inclusive education and to search for common tendencies in the educational approaches. Our aim was to provide a brief yet comprehensive outline of the institutional national and international context of inclusive education and of the challenges that it faces as a process.

#### **2. Report and analysis of the best national practices as reported by the SOLIS partners**

In this part we wanted to see how the institutional guidelines are translated into educational practices. Moreover, through the report on best practices we wanted to bring to the fore innovative approaches towards inclusive education and see how they can be improved or complemented through the use of digital storytelling.

#### **3. Interviews with educators and practitioners on the field**

The third stage of our research, which was based on the results of the two previous sections (national and international bibliography & report on best practices) was a series of interviews with educators on their views and experiences of inclusive education. In this stage we wanted to listen the practitioners who are confronted with the problems of inclusion and diversity in the everyday professional life.

## **SECTION ONE**

### **BIBLIOGRAPHY RESEARCH**

In this section we will present briefly but comprehensively the main findings of our research on national and international bibliography on inclusive education

We have decided to present our views by analyzing the main components of inclusive education. In all eight countries of the consortium, inclusive education is an official, legally recognized educational goal. As the research has revealed this stems from both national institutions and relevant and specific legislative measures.

#### **1. THE LEGAL – INSTITUTIONAL FRAMEWORK**

##### **The legal basis**

All eight countries have embraced inclusive education as a goal in their educational systems. The trend can be traced back into a series of international conventions and treaties that have been incorporated into national legislations. We will not expand here on national legislative interventions that aim towards the attainment of inclusive education as this would far exceed the confines of this report.

We will only mention some of the most important and influential legal texts that have paved the way towards the introduction of national legislation aiming at inclusive education:

*The Convention of the Rights of the Child (UNICEF, 1990) The Salamanca Statement On principles, policy and practice in special needs education (UNESCO 1994)*

*The United Nations Millennium Development goals (UN, 2000) and more recently The UN's goals for sustainable development (UN, 2018) (specifically SDG 4 that states as a goal to "ensure inclusive and equitable education and promote lifelong learning opportunities for all")*

We will not linger on the analysis of each text separately here. But we will only underline the fact that they have paved the way towards concerted action for inclusion and inclusive education as have prohibited discrimination in all forms (race, religion, gender, economic status etc.). Moreover, they have established the right for all children regardless of ability and status and have brought the issue of children welfare to the epicenter of the state policies.

Additionally, the fact that inclusive education was promoted in the highest international level makes obvious the fact that the need for inclusive education is an issue of global dimensions that affects everyone.

This project has been funded with support from the European Commission. This publication (communication) 3 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

It should be mentioned that national constitutions have also been a source for the development and adoption of legislation towards inclusive education. We can see this legislative trend gaining momentum from 1990's onwards and continuing into this decade.

#### - **Laws, Policies and Institutions**

One of the reasons why we will not so much linger on legal frameworks, is because according to the international experience, laws tend to target specific groups. According to UNESCO (2020 p. 15) only 10% of the countries worldwide have comprehensive provisions for all learners.

On the other hand, policies (e.g. as enshrined in school curricula) tend to have a broader vision on inclusion (one such policy is the Maltese National Inclusive Education Framework. For more on this initiative see the case studies- good practices section below). However, it cannot be stressed enough that policies have to be consistent and coherent across all educational levels, as fragmentary interventions and even the more so regressions (as the English reports describes) create confusion, disappoint expectations and in the end produce adverse results.

It should be added here, that as the reports state and the case studies demonstrate, the presence of reliable institutions that are committed towards inclusive education may play a really positive role towards inclusion. Such institutions mentioned in the reports are OFSTED in the UK or the Child Ombudsman in Greece (for the latter, see the Greek case study below).

## **2. INCLUSIVE EDUCATION**

Inclusion as a concept should be as wide as possible: It should include all learners, regardless of identity, background or ability<sup>1</sup>

A point that was brought up in some reports was that **integration** and even more so **incorporation** into a dominant cultural paradigm is not inclusion. Inclusion recognizes and embraces diversity and difference as a resource and not as problem. In this sense the inclusive school is responsive to the diverse needs of individual learners and accepts the different cultural practices as they exist in multicultural societies as they are expressed in the school context.

#### - **The challenges**

---

<sup>1</sup> See UNESCO (2020) Global Education Monitoring Report Summary 2020. Inclusion and Education: All Means All, Paris, UNESCO, p. 23

In all national reports, it is stated that inclusive education is an official educational goal, expressly stipulated in the curricula of all eight SOLIS countries. However, as it is explicitly or tacitly admitted in almost all reports and as is clearly stated in the bibliography the curricula & laws and policies, despite the major importance for the promotion (or adversely for the obstruction) of the inclusive process, are not by themselves enough to achieve inclusion.

**What should be stressed is the current inclusion is not the state but the multifaceted process, that is determined by many factors some of which we will briefly mention below:**

- The school itself has to be inclusive in all aspects of its function. In other words, schools have to foster an **inclusive ethos** (examples of this can be seen in Norwegian case study below).
- **The role of students is of paramount importance as they are the ones that have to embrace inclusion as an attitude towards their peers** (please see below the short section on participation).
- **The role of teachers is also central.** An inclusive curriculum may be rendered ineffective by a prejudiced teacher who discriminates (willingly or unconsciously) between his/her students.
- Apart from the willingness, teachers **should be able to embrace the inclusive ethos** as a guiding principle in their teaching practice. According to some reports as well as the bibliography, many (if not most) teachers do not have the necessary training to do so. Therefore, the need for the training of teachers is paramount in the inclusive process (Steps taken towards this direction are mentioned in the reports about inclusive education in the context of the Lithuanian and the Maltese educational systems. Also, the Italian case study describes a concerted effort towards the teachers' training so that they may respond to the challenges of inclusive education).
- The school and the students are not by themselves enough to promote an effective inclusive effort. **Parents and local communities** also have to embrace the inclusive ethos and be actively involved in the process (see the Spanish case study). Inclusion as a practice is social and cannot be imposed from above (in this respect see the Greek case study below), therefore demands a holistic approach.

### **3. DIVERSITY**

Inclusion, as it is already mentioned, embraces diversity. But what do we mean with the term diversity, in the context of this project? A strategy that was adopted in the

reports by all partners, was to identify the groups that are more vulnerable, hence the ones that are facing the risk of exclusion. In other words, those groups for which inclusion is a desideratum.

Vulnerable groups were identified on the basis **of poverty, gender, ethnic origin (especially people with immigrant or refugee status), religion, sexual orientation or identity and disability.**

- **Poverty**

According to the European Commission<sup>2</sup> early school leaving is often linked to poverty and unemployment. However, this is so complex that it far exceeds the limits and the resources of the SOLIS project.

- **Gender - Sexual Orientation - Identity**

As it is discussed in this group, schools have some responsibility to promote inclusion and this can be by facilitating positive and healthy friendships. It is also mentioned how stereotypes (in particular based on sex, gender, race, religion, sexual orientation or disability) can potentially become a barrier but exclusion can be prevented by making students aware of their rights and responsibilities (as suggested in the UK report).

- **Students of Immigrant – refugee background**

We mention this group here as immigration but also the recent influx of refugees that come from countries riddled by conflicts has changed deep seated cultural and social perceptions in **European countries**. From monocultural, ethnically and religiously homogenous societies they have become multicultural societies, something that is reflected in the school population of all the countries of the project. The challenge towards the educational inclusion of students coming from these groups has presented and still presents a challenge to the educational system of all the countries. A concerted effort towards this direction becomes clear from all the reports (see the case study from Turkey). Nonetheless, limited resources and prejudice on the part of dominant groups (including students, policymakers, teachers, parents and local communities) are often a limiting factor.

- **Disability**

Disability is one of the main factors of exclusion. The previous paradigm of segregation is gradually being replaced by inclusive education. Although there are many obstacles in the process (prejudice, lack of resources and the need for the proper training of the teaching personnel are mentioned in the reports) the benefits of inclusive education are being realized by countries that are orienting their educational system towards an inclusive model. One major criticism that has been mentioned in two national reports

---

<sup>2</sup> [https://ec.europa.eu/education/policies/school/early-school-leaving\\_en](https://ec.europa.eu/education/policies/school/early-school-leaving_en)

(Spain & Greece) is that despite the fact that the goal of inclusive education of people with learning difficulties / disabilities is officially supported and pursued, the system remains anchored in a medical – remedial understating of disability that perceives it as a disease and not as a challenge. In this sense the goal of educational inclusion is overshadowed by a perception that views primarily the special needs students as sick people that have to be remedied and not as individuals with their own needs and talents that have to be included in the social space.

The positive role of inclusive education towards the social inclusion has been stressed among others by the European Agency for Special Needs and Inclusive Education in a report titled *Evidence of the Link Between Inclusive Education and Social Inclusion* (S. Symeonidou ed. 2018).

#### **According to the report:**

- Inclusive education increases the opportunities for **peer interaction** and the formation of close friendships between learners with and without disabilities.
- For social interactions to take place in inclusive settings, due consideration needs to be given to several elements that promotes learners' participation (i.e. access collaboration, recognition and acceptance).
- Learners with disabilities educated in inclusive settings may perform academically and socially better than learners in segregated settings.
- Attending and receiving support within inclusive education settings increases the likelihood of enrolment in higher education.

Although the report targets specifically students with disabilities we can say that these conclusions apply equally to all groups that are in risk of being excluded in any educational setting.

#### **- A short comment on bullying and exclusion**

Bullying is not per se the subject of the SOLIS project. Nonetheless as a violent exclusionary practice is mentioned in some of the reports. What needs to be stressed here is that as research indicates, vulnerable students, due to disability, race or sexual orientation. Moreover, In-group bias theory suggests that racial victimization and school bullying are closely related with peer racial discrimination to be known as a serious form of bullying.

**In stating the obvious we must mention here that bullying has no place in an inclusive school. In this sense, inclusive ethos can be seen as a very effective anti-bullying tool.**

#### **4. PARTICIPATION**

As we have already mentioned above, social interaction between peers is an essential factor for the development of the inclusive process. We have also stressed, the need for parents and local communities to be actively supportive of the inclusive process in education.

We will make a short comment on student collaboration as a process of recognition and inclusive acceptance. Learners' interaction, participation and collaboration are justifiably seen as a method through which prejudices can be successfully overcome. In this respect student interactions should not only take place in the playground but also in the classroom as well, as a means of developing soft skills that can help learners develop their personalities in a way that can recognize, understand and embrace diversity.

It should be noted however, and as also some of the reports show, collaborative learning activities, although to a large extent advocated by official curricula, are left to the discretion of teachers that do not always have the necessary training to carry them through successfully.



## **SECTION TWO**

### **CASE STUDIES – BEST PRACTICES**

In order to develop a better understanding of diversity and inclusion in education, it was proved necessary to explore the practices that have so far been implemented in various settings by all the different countries-partners that participate in this project. This could be achieved by analyzing specific case studies. Furthermore, this task would help the partners to address not only the good practices but also any areas of improvement that the digital story telling tool may potentially succeed in future.

For reasons that have to do with the presentation of the cases we will first present them in an abridged form, according to the country of their origin and then we will attempt a classification and a brief analysis as to their characteristics.

#### **TURKEY**

##### **1- Project on Promoting Integration of Syrian Kids into the Turkish Education System (PIKTES)**

**Purpose:** The main purpose of PIKTES Project is to promote the access of children under temporary protection to education in Turkey and support their social inclusion. In this sense, PIKTES also aims at supporting the efforts of Ministry of National Education on education and social cohesion of children under temporary protection in Turkey.

The Project includes : Turkish Language Education, Arabic Language Education, Early Childhood Education, Catch-up Training, Backup Training, Transportation Service, Provision of Stationery, Scholarship for Vocational and Technical Training, Raising awareness of Syrian Families Regarding Education Services, Awareness-Raising Activities, Revision of Turkish Curriculum, Revision, Content Development and Procurement, Equipment Assistance, Proje Araştırma Faaliyetleri ve Konferanslar, Project Research Activities and Conferences, Coordination Meetings with Stakeholders, Awareness Raising Trainings for MONE Administrative Staff and Other Staff, Monitoring and Evaluation, Social Cohesion Activities, Turkish Language Education for Syrian Families

##### **2- Project on Strengthening Social Cohesion with Sports for Temporary and Internationally Protected Individuals and the Host Society**

###### **Project Partners:**

Ministry of Youth and Sports, ORF (Olympic Refuge Foundation), UNHCR (United Nations High Commissioner for Refugees), SGDD (Association for Solidarity with Asylum Seekers and Migrants),NOC (National Olympic Committee of Turkey)

###### **Project goal:**

Strengthening social cohesion between individuals living in Turkey under temporary and international protection and the host society, providing access to individuals

This project has been funded with support from the European Commission. This publication (communication) 9 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

under temporary and international protection through sports activities. Identifying individuals under risk and directing them to relevant institutions that provide protection and support.

**Project Activities:**

Sports courses in various sports branches for children aged 8-18; Awareness-raising activities on issues such as nutrition, hygiene, personal development, children's rights, child development for the families and social environments of children who will participate in sports activities; Sports festivals; Volunteer leaders' camps; Training for children and young people to acquire a sports culture and integrate with Olympic values.

**Project outcomes:** At the end of the project:

- 7.200 children will benefit from sports activities and meet the Youth Centers on this occasion
- 21,600 people will benefit from awareness-raising activities; Talented athletes will be discovered
- Individuals at risk will be directed to protection services
- 43,940 people will be reached directly
- 72,960 people indirectly

**ITALY**

1- "Come avviare al coding realizzando programmi per alunni diversamente abili" - "How to start coding by creating programs for disabled students"

<http://animatoridigitali.regione.umbria.it/m/store/view/-Come-avviare-al-coding-realizzando-programmi-per-alunni-diversamente-abili>

The activity was carried out by the Comprehensive Institute of Magione (Perugia). The students of the second grade of the lower secondary school (12-13 years) took part.

**Objectives:**

- Teach students computer programming
- Involve all pupils by differentiating paths based on interests and skills
- Create a computer program specifically designed to facilitate the work of a disabled pupil
- Help people understand the importance of sharing open source software code
- Facilitate the inclusion of a disabled student into the classroom

**Description:**

During after school hours (extended school timetable) students were involved in the development of a language computer program created and designed specifically to meet the needs of a disabled pupil.

This activity offered the possibility of introducing programming in a concrete situation and not as an exercise aimed only at learning specific techniques.

This project has been funded with support from the European Commission. This publication (communication) 10 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project was carried out in a collaborative way, with students agreeing on methods, strategies, times and means.

The teams were divided as follows:

- class council
- innovation team
- support teachers

### **Methodology: The project was carried out in three fundamental steps:**

*STEP 1* Creating the initial environment: Installation of Scratch 2.0 or use of the online version. Snap could be used as an alternative to Scratch. To avoid the use of USB keys (and solve saving problems) it proved useful to create Scratch accounts.

*STEP 2* Instructions step by step: The materials produced were made, tested and assembled

a) The class council talked with the support teacher to define the functional program, the characteristics of the pupil and the interface characteristics to be used (Can he read? Can he use mouse and keyboard? Can he distinguish partially overlapping objects? etc.)

b) The program was described to the students and pairs were formed. In a collective discussion, strategies were identified in order to implement the program by exploiting the functions of the language. The program is divided into parts and assigned to pairs (according to their interests). The same part is assigned to several pairs.

c) Each pair created their own part and, when completed, showed it to everyone. In this phase, any errors or inconsistencies with the purpose of the program were corrected. The proposals were evaluated together and the one deemed most effective was chosen.

d) The parts were assembled. At the end of the lesson, the assembled file was distributed to reflect individually on the unsolved problems. During the various phases, the teacher stimulated the work of the pairs by directing them and suggesting suitable procedures to implement what has been thought.

e) When the program was completed, it was shown to the support teacher and, when necessary, the changes indicated were made.

f) The disabled pupil used the program and detected any possible inconsistencies. Such inconsistencies were reported to the teacher who coordinated the work of the students.

g) In the light of the results found in the work with the disabled pupil, the final changes were made to the program. Once this was done, the new program was prepared.

*STEP 3* The final product is a set of Scratch programs, created by the students that their disabled classmate will be able use. These programs can also be offered to students of other classes with problems similar to those of the student for whom they were designed.

This project has been funded with support from the European Commission. This publication (communication) 11 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The objective of the good practice, in addition to the involvement of the class in the programming activities, was to make all the students work together, differentiating the paths based on interests and abilities as well as creating programs specifically designed to facilitate the work of disabled students.

### **Achievements:**

The benefits, for the students in the class, consisted of learning the basic programming techniques of learning to work collaboratively on a common task and of raising their awareness about the problems of their disabled classmate.

The benefits, for the disabled student, consisted of the improvement of the attention times in class and of the progress related to the didactic aspects that the program carried out, aimed at developing. The student also realized that the whole class worked to achieve something specific for him. This has facilitated his inclusion in the class group.

### **2. InterAction - Aumentare le competenze per combattere la dispersione scolastica (InterAction - Increase skills to combat early school leaving)**

<https://percorsiconibambini.it/interaction/scheda-progetto/>

The "*InterAction - Aumentare le competenze per combattere la dispersione scolastica*" project was located in various neighborhoods in the city of Palermo and was aimed at combating early school leaving and dispersion through the involvement of the education community. The project was carried out by People Help the People in partnership with 23 associations and schools and founded by Impresa Sociale con i Bambini.

Within the InterAction project, two workshops that took place in three suburban schools with a high school dispersion and high levels of educational poverty, met the elements of Good Practice: "Caro Diario" (Dear Diary) and "Maestri di gioco" (Game Teachers).

The two workshops were organized as part of the acquisition of skills in the management of group dynamics. "Caro Diario" and "Maestri di gioco" workshops involved 3 secondary schools, 2 classes, 40 students between 12-13 years old and 27 teachers.

The activities were designed by the partners of the project after discussions with the class council of each school. This process aimed at the ascertainment of the needs of the schools both with respect to the skills of teachers regarding the management of classes with many and multifaceted problems and with respect to the problems that the students were facing.

The "Maestri di gioco" workshop had the aim of providing teachers with the knowledge, methods and tools to introduce play into teaching and in this way to help them manage the relational dynamics of the classroom.

This workshop was preparatory to the "Caro diario" workshop, which took place with the students and the with the presence of the teachers.

This project has been funded with support from the European Commission. This publication (communication) 12 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The "Maestri di gioco" workshop was implemented following a participatory methodology through practical activities based on dynamic socialization games. The issues of rules, the structure of the activities, the importance of socializing moments, the dynamics of the classes, and the interventions to constructively manage these dynamics, were addressed. The teachers explored the theme of communication and in particular of empathic communication. During the training period, the teachers experimented with the workshops activities in the classrooms, witnessing important improvements in the participation of the students in ordinary classroom activities.

The "Caro Diario" workshop was carried out in workshop mode and aimed at encouraging the construction of positive relationships and increasing the levels of participation of students in class life and activities.

Before starting the workshop, meetings were held with the class council which described various problematic issues and particular difficulties in the socialization process attributable to the "Special Educational Needs" classification of many students. These difficulties can also be attributable to the vulnerable socio-economic situation of the families of the students. The workshop was created with the cooperative learning methodology, aimed at increasing the sense of belonging to the group and the sense of responsibility and participation of each student. Group activities were oriented towards managing one's own emotions and interpreting those of others. The students were divided into groups and given a collage of images and words representing the main emotions (anger, fear, happiness, sadness). The groups associated the words with the images and then explained to the class the associations they made. The workshop ended with a reflection on the emotions known by the participants and how they are expressed. Finally, they were given an individual test to evaluate the ability to manage emotions in different situations experienced in everyday life. The workshop was carried out during class hours and the students were accompanied by the curricular teachers who previously participated in the "Maestri di gioco" workshop.

The workshop started with the following characteristics: a very low level of attention, difficulty in listening and poor compliance with the rules.

**The results achieved were:** High motivation to participate, respect for the rules and respect for the educator and ones' peers, good level of attention and low listening difficulties

## GREECE

### 1- Narratives as a means of combating exclusion

The current study took place between 2014 and 2015 in a primary school in the island of Rhodes. It concerned an immigrant elementary school pupil from Central America with integration difficulties that deteriorated after she failed to move to the next grade. During the first phase of the intervention, the researcher aimed at shaping the student's profile. This was achieved through the method of observation, where he recorded the interactions with her classmates. Following that, the researcher

This project has been funded with support from the European Commission. This publication (communication) 13 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

distributed age appropriate self-perception questionnaires through which the student's self-image was investigated. In order for the researcher to complete his task an interview with the class teacher was conducted.

In the second phase, the researcher invested time in teaching the digital storytelling software to the immigrant student so that she could be able to narrate her own story that she would finally present to her classmates in the third phase of the study. After the presentation of the story to the classroom, the local students had to complete a questionnaire about their views and feelings before and after the story was presented. The students were also asked to draw a picture imagining themselves as immigrants. One month later, the researcher returned to the classroom and repeated phase 1 of the study in order to identify possible changes in the relationship between the student and classmates as an effect of the projection of the digital narrative. What was found was a movement from both sides. More specifically, the classmates showed greater willingness to include the immigrant student in their social groups but also the girl expressed greater ease in asking to participate in her classmates' activities

## 2-Prejudice and the role of the local community

As it was mentioned above the positive role of the local community is crucial for the inclusion of immigrant and refugee children. We will see such a case as it was published in October 2015 by the Child Ombudsman's office.

The report refers to a particular case of a minority student in a primary school in Athens. The student was targeted after exhibiting a series of incidents of aggressive behavior towards his classmates. The majority of those children's parents demanded the student's exclusion or alternatively the assignment of a special educator that would undertake his support.

The representative of the child ombudsman, that was called, conducted separate meetings with the group of students, the group of parents and the educators. What was realized was that part of the problem was the tension caused by parents that interfered on a few occasions aiming at protecting their children from potentially becoming victims of school bullying, setting in that way obstacles in teachers' managing the situation effectively. Also, it was realized that many of the boy's difficulties would not be present if there was a better understanding between all parts. The child ombudsman alongside with the school counselor, worked on limiting the tension within the parents' group and after implementing further diagnostic and counseling services inside the community promoted collaboration and succeeded a well-functioning school life.

*The Greek Ombudsman, Children's Rights cycle, Mediation summary, Tackling school violence and bullying incident, G.Moschos-M.Tsagkari, October 2015*

In this case digital storytelling served as a short-term intervention that allowed students to express themselves. It helped a minority student to express her feelings and local students to better understand their classmate's difficulties, assisting in her faster integration. It also helped the locals to develop a better knowledge of what is

right and wrong as well as a change of their attitude on the issues of school bullying (Fokidis, Makarouna, Saltidou, 2016).

## **SPAIN**

### **1- Title: Creamos Inclusión -Inclusion and disability**

#### **Purpose or aim**

“Creamos Inclusión” is a Project geared towards the inclusion of students with down syndrome in schools. The aim is to create a school space that promotes the presence, participation and progress of all students so as to recognize and embrace diversity.

#### **Description**

This project works to support and accompany families and people with down syndrome in everything that relates to their educational needs and their right to an inclusive education. It works to guide educational centers and society in general to improve the practices used in inclusive education.

#### **Key lessons learned**

The project identified key barriers in Spanish schools that any students with a disability may face. It also visualizes the characteristics and learning process of people with down syndrome specifically in order to then create resources to help educational resources become more inclusive. These resources range from videos to books that are deemed important for the advancement of inclusivity in the classroom. One of the tools available in their website is a section for the exchange of experiences. In this space, new resources and experiences from teachers are described thoroughly to make it easy to understand. It also allows for members of the website to comment on the articles written which is a good way to keep the flow of communication. Website/ Url <https://www.creamosinclusion.com/>

### **SPAIN –1. “Patios Inclusivos” Involving communities in the educational process**

#### **Purpose or aim**

“Patios Inclusivos” (inclusive playgrounds) is a project designed and aimed to transform the playground and recreational places of schools into inclusive spaces that promote inclusivity.

#### **Description**

The project plan is divided in different steps that will end up with results that are available for future use after the project ends. The project starts with an initial evaluation to see where the current situation in terms of inclusivity is and what the ideal situation would be. The project created a commission formed by different groups of students, family, teachers and directive board members. This commission aimed to meet and design project activities with the purpose of creating an inclusive space in the playground areas of schools. There was a representation of all groups of people

This project has been funded with support from the European Commission. This publication (communication) 15 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

involved in a school to allow for a true reflection of all the individual points of view that inclusivity has within a school.

### **Key lessons learned**

“Patios Inclusivos” shares a lot of information about what a playground should be in order to be inclusive. The project gives support for schools to help them become inclusive by giving teachers and educational staff resources to promote this. One of the most important valuable key aspects that this project includes is that it values the importance of all members in order to achieve real inclusivity. It looks at all the sides of inclusion and how everyone can help for inclusion. Due to Covid-19 they have stopped going to schools to give talks and help with resources, however they have videos and resources that are available online.

### **UK**

1- CW is a maths teacher at a Secondary School (11 to 18 years) in Leeds, with 1240 pupils on roll and rated ‘good’ in October 2018.

‘Subjects like that are covered in PSE (personal and social education) lessons once a fortnight, RE lessons, form room (registration groups) in the morning – these are 15 minutes long. We have ‘well-being Wednesdays’ every week, too, with topics that pupils do together in groups. When we discuss personal topics, the kids are very open and just accept it. They seem interested and don’t seem to find it odd or embarrassing to talk about things.’

‘It’s quite an affluent school – very ‘white’ – so multiculturalism doesn’t come up much. The LGBTQ+ topic is a big one for us – I teach a pupil who chose to be non-binary for a while and now they’ve decided they’re a boy. But he’s fine about it and it makes it easier for me, remembering to say ‘he’ instead of ‘they’. He didn’t mind when I accidentally said ‘bye, girls!’ to them all, the wrong pronoun. It’s about it being all out in the open.’

‘My last school had a unit for visually impaired children and lots of severely handicapped children, and inclusive practice was just part of everyday routine and the way they’d designed the layout of the place. We don’t have pupils with such severe disabilities where I am now, but we do have three classes with pupils mixed from our school and a nearby special school – severe learning difficulties and autism. They have a classroom base, like in a primary school, but join the rest of the school for subject lessons. Our pupils are supportive of each other, help each other out, and it’s great to see it.’

‘I plan lots of collaborative activities into my lessons – it’s just the way I like to work, strategies to help them be independent. I love hearing the children work together, sharing ideas and techniques. It’s really great to hear them get on together.’

2- The adverse effect that policies may have on inclusion

AR was formerly Head of Service of a county-wide Ethnic Minority and Travellers’ Achievement Support Service funded by the EMAG grant until being disbanded in 2012.



**‘The government change in 2010 removed the incentive for schools to be inclusive – the requirement to address racial discrimination became ‘advisory’ and the focus shifted to ‘pupil progress’.** On a practical level, the removal of the EMAG grant (ring-fenced for supporting the achievement of EAL pupils) resulted in a reduction of staff in schools. But good schools still put the work into it and as has always been the case, some seem to do a lot better than others even with small amounts of money. A really clear vision, a well thought out strategy, you make all your resources count and you attract really good teachers.’

## **NORWAY**

### A school with inclusive ethos

A school covering the age group of 6-16 years in the county of Innlandet, Norway, has taken a direct approach to inclusion in school – this covers all age groups, being introduced when children start at 6 years old, but is equally relevant and part of the actual school rules for older students. The school policy states that in activities, including in a social context, if 2 or more students are together, and a student who is on their own asks to join, then the group of 2 or more must say yes. The group of 2 or more are aware, and expect, to include others when asked. There is also this equal expectation for students who are alone, that if they ask a larger group, then that group must include them. This is an extremely direct approach to inclusion and creates a culture whereby it is natural to include everyone, no matter their background or aptitude.

In practice this approach is seen as successful by teachers, creating a culture of inclusion and well-being within students, with long-lasting effects from the first years at school. This approach is more challenging for older children when in established peer groups, but the school policy is consistent across all age groups, including students 12-16 years of age. It is especially effective at reducing exclusion and bullying of younger year groups – a trend which is then carried forward.

### 2- Teacher training and exchange of experiences in inclusive education

Research by the University of Oslo shows that reflection between teachers can increase students’ chances of being included in school. It is an important principle in many Norwegian middle schools and has been shown to help all students feel a sense of belonging and feel included in a community.

The teachers at the schools in an Oslo case study, where the research was conducted, expressed positive experiences of reflecting together on their own experiences from the classroom. They revealed that such an exchange of experience increases the understanding of how students can be included. In one of the teams, they concluded: “Joint discussion and reflection in teams is useful because sharing knowledge and experiences helps to expand understanding, you get new ideas and can learn from each other’s experiences for better or worse. In practical terms, it can be about what methods work for the special student, what it takes to capture the interest of another, or in what way the third student feels seen in the class. The joint reflection on the

This project has been funded with support from the European Commission. This publication (communication) 17 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

students helps to share useful information of both positive and negative cases, so that all teachers can build on each other's experiences."

## **MALTA**

The institute of Education is a partner in a Horizon2020 EU project called KIDS4ALL, which is concerned with running a pilot action that will experiment a learning method and learning environment in formal and non-formal educational contexts to address the integration challenges of migrant and special needs children. The learning method is based upon three objectives:

Fostering acquisition, maintenance and cultivation of competences related to the 8 LLL key areas.

Enhancing the methodological competences of educators towards inclusive and participatory teaching, training and intercultural dialogue.

Testing the concept of peer-to-peer learning in the form of buddyship collaboration (guided pairing of learners) with the lifelong and lifewide dimensions of learning.

This project will begin implementation during April 2021 and will carry on until March 2024.

## **5. LITHUANIA – Teachers' training in the inclusive ethos**

The Centre of School Development in Lithuania initiated the program ***I choose to teach*** (<https://www.renkuosimokyti.lt/>). This program is a part of the international ***Teach For All*** Global Network. The program attracts motivated, support-oriented participants who will work in schools for two years. At the end of the program, about 70 percent participants will remain in the field of education and continue to work as teachers, school leaders, members of the academic community or educational policy. The national schools also contribute to change - together with the participants of the program, they implement change projects. This brings together a community that helps ensure the sustainability of the change. The network has as its main goals:

- Reduce social inequalities in education
- Create a school where every child feels respected and valued
- Develop a new approach to education and the teaching profession

One of the examples of such cooperation with the program „I choose to teach!“ is Širvintai Laurynas Stuoka-Gucevičius gymnasium. After the survey, the school encountered a problem of student engagement in the education process. The school became a participant in the program “I choose to teach” and with their help implemented a change project at the school with the aim to strengthen cooperation between school leaders, teachers, parents and students, with a particular focus on developing teachers' cooperation and leadership competencies

## **2. An Inclusive School**

One of such good practice is the ***Utena Dauniškis gymnasium***

This project has been funded with support from the European Commission. This publication (communication) 18 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

<https://www.dauniskis.utena.lm.lt/index.php/en/>

In the **Utena Dauniškis** gymnasium, special attention is paid not only to the success of each student's learning, but also to the relationships between community members and the development of values. The focus on the educational success of each student in the gymnasium was especially highlighted a few years ago when they established the **Success for Everyone** classes. The main goal of this initiative was to individualize education - to educate each child, to create the best possible conditions for each student to reveal their abilities and talents, to get to know each student as best as possible, to help each student achieve maximum results, taking into account the student's natural and gained abilities. Currently, all gymnasium classes are organized as **Success for Everyone** classes. They try to involve parents as much as possible in the educational process.

For the school, educational results are not just the final academic achievements, but also the maturity of personality, lifelong learning, a healthy self-confidence, the capacity to appropriately perceive reality and set learning goals for oneself, to accept new challenges as a path to self-improvement. The gymnasium community values the experience and feelings of each student, the spirit of community and self-government

### **Conclusions – Remarks on the case studies and best practices**

The variety of best practices expounded here, to a large degree corroborated the findings of the bibliographical research. As we will see

We have seen interventions that stem directly from the state in the form of implementation of national educational policy. In this vain the cases report:

- How state policies can affect positively or negatively educational inclusion -(In one case study, the implementation of legislation is reported to have adverse effects towards inclusion).

One conclusion to be drawn here is the positive development that states progressively start to understand the social significance of inclusion and inclusive education. On the other hand, the case state that reported a regression in the policies towards inclusion, reminds us our earlier comment about the need for consistency in state policies towards inclusion.

- interventions on the level of the state towards teacher training in inclusive education.

This brings us to our previous comment on the need for the training of teachers in order to be able to correspond to the new conditions that inclusive education demands. The fact that states begin to take action towards this direction can be seen as a positive step towards inclusion.

- Multi-partner projects with high level partners that implement policies towards the social inclusion of immigrant children as a response to the recent refugee crisis.

This shows us that the refugee crisis has created conditions that cannot be ignored by states. The fact that states have started to respond to this new situation in a way that promotes inclusion can be seen as a positive sign.

- A case where the prejudice of the local community towards an immigrant student was appropriately dealt with by the respective institutions.

In this case we can see the positive role that reliable institutions such as the child ombudsman can play. This particular case also demonstrated the fact that inclusive education needs the support of families and communities in order to bring results.

**We have seen intervention at the level of the school or at the level of the classroom. These paradigms can be seen as mostly civil society (with the wide sense of the term) initiatives, that often involve not only students and teachers but also communities.**

- Civil society initiatives in teacher training in inclusive education and implementation of the tools learned either in schools or in students' workshops with positive results.

In this project we have seen many of the characteristics of inclusive education that we have identified so far: we see a targeted approach to help socially underprivileged children. We see that the project decided to train the teachers in order for them to be able to conduct collaborative activities the training of teachers in collaborative activities. We see collaborative activities in action in order to understand emotions through the use of narratives. In this sense, we can see in action many of the premises upon which SOLIS is based (teacher training, collaboration, use of narratives etc.)

- Schools that not only advocate but also practice the inclusive ethos in all aspects of its function.

In these two cases we saw that inclusion involves the whole range of activities that take place in a school. We see that schools begin to understand that academic achievements are but one aspect of the function of the school in modern societies. They are also spaces of socialization of young people. In this sense, they are also spaces where young people learn and understand norms and attitudes. In this respect, adopting an inclusive attitude from a young age can only have beneficiary results in the attitudes of children as they will move on in their lives.

- A research project where teachers exchanged views and experiences on inclusive education followed by a collective reflection on the outcomes of this exchange

In this case we go one step further from teacher training. In this project, it is teachers who train themselves through the exchange of experiences and practices. In a sense we can see the realization on the part of educators, of the need to improve inclusive education through the improvement of their own approaches.

- The creation of inclusive spaces in schools that involved the whole of the whole community (students, teachers, parents)

Here we see at work another aspect of the notion of the whole school approach, namely how space as such can be of importance to the inclusive process. Specifically, we that the arrangement of the space for play (not only in what concerns accessibility-which of course is an important issue per se) can facilitate interaction and communication between children. As such it is an important dimension of the inclusive process

- A collective collaborative project where students had to use their creativity and ingenuity to create a language program tailored to the needs of a disabled pupil.

In this case we see again some of the main tenets of SOLIS. We have the development of student creativity and ingenuity through a collaborative project. Moreover, as the project aim to improve the school life of a fellow student it also introduced the children to the actual world of disability putting them in a position to understand it. Moreover, it helps students develop bonds and understand the value of comradeship and the value of inclusion.

- The narration of a teacher about the effectiveness of collaborative learning and also how he had to adjust his behavior in order to communicate with a non-binary student.

Collaborative learning is an important aspect of inclusive education. In this sense, an environment of good communication and respect for students identities can contribute to the inclusive process.

- A project on disability that uses a whole school approach involving students, teachers, families and communities.

We see in this case how disability can be approached through the involvement not only of the school but also of the families of the disabled students. Here, we see again the importance of the contribution of the environment of the school in the inclusive process.

- A case where digital storytelling was used as a means for both the culprits and the victim of bullying (an immigrant pupil) to express their emotions about the incident and for the culprits to empathize with the victim and understand how hurtful their exclusionary behavior was.

We kept this case last as it has an obvious connection with the methodology that SOLIS wants to develop and implement. Here we can see how digital storytelling can resolve tense and adversarial situations through the sharing of emotions between peers. Storytelling here was used as a healing medium that helped the culprits of bullying to understand the consequences of their exclusionary practices. The bond of empathy that was created through the narrations of the stories of the students not only stopped bullying but moreover, taught the value of inclusion to young children thus helping them to embrace it as attitude in their future lives.

## **INTERVIEWS**

As the Solis Project is proceeding to its next phase, it was judged that it would be of great importance to contact professionals, in order to explore not only their views about diversity and inclusion but also report their own experiences. For that purpose, a number of targeted questions were composed and each partner had to interview educators that practice in their countries. The idea was not only to address good practices but also to identify the areas of improvement that the Digital story telling tool would be able to contribute to.

**With the first question** the interviewees had the opportunity to share their own views about diversity (Q1: What diversity means to you?).

The responses, could be concentrated in a few lines and consist of a comprehensive definition of diversity.

The term diversity concerns the richness and full range of human experience. Within the educational system, respect for diversity consists of the active provision of equal opportunities to all students regardless of their cultural backgrounds, health issues, physical disabilities, gender, race, sexual orientation etc. Furthermore, diversity is about being unique and different and bring those differences together. In order to promote diversity, it is important to create a safe place by accepting the differences and a wide variety of people's perspectives, learn from others, value what everyone is able to do and acknowledge everyone's worth.

**In the second question** (Q2: In what context of your practice have you experienced diversity?) the professionals had to share experiences from diverse contexts such as the Ministry of education (various school inclusion projects), High school, Social networks, Courses with participants from various cultural backgrounds, Special school, Refugee center, Foreign language school, Linguistic high school, as well Family and Social networks.

Similarly to the first question, the third one (Q3: How do you understand inclusion?) aimed to exploring educators' understanding, this time in inclusion. The responses, feature a wide perspective on the matter of inclusion that consists of not only the actions that need to be taken in order to achieve inclusion i.e. participating actively, including people's viewpoint preparing and adapting the curriculum, preparing pupils for real life, equal rights policies; but also the importance of developing relationships i.e. building up rapport, being aware of identified pupils' needs, creating space beyond the divisible, listening what people have to say, behaving in an anti-discriminative way, addressing that no everyone in coming from the same background.

Moving forward, it would be interesting to explore the different strategies that the educators might have implemented and experienced in order to achieve inclusion for their students (Q4: What are the best strategies for achieving inclusion?) A common ground that appeared in the interviewees testimonies, is the importance of the diversity acknowledgement in order for the inclusion achievement. Furthermore, specific actions are to be undertaken, such as:

- creating a safe place that children can feel comfortable on a daily basis
- Being aware of the curriculum
- Planning, preparing and delivering diverse schemes
- Setting up classrooms in a way that feels familiar to people who may have not grown up in the country
- Teachers that are approachable
- Educating people and society in general
- Accessibility
- Respecting and understanding people's backgrounds
- Organizing after school activities and encouraging parents' participation
- Promoting close relationships between teachers and students
- Setting up activities that fit to pupils' various needs/adaptation
- Utilizing different methods of learning to meet different types of learners

The educators-interviewees had to provide examples of collaboration activities that have been successful in promoting inclusion, in question 5, as per the bullet points below:

- A business was set up within the school environment and the students had to design a product by using their own skills.
- An activity was set where the students had to collect their surnames and find their origin. Then they had to connect the country that they lived and the country that each surname where originated from with a string.
- An activity was set where each student had to agree an item to take to the moon. There were limitations e.g. related to how much the items would weight etc. so that the pupils had to go through a conversation to make decisions of whether they would take an item with them or not.
- The teacher facilitated a conversation in the classroom about travelling short or long distances. Students had the opportunity to share personal experiences about their countries of origin.
- Working as a group the students, with the support of their teacher, had to create a story, fabricate the puppets and perform a puppet show.

The main characteristic in all the above examples was that all the activities facilitated conversations and helped the students to bond by offering to them the opportunity to share views and experiences.

To sum up, in order for the participation to be effective (Q6: How do you think participation can be effective as an inclusive practice within the school environment?), according to the professionals that were interviewed, it is important that a safe place

is created for the students, with the view to feel supported in order to develop their confidence and the sense of belonging. It is also suggested that inclusion should be approached as an opportunity to mix, communicate and share which will be succeeded by keeping an open communication between all the relevant departments and professionals within the school community.

We can see that the practitioners in the field gave a wide variety of answers that quite often exceed the definitions and the suggestions given in the bibliography. This is only indicative of the fact that inclusion as a culturally defined practice is context dependent and therefore it may be experienced in a multitude of ways and through a multitude of perspectives. In this respect inclusion as a process is richer and more diverse in its expressions than the conceptual schemas of theory can so far describe. And this brings us to our final conclusion that has to do with the role that digital storytelling can play in the advancement of inclusive education.

## **LESSONS FOR SOLIS**

### **- whole school approach**

Inclusion as we have saw cannot be approached in a fragmentary way. It is a process and in this process the effort has to be continuous and consistent. It can be helped by interventions stemming from the higher level of the state and by interventions to the level of the school and the classroom.

As such it cannot be confined only to aspects of the function of the learning process. **In order for a school to be inclusive it has to be inclusive in all its aspects. Inclusion presupposes a whole school approach.**

- we have said that the students have to foster the inclusive ethos. Nonetheless, this is not enough. What has been shown is that the role of the educators is equally important if not more important. Therefore, the need of teacher's training in inclusive education is of paramount importance. Only if teachers embrace inclusive education and become its' advocates can we expect tangible results.

- When we speak of a whole school approach we do not only mean those who are directly involved in the educational process i.e., the students, the teachers, the policy makers etc. We have seen in the case studies that the role of the families and of the communities around the schools is equally important.

In this respect inclusion and inclusive education is something that concerns society as a whole.

### **- How can digital storytelling help the inclusive process?**

What we have concluded so far is that the issue of inclusion and diversity is multidimensional and can be approached in many ways. Moreover, it is an issue that creates controversies and emotions to everyone that is part of a community.



Digital storytelling is a powerful tool that can be a medium for people to express their experiences, view and emotions. We have seen that the issue of inclusion cannot be approached only through a strictly cognitive – instrumental approach. Its varieties and the multitude of experiences, points of view and emotions that are involved cannot be simply subsumed under a unitary comprehensive approach no matter how sophisticated it may be.

In this respect, storytelling creates a space for this diversity to be expressed as narratives do express emotions and experiences.

Moreover, one important aspect of digital storytelling is that it provides **everyone** regardless of who s/he is with the opportunity to tell his/her story. Therefore, the multitude of persons who are involved no matter under which capacity in the inclusive process can have a forum to express themselves without having to abide to any technocratic- professional discourse or be evaluated through established knowledge hierarchies.

Therefore, in concluding we think that digital storytelling remains a comprehensive tool that play a significant role in raising awareness and promoting actively students' inclusion. This could be achieved either by embedding it in existing practices or by creating a new one that would possibly bring the digital story telling tool in the heart of the inclusive schools in future.

## **SELECTED BIBLIOGRAPHY**

Antoniadou, N., & Kokkinos, C. M. (2015). A review of research on cyber-bullying in Greece. *International Journal of Adolescence and Youth*, 20(2), 185–201. <https://doi.org/10.1080/02673843.2013.778207>

Aravanis, S. (2016) School bullying – violence and refugees’ students: A Reference review, Educational Inspection

Baldacchino, G. & Royle, S.A. (2010) Postcolonialism and Islands: Introduction, *Space and Culture* 13(2): 140–143

Barra Bustinza, J.; Francos Maldonado, C.; Roca Mar.n, S (2007). “The inclusive school. What do we understand by inclusive school? ”, Evaluation in second language teaching. Working documents and conclusions of the III Meeting of specialists in teaching L2 to immigrants ,C.Gonz.lez Las, Port-Royal Ediciones, Granada, 2009, pags. 19-21.

Borg, C. and Mayo, P. (2006), *Learning and Social Difference: Challenges for Public Education and Critical Pedagogy*, London, Paradigm Publishers

Consejer.a de Educaci.n. Orden de 15/01/2007, BOJA, 33, 2007. Cruz del Pino, R. M. et al. Basic guide to intercultural education, Junta de Andaluc.a: Ministry of Employment and Ministry of Education, 2011. IFIIE (Institute for Teacher Training, Research and Educational Innovation). Evolution and current situation of the presence of foreign students in the Spanish educational system (2000-2011), Ministerio de Educaci.n, 2012. <http://www.educacion.gob.es/educacion/sistema-educativo/educacioninclusiva/educacionintercultural/informes.html>.

Darder, A. & Nieto, S., (2016). *Culture and power in the classroom : educational foundations for the schooling of bicultural students* <https://cordis.europa.eu/project/id/101004807>

Demko, L. (1996). Bullying at school: The no-blame approach. *Health Education*, 96(1), 26–30. <https://doi.org/10.1108/09654289610105392>

Dept for Education, ‘Equality Act 2010 (2014) : advice for schools,’ (May 2014) <<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>> [accessed 25.2.21].

Dept for Education, ‘Promoting fundamental British values as part of SMSC in

schools: Departmental advice for maintained schools', (2014) Doc. Ref. DFE-00679-2014, (Nov 2014) <<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>> [accessed 1.3.21].

Dept for Education and Lord Nash, (2014) 'Guidance on promoting British values in schools published', ref DFE-00296-2013, (27 November 2014)  
<<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published#:~:text=All%20have%20a%20duty%20to,'Prevent'%20strategy%20in%202011>> [accessed 16.2.21].

Dept for Education, 'National curriculum in England: framework for key stages 1 to 4', (Dec 2014) <[www.gov.uk/government/publications/national-curriculum-in-englandframework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-englandframework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4)> [accessed on 16.2.21].

Dept for Education, (2016) 'DfE strategy 2015-2020: World-class education and care,' ref. DFE-00087-2016, (March 2016)  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508421/DfE-strategy-narrative.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf)> [accessed 1.3.21].

Dept for Education,(2019) 'Education inspection framework: Overview of research,' ref. no. 180045, (Jan 2019) <[Research for EIF framework 100619\\_16 .pdf](#)> [accessed 16.2.21].

Dept for Education (2019), 'Schools, pupils and their characteristics: January 2019', DfE (29 January 2019)  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812539/Schools Pupils and their Characteristics 2019 Main Text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf)> [accessed 3.3.21].

Dept for Education, (2019)'Education inspection framework: Equality, diversity and inclusion statement,' ref 190023 (May 2019)  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/821069/Education inspection framework - equality diversity and inclusion statement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821069/Education_inspection_framework_-_equality_diversity_and_inclusion_statement.pdf)> [accessed 1.3.21].

Dept for Education, (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers',  
(<<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>> [accessed 4.3.2021].

Dept for Education, (2020) 'Special educational needs and disability: an analysis and summary of data sources', ref. DfE-00072-2020 (May 2020)  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/882802/Special\\_educational\\_needs\\_and\\_disability\\_-\\_an\\_analysis\\_and\\_summary\\_of\\_data\\_sources.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/882802/Special_educational_needs_and_disability_-_an_analysis_and_summary_of_data_sources.pdf)> [accessed 3.3.2021].

Dimitrinka, G. N, (2012) "Foreign pupils in the framework of inclusive education", Universidad de Granada. BOE.  
<https://www.boe.es/buscar/doc.php?id=BOE-A-1990-24172>

Directorate of Education (udir.no) (2020) – "Principles for a school's practice / An inclusive environment" – 2020

EUROSTAT (2020), Population on 1 January by age, sex and broad group of citizenship [migr\_pop2ctz]

European Agency for Special Needs and Inclusive Education (2018) Evidence of the Link Between Inclusive Education and Social Inclusion: Final Summary Report. (S. Symeonidou, ed.). Odense, Denmark

Fokides, E. (2017), Informing students about bullying through the development of digital stories. Results of a project in Greece. *The Online Journal of New Horizons in Education-January*, 7(1), 113–122.

Forskning (2018). no – article 272408 – April 2018

Georgakopoulou (2020) School Bullying and ethno-cultural diversity: Primary school educators' views, MSc thesis

Gkouliama, A., Samakouri, M., & Serdari, A. (2020). School bullying and minority identity as a menace to mental well-being of students in Greece. *BJPsych International*, 1–3. <https://doi.org/10.1192/bji.2020.51>

House of Commons Library, (2015) 'Government Policy on Support for Pupils with English as an Additional Language – Westminster Hall Debate,' (18 June 2015)  
<<https://commonslibrary.parliament.uk/research-briefings/cdp-2015-0016/#:~:text=Schools%20could%20previously%20receive%20funding,which%20was%20introduced%20in%201999>> [accessed 3.3.21].

House of Commons, (2020) 'Special Educational Needs and Disability Funding,' (29 January 2020) < <https://www.local.gov.uk/parliament/briefings-and-responses/special-educational-needs-and-disability-funding-house-commons>> [accessed 3.3.21].

This project has been funded with support from the European Commission. This publication (communication) 28 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Inclusive Education for children and youths (2020) – Thomas Nordahl – published by Fagbokforlaget 2018

Instituto Cervantes. CVC (Cervantes Virtual Center) (2009). Dictionary of ELE Key Terms, in  
[http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/diccionario/compintercult.htm](http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/compintercult.htm). 2009

Lynch K, Baker J. (2005) Equality in education: An equality of condition perspective. Theory and Research in Education.

Malta Journal of Education (MJE) (2020) Volume 1, No 1, 2020 4 Internationalisation and Multiculturalism in Maltese Education and Society

National Education Union, 'Child Poverty – the facts', (2018)  
<<https://neu.org.uk/child-poverty-facts>> [accessed 3.3.21].

Nikolaou, G., & Samsari, E. (2016) Attitudes of native and immigrant students towards school bullying in Greece. *Multicultural Education Review*, 8(3), 160–175.  
<https://doi.org/10.1080/2005615X.2016.1184022>

Office for National Statistics UK, (2018) 'Sexual Orientation, UK: 2018 – experimental statistics on sexual orientation in the UK in 2018 by region, sex, age, marital status, ethnicity and soci-economic classification,' (6 March 2020)  
<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2018> [accessed 3.3.21].

OFSTED, (2019) 'School inspection handbook: handbook for inspecting schools in England under section 5 of the Education Act 2005,' ref n 190017 (November 2019)  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/843108/School\\_inspection\\_handbook\\_-\\_section\\_5.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf)> [accessed 16.2.21].

OFSTED, (2020) 'State-funded schools inspections and outcomes as at 31 March 2020: charts and tables,' charts and tables' (2020)  
<<https://www.gov.uk/government/statistics/state-funded-schools-inspections-and-outcomes-as-at-31-march-2020>> [accessed 3.3.21].

Pateraki, L., & Houndoumadi, A. (2001). Bullying Among Primary School Children in Athens, Greece. *Educational Psychology*, 21(2), 167–175.  
<https://doi.org/10.1080/01443410020043869>

Prot. No. Φ1 / 25274 / ΓΔ4 / 20-02-2020 (2020) (official publication of the Greek Government)

Rigby, K. (2011). *The method of shared concern: A positive approach to bullying in schools*. ACER Press.

Soriano, E.; Fuentes, C. "Planning of intercultural mediation in educational contexts", Ethnic and cultural diversity in classrooms.

E. Soriano Ayala (Coord.), La Muralla, Madrid, 2003, p.gs. 181-215.

The Greek Ombudsman (2015), *Children's Rights cycle, Mediation summary, Tackling school violence and bullying incident*, G.Moschos-M.Tsagkari, October 2015

*The Norwegian Education Association*([utdanningsforskning.no/utdanningsforbundet](http://utdanningsforskning.no/utdanningsforbundet)) (2015)– two pillars in an inclusive school – 2015

*The Norwegian Royal Ministry of Education* – parliamentary update 2020 – Close up - early intervention and inclusive community in kindergarten, school and after-school care

Villalba, F. "Some questions for debate", Evaluation in second language teaching. <<https://www.local.gov.uk/sites/default/files/documents/Young%20Carers%20needs%20assessment.pdf>> [accessed 3.3.21].

UNESCO (2018). Global Education Monitoring Report Summary 2019: Migration, Displacement and Education – Building Bridges, not Walls. Paris, UNESCO.

UN, (2017)“ Report of the investigation related to Spain under article 6 of the Optional Protocol “, 2017.

UNESCO (2020) Global Education Monitoring Report Summary 2020. Inclusion and Education: All Means All, Paris, Unesco

Young Minds Organisation, ‘Young Carers’, (2021) <<https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/>> [accessed 3.3.21].

Βιτσιλάκη, Χ. & Γουβιάς Δ (επ.) (2016) *Ανιχνεύοντας την κρίση Gutenberg*, Athens

Κόκκινος, Κ. Μ., & Καραγιάννη, Κ. (2017). Εκφοβισμός και θυματοποίηση: Βιβλιογραφική ανασκόπηση ερευνητικών ευρημάτων από τον ελληνικό χώρο. *Προσχολική & Σχολική Εκπαίδευση*, 5(1), 2–45. <https://doi.org/10.12681/ppej.10630>

Λαμπροπούλου, Β. (2008). Η Ιατρικοποίηση και απομάκρυνση της ειδικής αγωγής από την γενική εκπαίδευση με σχέδιο νόμου. *Περιοδικό Αυτονομία*. Ανακτήθηκε στις 18 Ιουνίου 2015. available at: <http://www.disabled.gr/lib/?p=16813>

This project has been funded with support from the European Commission. This publication (communication) 30 reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

### Online resources

<https://www.islesoftheleft.org/muslim-students-in-maltese-schools-outsiders-looking-in/>

[https://meae.gov.mt/en/Public\\_Consultations/MEDE/Documents/A%20Policy%20on%20Inclusive%20Education%20in%20Schools%20-%20Route%20to%20Quality%20Inclusion%E2%80%8B.pdf](https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/A%20Policy%20on%20Inclusive%20Education%20in%20Schools%20-%20Route%20to%20Quality%20Inclusion%E2%80%8B.pdf)

<https://timesofmalta.com/articles/view/Diversity-in-the-classroom.479541>

MEC. <http://www.educacion.gob.es/educacion/sistemaeducativo/educacion-inclusiva.html>