THE MAIN POINTS AND THE PRACTICES PRESENTED BY

THE PARTNERS AND

EXPERIENCES AND NEXT STEPS

Inclusive Teaching Methodologies and Best Practices from Italy: Analysis from APRO Formazione

Co-Teaching: A Structured, Differentiated Model in Vocational Education

At **APRO Formazione**, co-teaching was implemented within the **1st-year Aesthetics vocational class** to address the diverse needs of students, particularly those with **Special Educational Needs (BES)**. The model primarily followed the **Alternative Teaching** strategy, supplemented by **One Teach/One Observe** and **One Teach/One Assist** methods. This blended approach enabled effective differentiation and personalised support.

Small Group Activities

Focused on enhancing comprehension, vocabulary, and written expression.

💼 **Resources Used**

•**Human**: Trained co-teaching staff skilled in inclusive planning.

•**Digital**: Digitised materials, accessible handouts.

•**Space/Time**: Flexible groupings, restructured classroom time.

•**Documentation**: Ongoing monitoring via notes, photos, and student work.

📊 **Outcomes Achieved**

•Active engagement of previously passive students.

•Enhanced self-confidence and comprehension.

•Better educational relationships and trust.

•Identified as replicable best practice and shared among other teachers.

🎯 **Target Group**

•Mainly **female students aged 14-16**, some with learning disorders, language barriers, or emotional difficulties.

•Focused intervention for those struggling with **text interpretation, information synthesis, and independent study**.

Conclusions

The co-teaching model demonstrates **flexibility, collaboration**, and **student-centred planning** as essential factors in inclusive education. The approach strengthens pedagogical coherence and supports **active, equitable learning**.

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2. Storytelling as an Inclusive and Intercultural Educational Practice

📖 **Definition and Educational Value**

Storytelling is not merely recounting stories, but a method of structuring **experiences, identities, and emotions** into narratives. It's a **cross-disciplinary, inclusive tool** that supports:

- Identity-building and emotional expression.

- Language learning and comprehension.

- Social cohesion and intercultural dialogue.

- Documentation and celebration of educational journeys.

🔍 **Theoretical Foundation**

Prominent thinkers in pedagogy and narrative theory support its role:

- **Bruner**: Narrative as a primary mode of thought.

- **Fisher**: Human beings as *homo narrans*.

- **Gardner**: Narrative intelligence as part of multiple intelligences.

- **Paley, Campbell, Ricoeur**: Narrative as developmental and cultural scaffolding.

Project Case Study: "Storie Intrecciate – Intertwined Stories" at Apro Formazione

📍 **Context**

- **Future 2nd year class (2025/26)** of Waiters and Bar Operators.

- 12 students, ages 15-17, from Italy, Egypt, Morocco, Peru, Macedonia, Philippines.

- Students face **linguistic, emotional, relational**, and **learning challenges**.

⏱️ **Project Stages**

1. **Introduction**
   Keywords: Identity, place, memory
   → *Shared mind maps*

2. **Exploring the Territory**
   City tours, local stories, cultural comparison
   → *Notes, photos*

3. **Our Stories**
   Autobiographical storytelling, use of native languages
   → *Videos or oral narratives*

4. **Interweaving Narratives**
   Group projects combining local history + personal stories
   → *Short film, exhibition, or multimedia output*

5. **Public Presentation**
   Project exhibition for school and local community
   → *Public event, reinforcing school-community bond*

📋 **Resources Required**

- Teaching and support staff

- Cultural mediator (already present since 2024)

- External experts in storytelling

- Creative and digital tools (notebooks, smartphones, cameras)

- Field trips and exhibition space

🎯 **Expected Results**

- Foster **identity, cohesion**, and **belonging**.

- Improve **narrative competence** in both Italian and native languages.

- Promote **intercultural understanding** and **conflict management**.

- Create a **shared class memory**, empowering each student.

Cross-Cutting Insights

Area	Co-Teaching	Storytelling
Main Goal	Differentiated learning & equity	Identity, inclusion, cultural exchange
Student Involvement	Guided, small group work	Reflective, creative, and collaborative tasks
Inclusivity Strategy	Personalised support for BES and SEN	Recognition and validation of all backgrounds
Tools/Resources	Adapted materials, digital tools	Digital storytelling, creative writing, excursions
Professional Involvement	Co-teachers, curriculum planners	Cultural mediators, external experts
Impact	Better engagement, understanding, self-efficacy	Stronger identity, cohesion, intercultural skills

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Final Reflections

Italy's experience at Apro Formazione demonstrates that inclusive education is not simply about accommodating diversity—it is about valuing and leveraging it. Through methodological innovation (co-teaching) and narrative engagement (storytelling), the school fosters environments where all learners can thrive, regardless of background or ability.

These methodologies offer a replicable framework for:

- Schools with heterogeneous populations,

- Teachers aiming to personalise learning,

- Institutions seeking deeper student engagement and social integration.

KPED Co-Teaching Model
Operating Model: Special education teacher collaborates with subject teacher to meet diverse student needs.
Key Features:
All students belong to the same group.
Special education teacher provides support within the classroom.
Flexible support, including independent work on learning platforms.
How Support Needs are Identified:
Transition phase info, observations, and baseline tests.
Input from students, teachers, and guardians.
Tools: HOKS discussions, dyslexia screening, group info sharing.
Planning & Implementation of Co-Teaching
Planning:
Collaboration between special education and subject teachers.
Focus on student strengths.
Initial co-teaching plan (timing, methods, topics, roles).
Implementation:
Joint lessons, small group sessions, and individual teaching.
Learning environments: classroom, special education rooms, distance learning.
Collaboration:
Regular communication between teachers, students, and guardians.
Effective teamwork and documentation (e.g., Wilma).
Evaluation:
Continuous feedback loops to assess adequacy and effectiveness of support.

The "STOP" Model (PYSÄKKITOIMINTAMALLI)

- **Overview**: A low-threshold, walk-in support system for students to address emotional and academic challenges.

- **Key Features**:

  ○ No appointment needed.

  ○ Safe space for students to discuss issues like anxiety, executive functioning, and daily life challenges.

  ○ Solution-focused approach with emotional regulation and goal-setting.

Visitors: 10–20 students per session, both girls and boys.
Average Visit Duration: 15–20 minutes.
Common Topics: Anxiety, executive functioning, daily life, relationships, mood.
Focus on Emotional Regulation: Helping students clarify emotions and build daily routines.
Supporting Techniques:
Time management (using calendars, to-do lists).
Emotional regulation (e.g., TRT methods).
Building self-awareness and impulse control.
Outcomes: Positive experiences in reducing barriers to learning and supporting emotional well-being.

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Learning Support in Vocational Education (VET)

- **Focus Areas**:

    ○ Communication, mathematics, and citizenship/working life competencies.

    ○ Identifying support needs through observations, baseline tests, and discussions.

- **Planning Support**:

    ○ Collaboration between special education and subject teachers to tailor lessons and methods.

Emphasis on strengths and individualized plans
Implementation:
Joint lessons, small group teaching, individual sessions.
Diverse learning environments: classrooms, special education rooms, distance learning.
Collaboration:
Communication and documentation to ensure student needs are met.
Open, trust-based relationships between teachers, students, and guardians.
Evaluation and Outcomes in VET Support
Continuous Evaluation: Regular check-ins with students and staff to adjust support methods.
Outcomes: Students graduate on time, with tailored support leading to positive academic and emotional outcomes.

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Conclusion

- Finland's inclusive teaching methodologies create an environment where every student can thrive, regardless of their needs.

- Key Takeaways:

  - Co-teaching creates dynamic, supportive learning environments.

  - The "STOP" model offers a flexible, emotional support system.

  - Vocational education benefits from strong, personalized support systems.

- Finland's agile and student-centered approach ensures positive educational outcomes for all.

Introduction to the Dutch Education System

- Strong focus on **performance** and **early selection**.

- Divided tracks from age 12: **VMBO, HAVO, VWO**.

- **Challenges**: Social and ethnic segregation, unequal opportunities.

- Increasing **student diversity**: ethnic-cultural backgrounds, disabilities, neurodiverse conditions.

National Challenges in Implementing Inclusive Teaching Methods
Limited teacher training in inclusive pedagogy.
Uncertainty on sensitive topics (religion, sexual orientation, race).
Time constraints and high workload in delivering differentiated instruction.
Pressure from performance-driven culture: Conflicts with inclusivity goals.
Inconsistent collaboration with care professionals (mentors, special education staff).
Psychologization and medicalization of inclusion.

National Legislation & Inclusion Goals

- **Appropriate Education Act (Wet Passend Onderwijs)**: Schools must provide tailored support within mainstream education.

- **2035 Goal**: Achieve inclusive education in all schools by 2035.

  - **Three main subjects**:

    1. Everybody is welcome, grows, and belongs.

    2. Everybody can be supported during education.

All students participate in learning and social activities

Focus Areas for Inclusive Education in the Netherlands
Diversity: Cultural, social, gender, and neurodiversity.
Pedagogical inclusivity: Tailored teaching and support for all students.
Socio-cultural awareness: Emphasis on understanding and addressing biases.

The Culture Lens and Intercultural Communication

- **Objective**: Students explore their own cultural 'lens' and biases.

- **Process**:

  1. **Reflection** on personal values, norms, and behaviors.

  2. Introduction of key concepts like **stereotyping**, **confirmation bias**, and **self-fulfilling prophecy**.

  3. **Small group discussions**: Students examine moments of bias in real-life situations.

- **Resources**:

  1. Clear cultural explanations

  2. Worksheets for identity exploration

  3. Real-life examples

Outcomes of The Culture Lens Methodology
Increased self-awareness and critical thinking.
Openness to alternative perspectives.
Reduction of judgmental reactions in peer interactions.
Improved group dynamics and classroom safety.

Interactive Activities for Exploring the Five Dimensions

. Interactive Learning:

  ○ Role-playing, perspective-taking, and cultural iceberg exercises.

. Real-life scenarios:

  ○ Group work preferences, perceptions of authority, gender expectations.

. Visual Aids: Spectrums, example dialogues, and videos for understanding communication styles.

Outcomes of The Five Dimensions of Diversity Methodology
Better insight into communication styles: Personal and cultural preferences.
Reduced conflict: Viewing cultural differences as variations in interpretation.
Increased respect and curiosity toward cultural diversity.
Improved collaboration in diverse groups.
Transition from the Medical Model to the Social Model of Inclusion
Medical Model: Focus on individual problems, with professionals offering solutions.
Overemphasis on student deficits.
Lack of focus on learning achievements.
Social Model: Emphasis on the pedagogical-didactic context.
Focus on learning outcomes.
Support is provided in a collaborative environment involving teachers, classmates, and parents.

Medical vs. Social Model of Inclusion

- **Medical Model** (Individual Focus):
  - **Problems**: Behavior management, labels.
  - **Focus**: Learning disabilities, individual issues.
- **Social Model** (Collaborative Focus):
  - **Context**: School as a support system.
  - **Focus**: Collaborative learning, personal growth, and community integration.

Addressing Teacher Training Needs
Focus: Developing inclusive pedagogical skills.
Key Areas:
Understanding diverse student needs (cultural, neurodiverse, etc.).
Addressing sensitive topics with confidence and nuance.
Effective differentiation in instruction.
Ongoing professional development and support networks.
Key Takeaways
Challenges: Limited training, pressure from performance culture, inconsistencies in collaboration.
Solutions: Focus on cultural diversity, inclusive communication, and the **social model** of inclusion.
Goals: Achieve inclusive education for all by 2035 through systemic change and teacher development.

SPAIN Best Practices:

- Implementation of UDL: Schools are encouraged to design curricula and teaching practices that anticipate potential barriers to learning and offer flexible ways for students to engage with content.

- Early Intervention: Regular assessments to identify learning difficulties early, with subsequent multi-disciplinary support tailored to individual needs.

Integration of Support Services: Specialized support is offered in mainstream settings, with a focus on collaboration between teachers, psychologists, therapists, and families

Inclusion through Co-Teaching: Students with SEN can be included in mainstream classrooms, often supported by teaching assistants or specialists who work alongside regular teachers.

Differentiated Instruction: Teachers modify teaching methods to cater to diverse learning needs. For instance, students may receive modified materials, assistive technologies, or individualized tasks that allow them to engage with the curriculum at their own pace.

Collaborative Teaching Models: Regular teachers collaborate with specialists to design and implement effective accommodations, ensuring that all students, regardless of their needs, can participate fully in the classroom

Supporting Foreign Students and Students from Vulnerable Situations

For foreign students, especially those who are new to the Basque education system, the HIPI (Hizkuntza Indartzeko Programa) plays a vital role. This program focuses on language acquisition, helping these students integrate linguistically and culturally. Teachers work closely with the students to ensure they can access the curriculum and feel supported.

Best Practices:

- Peer Support Systems: Assigning a "peer helper" or "ikasle laguntzaile" to foreign students helps them navigate the school system and build relationships with their peers.

- Culturally Responsive Teaching: Teachers design classroom activities that acknowledge and celebrate cultural diversity, making students feel valued and included.

- Language Support Programs: The HIPI program offers targeted language support, ensuring that students develop the necessary linguistic skills to participate in class activities and social interactions.

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Teacher Training and Professional Development

Inclusive education in Spain is supported by a robust framework for teacher training. Teachers are trained not only in the identification of learning needs but also in how to implement inclusive pedagogies that cater to diverse learners. Ongoing professional development is crucial to maintaining high standards of inclusive practice.

Best Practices:

- Inclusive Pedagogy Training: Teachers are trained in inclusive strategies like Differentiated Instruction, Universal Design for Learning (UDL), and Positive Behavioural Support.

- Interdisciplinary Collaboration: Teachers collaborate with specialists such as psychologists, social workers, and speech therapists to provide holistic support to students.

- Continuous Learning: Schools provide opportunities for teachers to engage in continuous professional development focused on inclusive practices and new educational technologies.

Support for Students with Special Educational Needs (SEN)

The inclusive model encourages mainstream schooling for students with special educational needs (SEN), with specialized support provided to help students integrate fully into regular classrooms. While self-contained classrooms are available for those with more severe needs, the focus remains on fostering inclusion within the general education setting.

Best Practices:

- Inclusion through Co-Teaching: Students with SEN can be included in mainstream classrooms, often supported by teaching assistants or specialists who work alongside regular teachers.

- Differentiated Instruction: Teachers modify teaching methods to cater to diverse learning needs. For instance, students may receive modified materials, assistive technologies, or individualized tasks that allow them to engage with the curriculum at their own pace.

- Collaborative Teaching Models: Regular teachers collaborate with specialists to design and implement effective accommodations, ensuring that all students, regardless of their needs, can participate fully in the classroom.

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Focus on Emotional and Social Wellbeing

Inclusive education isn't solely about academic inclusion; emotional and social wellbeing is equally emphasized. Schools work to create safe, supportive environments where all students, regardless of background or ability, can thrive.

Best Practices:

- Social-Emotional Learning (SEL): Integrating SEL into the curriculum helps students develop the skills to manage emotions, set positive goals, and build strong relationships.

- Peer Support Programs: Older students or classmates may be assigned to help and mentor younger or new students, fostering a sense of belonging and community.

Mental Health Support: Schools employ counselors and offer services to ensure students' emotional needs are met, promoting positive mental health

Use of Technology and Assistive Devices

Assistive technologies are vital in supporting students with disabilities and diverse learning needs. Schools in Spain are increasingly incorporating technology into the classroom to ensure that all students have equal access to educational resources.

Best Practices:

- Assistive Technologies: Tools like screen readers, speech-to-text software, and adaptive devices help students with disabilities access curriculum content.

- Digital Learning Platforms: Online resources allow for more personalized learning and can be adapted to different learning styles and paces.

Interactive Whiteboards and Multimedia: Using multimedia content helps engage students and provides alternative ways to present information.

Engaging Families and Communities

The involvement of families in the educational process is central to successful inclusion. Schools, especially in the Basque Country, emphasize close cooperation with families to ensure that students receive the best support possible.

Best Practices:

- Family Engagement: Regular communication between teachers and families ensures that parents are aware of their child's progress and can provide additional support at home.

- Community Partnerships: Schools often collaborate with local organizations and community groups to offer students additional resources and opportunities for social integration.

- Parental Education: Workshops and information sessions are offered to help parents understand inclusive education practices and how they can support their child's learning at home.

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Creating a School Culture of Inclusion

The ultimate goal of the Centro San Viator and other schools in the Basque Country is to create a "School for All", where every student is valued and supported. This includes not just the physical infrastructure but the school culture as well, which promotes empathy, respect, and cooperation.

Best Practices:

- Celebrating Diversity: Schools organize events and activities that celebrate cultural, linguistic, and ability diversity, fostering a positive, inclusive school culture.

- Inclusive Language and Behaviour: Teachers model inclusive language and behavior, encouraging students to embrace differences and practice empathy.

- Student-Led Initiatives: Students may be given opportunities to create and lead initiatives that p**romote inclusion and diversity within the school community.**

Conclusion:

The integration of inclusive practices in Centro San Viator and across Spain is guided by a strong legal and pedagogical foundation that emphasizes individualized, flexible approaches to education.

By creating inclusive learning environments that anticipate the diverse needs of students and fostering a culture of empathy, respect, and collaboration,

Spain is working towards ensuring that every student has the opportunity to succeed. While challenges remain, the continued focus on teacher training, resource allocation, and community involvement will help make inclusive education a reality for all students.

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Greece

1) Universal Design for Learning (UDL)

Core Principles of UDL

UDL's central tenet is that every student learns differently, and education should be designed to accommodate this diversity. UDL supports the creation of flexible learning environments that remove barriers to learning by offering multiple ways for students to engage with content, express their understanding, and participate in the learning process.

- **Multiple Means of Representation:**
  - Goal: Present content in a variety of ways (e.g., through visual aids, audio, video, hands-on experiences) to ensure that all students can access the information.
  - Example: In a lesson on the water cycle, students could watch an animated video, read an infographic, and listen to an explanation.

- **Multiple Means of Action and Expression:**
  - Goal: Allow students to demonstrate their learning in different ways (e.g., through writing, speaking, art, or digital media).
  - Example: Students could demonstrate understanding of the water cycle by drawing a diagram, recording a podcast, or building a 3D model.

- **Multiple Means of Engagement:**
  - Goal: Keep students motivated by providing choices and fostering an environment where students feel involved and empowered.
  - Example: Students could choose between different activities (e.g., creating a campaign, designing a

Resources for UDL

- Technological Tools: Adaptive technology like screen readers, interactive apps, and digital platforms that cater to different needs.

- Teacher Training: Continuous professional development to help educators implement UDL in the classroom.

- Physical Spaces: Flexible classroom layouts that support diverse learning needs, such as space for students with physical disabilities.

Implementation at Centro San Viator

- Phase 1: Teacher Training: Teachers are introduced to UDL principles through workshops that discuss student needs and different teaching strategies.

- Phase 2: Tailoring SEND Education: SEND technicians develop personalized materials and offer tailored support.

- Phase 3: Widening UDL Across General Education: Teachers adapt their approaches across all subjects to ensure inclusivity and personalized learning for all students.

Expected Results

- Academic Improvement: Enhanced performance of students, especially those with learning difficulties.

- Social Inclusion: Reduced stigma and greater collaboration between students of all backgrounds.

- Empowerment: Students develop a stronger sense of self-regulation, autonomy, and self-esteem.

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2) Service-Learning (SL)

What is Service-Learning?

SL combines academic learning with community service. It allows students to apply classroom knowledge to address real-world issues, enhancing both personal and academic growth while making a positive impact on the community. Unlike volunteering, SL is a structured and purposeful methodology.

Core Characteristics of Service-Learning

- Intentional Learning and Service: SL integrates academic learning with meaningful community service that addresses real social needs.

- Active Pedagogy: Emphasizes collaboration, inquiry, and reflection throughout the process.

- Collaborative Approach: Encourages partnerships with schools, community organizations, and families.

- Dual Impact: While students gain valuable skills and insights, the community benefits from the students' service.

Implementation Phases of Service-Learning

1. Exploration and Connection with Reality: Students identify real-world problems in their communities and assess how these connect to their curriculum.

   o Example: Students could explore local environmental issues and relate them to lessons on climate change.

2. Curricular Connection: Educators align service tasks with academic learning, ensuring that service projects enhance understanding of curricular content.

   o Example: In a history class, students might volunteer at a local museum, learning about historical artifacts while helping organize an exhibition.

3. Collaborative Planning: Students, guided by teachers, define the service project, roles, resources, and timeline.

   o Example: Students working on a community garden might plan their tasks, research sustainable gardening practices, and set a timeline for planting.

4. Active Learning and Reflection: As students engage in the service activity, they reflect on their learning and experiences.

   o Example: After cleaning a local park, students could reflect on environmental issues and discuss their feelings about contributing to their community.

5. Service Implementation and Evaluation: Students complete the service project, then evaluate both their academic growth and the impact of their service.

   o Example: After completing a fundraising event for a local charity, students might reflect on how the event helped them develop teamwork skills.

Resources for Service-Learning

- Human Resources: Teacher time for planning and community collaboration, as well as involvement from school leadership and staff.

- Community Collaboration: Partnering with local organizations to identify genuine needs and implement effective service projects.

- Organizational Resources: Planning materials, reflection tools, and communication platforms to keep everyone involved.

Expected Results

- For Students: Improved academic understanding, critical thinking, empathy, and social responsibility. Increased motivation and engagement with learning.

- For the Community: Direct contributions to addressing real community needs, increased social cohesion, and empowerment.

- For Schools: Innovative teaching methods, improved school climate, and greater community involvement.

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Bringing it Together: UDL + SL for Inclusive Education

Both UDL and SL emphasize the importance of diversity, inclusion, and the active participation of all students, regardless of their abilities or backgrounds. These methodologies are not only about improving academic performance but also about fostering a sense of belonging and social responsibility. Together, UDL and SL can:

- Create Equal Opportunities: By offering multiple ways to access content and express learning (UDL), and by engaging in real-world problems that matter to students (SL), educators can create a more equitable learning environment.

- Build Skills for the Future: Both UDL and SL emphasize competencies like collaboration, critical thinking, and community involvement—skills necessary for success in the 21st century.

- Support Emotional and Social Development: UDL and SL both prioritize student well-being, self-esteem, and social responsibility, ensuring that learning is meaningful and impactful for all students.

Practical Example: The Water Cycle in UDL + SL

In a school project about the water cycle, UDL principles could be applied by offering visual, audio, and hands-on learning tools. At the same time, students could engage in a service-learning project, like creating an environmental awareness campaign for the local community, where they use their knowledge to educate others about the water cycle and its importance. This cross-disciplinary approach would enrich their understanding while contributing positively to the broader community.

In conclusion, UDL and SL are not just teaching methodologies; they are frameworks for creating an inclusive, participatory, and engaging learning environment. By designing education around diversity from the outset, and connecting academic learning with real-world action, we can ensure that all students have the opportunity to succeed and make meaningful contributions to society.

National Challenges in Implementing Inclusive Teaching Methods Greece

1. Organizational Challenges

    ○ Centralized educational system limits school autonomy.

    ○ Insufficient funding and resources (e.g., specialized staff, infrastructure).

    ○ Delays in staffing, support services, and inadequate space.

2. Cognitive Challenges

    ○ Lack of teacher training in inclusive education methods.

    ○ Inadequate pedagogical tools for differentiated teaching.

3. Behavioral Challenges

    ○ Societal stigma and resistance to inclusion.

    ○ Lack of collaboration between schools and families.

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organizational Challenges - Case Study

. KEDASY Centers

  ○ 71 centers across Greece, but only ~28% of requests processed.

  ○ Main reasons for inefficiency: Staff shortages, inadequate space, lack of tools and experienced personnel.

  ○ Impact: Delayed assessments and educational recommendations, hindering timely support.

Teacher Training Deficiencies
Many teachers are not equipped to implement inclusive pedagogies.
Need for systematic and practical professional development.

Behavioral Challenges

- Attitudes and Awareness

    ○ Lack of societal and school community acceptance of students with disabilities.

    ○ Negative biases and behaviors from teachers, parents, and students.

    ○ Impact: Reduced participation of students with special educational needs (SEN) in regular classrooms.

Solutions to Overcome Challenges
Investment in Resources
More funding, specialized personnel, and infrastructural improvements.
Teacher Training and Professional Development
Focus on inclusive pedagogies, differentiated instruction, and cooperative learning.
Cultural Change
Foster collaboration between schools, families, and communities.
Promote values of diversity, equality, and mutual respect.
Inclusive Teaching Methodologies
Cooperative Learning: Enhances collaboration, social inclusion, and empathy.
Differentiated Instruction: Tailors teaching to individual student needs and abilities.
Cooperative Learning (Ομαδοσυνεργατική Διδασκαλία)
Definition: Active, collective learning in small groups, promoting both academic and social development.
Benefits:
Encourages respect, mutual understanding, and inclusion.
Reduces social stigma and stereotypes.
Increases participation and builds empathy.

Phases of Cooperative Learning

1. Preparation: Topic selection, group formation, and task assignment.

2. Cooperative Work: Groups collaborate under teacher guidance.

3. Presentation: Groups present findings and reflect.

4. Evaluation: Self- and peer-assessment based on goals and collaboration.

Recap: Review of key learning points for metacognition
Resources for Cooperative Learning
Qualified Educators: Specialized training in cooperative learning.
Time Allocation: Flexibility for group work and peer evaluations.
Classroom Environment: Flexible seating, accessible spaces for all.
Technological Support: Use of digital tools (e.g., tablets, interactive whiteboards**).**
Results of Cooperative Learning
Enhanced Social Inclusion: Students from diverse backgrounds work together.
Increased Participation: Every student, regardless of ability, is engaged.
Development of Empathy: Learners appreciate different perspectives.
Support for Vulnerable Groups: Encourages self-esteem and academic success for marginalized students.

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Differentiated Instruction (Διαφοροποιημένη Διδασκαλία)

- Definition: Tailoring instruction to meet diverse learning needs.

- Key Areas of Differentiation:

  1. Content: What students learn and how they access it.

  2. Process: Activities to help students master content.

  3. Products: Assessment methods that demonstrate learning.

  4. Learning Environment: Classroom arrangements to support diverse learners.

Resources for Differentiated Instruction
Diagnostic Tools: Assess students' readiness levels, interests, and learning styles.
Instructional Materials: Graphic organizers, multimedia, and adapted texts.
Professional Development: Ongoing training for teachers in differentiated methodologies.

Results of Differentiated Instruction
Improved Engagement: Tailored activities keep students motivated.
Academic Performance: Students, especially those with learning difficulties, show improvements.
Better Classroom Management: Teachers feel more competent in handling diverse needs.
Reduced Social Exclusion: Ensures that students with diverse needs succeed.

Target Group for Differentiated Instruction
Students with Special Educational Needs (SEN), including those with learning disabilities or language barriers.
Applicable to a wide range of students across abilities and backgrounds.

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Conclusion

- **Need for systemic reform:** Overcoming organizational, cognitive, and behavioral barriers is essential for successful inclusive education in Greece.

- **Importance of Methodologies:** Cooperative Learning and Differentiated Instruction are key tools in promoting inclusion, respect, and equitable learning opportunities for all students.

- **Call to Action:** Invest in teacher training, resource allocation, and fostering a culture of collaboration to achieve a truly inclusive educational system.

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EXPERIENCES AND NEXT STEPS

- **Kpedu has gathered national practices in an English-language general report.**
- 2 teachers participated in a joint mentoring training organized by the institution in Italy.
- The training went well, and the participants were enthusiastic.
  Oral feedback highlighted appreciation for the practical and hands-on approach.
  A daily summary and feedback were indeed reviewed in small groups.
- We also engaged in discussions about students' special support needs and the various forms that support can take.
  We realized that similar issues are being addressed more broadly across Europe – the individual support of students and related solutions are relevant in many countries.
  The discussions also highlighted concerns about how students can actually access support and what concrete tools teachers have to meet the diverse needs of young people in a personalized way.
- At least two teachers from each organization will participate in the mentoring process,
  Each participating teacher will use at least two pedagogical materials.
- After the joint training, each partner prepares mentoring sessions within their own organization.
  These sessions involve the trained teachers acting as mentors and other teachers being trained in the role of mentees.
- At the end of the mentoring phase, each partner produces at least two pedagogical activities
  focused on the use of inclusive teaching methods.

- [Developing Learning Support in the Common Units of Vocational Education.pdf](#)
- [All_in_education_mentorstraining.pptx](#)

- [All in Education Kpedu, canva.pdf](#)
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