



TdiverS

Teaching divers learners in (School) Subjects

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Third Annual Report

Project information

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Abstract

The TdiverS-project delivers each year an Annual Report which summarizes the project's findings and results, facilitating their application elsewhere. The report gives an overview of the state of innovation in the respective countries (national level) as well as across countries (international level). It records the current progress of the project work and the respective key products and are available at <http://tdivers.eu>. With respect to the aims, the structure and the objectives of the project, the report focuses on the main steps and developments of the project partners on an annual basis.

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Introduction

Within the TdiverS project, each year WP 5 delivers an Annual Report presenting innovative approaches and developments at national and international levels in the different areas of the network's activity. This third report is divided into three parts.

The **first part** gives a brief reports about the TdiverS consortium meetings in Vilnius (Lithuania) and Ludwigsburg (Germany) during the third year of the project.

In the **second part** of the Report the results (short descriptions on videos and additional materials) achieved by each partner are presented.

In the **third part**, country-based information - achievements & impact - about the state of the art in the field of inclusion and *lessons learned* while teaching diverse learners in different school subjects for each partner country can be found. Because the fact, that situations in all six countries are different, we decided to collect the information on lessons learned with a questionnaire and present the results in a country collection. The partners from the different countries therefore are responsible for the individual content.

Ten questions are leading through Part 3 of this Report:

- 3.1. What changes of the awareness of school leaders and primary /subject teachers towards inclusive teaching and learning have been identified while implementing the project?
- 3.2. How the attitudes of school leaders, primary / subject teachers, other pedagogues, parents, and students towards inclusive education of diverse children have been changed?
- 3.3. What kind of changes of the values of school / classroom community have been identified?
- 3.4. What changes in the diversity of children and their needs have been observed?
- 3.5. What a new teaching and learning methods and strategies have been applied / employed in teaching subjects? If so, in which subjects? Which methods/strategies were successful? Which methods/strategies were challenging?
- 3.6. Did changes in teacher training take place? If so, what kind of changes?
- 3.7. Did you observe changes for the better in inclusive school, e.g., providing educational support for children with special educational needs?
- 3.8. How many teachers from your school participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?
- 3.9. How many school leaders participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?
- 3.10. What impact the TdiverS project had on a quality of subject teaching in your school?

This third report draws on materials prepared by network members for workshops and activities in 2016 and includes contributions from authors in Spain, Sweden, Iceland, Lithuania, Luxembourg and Germany.

Further information about TdiverS can be found at <http://tdivers.eu>.

The coordinators and authors welcome comments and can be contacted at the addresses above.

1. TdiverS consortium meetings and conferences 2015 - 2016

1.1 The 5th Consortium Meeting in Vilnius, Lithuania, 04th-06th of May 2016

The meeting started from Vice Minister MoEd Natalja Istomina welcome speech about inclusive education and special need education in Lithuania and hosting team presentation of the consortium meeting structure. During the meeting partners discussed dissemination plan, framework and layout of DVD-USB, presented and discussed video sequences, results of literature review, visited two schools, Centre of Special Education and Psychology, Pedagogical and Psychological Service of Trakai Municipality.

The delivery date for the conference is month 36.

First partners' discussion about final conference was organized. It was decided:

- Final conference in November in Ludwigsburg.
- The final report is due in December (Submission date in January 2017).
- Suggestion to have the conference over a weekend so that teachers can attend – from Friday to Sunday: 11th to 13th or 18th – 20th of November. Three nights to accommodate consortium meeting.
- How are we selecting the forty people that we can invite? How many for each partner country? Be creative about who we can invite – related to Comenius project.
- Program: Keynote in the morning, then introducing the videos and parallel sessions or workshops where the teachers from schools will be presenting (no force).
- Filming during the final conference.

1.2 Final Conference and Final Meeting 17 – 20.11.2016 in Ludwigsburg, Germany

The Final Conference held on Education Faculty in Ludwigsburg, the same scenario where it coincides with the initial conference in December 2013. As the previous one, it enabled the connection of the project with policy-makers and stakeholders in education and, in particular, teacher education from all partner-countries.

It was prepared by all project's partners in order to utilize their knowledge and expertise for the implementation of best practices and exploit the lessons learned from country analysis and cross-national comparison. The conference grouped more than 120 participants from different countries.

The conference included the following aspects:

DISSEMINATION OF THE PROJECT

The vice-rector Prof. Jörg U. Kebler saluted and noted the importance of projects where schools and universities work together from different countries. Following, both projects coordinators Heike Tieman and Kerstin Merz-Atalik introduce the project partners, the methods and objectives of our project (presentations at www.tdivers.eu). Also, she exposed the inclusive education framework based on the United Nations Office CRPD (2016). She emphasizes that in the project follow the UNESCO framework, the concept "Inclusion" is a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. (UNESCO, 2003. *Overcoming Exclusion through Inclusive Approaches in Education. A challenge and a vision*. Paris). The Key note lecture was by Tanja Sturm on the topic "(Re) Producing and handling differences in subject teaching". Her presentation was from understanding of school and teaching culture and its specific barriers to participation. 'technical' and 'cultural' approach of inclusive education. She give short videos like examples understanding of school and teaching culture and could be specific barriers to participation. Production of difference in secondary schools –a comparative study on milieus of lesson in inclusive and exclusive schools. After the videos, participants discussed about the concept "**inclusion**" and how our curriculum deals with the difference among students.

Lastly, some researchers added the findings of didactics and methods [inspiring practice] in teaching diverse learners in school-subjects from the involved countries.

2. WORKSHOPS

In the afternoon, there were 24 workshops (organized in two groups, 12 each time slot 13-30-15.00 and 15.15-16:45h) which involved teachers, school leaders and researchers from six the different countries: Sweden, Lithuania, Iceland, Luxemburg, Germany and Spain. The language of the workshops was in English, although some of them were in German. Participants had prior information from each workshop. In the summaries appeared including subject specifics, age of children, individual needs and characteristics of a child, and a classroom, etc. Some participants regretted that there was a lot of interesting offer at the same time and that they could not attend at all. However, the participants made contact with the workshop teachers and exchanged emails. The workshops were based on TdiverS project's video material demonstration, group discussions on inclusive education values, as well as mapping teaching and learning strategies to be used in inclusive classroom .Workshops were an extraordinary opportunity to observe and analyze inclusive educational practices - in different educational stages and around different subjects of the curriculum, and was a clear demonstration of the dialectical relationship between inclusion and exclusion.

3.LEARNED LESSONS

People have used the “inclusive practices in education” in so many different ways. The aim of this conference was disseminate the inspiring practices and in some extent, explain what is meant in different contexts. The DVDs [as a material useful in teacher education and professionalization of teacher education we learned that “Change is possible” in spite of many barriers (structural, of the education system, lack of resources, traditions, old conceptions among teachers and other educational personnel, etc.). The USB-flash drive is organized by four parts:

- About the projects (objectives, participants, ..)
- Video of Inspiring practices (14 videos organized by six countries)
- Additional resources
- Literature recommendations.

2 Project Results

2.1. Germany – Short Description on the Developed Videos & Additional Materials

Location: Pattonville Primary School Ludwigsburg (Germany)

Camera: Robert Lee

Interview: Kerstin Merz-Atalik

Production: Kerstin Merz-Atalik, Heike Tiemann, Katja Weber

In the video you'll find an interview with two teachers, working as a team in an inclusive classroom at a Primary School in Germany since two years. For both of them co-teaching was a new task, but they are showing a positive attitude towards co-operation and share their experiences. The two teachers, a primary education teacher and a special education teacher, speak about their personal experiences with cooperation in inclusive education, about their work in the classroom; the planning, preparation, and reflection of team-teaching; needs of teacher education related to co-teaching; and the framework for a successful team-teaching. Additionally, they reflect on the long-term-effects of inclusive education on the children, their parents, and society. (25:16 Minutes)

Video 2: INDIVIDUALIZED LEARNING OPPORTUNITIES - “I decide myself, what and when to learn!”- INDIVIDUALIZATION OF LEARNING MATERIAL, INDIVIDUALIZATION OF SUPPORT, PRIMARY SCHOOL

Location: Pattonville Primary School Ludwigsburg (Germany)

Camera: Robert Lee

Cut And Subtitles: Kerstin Merz-Atalik

Production: Kerstin Merz-Atalik, Heike Tiemann, Katja Weber

Two teachers introduce their classroom in the 1st and 2nd grade classroom at Pattonville primary school (a TdiverS school partner), explain the daily routine in a weekly structure and their ways of individualized teaching. In their comment, they share their educational values, their principles relating to inclusive education, and explain the development of their individual concepts in addressing diversity in the classroom. The pictures show examples of the so called “learning time” with open classroom instruction (focus on mathematics). The video shows teaching within a learning environment committed to inclusion; specifically, a cooperative model (Außenklasse) in which six children from a special school in the support category “mental development” learn together with 16 other children in the primary school. (5 Minutes)

Video 3: Modifications of games (not only) for inclusive physical education classes

PHYSICAL EDUCATION, GAMES, MODIFICATIONS, ADAPTATIONS

Location: Geschwister Scholl Community School (Non-Selective Secondary School), Tübingen (Germany)

Camera: Christiane Schmidt

Concept/Text: Heike Tiemann

Organisation: Katja Weber

Translation: Katinka Kraft

Production: Kerstin Merz-Atalik, Heike Tiemann, Katja Weber

This film shows modifications of movement and sports games as examples of teaching. Such changes are not only important in so-called inclusive settings, as students in any and every class are quite diverse. This is the conclusion that physical education teacher Markus Plath comes to in the interview. In five different games, especially adaptations of the learning environment, the rules and the tasks are presented. (24:40 Minutes)

Video 4: “What kind of strange ball is this?” - A new approach to teaching football in heterogeneous groups

PHYSICAL EDUCATION, KIN BALL, FOOTBALL, MODIFICATIONS, EXPERIENCE-CENTERED

Location: Primary School Pattonville Ludwigsburg (Germany)

Camera: Robert Lee

Concept/Text: Heike Tiemann/ Katja Weber

Production: Kerstin Merz-Atalik, Heike Tiemann, Katja Weber

The following football lesson illustrates strategies that allow equal participation of children with both more or less football skills. The lesson focuses on providing new play experiences that limit the advantage of previous experiences, therefore providing a challenge for all players—and requiring collaborative play. The modification of the ball results in simplified play, allowing novice players to gain basic experiences. At the same time, the new piece of equipment motivates more experienced players to try new ways to play football, to apply their skills using the new piece of equipment, and to further develop their skills together with all players. The new piece of equipment is a large colorful KIN-BALL® whose movement characteristics cannot be predicted by the children and thus is very motivating. (3:26 Minutes)

Additional Materials from Germany

“We don’t do anything special or extraordinary” A Power-Point-Presentation about an (inclusive) project in Math at a Primary School

Pictures Of A Spontaneous Visit In A Classroom (Kerstin Merz-Atalik)

Reform Pedagogy (Freinet, Dewey) And Inclusion; Project-Based Teaching; Math; Hands-On Learning

Location: Primary School Pattonville Ludwigsburg (Germany)

As a reaction to a short-term inquiry to take some pictures in the classroom at the Pattonville Primary School in Ludwigsburg for a presentation at an educational conference in the US, the teacher said: “Oh, I don’t know if you can see something special. We are not doing something extraordinary on Tuesday, just our project “the Patton-Bank” in which the children learn to handle money and arithmetic operations.” The classroom-teaching is linked to theories of Dewey and Freinet (Reform Education in the 30th).

2.2. Iceland – a Short Description on the Developed Videos & Additional Materials

The Icelandic team produced three videos for the TdiverS project. The videos were taken in three compulsory schools in Iceland, in cooperation with an English teacher, a swimming teacher and a support teacher. In the first video the three teachers explain how they understand the concept of inclusion. They discuss what they think is most important in inclusive schools and practice, and what drives their teaching. Their schools are visited and the video shows glimpses from various settings within the schools.

In the next video the English teacher explains how she responds to every student in her teaching. She is teaching English poetry in a diverse group of 9th grade Icelandic students. She uses iPad and various apps as a teaching and learning tool. In this lesson the teacher presents a video from a war time graveyard in France and tells the students about her visit to this place last summer. She introduces a new app “Instant Poetry” that helps the students to create a poem about what they see in the video. The teacher also explains, how in responding to their diversity, she offers students different ways to present their poem.

In the third video the swimming teacher explains how she responds to all students in different ways according to their abilities. She plans all her lessons carefully based on the goals she aims to reach but in each lesson, she adapts her plans to each group, making space for everyone to participate.

In the fourth video the support teacher is teaching a small group of students learning Icelandic as a second language. In the lesson the teacher is working on Icelandic vocabulary related to farm animals. The students are working on the same project as their classmates, but need deeper understanding and more practice. She also explains that in her teaching, and in the school, there is emphasis on learning through hands-on assignments, creative work and play. We see images from other lessons in the school where students are participating in a music lesson, crafts lesson and outdoor games.

Additional material linked to the videos is a book chapter that was published in a book about inclusion and science education. The authors of the chapter were invited to write the chapter at the TdiverS conference in Luxembourg in 2014.

Guðjónsdóttir, H. and Óskarsdóttir, E. (2016). Inclusive education, pedagogy and practice. In S. Abels & S. Markic (Eds.). *Science education towards inclusion*. New York: Nova Science Publishers.

2.3. Lithuania - a Short Description on the Developed Videos & Additional Materials

The instructional video film reveals the experiences of three schools engaged in creation of learning environments which are favourable for successful joint learning of pupils with various abilities or special

educational needs. The first part of the film introduces the experience of Šiauliai Centro Primary School community creating school culture where everyone is accepted and acknowledged, and the most important approaches in teaching and learning are freedom and the opportunity to choose how to teach and learn, the work together, the responsibility for own contribution, endeavours and outcomes. The second and third parts are dedicated to teachers and pupils sharing their experiences on how to efficiently learn various subjects together: the enquiry-based learning method, cooperative group work facilitate learning geography, whereas tablet PCs enabling immediate obtaining of individualised teacher's support, monitoring of achievements, raising of learning goals to the self, individual and cooperative work together with others are useful in learning a foreign language (English).

Additional Content Information consists of three interviews:

- Video interview of a primary school teacher Teaching to Lean and Live Together
A primary school teacher shares her experience on the organising the learning involving all together and everyone in particular. Diversity of pupils, different abilities are not an obstacle; on the contrary, it is an opportunity to know each other and to learn to live, stay together. Aiming at success in learning, independent group works of pupils learning to share work, take responsibility and be responsible for the achieved result are effective.
- Video interview of a primary school pupil Learning to Learn and Live Together
A primary school pupil's attitude towards differences of pupils, the learning and living together. It is comfortable to learn when one can help another to understand and learn, when others help you. When all are involved in the learning: pupils, class teacher, contributing and helping fathers and mothers. Such school is exceptional and favourable for the learning.
- Video interview of a deputy director of a primary school Creating the Learning Community
A primary school deputy director reveals the values of the school as the learning community: freedom to make decisions on how to teach and learn, creation of the dialogue-based school culture. Success in education is determined by the understanding that contemporary school is open to the world and its diversity, and the resources of support in learning lie in the involvement of the entire community into the educational process, participation of volunteers, specialists providing support to a pupil, application of active learning methods involving all pupils.

2.4. Luxembourg - a Short Description on the Developed Videos & Additional Materials

For Luxembourg, the short film "Inklusioun: Living together – learning together" represents a fruitful collaboration between the Ecole Jean-Jaurés in Esch-sur-Alzette, the professional audio-visual team of the continuing education division of the Ministry of Education (DPAV/SCRIPT), and researchers from the University of Luxembourg who participated in the TdiverS project. Our main goal was to give the pupils the opportunity to show scenes from everyday life in their school on its pathway towards developing and living inclusion. The film, around twenty minutes, shows scenes in which we are guided around the school campus and the different learning settings and social situations by the pupils themselves, as authors of their own learning, in which inclusion develops as they do.

Without commenting or classifying, the video presents different dimensions of diversity, with the pupils explaining their diverse viewpoints on what inclusion is about serving as the unifying theme throughout. At eye-level with the children, this video presents some of the diverse voices and classroom and playground interactions of students in this inclusive school setting that benefits from a very diverse student body and is located in an extraordinarily multicultural and multilingual city and country (Esch-sur-Alzette, Luxembourg). There are students with different backgrounds, abilities, and ages telling us what inclusion means to them—in their own words.

As a rather unique school in Luxembourg, Ecole Jean-Jaurès is a full-time all-day school, accepting children aged 3 to 12 years, regardless their abilities and needs, having as a motto “living together, learning together, learning together for life”. The pedagogical approach of the school is based on a socio-cultural framework, considering diversity as a resource both for the pedagogical team and the pupils. Conceived as an introduction to the school, the film shows the school inside and out (e.g., learning groups exploring various activities within different rooms; the lunchroom; the gym; the school playground with pupils playing together). The film focuses on scenes from life at school, showing examples of learning situations in different (school) subjects, different learning arrangements—students working in pairs, in groups, mixed-age workshops—and working individually on their weekly plan as well. The film provides both an overview of the school, as the pupils explain the school’s values and the importance of their school charter, as well as specific moments that focus on how inspiring inclusive practices have developed and showing why mixed-aged workshops are particularly useful.

The starting scenes are playground interactions and then we enter the building to see the school charter—that all members of the school community sign, highlighting the key principles of Commitment, Respect, Courage, Trust, and Honesty that provide moral guidance and a continuity as the school community ebbs and flows with shifting membership. The pupils authentically and authoritatively use these principles in their statements about what makes their school a space that values diversity and attempts to be inclusive.

The next scenes shows a variety of ways languages can be learned (crucial in Luxembourg’s multilingual and hyperdiverse cultural context) and how school time is organized flexibly by working in projects, with individual weekly learning plans, to provide opportunities for pupils to learn at their own pace and meet their own learning goals. Very important, not only from the pupils’ perspectives, are free-time and lunch-time, in which again structures have been put in place to promote individualization and self-direction (for example, pupils can go to lunch when they choose to, picking up a peg from the table and going to the cafeteria themselves and serving themselves what they would like to eat).

In the scene on the shared workshops (ateliers), the pupils work on innumerable specific projects collaboratively. In “learning time,” pupils decide themselves what to work on, often using this period of the day to complete their homework. Finally, the portfolios are presented in a scene that emphasizes that pupils interact intensively also in the sharing and assessment of their creative accomplishments, instead of receiving a letter grade solely from the teacher, and have a material record of their own learning progress.

Thus, the main elements of inclusive education at this school derive from a common pedagogical project designed and maintained by a committed team of teachers, originally from another school, who have spent the past decade pioneering this new school and serving the community. Some of the most important elements of this school’s model include Individualized weekly learning plans and the emphasis on individual portfolios as personal collection of work completed during the entire school career (and upon which each pupil receives regular feedback from multiple peers). The mixed-age learning groups are taught and cared for by teachers and support teachers: Cycle 1 (3-6 years): 4 teachers & 3 support teachers care for 55 children; Cycle 2 (6-8 years): 4 teachers & 2 support teachers care for 55 children; Cycle 3 (8-10 years): 3 teachers & 2 support teachers care for 55 children; Cycle 4 (10-12 years): 3 teachers & 2 support teachers care for 55 children.

The goals of the school to encourage freedom of movement and self-regulated learning are supported by relatively open architecture, with no classroom doors, yet the campus is not completely barrier-free or accessible for pupils with impairments. Reliable care services are provided from 7 am to 7 pm, emphasizing the school campus as a crucial living space for the community.

The voices of students are a powerful testament to inclusive perspectives. They state that “inclusion is when all kids, no matter how they are, can go to school. Even if we have different skin colours or like different things, we can still be friends. We’re all different. That’s not a problem... Living together – learning together. The charter belongs to our school. It is our theme. And it should really be respected.”

The lessons learned during the making of the film over the course of the TdiverS-project are on many levels, from the theory of inclusion to the methods of videography and especially the importance of communication and

commitment in maintaining an inclusive school community. Although we originally aimed at engaging the students in a critical discussion about life in their school and how it leads towards inclusion, we became aware that by developing in advance certain scenes and by asking specific questions, the students' voices often tended to fade into the background. Thus, in finalizing the film production and ensuring that the video on inclusion should also be inclusive in its making, we needed to hand over responsibility of the script to the students. If you want to know what gives life to inclusion in everyday life in school, let the pupils show and tell you. The diverse professionals, from the excellent film team to teachers and researchers, served the pupils and supported them to express their ideas.

This video highlights the voices of students about goals and modes of learning, about ab/normality and respecting diversity and differing abilities, and about school culture, among other topics. The video portrays several tools useful in developing an inclusive school culture and practices. While some school subjects, such as language learning, mathematics, and physical education are portrayed in the film, the interactions between pupils show different kinds of learning processes, exemplifying the universal nature of learning together and the understanding that mutual respect for different others is a condition for inclusive communities—in school and beyond.

2.5. Spain - a Short Description on the Developed Videos & Additional Materials

Three videos have been done related to each of the centers that have taken part on the Project: Padre Piquer Educational Centre in Madrid, Ponce de León Educational Centre ; Cardenal Spinola School.

All of them share the same title: Breaking Barriers

A brief description of each one is presented below:

Breaking Barriers: Padre Piquer Educational Centre (Madrid, Spain).

The need to respond to a wide diversity of students in the classroom has been the driving force of a process of reviewing and improving school policies and practices of this Secondary school. The goal is to transform classrooms in order to provide a quality response to diverse students, making it the curriculum which is organized according to them, not the other way around. Under these assumptions, we will see how *Cooperative Multitasking Classrooms* are established, where students work in cooperation through a process of dynamic teaching and learning. In those classrooms the traditional way of organizing school subjects and curriculum contents are changed in a way which allows a more active and participatory way of teaching and learning. No text books are used but a rich source of materials and resources, including information and communication technologies (ICT)

Breaking Barriers: Ponce de León Educational Centre (Madrid, Spain)

Ponce de Leon was a specialized school for deaf students. Years ago it decided to develop an inclusive educational community that would facilitate the inclusion of deaf and hearing students at the School. To do that it was necessary to implement a "bilingual" educational model regarding the use of communicative languages at the school and classroom levels. Therefore they star to implement co teaching in classrooms, with two teachers working collaboratively: one as reference/mentor in Spanish Sing Language, and the second one as reference/mentor for Spanish. At the same time they introduce important changes in the way of teaching subjects, promoting active and inclusive methodologies as Problem Based Methodologies (PBM).

From the point of view of the parents of children with special educational needs, they feel that their children go to a "real" school where they are not characterized with labels, and their treatment is normalized.

In this School, the family is considered essential in the educational process, so they are included in direct participation in the classroom taking part in and proposing activities. Students not only learn to learn, but also to teach. The results are evident at all levels (autonomy, knowledge, values, etc.), it is a learning process that goes

beyond traditional teaching methods, because values education is not theoretical, but practical, so that children learn from differences and grow with them.

Breaking Barriers: Cardenal Spínola School (Madrid, Spain)

The key principles of Cardenal Spínola School are inclusion and innovation. Cooperation, reflective, participatory and an inclusive way of work are essential. A deep process of school develops and the introduction of innovative methodologies has been key factors in this school, with an important number of students with special educational needs. They are always looking for the best way to adjust teaching to the characteristics and capabilities of all students, encouraging individual capacities and integrating cooperative learning and thinking skills in most subjects. Also at this school, dialogic gatherings are organized based on a methodology of dialogic learning. On the other hand, this School has also put into action *life plans centred on the person* for some secondary students with special needs, (aiming to deliver the highest level of development at all levels: social, emotional, academic, family, professional, etc.). Finally, they have a very collaborative way to understand the counseling department; schools psychologists and support teacher work very close to teachers in the different classrooms to design and develop and evaluate inclusive practices for all pupils.

Additional materials

Two types of materials have been provided:

- The Spanish partner has made these additional materials: a selection of important documents related to the videos presented. They are documents of reference at both national and international context
- The Spanish team has prepared a paper entitled "Making the right for inclusive education to come true for all students - including pedagogy in the classroom" in which it analyses what is meant by inclusive methodologies and shows some keys to promote classroom practices that facilitate a response to all of the existing diversity in the classroom, from the perspective of universal design for learning and instruction

2.6. Sweden - a Short Description on the Developed Videos & Additional Materials

The final video is about the TdiverS partner school Strömskolan in Sweden, Mark municipality, Västra Götaland County, Sweden. Strömskolan is an elementary school with 320 pupils, aged 6 through 11 years old, and includes a special school for children with special needs. The large playground and access to a school forest allow many different outdoor activities. The school values help to build an inclusive learning environment in which each child develops as far as possible according to their ability, in interaction with each other and with the teachers. The three segments of the video show how these values are put into practice in different school subjects and learning environments with the purpose of taking care of diversity and fostering inclusion. You can listen to the pupils, teachers, and head of school explaining how they perceive their school and its values. The focus subjects are Communication, Swedish, Maths, History, learning strategies and the attitude is each child develops as far as possible according to their ability.

Beach, D., Dovemark, M., Schwartz, A., & Öhrn, E. (2013). Complexities and Contradictions of Educational Inclusion – A Meta-Ethnographic Analysis. *Nordic Studies in Education*, 33(04), 254-268.

Berhanu, Girma. (2011). Inclusive Education in Sweden: Responses, Challenges and Prospects. *International Journal of Special Education*, 26(2), 128-148.

Persson, Elisabeth (2013). Raising achievement through inclusion. *International Journal of Inclusive Education*, 17(11), 1205-1220.

<http://www.tandfonline.com/doi/pdf/10.1080/13603116.2012.745626>

3. Achievements and Impact

3.1 Lessons learned in a Project

3.1.1 Germany - Lessons learned in a Project

What changes of the awareness of school leaders and primary and subject teachers towards inclusive teaching and learning have been identified while implementing the project?

During the implementation of the project we realized, that especially the teachers who participated in the consortium meetings and the country-study-visits were developing their knowledge and attitudes towards inclusive teaching over the 3 years. The teachers appreciated the feedback for their work very much. We realized, that in the educational system in Germany there is a lack of systematic (research) collaboration between Universities (Science) or Teacher Education Institutions and the schools. The work of the two partner schools has been highly valued during the project. The communication between teachers and colleagues from the six participating countries, the discussions and the reflection of theories, texts and first video-productions in the consortium as well as the reflection of the videographic observations of practice (during school visitations in Iceland, Spain and Lithuania) have led to increased awareness, of how important the work of a teacher is for the success of inclusive education. Through the collaboration with the teachers, principals and parents of the schools involved during the production of the videos we all gained a multi-perspective view of our subject. The shared work on the products, like the videos, has deepened the cross-institutional understanding and the dialogue started should be followed during the next years.

How have the attitudes of school leaders, primary and subject teachers, other pedagogues, parents, and students towards inclusive education of diverse children changed?

We asked the parents at the Primary and Secondary School for their permission to use the videos from the classroom for teacher education. We introduced the project during a meeting with the parents and were pleasantly surprised to see a very high commitment of the parents to help develop materials for preparing teachers for inclusive education. One father said: "Why should we not be proud that we can help get this relevant reform for a better school for our children done?" Over the three years we have realized, that the fact that we were working together in an EU-Project has also had a remarkable positive effect on the commitment of all persons involved. The product (USB) has been a big part of a group identity, everybody wanted to make sure that the examples of inclusive practice, the interviews and the materials are really inspiring. The communication about the documentation of video-sequences, of how we would like to present them, has helped to get to a higher level of self-awareness about the inclusive work of teachers and principals in the schools. The opportunity to present one's own work at an international conference (Final Conference in Ludwigsburg/ Germany) to a bigger audience and the very positive feedback from colleagues from other countries and schools, was recognized as an appreciation and valuing, that is not always the case in every-day-school.

What kind of changes of the values of the school and classroom community have been identified?

We had the challenge in Baden-Württemberg and in Germany, that we were working with only two classrooms. The reason was, that in the South of Germany still more than 5% of all children are going to special schools and there are rarely schools with a whole inclusive school-approach. Inclusion is realized as the integration of pupils with special needs into the general schools. General primary schools don't have the resources or staff, to accommodate a wider range of diversity, they often have to fulfill the expectations of Politics, to select the children related to the three-tier secondary school system. The accessibility for children with disabilities in these schools is not for granted.

Therefore we could only work with two schools, particularly with the teachers in the inclusive classrooms.

We believe, that the project has led to a bigger acceptance of inclusive teaching in these schools as it became more transparent how teachers in inclusive classrooms were teaching.

We plan to go back to the schools and use the teacher training material on the USB stick to start a long-term project. The Primary School for example would be involved in a research project about “clinical experiences in practice in inclusive settings”. (Project TOPIS, PH Ludwigsburg).

What changes in the diversity of children and their needs have been observed?

During the project there have been no major changes in the diversity of the pupils at the two schools aside from the fact, that children from refugee families were placed in all partner schools during this time. Refugee children are often traumatized. The challenges for their education are similar to those concerning migrant children (e.g., German as a second language) and not new to the system. During the last year of the project, the Primary-School admitted the first child using a wheelchair. The board of directors of the school decided to turn a former daycare room with a kitchen into a classroom.

What new teaching and learning methods have been used in teaching subjects? If so, in which subjects? Which methods were successful? Which methods/strategies were challenging?

Both schools were already working with individualized teaching methods. They were able to further develop their approach during the three years of the project and improve their ability to apply these methods to certain school subjects. Especially in physical education where methods of “open physical education” were already used the “6+1 Model of Adapted Physical Education” helped transfer the idea of individualized learning into the gymnasium. Sports games were taught using newly introduced methods that focused on the use of unknown materials like a KIN BALL. These materials were providing new play experiences that limited the advantage of previous experiences and thereby allowed equal participation of children with both more or less skills.

Did changes in teacher training take place? If so, what kind of changes?

A lot of changes of teacher training took place: As a result of the international collaboration of the project partners and the opportunity to use the different teacher education materials produced during the project, it was possible to widen the horizon of university students concerning inclusive education. The connection between theoretical approaches and the implementation of concepts in inclusive schools in different countries, inside different systems and looking at different school subjects created insights which would not have been possible without this project. The level of discussion improved by using the project materials. Observing and discussing the inspiring practise of inclusive teaching also using the additional materials e.g. connected texts the students or teachers were able to analyse and deflect further developments very sophisticated.

Did you observe improvements in inclusive schools, e.g., providing educational support for children with disabilities?

By using individualized inclusive methods in teaching school subjects, all children including children with disabilities could participate in different school subjects equally. Students implemented new ideas of teaching in inclusive settings at their internship in school which they learned at the TdiverS–Seminars. By observing their student teachers the teachers at these schools came in contact with the ideas of TdiverS which some of the teachers implemented in their teaching. Consequently, changes of teaching could be observed in this context. Students, teachers and teacher trainers at universities and other institutions of teacher education who visited the TdiverS conferences reported that they were inspired by the ideas they came in contact with which made them interested in looking further into some of the concepts and methods introduced.

How many teachers from your school participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

Six teachers from the schools where the video productions took place were involved quite intensively. They participated in discussing and deciding the concept and the screenplay for the videos. They were also involved in evaluating the videos in order to change and improve the films. All of them participated in the kick-off meeting in Ludwigsburg and the final TdiverS conference. Additionally, four more teachers were invited to the conference in Luxembourg. A lot of teachers of the region of Ludwigsburg and Stuttgart participated in the final conference in Ludwigsburg as well.

How many school leaders participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

The principal of the Pattonville School was involved in the process of the video production in her school. She was also part of discussion processes amongst the Team Ludwigsburg planning the video production and the relevant concepts of inclusive teaching which should be focused. The principal of the Geschwister-Scholl School was also involved in the decision making processes before the videos were produced.

What impact had the TdiverS project on the quality of subject teaching in your school?

The idea of collaborative teaching in all school subjects was reflected by the teachers involved in the video production. They challenged the idea of the assigning of certain tasks in relation to the rolls of special education teachers and general education teachers. They were applying new ways of teaching together different school subjects. By participating in the different formats of the project they also learned about new methods and ideas with regards to teaching of different school subjects such as physical education and used these methods in their own teaching.

3.1.2. Lithuania - Lessons learned in a Project

Teachers from LT involved into the project activities:

- Directly - 10 teachers;
- Non-directly: communities of 2 schools–project partners plus communities of 2 schools–strategic partners.

Schools' communities & administrations took an active part in:

- Project meetings;
- Creation of video, etc.

The representatives of all schools, which took part in the project, have been asked to reflect on lessons learned from the project. The answers of the teachers have been analysed. The main lessons learned are presented below:

Changes of awareness of school leaders, teachers, parents, students towards diversity, inclusive education (IE):

- *TdiverS project helped us to better understand the concept of IE, and to change our attitudes towards IE.*
- *We expanded our understanding of diversity – focusing not only on formally identified and fixed SEN, but also on social, cultural, psychological etc. needs ...*
- *Participation of parents in meeting SEN of students has shifted from formal towards real one.*
- *Changes in the attitude towards child's 'voice' – he/she is better heard now; he / she is much often involved in decision-making regarding own learning.*
- *The main achievement in the school – increased level of a tolerance; problems are being solved in much more civilized way; the divers opinions are heard.*

- *More signs of IE in the school as before. We started to organize events and activities based on children interests and common decisions, e.g. 'Day of Tolerance', 'Week without bullying', etc.*

The impact on school efforts towards inclusive education:

- *The project strengthen our disposition regarding collaboration among all school members.*
- *Identified need of psychological support in a school, including psychological counselling for parents came to the light.*
- *School started to support and promote a conception of the 'Open school' – to be open for school community as well as for wider community. School formulated it's priority - implementation of positive behavior model in school community.*

Changes in school community's values:

- *More community members started to respect alternative opinions.*
- *In the period of the project implementation school started to organize non-traditional day 'Share together', etc. These activities allowed us to create together and value each other focusing on what we can do together, to acknowledge that we are different and interesting to each other, to value each others input and contribution into common activity.*

Changes of children and their needs diversity:

- *Diversity always was a characteristic of the school.*
- *Much more evident changes have been observed of the attitude towards diversity. It helped us to shift our focus from academic to more social aspects in a school.*
- *We have children with SEN, including those with disorders, as well as children from other national cultural backgrounds (Roma, Armenian children etc.)*

Changes of special pedagogue's role at school:

- *The focus of the work has been widen - support is provided to much more children in need, e.g. including those, who are not recognized formally as having SEN.*
- *Special pedagogue is working together with the classroom teacher as a team to support children if needed.*

New teaching methods and strategies have been applied in teaching subjects:

- *Collaborative learning, theme-based learning, etc.*
- *Children needs & abilities based time management of the lesson successfully replaced traditional lesson.*
- *Since 2014 we organize non-traditional lessons: e.g. teaching and learning geography, physical education, etc., when children learn in different environments outside of the classroom (in Meteorology Station, Sports Clubs etc.);*
- *Integrated lessons, when subject teachers combine their activities and knowledge, particularly teaching children with diverse abilities („Integrated German language lessons; chemistry and biology lessons, etc.).*
- *Close cooperation with University enables us to attract students-volunteers, including Erasmus students etc.*
- *However, we still experience a challenge – parents also some pedagogues still expect to have a traditional school.*

Impact on quality of subject teaching at school:

- *The main focus has been shifted from the result towards teaching and learning process. More attention to individualization.*
- *Inclusion is a process, a pathway, a goal, and less an achieved status. As a process, it is inherently challenging. TdiverS provided learning opportunities to understand that many of these*

- challenges are similar and we are not alone in facing them.
- *Much more attention to child's emotional wellbeing at school and in the classroom.*
- *Teachers of different subjects became more motivated to implement IE; they started to discuss new ways of teaching diverse children in their lessons; they became much more reflective.*

Impact on school organization

- *Openness, tolerance towards opinions of the others, collaboration, sharing and learning from each other. Strengthened **community of practice**.*
- **Shared understanding** of inclusive school concept and its practical implementation.

Impact on teacher training and research

- *Course on IE has been included into newly developed curriculum for subject teacher training;*
- *Curricula of special pedagogues and speech therapists have been revised taking into account TdiverS experience and knowledge, etc.*

3.1.3. Luxembourg - Lessons learned in a Project

What changes of the awareness of school leaders and primary /subject teachers towards inclusive teaching and learning have been identified while implementing the project?

Over the course of the project, the awareness of teachers, school leaders, and administrators towards inclusive teaching and learning have increased through implementation of the project via various means. The first international conference on inclusive education in Luxembourg, including guests from across Europe, was a remarkable opportunity for those involved in schooling in Luxembourg to learn from others about inclusive education processes and strategies, including subject teaching but also generally about current practices in partner schools in Germany, Iceland, Lithuania, Spain, and Sweden.

How the attitudes of school leaders, primary / subject teachers, other pedagogues, parents, and students towards inclusive education of diverse children have been changed?

Although challenging to measure how attitudes change, the participants at the conferences, the attendees of our workshops, and the viewers of our videos will all have new ideas about inclusive education and different dimensions of diversity from the collection across Europe and the dialogue across cultural borders.

What kind of changes of the values of school / classroom community have been identified?

In Luxembourg, we worked with a unique groups of educators and pupils to describe and discuss the values of the school (the all-day school "Ecole Jean-Jaurès" in Esch-sur-Alzette) and in fact the school charter features these principles of Commitment, Respect, Courage, Trust, and Honesty.

While collaborating throughout the project, it became obvious to our school partners, colleague in charge of the dossier "Special Educational Needs) the Ministry of Education's department for school innovation (SCRIPT-inno), a representative from the national Institute for Teacher Training, that for a change in attitudes to be sustainable, the collaboration between the University, the Ministry, and professionals from "Ecole Jean-Jaurès" needs to be institutionalised.

What changes in the diversity of children and their needs have been observed?

Throughout the project, the diversity of children and their needs were central to discussions with all stakeholders. TdiverS made it evidently clear that each learning group is made up of individuals with specific interests, strengths, and learning needs. The teachers and pupils must work together to ensure that the curriculum provides learning opportunities for everyone. For example, in the Luxembourg-based "Ecole Jean Jaurès" groups ("cycles") are of mixed ages, facilitating more flexibility to make the most of diversity.

What a new teaching and learning methods and strategies have been applied / employed in teaching subjects? If so, in which subjects? Which methods/strategies were successful? Which methods/strategies were challenging?

One of the methods most promising in the "Ecole Jean Jaurès" is portfolio work, in which pupils gather materials, collect the results of their creativity and project work, and get feedback from their peers as well as teachers. Thus, they have a multidimension record of their own learning progress and continuous opportunities to express themselves, explain what they know, and receive feedback from various sources, regardless of their current level.

Did changes in teacher training take place? If so, what kind of changes?

In Luxembourg, the project conference in November 2014 also qualified as an official course of continuing education, thus teachers participating in that conference and world café could reflect on their own practices and learn from others. The video "Inclusion: Living Together, Learning Together" was featured in several workshops during the final conference in November 2016 in Ludwigsburg, Germany, providing inspiring practices to teachers and teacher trainers participating.

Students from the Bachelor of Educational Sciences collaborated in the organisation and documentation of the world café, and several of them used these experiences to develop their Bachelor theses. Presentations of the project Bachelor of Educational Sciences-staff meetings convinced the programme direction to issue the guideline that each course needs to provide information on how inclusion is addressed. A student from the Master in Social Sciences and Educational Sciences visited the school several times and wrote a comparison on special and inclusive education in Iceland and Luxembourg.

Did you observe changes for the better in inclusive school, e.g., providing educational support for children with special educational needs?

All stakeholders in our partner school received important feedback on the good work they are doing and were able to compare their own program and practices with others from around Europe. Given that the "Ecole Jean Jaurès" is among the schools that already practices inclusive pedagogy, we observed a continuation and strengthening of the process in which they have been engaged for a decade since the founding of the school.

How many teachers from your school participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

At "Ecole Jean Jaurès", a representative teacher from each cycle participated in regular meetings with the project team. More informal exchanges with all staff members took place during school visits.

From across Luxembourg, dozens of teachers took part in the various project events, from conference and workshop participation to supporting the filming within the school, and from discussing their practices to being interviewed for the TdiverS project newsletter.

How many school leaders participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

From across Luxembourg, leaders from several schools took part in the various project-sponsored events over the three years of the project.

What impact the TdiverS project had on a quality of subject teaching in your school?

The idea of a collaborative research project originated to connect the inclusive literacy approach developed by the teachers at "Ecole Jean Jaurès" with the teaching of science.

3.1.4. Spain - Lessons learned in a Project

What changes of the awareness of school leaders and primary /subject teachers towards inclusive teaching and learning have been identified while implementing the project?

There is an important idea all the management teams have agreed on:

"It's crucial to feel the quasi-unconditional support of your respective school leaders".

The management team should not only share, but also promote in the educational community the values underpinning to inclusion. In this regard should promote a) spaces of reflection on the meaning and the significance of inclusive education from a human right perspective. (b) the development and sustainability of a continuous process of reviewing existing barriers by putting in place a processes of innovation, c) facilitate the establishment of mechanisms to collect evidences to substantiate the analysis of the barriers and strengths of the school, which implies, among other actions, ensuring that all voices are heard, (e) ensure the participation of all members of the educational community and f) to ensure a good coordination among all involved

To do this it is necessary to have a type of distributed leadership in the centers that are moving toward the horizon of the inclusion

This means that the staff of the school has the opportunity to contribute and have a certain prominence in the change. Where the management team knows how to take advantage of and to promote the skills of all teachers, but also from students and families. The responsibilities are distributed between different members of the educational community

How the attitudes of school leaders, primary / subject teachers, other pedagogues, parents, and students towards inclusive education of diverse children have been changed?

The key elements before and during the project that have facilitated the development of attitudes and concepts aligned with what we understand as inclusive education, have been: (a) Establishing spaces for reflection on what is meant by inclusion and student diversity, (b) sharing experiences and analysing the conditions that make them (or not) "inclusive practices", c) ensuring a space of joint training/development of the all educational community, d) Identifying benefits not only for the most vulnerable students, but for all, as well as for the teachers and families. To understand, ultimately, inclusion as an opportunity to enrichment

What kind of changes of the values of school / classroom community have been identified?

We have identified a strong improvement in the inclusive values of the three schools (equality, rights, participation, community, respect for diversity, non-violence,...), through the recognition and support received from their own educational communities. Increasingly inclusive education is perceived as a challenge and an opportunity for improvement and less as a problem.

What changes in the diversity of children and their needs have been observed?

It has promoted a comprehensive idea of diversity, not limited to a particular group of students, for example those considered with special educational needs. In the schools what is common is to speaks of diverse groups of boys and girls in capabilities, interests, motivations and social and emotional resources; which are able to learn and achieve to the maximum, in a context in which they feel recognized and valued in their diversity (gender, origin, capacity, etc.).

This perspective is related to the staff task of constant review of existing barriers for develop inclusive practices. Something quite different for the medical perspective focused on diagnosis labelling and treatment of the "special needs of some students".

What a new teaching and learning methods and strategies have been applied / employed in teaching subjects? If so, in which subjects? Which methods/strategies were successful? Which methods/strategies were challenging?

In the classrooms of the three schools involved in this project, we have found the opposite of the uniformity that is becoming so commonplace in many other classrooms: the "one size fits all" approach for everybody; in other words, the same contents, the same classroom layout, the same activities, the same materials, the same learning time, the same sequence, the same way of presenting contents by the teachers and of students conveying what they have learned, the same type of evaluation, the same form of support, or the same way of trying to motivate....

The main characteristic of those inclusive classrooms is the *variety of options* about what and how to learn; variety of materials and resources to learn with or without the use of ICT; of forms of expression and of opportunities for students to communicate what they have learned.

In short:

- A diversity of ways of arranging space in the classroom (workshops, corners) and the time and pace of learning (more for those who most need it).
- A wealth of coordinated learning stimuli and spaces (inside and outside the classroom, as well as inside and outside the school), along with the willingness to acknowledge the "funds of knowledge and identity" of the students and their families.
- An abundance of opportunities for students to interact with their peers, to think together, discuss, cooperate, feel, get excited, enjoy themselves and support each other, whether in pairs, in small groups or with each and every one of their classmates.
- The existence of multiple ways of contextualising what is being learned, through real-life and practical experiences (researching and experimenting), by integrating and applying the skills learned to real problems (knowing, doing and being), and by developing all the intelligences according to the age of the learners.

Regarding their own school culture and tradition every school face as challenging, more or less, some of those strategies but all of them found necessary „to think in another way“ regarding what they usually did.

Did changes in teacher training take place? If so, what kind of changes?

Obviously. The new challenges associated with the development of an inclusive education need radical changes in the way of thinking and in the usual school practices. Without spaces and opportunities for teacher training, it is not possible to advance. In this regard the most important training is not the one that comes "from outside" (in the form of courses (albeit welcome). But the one that develops in the own School

The project promoted something that is very important for the schools: to create spaces in which sharing knowledge about the practices of some and others; opportunities to learn from each other and value the work that is being done in each school. At the same time this project offered the participant schools the opportunity to set up a support network among them.

Did you observed changes for the better in inclusive school, e.g., providing educational support for children with special educational needs?

As mentioned before inclusive education is the process of offering all students the best opportunities to participate and learn in a common context, where teachers recognize and value their diversity. Obviously within that "all" there are "some" students at greater risk of segregation, marginalization or *school failure* and its fair that they must be the first in this task; in particular those with special educational needs

The three schools involved in the project have shown very important improvements confronting the challenge of educating with fairness all their students, including those with special educational needs

To this end, they have been made aware that the most important support students need is not the one some specialized teachers can provide (support teachers). The most important support has been *rethinking* their traditional ways of teaching and assessing in order to them and others can learn according to their needs and characteristics. Also ensuring the support that they can receive from their peers through cooperation and mutual trust and help. Finally the most important support has been that the own pupils with special needs have been part of a group, a community that recognizes them, accepts and valued by what they are

How many teachers from your school participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

- Cadenal Spínola School: More than 80 teachers (infant, primary and secondary level), plus six school psychologist form Counselling department

- Ponce de León Educational School: Around 25 teachers (infant, and primary level) plus 2 school psychologist from Counselling department
- Padre Piquer Educational Centre: Around 20 teachers (compulsory secondary education) plus one school psychology from Counselling Department

Just a small part of those teacher took part in the project event in Madrid (Fourth Consortium Meeting from 18th - 20th of May 2014) due that it took place in a normal school day, so they were teaching in their own classrooms. We estimate around 15% of the entire group of teacher were active participants during the event. But in the three schools the management team, and the families representative boards were also involved.

According with internal regulations of the Project in the Conference of Luxemburg (14–15 November 2014, Learning Together to Live Diversity: Comparing Inclusive Schooling in Europe) and Germany (19 November, TdiverS final public conference), the school teachers representatives were: :

- M^a Susana Quelle de Luna
- Pilar de Sotto Esteban
- Beatriz Núñez Gutiérrez de San Miguel
- Esther Herrero Benito

How many school leaders participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

It's remarkable that school leaders of Ponce de León School (Montserrat Pérez Garcia and Jose Antonio Jiménez) and Cardenal Spínola school (Cristobal Calero) were deeply involved in all the project phases, including the participation in Conference, workshops, and partner meeting). From Padre Piquer School there was always a clear and important support from Gregorio Casado (Head of Innovation) for the project development and he and the School Principal were particularly involved during Fourth Consortium Meeting from 18th -20th of May 2014 in Madrid.

What impact the TdiverS project had on a quality of subject teaching in your school?

- a) It's necessary to find ways to organize the areas with the greatest capacity to generate interest and motivation of the students, in particular, when there are a great diversity among them. Approaches such as the work by projects or " Problem-based learning" are very appropriate for this. The experience of the School Ponce de Leon is very significant in this regard and has been enriching for the other schools.
- b) In infant or primary education the spatial organization of the classroom by zones or thematic work corners is the appropriate alternative to promote the capacity of decision of the pupils (what they want to learn?) and to better adapt to different rhythms and motivations. Schools as the Cardinal Spínola or the Ponce de Leon have deepened in this Organization with very satisfactory results
- c) There should be a significant reduction in the number of subjects and contents within each subject. If we want to promote a teaching that is meaningful for all students, it requires more time and intensity on learning which necessarily implies a smaller number of contents. This awareness has served the Schools to revise those competences/contents which they consider *indispensable*.
- d) The integration of subjects in secondary education is an opportunity to promote a collaborative work of teachers within the same classroom. The experience of Padre Piquer Centre in this regard has been very valuable to the rest of schools. This approach also allows for a better personal knowledge of the students and their individual educational needs.
- e) Attention must be paid to the fact that the subjects are not only focused on conceptual contents, but also on those relating to values, attitudes, skills, and procedures. The experience of C. Cardinal Spínola regarding to the cross-cutting improvement of *thinking skills* and the "Multiple Intelligences" was also a specific contribution of this School.
- f) There are many essential and valuable opportunities and contents to be learned for all the students which are produced "outside" of the traditional structure of school subjects: in school

activities of a different type, visits, travel, solidarity projects, etc. Care must be taken and we must think carefully on these opportunities to be a real strengthening of the values and skills that an inclusive education needs.

3.1.5. Sweden - Lessons learned in a Project

What changes of the awareness of school leaders and primary /subject teachers towards inclusive teaching and learning have been identified while implementing the project?

The school leaders in Mark municipality have been following the project very close. Even if there was just one school that was filmed the other 25 school leaders and politicians have been informed about all the steps. In parents meeting the theme Inclusive education as practice has been discussed. The awareness that is identified is the questions rising in this meetings according inclusive education.

How the attitudes of school leaders, primary / subject teachers, other pedagogues, parents, and students towards inclusive education of diverse children have been changed?

It is very difficult to analyse how the attitude have changed because of this it is still process going on. In Sweden we are planning for all children but maybe there are some new strategies according research that we have discussed that have had some impact. But the attitude is more of that in school you go to learn for life and that everyone can succeed in school and our starting point is that all students want to succeed in school.

What kind of changes of the values of school / classroom community have been identified?

It is the teacher who work in the school, who will take responsibility for student success in school. It is not that it is wrong on the learner rather it is the teaching situation and the context around the pupil who has to change.

What a new teaching and learning methods and strategies have been applied / employed in teaching subjects? If so, in which subjects? Which methods/strategies were successful? Which methods/strategies were challenging?

The teachers have started to discuss and exchange different didactic strategies to improve the possibilities for every child to follow the subject in the classroom.

Did changes in teacher training take place? If so, what kind of changes?

We have started to inform/reflect more about international attitudes to the concept inclusive education.

How many teachers from your school participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

5 teachers were active but all teachers were informed about how it improved in relation to their project "An learning environment for all". A project over 3 years and decided by the politicians. For us it also was important not own opinions and old traditions would permeate our work without current research would contribute to a safe and stable base to work from. When we read texts, we discussed together and we learned from each other.

How many school leaders participated in TdiverS project? How many of them took part in project events (partner meetings, conferences, workshops, etc.)?

Active participation was two but 26 followed and discussed inclusive education during the project.

3.2. Description of the developments of the work packages of the project TdiverS

3.2.1. Germany

Work package Approach

The work package “Management” is one of the most important work fields in every project. A wide range of different people (in our case mainly researchers, teachers and staff) as well as institutions and departments have to be brought together, resources need to be managed and the project plans have to be adapted constantly. Being aware of these difficulties, the consortium decided from the beginning on that it is necessary to consider main aspects together, to decide democratically and transparent in order to work and finish the project successfully.

Considering this way of handling, our consortium meetings always covered question e.g. about:

- Defining our project goals and coordinating them with all parties involved
- Structuring the project and planning systematically with all available resource (in view of our deliverables)
- Negotiating resources in the projects (e.g. in view of the budget plan)
- Management issues and how to deal with them (e.g. compulsory consultation hours)
- Setting priorities
- Securing communication between all parties involved
- Recognizing open spaces and accepting limits in projects (in view of our deliverables)
- Evaluation/feedback of the project (by agency, other project partners, guests)

The administrative tasks is still in responsibility of the project manager (focusing on financial management e.g. calculation of staff costs and costs for the video production, preparation of the financial part of the final report). The two coordinators of the project are responsible for the reconciliation of the project (e.g. working on and ensuring timely publication of the final report and other products/deliverables).

In the last year, the German researchers have been participating in different conferences and lectures in order to disseminate the TdiverS-project and the final product. The following activity that was related to the project shows this in an exemplary way:

- During the Annual Conference of the American Educational Research Association AERA (April 2016 in Washington) the project was presented by Hafdis Guttjónsdóttir (Reykjavik), Michelle Brendel (Luxembourg), Justin Powell (Luxembourg) and Kerstin Merz-Atalik (Germany) in a Round Table Meeting. The presentation included an overview about the time frame, the methods, the aims and goals and a short discussion about the international comparison of the six countries involved.

It is particularly important for us to disseminate our project ideas of an inclusive education. These ideas can be found on the USB-stick in form of videos, literature and presentations. In order to make it possible, that everyone can see these movies/materials – and get “inspired” – we have uploaded a form where you can order the USB-stick (<http://www.tdivers.eu/order-usb-drive/>) online. To order the TdiverS USB drive the purchaser fill out the order form and send it to the institution responsible for their country (there always is one project partner responsible for each partner country). **The purchaser include a stamped self-addressed envelope. Therefore, we do not have stamp costs and it allows us to make this stick known all over the world.**

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date
WP1: Management	1.1 First consortium / Kick-off meeting	100%	Month 1
	1.2 Internal Platform (BSCW)	100%	Month 1-6
	1.3 Progress report	100%	1.7.2015
	1.4 Editing publications (website; DVD)	100%	Month 12-30
	1.5 Writing, editing, and producing the Final report	50%	Month 30-36

Work package Outcomes & Results

1.4 Editing publications (Website and DVD)

Website

The project website (www.tdivers.eu) offers a costless and unrestricted access e.g. to the project-ideas, the team behind and products. It contains of work in progress, newsletters, supporting documentation, reports and informal material such as maps and photographs. We also used the website to inform people about our final conference (registration, program, workshop plan). We decided that the website will be online although the project will end in November (one researcher will pay for it privately). This guarantees us a platform to stay in contact with national and international projects, schools and institutions. Furthermore, our final product can be ordered via the website, too. It is clear that working together with all project partners on the website is an ongoing process. Team Luxembourg and team Germany have designed the homepage during the year 2014. Since then, a student assistant is responsible for uploading all important documents, links etc.

DVD/USB-Stick

According to our agreement, our final product would be a DVD including teaching materials, video sequences, texts, presentations about inclusive education/ inspiring practices as well as a booklet. During our consortium meeting in Lithuania we realized, that it would be better to use an USB stick/USB flash drive instead of a DVD because of the following reasons:

- many computers, especially apple computers do not have a CD/DVD drive any more
- because of the video sequences we need more memory space than a regular DVD can offer (USB sticks have a higher memory space for less money)
- USB sticks are cheaper

In order to disseminate the USB sticks as well as the product in a better way, we bought lanyards for the sticks (a stick can get lost easily – In order to avoid this, it's better/safer to have the stick on the lanyard). We also printed a paper including the basic information/rules for using the stick. In order to save money, we have not printed the booklet. Instead, it is included on the USB stick. We got the agreement from the agency to do it that way.

Our first video sequences for the USB-stick were presented in the consortium meeting and seminar in Iceland and in Lithuania. The project partners and guests reflected every single video and we continued talking about aspects like:

- technical predictions
- content structure
- time limits for video-sequences
- layout and design

Together with our media consultant (who was part of the meeting in Lithuania), we clarified these questions and made the decisions.

Since 2015 Team Germany has worked together with schools (Grundschule Pattonville in Ludwigsburg and the Geschwister-School-Schule in Tübingen) and camera operators in order to finish the videos for the USB-stick. Together with the teachers working at the Grundschule Pattonville we were thinking about ideas and topics for the stick that are particularly suitable to show inclusive developments on their school. After doing this, we accompanied and filmed a couple of school days (also including PE lessons) and edited it afterwards. Furthermore we interviewed the teachers about inclusion and team teaching. We also filmed sport lessons at the Geschwister-School-Schule in Tübingen. This movie includes interviews with the sport teacher as well we he gives examples about methodology in inclusive PE lessons.

We were in touch with publishing houses in order to speak about details e.g. circulation, calculation of the final costs. We decided to work together with a company from England. The budget plan allowed us to order 9500 sticks including more than 20 hours of video material, links and articles.

1.5 Writing, editing and producing the Final report

The coordinators, in cooperation with all partners, are now working on the final report. According to the agreement, the final report should include the project's concept, aims, and methods and give an overview on the specific works in the partner institutions and about the whole project — both processes and outcomes (findings and their dissemination across Europe and beyond). It will be submitted in January 2016, together the financial report.

Joint work with project partners

Preparing meetings

What we also have been doing in the last year was to support our partners from Lithuania in order to organize and prepare the consortium meeting, held in May 2016. We also have been in contact with all other partners to prepare the final meeting, held in November 2016.

Together with our partners we:

- Developed the meeting agendas
- Coordinated content related issues
- Discussed topics that could be part of the meetings
- Sent the invitations
- Planned the course of the meeting days (preparing the workgroups, ...)
- Organized travel and accommodations

Give away and flyers

We designed a flyer as an invitation/save the date card for our final meeting



A standee for the final conference (can be used for every dissemination action, workshops as well)



And the USB-Stick (EU-logo is on the other side)



3.2.2 Iceland

Work package report WP 6 - Quality Assurance Leader: Iceland

Quality Assurance Statement:

The project's quality assurance will be implemented via three different empirical (methods):

- Questionnaires for the evaluation of meetings and conferences
- (Discussion-Groups for the evaluation of the final material
- Reports on dissemination, application exploitation of findings.)

Quantitative and qualitative evaluation data

- Prepared questionnaires for
 - Final conference in Ludwigsburg
- Qualitative evaluation
 - Consortium meetings in Vilnius

Results and recommendation for next steps to take

- Results given at each meeting
- Results uploaded onto the BSCW

Explanation

The methodology employed is both quantitative and qualitative. A questionnaire (adapted to each event) was used for evaluating the meetings and the seminar focused on:

- the preparation and communication
- the structure of the schedule,
- the discussions and participation.

Furthermore a qualitative evaluation of what people take away with them from the meeting and also what they would like to focus on in the next is conducted at the end of the meetings, which gives us an added value of a

deeper knowledge about how the project is understood, how we are progressing and what people need to understand better.

The questionnaires are analyzed using Excel by tallying and preparing graphic visualization of the outcomes. The qualitative questions were analyzed through grouping the answers into themes.

All data and analysis is uploaded to the project server. Dissemination is prepared for each meeting.

Work package Outcomes & Results

The 6th consortium meeting in Vilnius 4th – 6th May 2016

The qualitative evaluation performed in Vilnius was both interactive and collaborative. Participants were asked to form small groups, discuss given questions and write their opinion, thoughts and ideas for improvement down on posters. There were five posters that were arranged in various places near the meeting room. Each poster had one of the question posted here below. Each group received a list of questions in different order. While each group was walking to the poster that held the question at the top of their paper, they discussed their answer and then wrote their answer or thoughts on the poster. The questions were as follows:

1. The meeting – your thoughts about:
 - a. Place and space
 - b. Schedule and organization
 - c. Introduction of plan
2. Dissemination plan and the final meeting and conference - What are your ideas or thoughts about:
 - a. the dissemination plan
 - b. the final conference
3. Video production – What are your thoughts about:
 - a. Decisions about framework, layout and utility regarding the USB production
 - b. Effectiveness of discussions
4. Literature review – Thoughts and ideas about:
 - a. The discussions about the literature review
 - b. The link between the literature review and the keywords for USB
5. School visits
 - a. What did you find interesting in the visits to schools and organizations?
 - b. What do you take away with you from the visits?

According to the evaluation the participants were overall satisfied with the meeting in Vilnius, especially the way it was moderated. Their comments were “very convenient”, “sleeping, eating and working in one place was excellent”, “very good organization“, and “balanced schedule“. This was the sixth consortium meeting and comparing the evaluation conducted at the end of each meeting it can be seen that the meetings are becoming more balanced and we are all getting used to and learning to work with each other.

According to participants there were still some questions and recommendations to work on. Participants were still wondering about the dissemination and “how to disseminate and what the structure of this might be”, and recommending a clear plan for the dissemination. The participants thought that the “effectiveness of discussions about video production was very high” but at the same time there was a call for more specifications about structure of the content and that “we need to prepare clear template including all parts of the product“ and questions about “how to show diversity, and commonalities across countries“. One of the challenges for us is how we can refer to and show diversity that is not obvious (the physical) and not pointing to it but letting it come naturally. These are some of the points that guided us as we kept working on the project.

The comments about the literature review focused on the list of keywords that had been compiled in the meeting and the need to reduce the list and organised it by levels or dimensions so that it will be useful. It was

recommended that the conceptual framework for the USB would be organized in groups as follows: keywords, literature review, video.

As before participants are satisfied with the opportunity to visit inclusive schools in different countries. They have learnt that “inclusion is possible in any country“ and that there are similarities in “attitudes, methods, leadership, leader's´ position and its importance“.

They point out that “professional teachers [are] key to IE“ and how “inspiring to see the different cultures at schools“. The group is realizing that we can learn a lot from each other and having an opportunity to visit each other, schools in different countries and for discussions is inspiring and we learn about inclusion in other countries as well as about the practice in our own country.

The final conference in Ludwigsburg 18th -19th November 2016

The questionnaire was intended to collect feedback from conference participants about the quality of presentations and workshops. 32 participants answered the questionnaire. Participants were asked to rate several items regarding the conference on a scale from 1 - 5, where 1 was unsatisfactory and 5 was very good. The items to rate were a) focused on overall satisfaction with relevance of conference, if the conference had influenced participants’ understanding of inclusion and if it was thought provoking; and b)the satisfaction with presenters, workshops, the TdiverS videos, and the presentation of the TdiverS project. The questionnaire also had a space for participants to write comments, only 8 participant used this opportunity to express their opinion.

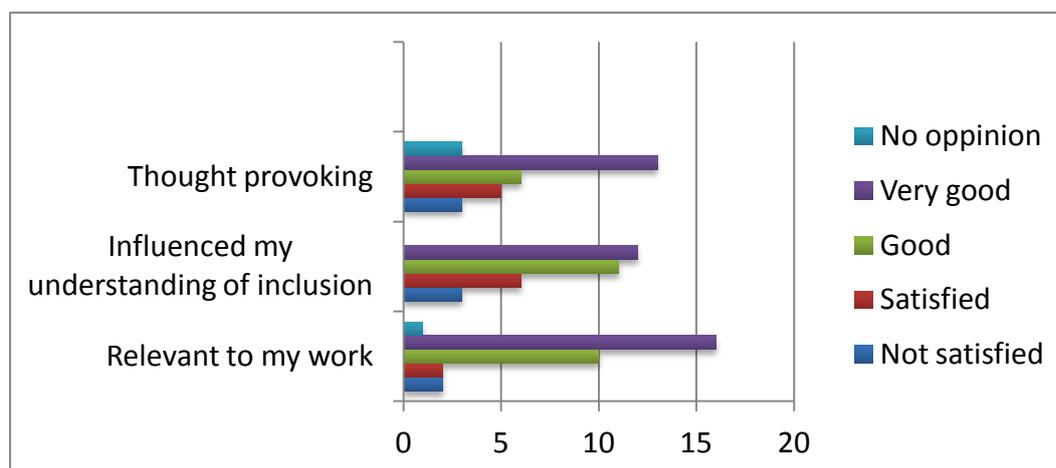


Table 1. Overall, conference

Table one focuses on how participants evaluated the conference overall. Findings from the questionnaire show that there was an overall satisfaction with the conference. As can be seen from the table one, 19 people found the conference provoking, 23 felt it influenced their understanding of inclusion and 26 that the content at the conference is relevant to their work. Less than five felt they were not satisfied.

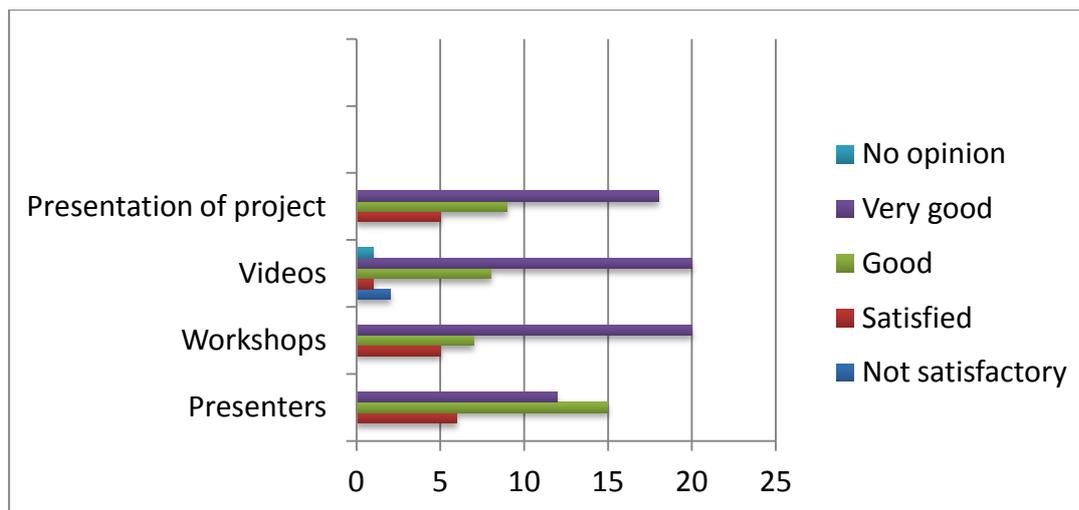


Table 2 Workshops

Table 2 focuses on the workshops. 27 persons found the presentations, the presenters, the workshops and the videos good or very good. Others were satisfied or did not have an opinion.

Participants were pleased with the relevance to their own work and one commented that *“everything is very good for me to understand education for diverse students”*. Two persons expressed dissatisfaction about the arrangement of workshops as appeared in the comments. Some workshops had to be merged together and one participant commented: *“Schade, dass das Thema Lehrer Pinnen-Bilden nicht aufgegriffen wurde. Hiss lertte interesset. Wie die Videos in Seinninerer eingesekt werdu Roumten.”* They also found that some workshops were not really workshops because a presentation took most of the time.

3.2.3. Lithuania

During the third year of the project was planned **“Production of DVD, final Homepage and brochures (Final results)”**. The delivery date for this product is 24-36 month. Final decisions about Framework and Layout of DVD were taken in consortium meeting in Lithuania (04th-06th of May 2016). Daniel Autenrieth presented software development lifecycle:

- Requirements
- Design
- Coding
- Testing
- Deployment
- Needs beta testing – we participate by simply using it from the BSCW server, the report back to Daniel how this works for the testing phase
- Known requirements:
- Video player
- Selection and search by category

Were taken decision about additional content for DVD:

- Power point presentations
- Pictures from school with text
- Used in teacher training on theory
- Teacher narratives

Picture and story from practice

- Picture w. questions for reflection
- Intro to the schools
- Introduce what is the use

- Intro of the website with link
- Literature review
- Template for workshop – using the videos
- Introduction of videos in all the languages

In the meeting in Lithuania was taken decision not to produce DVD with a booklet (8-9 pages). It was decided to produce USB-drive instead of booklet. The reason: USB drives - much more accessible and cheaper (everyone voted for that). Also group of partners agreed about size and number of sticks.

Different languages decisions:

- Translations for keywords
- Translations for descriptions of videos in every language
- Subtitles in English

Small group met in the summer in Ludvigsburg and made final decisions about the USB.

In Work packages was planed that the **Final Conference** will be prepared by all partners in the project to utilize their knowledge and expertise for the implementation of best practices and exploit the lessons learned from within-country analysis and cross-national comparison. The delivery date for the conference was month 36.

First partners' discussion about final conference was organized in consortium meeting in Lithuania (04th-06th of May 2016). It was decided:

- Final conference in November in Ludwigsburg.
- The final report is due in December (Submission date in January 2017).
- Suggestion to have the conference over a weekend so that teachers can attend – from Friday to Sunday: 11th to 13th or 18th – 20th of November. Three nights to accommodate consortium meeting.
- How are we selecting the forty people that we can invite? How many for each partner country? Be creative about who we can invite – related to Comenius project.
- Program: Keynote in the morning, then introducing the videos and parallel sessions or workshops where the teachers from our schools will be presenting (no force).
- Filming during the final conference.

P6 contribution to the Final Conference. In the conference participated all persons involved in the project from Siauliai University and were invited teachers from schools Siauliai University was working with in the process of production of video for USB. Members of Lithuania team participated in panel discussion „Lessons learned from the project TdiverS”, participated presenting the project for the guests and participants of the conference, organized workshop “Learn and live together”. Invited teachers from Lithuania held two workshops: "Try it at home" and "Let me tell you a story".



3.2.4 Luxembourg

In preparation of meeting 6 in Vilnius, all partners revised the preliminary videos according to the decisions made in meeting 5. During the meeting, these new versions were discussed with a focus on the audiences to be addressed by the videos, such as teachers, teacher trainers, parents, related services, administrators, and policymakers. The formats, necessary supporting documentation, and options for deployment were also discussed. Carefully weighing a number of considerations, the consortium members opted for a USB “flash” drive, as it offers more storage capacity and is more user-friendly than a DVD with a booklet. This memory tool made it possible for us to add a great variety of additional material to underpin our shared framework. Accessibility was a controversial topic because of the technical and financial requirements this implies, with the final decision one to ensure that summaries of the videos are accessible in all main partner country languages as well as English. In addition, subtitles of the films in English facilitates access for viewers with hearing impairments.

Work package Outcomes & Results

A large part of the discussions were very technical and many details still needed to be checked by our technical support (Daniel Autenrieth) concerning their feasibility. The subtitles in English enabled the consortium members to discuss contents and scripts, focusing on the central aim of the videos: showing how teachers work in inclusive schools, how students develop as competent learners, and in this way inspire professionals in the field to develop their own practice towards inclusion—across very diverse European countries. 75 minutes were foreseen for the screening and discussion of every country’s video(s), providing detailed feedback and recommendations for the final video production. In order to cover as large a range of examples of inclusive practices as possible, the group decided that every country should show and explain different aspects of inclusive education.

3.2.5 Spain

During this third year of development of the project, each partner has had clearly delineated and developed their responsibilities for responding to its objectives.

The main goal this year was to prepare and record videos related to “inspiring practices”. In the case of the Spanish partner, three different videos have been made for three Spanish centres. During this period, and in particular at the meeting in Lithuania, the provisional results of the recordings were discussed and the contents/structure of the final USB were planned, as were any additional materials which may be of interest to the target audience.

To this end, the discussions held at the meeting in Lithuania, as well as all the work done via email, have been very fruitful.

At the meetings, we conducted evaluations of the effectiveness and efficiency thereof by means of questionnaires and other cooperative strategies in small rotating groups (such as the one held in Lithuania).

Regarding to the strengthening of the network., the dynamic carried out (small groups for discussion, presentation of findings, in large group discussion, and preparation of conclusions) have facilitated the agreements and the strengthening of the network.

Dissemination and exploitation strategy and activities.

On the other hand, we have started to record examples of ‘good practices’. Particularly, we have worked with three educative centers. In this period, and as it will be commented, a) discussion groups have been created to agree the final structure and b) individual meeting with each schools.

Also, the Spanish partner has contributed to the dissemination of the project through eight activities:

- a) Conferences, courses, seminars, etc.:
 - Conference: 8 International Congress about Disability. Conference: Families as part of the network of support for an inclusive education.

- Conference: "Metodologías inclusivas" en la educación. Fundación síndrome de Down (Santiago de Compostela, Spain)
 - Seminar: "Meaning and sense of inclusive education" (Oviedo, Spain)
 - International Congress Madrid without barriers: accessibility, adjustments and supports (Madrid, Spain). Conference: From curricular adaptation to universal design for learning and instruction: a change of perspective
 - Jornada de análisis epistemológico de la Educación Especial (San José de Costa Rica, Costa Rica)
 - XXI Congreso Internacional de la Federación Iberoamericana del Ombudsman - FIO. Derechos humanos y pobreza (Santa Cruz de Tenerife, Spain).
 - Congreso de Dislexia y otras DEA (Palma de Mallorca, Spain).
- b) Publications:
- Simón, C., Sandoval, M., Echeita, G., Calero, C., Nuñez, B., de Sotro P., Pérez, M.M., & García de la Torre, A.B. (2016). Transformando la "gramática escolar" para ser más inclusivos: La experiencia de tres centros educativos. *Contextos Educativos. Revista de Educación* 19: 7-24. <https://publicaciones.unirioja.es/ojs/index.php/contextos/article/view/2784/2663>
 - Article for USB: Gerardo Echeita, Cecilia Simón & Marta Sandoval (2016). Making the right for inclusive education to come true for all students: Inclusive pedagogy in the classroom
- c) On-line diffusion:
- In the webpage of one network about inclusion (Consortio para la inclusión Educativa: <http://www.consortio-educacion-inclusiva.es/>) This network is also connected with another international network (<http://www.indexforinclusion.org/>) promoted by Tony Booth, is a Research Fellow at the Centre for Commonwealth Education
 - www.uam.es/gerardo.echeita
 - In the webpage and social networks of the Spanish Schools that are participate in TdiverS project: <http://www.colegiospinola.org/>
<https://twitter.com/asa4646?lang=es>
<https://twitter.com/cabezaangeles>
- d) Others
- Training for the students of 3 course of Psychology (subject: Psychology of Education) of the Autonomous University of Madrid.
 - Teaching at University Master courses. Lecturer at OFICIAL MASTER in Educational Psychology, Faculty of Psychology. UAM. Subject: Diversity and inclusion.
 - Design universal for learning". Northern Arizona University (Arizona, US).
 - "Para comprender el desafío de la educación inclusiva y poder progresar. Significado, naturaleza y dilemas" en, IV Jornada de Innovación Educativa. (S. Areteia, Madrid, Spain).
 - "Perspectivas de la educación inclusiva". Paper for students of Faculty of Education (Universidad de Costa Rica, San José de Costa Rica, Costa Rica).
 - "¿En qué consiste la educación inclusiva?. Seminar: „Los derechos de las personas con discapacidad. La educación inclusiva" (Cátedra de Democracia y Derechos Humanos de la UA y el Defensor del Pueblo).
 - "Educación inclusiva y atención a la diversidad. Metodología de una escuela inclusiva". Seminar: Autodeterminación y calidad de vida en las personas con discapacidad (Asociación Proyecto Inclusión Perú, Peru).
 - "Comprender, evaluar y mejorar la educación inclusiva". Seminar in III Escuela de Verano. Nuevos retos de la orientación ante la educación inclusiva (Asociación Castellano Leonesa de Psicología y Pedagogía, Palencia, Spain).
 - MOOC UAMx Course. Equidad, inclusión y atención a la diversidad. <https://www.edx.org/course/educacion-de-calidad-para-todos-equidad-uamx-equidad801x-0>

Some of the communication channels used will allow for long-term access to the project results. Likewise, they will foster ongoing contributions to the goals of the project even though it may have been completed. One example is the Consortium website, which enables centres to exchange experiences, such as those shown in the TdiverS project

Work package Outcomes & Results

The initial responsibilities of the Spanish partner during this third year according to Work package have been the following: 1. Newsletters: fifth and last newsletter ; 2. Papers of TdiverS Conferences; 3. Dissemination proposal of the final outcome if of? the project: USB; 4. Dissemination report; 5. Videos.

Below we describe the activities carried out in relation to the previous two aspects. Afterwards, we will show other activities carried out related to the project (points 6-7).

1. Newsletters

In the second year of the project we have designed the fifth and the last newsletter sent by e-mail and uploaded to the TdiverS homepage.

We have prepared two newsletters.

Newsletter 5: sent July , 2016

See in: <http://www.tdivers.eu/#>

Following, it is showed the structure and how the design process was carried out

2.1. Design

We have designed it in a cooperative way:

- In the previous TdiverS' meeting the Spanish team made one initial proposal.
- The TdiverS partners have sent us the information they considered important to put in the newsletter.

2.2. Structure

-The first about: Who are we?

In each country we will find: a) people involved on the project, with the following information (Names, Photography, institution, and institutional position); b) the schools involved in the project .

- Link to TdiverS' homepage.

- The next part focuses on our project and its purpose is to remind ourselves of exactly where we are in the project at the moment and the previous task that we have developed.

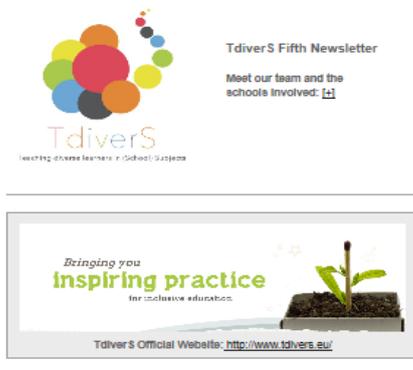
In the fifth newsletter, it is showed:

- Activities developed at the *Consortium Meeting from 04th- 06th of May 2016 in Vilnius* : program and photographs.
- Information about the following meeting and conference in Germany (December, 2016).
- There is also a part for interviews or opinions from experts, parents, students and teachers.

This newsletter shows the summer of VII International Conference "Social Welfare in the Interdisciplinary Approach: Teaching and Learning in the Inclusive School"

- Finally, there is a space to share recent information on inclusive education. This part will be at the bottom of the newsletter.

- Relevant upcoming events, congresses, meetings and other events of interest.
- Significant recent publications.
- Videos on-line about inclusion.



Consortium Meeting from 4th-6th
of May 2016 in Vilnius

Newsletter 6: sending to December , 2016

See in: <http://www.tdivers.eu/#>

2.1. Design

We have designed it in a cooperative way:

- In the previous TdiverS' meeting the Spanish team made one initial proposal.
- The TdiverS partners have sent us the information they consider important to put it in the newsletter.

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- Link to TdiverS' homepage.
- The next part is focuses on our project and its purpose is to remind ourselves of exactly where we are in the project at the moment and the previous task that we have developed.

In the fifth newsletter, it is showed:

- Activities developed at the: Final Meeting and Conference 17. – 20.11.2016 in Ludwigsburg the program and photographs.
- Interview: Kerstin Merz-Atalik as co-coordinator of TdiverS project analyzes some of the main achievements of the TdiverS Project, a project that was born with the aim of contributing to the improvement of educational centers and, in short, contributing to the construction of a more just and more equitable society.
- Finally, there is a space to share recent information on inclusive education. This part will be at the bottom of the newsletter.
 - Relevant upcoming events, congresses, meetings and other events of interest.
 - Significant recent publications

- Videos on-line about inclusion.

2. Conferences paper

The Spanish team has made two papers.

a) Paper of Iceland seminar

The structure of this paper has been the following:

1. The aims of the meeting
2. Presentation of Comenius-projects:

The guests from other Comenius projects gave a presentation on their own work (Storytelling Skills and Creativity, Comenius; Schule inklusive "Augenmerkkinder", Comenius Regio; European Music Portfolio – Maths: Sounding ways into Mathematics, Comenius; TIPP: teachers in practice and process, Comenius; The development of Pan-European Competencies for Teachers of Deaf through Partnership, Leonardo; Responding to diversity by engaging with students' voices: a strategy for teacher development; Conflict resolutions in Primary Schools in Europe, Socrates/Comenius; C.O.N.T.E.S.T. - meeting the Challenge of iNclusion through music and Trained staff, Erasmus+ and Inklusion - ein Menschenrecht, Erasmus+).

3. World Café

The guests collected proposals related to the presented Comenius projects (Erasmus and programme; Curriculum and Inclusive Education; Standards for quality in inclusive education; Challenges in the project; Experiences in teacher training (e.g. material); Creative practices in the classrooms; What education is about; Diversity).

4. Networking with other Comenius projects

Recorded materials from some countries were watched and discussed with experts from the other Comenius projects.

5. Literature review

The connection between different outputs was discussed, followed by a debate about the results of the review of the literature around different topics.

6. Visit to schools

The project-partners and their guests were divided into three groups to visit three different schools in the area of Reykjavik. After the visits to the schools we had a send meeting at the University, to reflect on the impressions from the different schools with all partners and guests.

7. Presentation and discussion of the preliminary video sequence of TdiverS project

After watching selected video sequences again the guests did give us some ideas, related to: a) the relationship between the project and inclusion; b) teacher point of view; c) target audience.

b) Paper of Final Conference

The final conference will include the following aspects and goals:

1. Dissemination of the project

Presentation of the theoretical concepts and findings of didactics and methods (best-practice) [inspiring practice] in teaching diverse learners in school-subjects from the involved countries. Also, it did a presentation of the DVDs [USB-flash drive] as a material useful in teacher education and professionalization of teacher education;

2. Workshops

Facilitate transfer between the project-partners, associated project-partners and the public, especially teachers (practitioners), researchers (from universities and other research institutions involved in educational research), teachers in teacher education and students from different countries as well as other experts and interested groups;

3. Learned Lessons

Discussion and reflection of the collected concepts, methods, didactics and practices for learning situations in different schools and settings;

3. Dissemination proposal of the final outcome if the project: USB

The document is a proposal for the dissemination of the final outcome of the project: the audiovisual document (USB format). This USB will include the experiences of inclusive practices recorded in different schools in the countries participating in the project and other documents of interest.

Firstly, we have taken into account the objectives of this dissemination related to the aims of the dissemination in the previous phases of the project.

Secondly, there is a proposal for areas of dissemination which they plan to carry out, both at an international level, and also at a national level (in each of the six countries involved in the project).

Objective: To share the result of our project among other different "audiences", among them:

- Schools, both with country participants in the project and also with other European countries.
- Academics/researchers in Higher European Institutions close to the field of Inclusive Education
- European "Faculties of Education" for example, involved in Teacher Education for Inclusion Programs
- Comenius program.
- European organizations involved in the field of Inclusive Education
- International organizations involved in the field of Inclusive Education
- NGOs involved in the field of Inclusive Education
- The general public

We propose two types of dissemination: international and national

a) International dissemination

In charge: preferably the project coordinator

- General for all the public dissemination: the project web page
- Specific institutions: there are several institutions that we should contact (we included a list of international institutions)

b) National dissemination

In charge: team of each country

- General for all the public: Newspapers, radio or web pages (university, team research webpage...); Social Networks.
- Specific Institutions: There are several institutions that we should contact as the following the Ministry of education in each country and national associations (particularly vulnerable groups)
- Presentations at Congress/seminars/ workshops/... (national or international).

- Training activities: within the University (degree studies, postgraduate studies, seminars) and outside of the University (for example in service teacher training activities, others).
- Papers in journals, book chapters (national or international).

4. Dissemination report

A report has been prepared which includes the communication made by the TdiverS project by all the partners from the outset. It also includes the scheduled communication for next year about the final USB.

Besides the information described in paragraph above (general for all the public, specific institutions; presentations at congresses/seminars/workshops /training activities), the report includes the logo design and the homepage of the project.

5. DVD recording

The Spanish team has this year completed the preparation and recording of videos related to "inspiring practices". In the case of the Spanish partner, three different videos have been made for three Spanish centres:

- Cardenal Spínola School
- Padre Piquer Educational Centre
- Ponce de León Educational Centre

Once the structure of the videos was defined after the meetings held in 2015, recording sessions were arranged at each of the three centres. The structure below was followed at each centre:

- A meeting between the team from the Autonomous University of Madrid and the recording coordinator to agree on the focus and key aspects of each centre. This process was facilitated by training the coordinator in advance about education in general and inclusive education in particular.
- A meeting between the management team of each centre, the team from the Autonomous University of Madrid and the recording coordinator. At this meeting, a protocol was offered to encourage reflection on the methodologies to be highlighted, contributors (students, teachers, management team and families) and the general organisation of the video using the structure agreed the previous year.
- At least one meeting between the coordinator and some members of management team of the centre to identify the places where the recording would take place.
- Recording days varied from one centre to another depending on the availability of the different people due to take part in them.
- The team from the Autonomous University of Madrid and the recording coordinator worked closely together right up to the preparation of the final document.

The three videos share the same title "*Breaking barriers for teaching diverse learners in (school) subjects*" and a similar structure.

- Our students.
- Reasons, values, and pressure for change
- What have the different schools done?
- What conditions have made this possible?

6. Paper “ Making the right for inclusive education to come true for all students: Inclusive pedagogy in the classroom”

The Spanish team has prepared a paper entitled "Making the right for inclusive education to come true for all students: Inclusive pedagogy in the classroom", which discusses what is meant by inclusive methodologies and certain keys for promoting classroom practices that facilitate an answer to all the diversity in the classroom, from the perspective of universal design for learning and instruction.

7. Review and extension of the lessons learned

There was then a further review and extension of the lessons learned at the centres:

- ✓ " *Change is possible*", in spite of the many barriers (structural, of the educational system, lack of resources, traditions, old conceptions among teachers and other educational personnel, etc.)
- ✓ It is not a "technical" question, but rather a matter of values. "The central role and the importance of certain values, to keep alive the effort to change"
- ✓ " *It has been necessary to dream about a different school* ", as well as having positive expectations of success.
- ✓ " *Emotions have played a very important role in the whole process*". Sometimes teachers have felt fatigue, frustration, discouragement, etc. But at the same time, we experienced a lot of joy , involvement, motivation, perseverance, and so on.
- ✓ " *It's a worthy process* ", and the impact/results have been morally enriching and refreshing at different educational levels and for the whole of the educational community.
- ✓ It has been essential to "break" or "change" relevant elements of the existing school types. The traditional curriculum organization in "subjects" can be one of those barriers.
- ✓ " *This challenge cannot be the commitment of a few visionaries or warlords*", but always a collaborative enterprise. Hence the need to get families and other educational agents, and the local community more deeply involved.
- ✓ The conditions that research and experience have shown as important are common to the experiences of all countries: values, cooperation, reflection, participation, community, leadership. The ecology of equity is very important in order to understand the changes of each school. At the same time, we have gotten a better understanding of the cultural approach about how to deal with diversity education.
- ✓ " *It's crucial to feel the quasi-unconditional support of your respective 'heads'*". Distributed leadership is crucial.
- ✓ " *Nobody is perfect*" In the same school or center there are people who share practices and traditions that are very resistant to change. We might expect that things are easier in the early stages of life (infancy, primary education), and much more difficult in the later stages of compulsory education.
- ✓ It is important to build networks of support and collaboration among school and countries .as we have done in the TdiverS project-.

3.2.6 Sweden

During 2014 the Swedish team of TdiverS has been responsible for two parts; Discussion paper for national working groups and the arrangement of the Second consortium meeting which took place at the University of Borås May 4-7, 2014.

Discussion paper for national working groups

It was agreed during the workshops at UB that each partner university should deliver a working paper including 4 – 6 pages covering:

- Status quo in each country

- Synthesis of general and school subject specific concepts
- National contextual conditions for inclusive education (national curricula/school act)
- Current status of research
 - The document should also consider the national conditions in each country concerning:
 - UN convention on the rights of the child/people with disabilities – national interpretations
 - Challenges to implementation/consolidation of inclusion (e.g. PISA, Timms, PIRLS)
 - School subjects and inclusive education (barriers, traditions, possibilities)

Inclusion in ITE

During the autumn 2014 all six partners delivered their reports which will have a significant value as a basis for the continuing work in the project. The reports give a very thorough platform for the contextual understandings necessary for the project. The national reports will be supplemented by literature reviews covering research carried out in each of the countries with relevance for the continuing work in the project. During the 3rd consortium meeting in Luxembourg time was allocated for discussion of the working papers which in turn lead to fruitful group discussions of the working paper themes.

The most important outcomes of this part of the project is the critical analyses of to what extent inclusive education has become implemented in the partner countries' school systems. It is evident from the reports that differences between countries are significant concerning the political willingness to actively support strivings and implementation of inclusive practices in schools. In countries with a long tradition of integration/inclusion (e.g. Sweden) political initiatives to facilitate the practices of inclusive education seem to be more uncommon than in countries with a much shorter experience of inclusive education (e.g. Lithuania).

Second consortium meeting

After a period of three months of preparation the University of Borås hosted the second consortium meeting in May 2014. The meeting was opened by Vice rector, professor Martin Hellström who addressed the importance of the TdiverS project in the rapidly changing Europe. He also emphasized the strategic role of inclusion as research filed at the University of Borås, being one of the seven strategic research programmes. The actual state of affairs in each of the six work packages was presented followed by comments and critical dialogues taking the project further in a fruitful way. Professor Julie Allan gave a key-note speech where she presented her work within the European Council pointing out critical aspects of the inclusion work in the EU member states. Professor Allan's well-informed overview contributed to an in-depth understanding of the current situation in European school systems and how emerging challenges could be met. The key-note was followed by discussions and also functioned as a common platform for the ensuing preparatory work with the national discussion papers.

Time was also devoted for work with the procedures and practicalities concerning the video production which is an essential part of the TdiverS project. Issues concerning technical support, authorization and permissions were elucidated and discussions of how best to fulfil the aims and purposes of the project made these issues clearer as a starting point for the upcoming practical work with the recordings. The discussions dealt with the following issues:

1 *What does inclusion mean?* 1.1 Target groups: teachers, parents, children, professors

2 *DVD of real examples*

2.1 School level strategies

2.2 Classroom level strategies (rules, discussions, ...)

2.3 Subject level strategies (challenges / cases / problems, suggestions of different strategies or principals for solution of problem in the learning situations, examples, how could be managed situations) – there is no specific strategy for specific subject

Challenge for us

How to show the way of inclusive thinking?

Discussion about

We need professional technical training

This will last surely one year

Think in segments

Discussion group with teachers and teacher students

Look at diversity and inclusion by asking pupil, teacher and parents

The consortium meeting was completed by a questionnaire evaluation. 13 areas were covered on a 4 grade scale and an overwhelming majority of answers were "very satisfactory".

4. Resumee

Below in the table we provide the overview of realization of planned activities in the reporting period of the Project with regard to Project Work Packages (WP):

WP	Project months	WP description as in the proposal	WP tasks achieved
WP2 Implementation	6-30	<p>The necessary theoretical base will be built and the conceptual framework elaborated. The results of the country and school subject specific literature reviews will be available in the website, which is open to the public and linked to the most important internet platform to the target groups, including relevant European institutions.</p> <p>The first videos of the best practice will be produced and presented on the confidential internet platform only for members of the consortium where all partners will discuss the videos (based on key questions derived from the discussions leading to the projects theoretical and analytical framework), taking into account the presented concepts. These videos and the current state of theoretical debate and empirical equity would then be presented to a wider public.</p>	<p>Achieved and will be finalised: The draft of the theoretical and conceptual framework has been elaborated to ground the six countries' „Inspiring Practices“ videos on “teaching diverse learners in school subjects”. The Project team discussed at the latest meeting (Iceland, November 2015) whether the focus should be on all subjects. A matrix of country studies (expertise) to collect the range of subjects about which we can report in the project has been developed. The literature review design has been discussed, and ways to combine and connect the literature reviews and video productions to cohesively present the six project countries' development of inclusive education has been foreseen.</p>
2.4. Literature	24	<p>The current state of the art will be researched and discussed from country and school specific perspectives.</p> <p>Systematic review documents from each country, based on common conceptual framework, will be collected and presented on the website to facilitate the diffusion of ideas beyond the project partners. The literature review will be an important base for understanding differences in scientific research and public discourse on inclusive education across Europe and for further discussion of concepts and best practices.</p>	<p>Achieved:</p> <p>The literature reviews provided and summarised. The Analytical paper on it will be provided later on in the project implementation. Literature reviews are based on national literature and different languages represented in the project. The literature review has been collected and discussed in the project teams to present the current status of inclusive education and teaching diverse learners in school subjects in the various project countries during our regular biennial meetings in the project countries. With these literature reviews, some of which have been challenging due to the lack of relevant literature and especially given the cutting-edge quality of the discourse surrounding inclusive education, the project addresses some of the most persistent challenges in cross-national and cross-cultural comparative research, namely the dearth of detailed and current data and interpretation</p>

			<p>based on country experts yet available in English.</p> <p>The lists of references are provided.</p> <p>The Literature review is available on the Project website.</p>
<p>2.5 Preliminary video productions (country based best practices)</p>	24	<p>Partners identify best practices in their home countries, considering different school subjects, beginning with preliminary video production. These videos will be discussed and evaluated in virtual meetings of all partners as well as on the projects internet platform.</p>	<p>Achieved and will be advanced</p> <p>Inspiring practices have been identified in all six participant countries. The preliminary video productions have been provided for project partners discussions in Madrid and Reykjavik. The common feature of videos among the six countries were to emphasize student voices, the experiences and expertise of teachers and inclusion facilitators & practitioners, and to highlight the diversity of perspectives—personal and professional of change agents in schools and researchers. The clear message is that inclusive education is possible, yet that goals, reasons, values, and beliefs regarding school reform (to support inclusion) must be understood, especially regarding social groups and their interactions. Diversity of languages spoken and settings (i.e., kinds of schools & classrooms) will be a central focus of the TdiverS videos, as will the conditions that facilitate inclusive education. Among the lessons learned and messages to convey are that some national questions are different, depending on whether IE is being realized in a “developing country” or an already developed country in terms of teaching diverse learners in school subjects.</p>
<p>WP3 Implementation 3.1. Discussion paper</p>	6- 30	<p>The partners of each country write synthetic discussion papers on the general and school subject specific concepts which are applied in their country system of teacher education and training. These papers also describe the national contextual conditions and related frameworks for inclusive education in the participating country. Research findings will also be included in these papers. These papers will be accessible for all partners on Moodle platform.</p>	<p>Achieved</p> <p>The discussion paper has been developed and is available on the platform (web site) of the Project.</p> <p>The discussion paper needs to be revised in relation to literature review and theoretical and conceptual framework.</p>

WP 4 Dissemination	1-36	Annual conference in Luxembourg and Iceland. Prepare brief report, which is available on a website of the partner institution, to achieve wider attention in the host countries for the project members and inclusive education practices.	Achieved The consortium meetings have been organised according to Project time table. The 4 th consortium meeting in Madrid, Spain, has been held on 18 – 20 May 2015; The 5 th consortium meeting in Reykjavik, Iceland, has been held on 15 -22, November, 2015. Beside of project partners the group of teachers and researchers from other Comenius project took part in the consortium meeting in Iceland. The first videos provided a substantial starting point for discussions with the invited guests from other Comenius projects in the field of inclusion. Some of our guests offered to stay as critical friends in the process, by presenting the videos to their students training to be teachers, thus offering the opportunity to discuss them with a wider public. Reports in the form of minutes of Consortium meetings are provided and available on web site of the Project.
4.6 Newsletters (every 6 months)	1-36	The E-mail Newsletter will be delivered to all partners every 6 months, to keep the connection and to inform everybody about the status of the project work packages.	Achieved Newsletters are being developed every 6 months and sent to all partners of the project by e-mails as in the proposal. All Newsletters of the project are available on web site of the Project.
WP 5 Exploitation of results 5.1 - 5.2. Annual reports	12 – 36	Annual Reports will summarise the project findings and results, facilitating their application elsewhere. They will give an overview on the state of innovation in the respective countries and the general results and findings.	Achieved Annual Reports are prepared with a contribution of all project partners. They summarise findings and results of the project.
5.3. Consortium meeting/ Preparation of the final conference (Lithuania)	30	The Final Conference will be prepared by all partners in the project to best use their knowledge bases and expertise to facilitate the implementation and exploitation of project results. The conference preparation meeting will be organized by the partners from Siauliai University (Lithuania).	Achieved On the 4 th -6 th of May 2016 Consortium meeting was organized in Vilnius (Lithuania). During the meeting partners discussed dissemination plan, framework and layout of DVD-USB, presented and discussed video sequences, results of literature review, visited two schools, Centre of Special Education and Psychology, Pedagogical and Psychological Service of Trakai Municipality. First partners' discussion about final

			conference was organized.
5.5. Production of DVD, final Homepage and brochures (Final results)	24-36	The booklet and the DVD with teaching material (presentations, texts, research and literature overviews) for teacher education and professionalization is the final product of the project. It will include material in the languages of the partners and will also be translated into English to ensure widest-possible distribution.	Achieved In the meeting in Lithuania was taken decision not to produce DVD with a booklet (8-9 pages). It was decided to produce USB-drive instead of booklet. USB stick with video material and additional material was produced.
5.6. Final Conference	36	Facilitate transfer between the project-partners, associated project-partners and the public, especially teachers (practitioners), researchers (from universities and other research institutions involved in educational research), teachers in teacher education and students from different countries as well as other experts and interested groups; (...)	Achieved Final conference was organized in Ludwigsburg on 18-19 th of November with contribution of all partners.
WP 6 Quality assurance	1 -36	Questionnaires for the evaluation of consortium meetings Consortium meetings should be evaluated.	Achieved Every consortium meeting has been evaluated using the questionnaires developed by Iceland partners. The summaries of evaluations are presented to partners and discussed. Evaluation reports are available on website of the Project.