I_AM

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INCLUSIVE EDUCATION USING ANIMATION AND MULTIMEDIA

TRAINING INSTRUCTIONS FOR VET PROVIDERS

I_AM Inclusive education using Animation and Multimedia

Contents

1. Introduction

The I_AM: "*Inclusive education using Animation and Multimedia*" project aims to support inclusive education of children with special educational needs and disabilities (SEND) through social inclusion and the sharing of common values. More specifically, it aims to connect the dots between traditional education strategies and inclusive education techniques through multimedia usage, with the contribution of educators, role models and parents during the whole implementation of the project.

The general objective of the project is to exploit multimedia resources and especially animation for broader inclusive purposes in order to develop a welcoming environment for children with SEND to schools, by combating any stereotypes, discriminations and respecting their rights and equal access to education.

Thus, a person-centred, multi-disciplinary and art-based approach that will aim to develop a safe space of encouragement though artistic expression will be developed. Additionally, the creation of an inclusive educational environment among all students within classrooms will be developed/targeted. This approach will be based on the current needs, barriers, and facilitators on the field of educational system, targeting educational staff.

The present deliverable, named *Training instructions for VET providers,* is one of the two WP4 "Development of training instructions for VET providers & 'train the trainers' workshop" outputs.

The "Training instructions for VET providers" are a book-form instructions, designed and developed by the partnership. The instructions have been produced to ensure that the trainers/ training programme facilitators have clear guidelines on how to supervise and moderate the capacity building activities and that they are able and competent to deliver the course. A draft version of the instructions, in English, has been produced prior to the "train the trainers' workshop" and will be finalised after, taken into consideration the feedback provided by participants during the workshop. The final "Training instructions for VET providers" will be available via the project's website in 4 languages: English, Greek, Polish and Hungarian. Trainers/ training programme facilitators could follow the suggested time allocations, session contents, teaching and learning activities and resources as guidelines and tailor them to suit the local context.

2. Work Package 4 objectives

At this stage of the project, the activities needed to set the ground of the capacity building addressed to educational staff under WP6 are going to be implemented and to empower trainers to deliver effective sessions in their own fields of expertise, during the WP6's capacity building activities in their countries.

More specifically, a preparatory workshop for trainers (train the trainers' workshop) will take place and training instructions for VET providers are going to be developed.

The aim of the "Train the trainers' workshop" activity is building a cluster of trainers that can facilitate the capacity building activities included in WP6. This workshop is intended for faculty or staff from academic institutions, or other professionals in related organisations/institutions, with the emphasis to be towards participants with relevant expertise on the issues related to inclusive and special education; emotional intelligence; educational leadership and other issues that the curriculum of the foreseeing capacity building to educational staff includes. The one-day workshop was supposed to

take place in Hungary, where at least 3 participants from each country (12 in total), relevant to the aforementioned fields, were supposed to attend and be familiarised with the project's approach, tools and materials by the partnership. Due to COVID-19 pandemic, the workshop will take place online. During the workshop, participants will be provided with a draft version of the "Training instructions for VET providers", in English, where they will be asked to provide feedback on the structure, context, usability quality and identify areas for improvement or/and greater clarity of instructions.

The two outputs of WP4:

O4.1 Training instructions for VET providers.

The "Training instructions for VET providers" are going to be a book- form instructions, that will have the role of a training plan, which will guide the delivery of the capacity building activities addressed to educational staff in WP6. A draft version of the instructions, in English, will be produced prior to the "train the trainers' workshop" (M13) and will be finalized after(M22), taken into consideration the feedback provided by participants during the workshop. The final version of the "Training instructions for VET providers" will be available via the project's website in 4 languages: English, Greek, Polish and Hungarian.

An outline of the training sections of the book-form instruction will consist of:

- The rationale of the inter-professional learning framework developed within the I_AM project

- Brief introduction to the issues covered

- The general objectives

- Suggested teaching methods

- Information on the issues covered that a trainer could read in order to be familiarised with the sections

- Teaching aids and reference materials

Trainers/ training programme facilitators could follow the suggested time allocations, session contents, teaching and learning activities and resources as guidelines and tailor them to suit the local context.

O4.2 Report on the "train the trainers" workshop activity.

The report will summarise all the participants number and characteristics, results, lessons learned, achievements etc. of the "train the trainers" workshop. Additionally, the report will focus on the feedback obtained by participants about the structure, context, usability quality and identified areas for improvement or/and greater clarity of instructions. It will be developed by M14.

3. Phase I: Before the workshop

Before the workshop the following questions will be addressed:

- Who should attend this workshop?

- How to assess the learning needs of the target audience?

- How to review the learning objectives and the workshop agenda based on the needs assessment?

3.1. The target Audience

Workshop participants should be educational staff, from both the public and private sectors.

It is useful to reflect upon ideal Guidelines for the participant selection that should be based on the **ARE IN approach**.

The participant needs:

A Authority (decision-making and implementation power)

R Resources (allocation of human and financial contributions)

E Expertise (Expertise or Experience, recognised competencies)

I Information or insight (knowledge of subject details)

N Need (directly affected by processes or subject outcomes)

To make a selection of the right participants based on the aforementioned criteria you need to have access to specific data about the participant. We recommend including the following items in the registration form for the training course.

Data about the participant	Data about the organisation	Participant's needs and expectations
- Name - Contact information - Job title - Gender - Age - Educational level - Prior training on this subject - Current function within the Organization - Current work responsibilities Preferred language for training	- Type of organisation - Expected benefits for the organisation	- Interest in the workshop - Expected benefits - Particular needs related to inclusive education - Intended actions in using newly acquired competencies

Groups are usually diverse and heterogeneous if you take all the criteria into account. Diversity is an important element that you need to consider when delivering the training. Different learning styles, nationalities, backgrounds, preferences and educational levels necessitate a need to integrate a diverse training approach that accommodates the different needs.

3.2. Assessing the participants' learning needs

Once participants have been identified, it is advisable to obtain more information of their prior knowledge of inclusive education, and relevant experience. It is also useful to explore what their specific needs and work-related challenges are. This training package provides you with a simple

survey option, which allows the capture of this information. It is advisable to send this questionnaire to the participants two weeks before the workshop. In this way, you can still adjust your training based on the information you can extract from this questionnaire. You can find the learning needs questionnaire in Annex 1.

3.3. The learning objectives, curriculum and workshop agenda

These are the following learning objectives that we want to achieve through this workshop:

3.3.1. Inclusive Education: Basic Information

- to define and understand several terms such as inclusion, inclusive education, integration, segregation, separation, exclusion, diversity

- to distinguish inclusion from integration

- to understand 'Inclusion' as the ultimate goal of contemporary education in relation to the fundamental right to education for everyone

- to articulate the benefits of inclusive education for children with and without special educational needs and disability

- to examine ways of promoting a whole-school ethos that align with the principles of inclusion

- to consider the role of teachers, school principals and other members of school staff in promoting inclusive practices in schools

- to become aware of the basics around the current inclusive policies and practices in your country

- to review the current inclusive policies and practices in your country with a critical eye

- to reflect upon and reconsider your current practices in order for them to comply with the principles of effective inclusive education

3.3.2. Developmental needs of children with SEND

- to be able to define and understand several terms such as development, stages of development, developmental disorders.

- to be able to distinguish proper development from disturbed development

3.3.3. Observation as a method of collecting information about students' special needs

- to present basic definitional issues and typologies of observation

- to discuss the limitations of observation as a research method

- to propose guidelines to facilitate observation as a method of working with a diverse group;

3.3.4. Abilities of working in a diverse group

- to be aware of the importance of the module

- to get informed of the objectives of the module

- to be aware of the contents of the module

- to be able to clarify the importance and purpose of the module in working effectively within an inclusive school context

- to able to realise that in order to work in an inclusive educational setting appropriate tools and skills are essential

- to be able to understand the importance of group work in promoting inclusion in educational settings

- to be able to define and understand several terms such as interdisciplinary co-operation, animation group, experiential exercises

- to be able to distinguish and define the advantages of interdisciplinary co-operation

- to be able to distinguish between the two types of experiential intervention (raising awareness and secondary prevention through experiential groups)

- to be able to organize and implement awareness programs with the appropriate material

- to be able to fulfil the criteria of creating groups applying the interdisciplinary cooperation

- to be able to articulate the benefits of experiential groups with: teachers, other specialists and students with and without SEND

- to be able to examine their knowledge in interdisciplinary co-operation and prevention.

3.3.5. Teachers' and students' emotional intelligence and communication skills

- to be aware of the importance of the emotional intelligence and the communication skills

- to be aware what emotional intelligence is, what it depends on and what impact it has on the psychosocial functioning of the individual;

- to be aware what role the teacher/specialist/school staff plays in developing the emotional intelligence and communication skills of students with and without SEND;

- to be aware why emotional intelligence and effective communication is important in inclusive education;

- to be able to improve ones' communication skills and develop emotional intelligence.

3.4. Overview of the curriculum and learning activities

Based on the learning needs analysis and the specific context of the training, the trainer can select specific modules from the training package. In the following framework, you will find an overview of the different sessions that the trainer can choose from. We have organised them with a specific flow. Depending on the needs, a workshop can take from two to four full days.

Day 1	Day 2	Day 3
• Inclusive Education: Basic Information	• Developmental needs of children with SEND • Observation as a method of collecting information about students' special needs	• Abilities of working in a diverse group • Teachers' and students' emotional intelligence and communication skills

3.5. Structure of a learning activity

The learning sessions that you will find in this training package are structured into session sheets in the following way: At the start of each session, you will find the following grid:

Title of the learning session	Brief description of the session
Objective of the learning	What will participants be able to do at the end of the session?
Learning materials	Which specific training materials do I need for this session?
Timing	How much time will this session take?

3.6. Important tips checklists for the trainer

As a trainer, you have plenty of things to prepare before the workshop starts. Therefore, it might be handy to consult some important training checklists so you do not forget anything before you enter the training room. Stationery and materials checklist: Review if you have the following items available in the training room:

✓ Power-point presentations

✓ Computer, printer and effective speakers (access to)

✓ Projector and screen (or white wall)

✓ Paper supplies [white, coloured and large poster), markers/pens (coloured & black), writing pads, note- books, flip-chart (or Poster) paper]

✓ Stationery (scissors, string, glue, sticky adhesive ('blutac'), hole-puncher)

✓ Facilitator's props (clock or watch, bell)

✓ Name tags

✓ Photocopier (access to)

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✓ Workshop agenda

✓ Evaluation questionnaires

Implementation Preparation Checklist

Prior to implementation	During first session	Throughout the entire workshop
• Review materials	• Introduce with icebreakers	• Remember facilitation roles, tips and challenges
• Share briefing notes with participants	• Clarify expectations and learning objectives	• Record all the results and document as much as possible
• Confirm roles and responsibilities	• Review the agenda and the methodologies • Establish ground rules • Set up feedback mechanisms	• Reflect and wrap-up

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Facilitating workshops

Facilitating workshops is a competency that can be acquired only through extensive experience. The following checklist will give you practical suggestions on what you need to pay attention to as a future trainer

Workshop Facilitator's notes Checklist
✓ Present/Explain/Make the point: The trainer will present, explain all the different steps of each session (learning objectives, methodology, presentations). The trainer is also asked to elaborate his or her points with own examples and experiences.
✓ Ask participants. They are experienced and bring along their own professional contexts. The trainer asks questions on a regular basis to elicit specific examples from the participants.
✓ Work in groups. The trainer gives clear instructions when participants have to divide themselves into working groups. The instructions can be found in the different sessions. It is important to clarify the roles of group members and explain the procedure and objective of the session.
✓ Facilitate group feedback. The trainer asks one group to present their work and the others to add perspectives not already discussed by the first group to spur further thinking and explore the various approaches and perspectives of the different groups, i.e. through comparing the findings of the whole group.
✓ Display overhead/projector/power-point. It is important to use the visual materials in the I_AM Training Handbook and the different presentations that are included in the training package. Have them at your disposal at all times.
✓ Distribute hand-outs. The trainer will give each participant a hand-out. Make sure the hand-out is clear, short, readable and to the point.
✓ Refer to other material. The trainer will refer participants to additional reading and resources, i.e. specific sections in the training handbook, e-learning platform, website and additional online resources.
✓ Present/Explain/Make the point: The trainer will present, explain all the different steps of each session (learning objectives, methodology, presentations). The trainer is also asked to elaborate his or her points with own examples and experiences.
✓ Ask participants. They are experienced and bring along their own professional contexts. The trainer asks questions on a regular basis to elicit specific examples from the participants.
✓ Work in groups. The trainer gives clear instructions when participants have to divide themselves into working groups. The instructions can be found in the different sessions. It is important to clarify the roles of group members and explain the procedure and objective of the session.

Room layouts

In the different sessions, you will find different room layouts. Below you will see room structures that can be used.
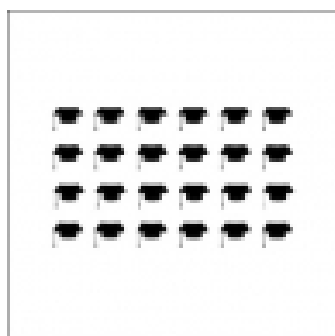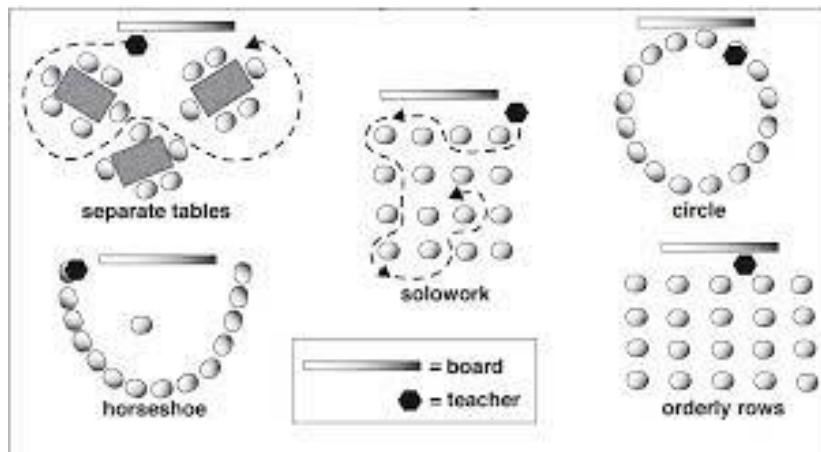
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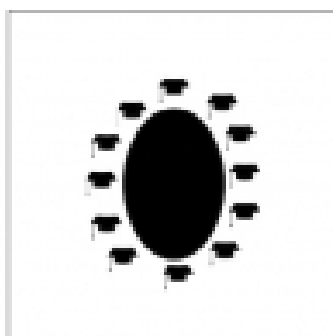
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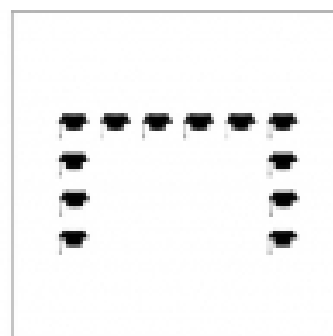
Horseshoe or Semicircle
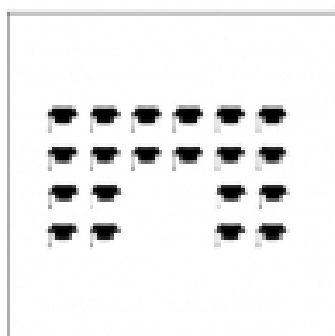
Double Horseshoe
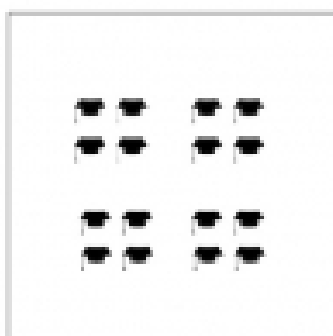
Group Pods
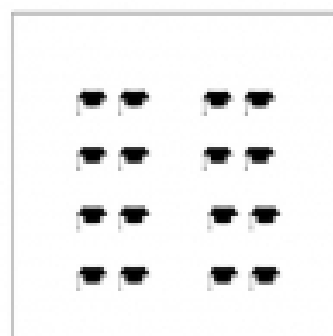
Pair Pods

3.7. Online workshops

There might be a possibility to carry out the training sessions online. The following information can guide you how to use Zoom, Microsoft Teams and other tools for your online workshops.

3.7.1. Using Zoom for online workshops

The following resources can help you understand how to use Zoom for your workshop. Information about breakout rooms, chat, and polling will be also provided.

1. **Zoom-Provided Tutorials and Support**

Zoom's website offers several video tutorials and support articles for getting started. Just scrolling through the collection of Zoom video tutorials will give you ideas for how to apply zoom features for your next meeting or workshop. Here are the ones that may be most useful to you:

Scheduling a meeting	https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings-
Host and co-host controls for a meeting	https://support.zoom.us/hc/en-us/articles/201362603-What-Are-the-Host-Controls-
Scheduling a webinar	https://support.zoom.us/hc/en-us/articles/204619915-Scheduling-a-Webinar-with-Registration
Sharing multiple screens at once	https://support.zoom.us/hc/en-us/articles/115000424286-Sharing-Multiple-Screens-Simultaneously
Getting started with Zoom Rooms	https://support.zoom.us/hc/en-us/articles/207483343-Getting-Started-with-Zoom-Rooms
Messaging with Zoom	https://support.zoom.us/hc/en-us/categories/201137186-Messaging
User management	https://support.zoom.us/hc/en-us/articles/201363183-User-Management
FAQs	https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions?_ga=2.79259798.346333684.1585437878-2053705719.1584201772
Additional help centre resources	https://support.zoom.us/hc/en-us

2. **Zoom Breakout Rooms**

One of the features from Zoom that will help you to facilitate more engaging workshops and meetings is the breakout room feature. This is a feature to use to make a workshop more interactive. With a breakout you can pair people up to discuss or do an activity together and then return back to the larger group. You can find more details about this feature on Zoom's YouTube channel.

After enabling breakout rooms, you can do the following:

Participant in breakout rooms (participants)	https://support.zoom.us/hc/en-us/articles/115005769646
Manage breakout rooms (host)	https://support.zoom.us/hc/en-us/articles/206476313
Pre-assign participants to breakout rooms (host)	https://support.zoom.us/hc/en-us/articles/360032752671

📄 (Source: official website of Zoom)

3. Polls or Quick Surveys

A short poll or survey can break things up and help you learn on the fly from your audience or colleagues. You can also do a discussion activity after you learn the poll results. You can find more details about this feature on Zoom's YouTube channel.

4. Sharing Your Screen

This basic Zoom feature allows you to share your screen with other participants in the meeting. This will help you illustrate your point, show material, or collaborate together more effectively.

5. Recording a Meeting

Zoom allows you to record meetings with both the audio and video present. This can be a useful feature in tutorial-style sessions, interviews, or other cases in which you may want to be able to refer back to the content of the meeting.

A YouTube tutorial, Howfinity provides an overview as well as a more detailed walkthrough of some of Zoom's most popular and well-used features.

6. Virtual collaboration

For interactive whiteboarding abilities, a useful whiteboarding tool like Miro allows participants to view and co-annotate on a blank whiteboard or shared content. It is designed for real-time online collaboration and screenshare it on Zoom. This way the participants are working together on the whiteboard but can communicate and see each other through Zoom. (For more about this approach see our article What is Miro and How to Use Miro for Virtual Collaboration.)

All of these features or tools can be applied in different ways to make for a more innovative, interactive, collaborative virtual workshop or meeting that you can organise and facilitate remotely.

3.7.2. Using Microsoft Teams for online workshops

Microsoft Teams is an alternative tool for conducting online training and teaching. It brings conversations, content, and apps together in one place, streamlining workflow for administrators and allowing teachers to create vibrant, personalised learning environments. With Teams, you can create collaborative classrooms, personalise learning with assignments, connect with colleagues in Professional Learning Communities (PLCs), and streamline staff communication. Teams supports teacher-to-teacher collaboration as well as class collaboration and communication. In short, it is the

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one tool that can help with educators' administrative and classroom tasks, saving teachers time and teaching students future ready skills.

If you are intending to use Microsoft Teams for the conduct of the online workshops, the following links will be helpful:

- Quick Start Guide for Educators and the Quick Start Guide for Students

- Take our top recommended Teams course in the Microsoft Educator Centre

- Try the interactive click-through guide

- YouTube Teams for Education Playlist

- Check out the Teams Support page

- Get the latest Teams for Education updates on our blog

More Resources and Tips: Tracking, Feedback, and Grading:

- Improve student outcomes with the Feedback Cycle using Assignments in Teams

- Maximize Flexibility with Assignments view and take the guess work out of navigation

- Provide transparency when grading and give even more rich feedback to students with rubric grading

- Celebrate and Praise students or colleagues

- Leverage the power of Teams and Forms to assess students or collect data

Connect and Customize:

- How to keep the communication flowing with Announcements, Conversations, and private Chat

- Use announcements in to get student's attention quickly or remind faculty/staff of an upcoming event

- Schedule virtual office hours so students can check in, ask questions, or share insights and ideas

- In Teams participants can choose to turn on live captioning

- Turn on custom backgrounds when on a video call

- Assign presenter and attendee meeting roles within a Teams meeting

Source & more tutorial videos are available on the page:

 https://education.microsoft.com/hu-hu/resource/d5b62e3e

Tutorials on YouTube:

 https://www.youtube.com/playlist?list=PLiluTszfwwMJLn1YPImEW2pnPD1w1j62L

4. Phase II: During the workshop

4.1. Opening and Welcome session

Learning Objectives

- to welcome the participants and officially open the workshop

- to help trainees get to know each other.

- to give trainees some practice with communication.

- to introduce the objectives and the methodology of the workshop

- to explain the objectives and the structure of the workshop

- to explore participants' needs and expectations

Training material for all sessions

- presentation

- agenda hand-out

- yellow and green post-its

- flipchart paper

- pencils and markers

- ball or soft toy

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Timing - 50 min

- Welcome and opening: 10 min

- Breaking the ice: 20 min

- Exploring expectations and contributions: 20min

Methodology

Welcome and Opening (10 MIN)

The trainer welcomes the participants and presents the overall structure of the workshop and the main objectives of the workshop. The objectives as stated in the introduction Section of the training manual are shared with the participants together with a handout of the official workshop agenda.

Breaking the Ice (conventional classroom version) (20 min)

This exercise is supposed to be performed before the beginning of the training sessions.

The trainees will stand in a circle. If there are more than 20 trainees, they should be divided into two or more groups.

Explain that this exercise is all about getting to know each other. Start by tossing the ball to someone and asking them a question. They will answer the question and then toss the ball to someone else and ask a different question. If trainees are not familiar with each other, they may want to state their name, too.

When the game has been going for about a minute, challenge the participants to repeat a fact about another participant before they ask a question.

If someone is not comfortable answering a question, he/ she may pass.

Breaking the Ice – online training version (20 min)

Below, you can find an alternative ice-breaking activity, in case you are conducting the workshop online. For more ideas of online ice-breaking activities can be found in **Annex IV**.

This online ice-breaking activity is entitled **"True of Me"** by Fred Brown for Erica Marx Coaching.

In this activity, everyone covers their camera, and one person makes a statement that is true about themselves. If it is true for others on the call, they show their face to the camera as well. The initiation for the next prompt is passed to another person in the group.

The goal of the activity is to get people sharing about themselves, seeing one another, and making connections with one another. For the group to understand its collective relationship with a topic and with each other.

Materials:

- a post-it note / something to cover laptop's camera

Instructions:

- On Zoom, instruct everyone into Gallery View.

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- Everyone covers their webcam with a postit note, a piece of paper, or their finger. Then one person reveals themself and says a statement that is true for them, e.g. "I can see flowers from where I am sitting" or "I have a dog" or "I've had coffee today." Everyone for whom that's true uncovers their camera, waves to each other, and then covers their camera again. The person who gave the prompt then passes the lead to someone else in the group that is revealed from their question.

Facilitation notes:

It is more fun for people to cover their screens with something than to have people use "stop video" on zoom, because you can still see everyone's individual square and the different coloured squares light up like a stained-glass collage. And because it involves more physical motion as well.

This is a great activity for reading the energy and dynamics of the group. Especially with smaller groups, participants will often begin to share more vulnerable things about themselves. Based on how it is facilitated, this activity can be used as a light connecting game or as a deeper activity that surfaces issues on a team, checks for alignment, and builds connection among participants.

Adaptation:

If people do not have a webcam, they can use the 'Reactions" button on Zoom. This will display an emoji on their Zoom box.

Variations:

The facilitator can constrain the topic to use for specific application. For example, debriefing an event or determining what's important to a team. Another variation is that the facilitator can change the prompt to "Show your face if..." to source information about the group. e.g. "Show yourself if this is your first time attending a workshop about Inclusive Education!" Use care with this version since it puts participants on the spot to reveal what is true for them, so use only for information that you have confidence is neutral to positive for people to be sharing.

Large groups:

This exercise works really well for large groups because you do not need to see everyone at once. It also naturally encourages people to turn on their videos because they want to play! It also gets everyone involved in a way that is relatively easy and low stakes. It is a great activity for bouncing the energy around in a group and including many voices.

Exploring expectations and contributions (20 mins)

After the official welcome and opening of the course and the ice-breaking activity, the trainer invites the trainees to fill in the following quadrant on a large chart for each group member. The quadrant is about their familiarity with inclusive education, their experiences with students with disabilities and their expectation from their participation in the workshop:

Names of group members	
What do I know about Inclusive Education?	What is my current professional position and relationship to special and inclusive education policy and practice?

What experiences do I have with students with disabilities in my setting?	What would be the ideal inclusive educational setting for me?

Participants have 10 minutes to fill in the two quadrants and once finished, display the flip chart somewhere in the workshop room or they share their screen. Every group selects one speaker to introduce the group members to the plenary using the flip chart/shared screen.

MODULE 1
INCLUSION – THE BASICS

SECTION 1: BRIEFING: IMPORTANCE AND AIMS OF THE MODULE

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the importance of the module

- Informed of the objectives of the module

- Aware of the contents of the module

TRAINING METHODOLOGY

This briefing session aims to familiarise participants with the importance, the learning outcomes and the contents of the module. The trainees will be given the opportunity to discuss their expectations and set some learning goals according to the module's objectives that will be introduced to them.

After the introductory presentation covering the importance and learning objectives of the module, an exercise will be organised where participants sit in small groups of 4 - 6 participants. If the training takes place online, then the participants will be split in groups with the help of virtual rooms. They will have the objectives of the module in front of them and will be asked to make assumptions regarding the contents. The group discussions will lead to a whole group discussion. This whole-group discussion will enable the trainer to introduce the contents of the module by making associations with the expectations of the groups. Then participants will set their own personal learning objectives based on their needs. Their personal learning objectives will be revisited by the end of the module for reflections and debriefing.

TIMING

- Presentations: 15 minutes in total

- Group discussion: 5 minutes for discussions

- Whole group discussion: 10 minutes

- Individual work for setting personal learning objectives: 5 minutes

SECTION 2: THE BASICS

LEARNING OBJECTIVES

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Upon completion of this section of the module, participants will be:

• Able to define and understand several terms such as inclusion, inclusive education, integration, segregation, separation, exclusion.

• Able to distinguish inclusion from integration

• Able to articulate the benefits of inclusive education for children with and without special educational needs and disability

TRAINING METHODOLOGY

The session starts with Activity 1 (from the I_AM training handbook) which will give the opportunity for reflections on trainees' personal experience concerning inclusion and exclusion. After a short introduction by the tutor about the experience of social exclusion, participants will be asked to think individually and then discuss in groups of 4-6 about their personal experiences of the feeling of being (socially) excluded. Based on their experiences that they will share with the rest of the class; the tutor will encourage a whole-class discussion about the potential consequences of exclusion for students with disabilities in schools.

This discussion will lead to activity 2 (from the I_AM training handbook). In groups of 4-6, participants will be asked to think how the terms Inclusion, Exclusion, Integration and Segregation match with four given figures (see I_AM training handbook). The difference between the four terms in the context of education by using the four figures will be discussed with the rest of the group. Then participants will return to their groups and will be asked to define inclusive education in their own words. Definitions will be announced by the groups and will be followed by a presentation of a number of topics such as what is inclusion; inclusion in Education; and terms such as exclusion, segregation, integration. After this presentation, the tutor will ask the participants to return to their groups and revisit their definitions. The revised definitions will be shared with the rest of the group and the whole group discussion about 'what is inclusion?' will lead to Activity 3. It is expected that there will be a kind of confusion concerning the differences between inclusion and integration in the groups' definitions. Thus, in activity 3, participants will be asked to discuss in their groups which term between Inclusion and Integration best match with two new given figures (see I_AM training handbook). It is expected that participants will suggest that none of the figures match the exact meaning of inclusion, and the tutor encourages them to make suggestions how the figures can be altered in order for them to best represent what the philosophy of inclusion implies.

Activity 3 will lead to a discussion and a short presentation led by the tutor about the main differences between integration and inclusion. The scenario will be discussed in groups and then in a whole-class discussion, the benefits and challenges of inclusion will be explored.

TIMING

• Presentations: 70 minutes

• Discussions and reflections: 20 minutes

• Activities 1, 2, 3 and 10: 30 minutes

SECTION 3: *INCLUSION AND STAKEHOLDERS*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to consider the role of parents, teachers, school principals and other members of school staff in promoting inclusive practices in schools

- Able to consider the core values in an inclusive school and the relevant targets for initial teacher training and continuing professional development

TRAINING METHODOLOGY

The session starts with an introductory presentation covering the important role of parents, teachers, school principals and other members of school staff in promoting inclusive practices in schools. Participants will be involved in discussions by reflecting on their experiences, their training as teacher students, their continuing professional development, experiences with school principals, other colleagues, other school staff and parents.

These whole-group discussions will lead to Activity 11 that can be found at the end of module 1 in the I_AM training handbook.

Activity 11 is about identifying the attitudes, beliefs, knowledge, understanding and skills that teachers in inclusive schools require for their work with pupils who have SEND. After a brief discussion about the four core values that emerged from a European initiative involving 14 countries relating to teaching and learning that appeared essential for teachers' professional development in the context of inclusive education, participants will discuss in groups of 4 – 6 and suggest other attitudes, beliefs, areas of knowledge, etc that would realise each core value in an inclusive school and be relevant targets for initial teacher training, continuing professional development. For each of the core values, an example is provided in order to facilitate the discussions. Participants will take notes of their ideas on a table that will be given to them.

After the completion of the activity in groups, the discussion will continue in the whole-group where participants will share their suggestions and ideas with the rest of the class. The trainer will facilitate the discussion and refer to the important role of parents, teachers, school principals and other members of school staff in promoting inclusive practices in schools by making connections with the suggestions made in the activity. This will lead to a concluding discussion about what changes the participants would like to see regarding the role of the stakeholders in promoting inclusion in schools.

TIMING

- Presentations: 15 minutes

- Group Activity: 10 minutes

- Whole-group discussions and reflections: 10 minutes

SECTION 4: *INCLUSION, DIVERSITY AND RIGHTS*

LEARNING OBJECTIVES

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Upon completion of this section of the module, participants will be:

- Able to define 'diversity', identify examples of diversity and make links with equity and inclusion in educational context.

- Able to understand 'Inclusion' as the ultimate goal of contemporary education in relation to the fundamental right to education for everyone

TRAINING METHODOLOGY

The trainer writes the term 'diversity' on the board (or online equivalent) and asks the trainees to discuss in groups of 4-6 and write down their own definitions of 'diversity'. When all groups have come up with a definition for 'diversity,' the tutor asks them to share with the rest of the class while he/she is writing key points on the board (or online equivalent). Then the whole class watches a video entitled "Equality, Diversity & Inclusion" available from https://youtu.be/C-uyB5I6WnQ. The tutor encourages the groups to revisit their definitions and make the necessary adjustments in order for them to apply in the context of education by incorporating some ideas that are mentioned in the video. The revised definitions are discussed in the whole class. The session continues with a short presentation by the tutor. A whole class discussion is then triggered by analysing the definition of diversity in education that comes from Thomas, Walker and Webb (1998, p. 15): "It is about providing a framework within which all children – regardless of ability, gender, language, ethnic or cultural origin – can be valued equally, treated with respect and provided with equal opportunities at school".

The session continues with Activities 7, 8 and 9 from the training handbook. These activities will give an opportunity to participants to understand 'Inclusion' as the ultimate goal of contemporary education in relation to the fundamental right to education for everyone.

Activity 7 is about children's participation in several activities attached to their lives. Participants will work in groups, and will be asked to go through the eight degrees of participation provided by Flowers (2009) and discuss how these apply in the case of children with disabilities and children from different ethnic, racial, cultural, or linguistic backgrounds. The tutor will encourage the participants to think why children's participation is important in inclusive settings. They will also be encouraged to use the ladder as a reference to reflect on their experience.

After a short presentation by the tutor about "Inclusion and children's rights", the session continues with Activities 8 and 9. Again, participants will work in groups and discuss ways of assuring particular children's rights and meeting the needs of children with communication difficulties in their settings and in the given scenarios. Once groups complete the tasks, a whole-class discussion follows.

TIMING

- Presentation: 20 minutes

- Activities, discussions and reflections: 30 mins

SECTION 5: INCLUSION IN PRACTICE

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to examine ways of promoting a whole-school ethos that align with the principles of inclusion

TRAINING METHODOLOGY

The session starts with a presentation covering the index for inclusion which was introduced by Booth and Ainscow (2011). This index consists of three dimensions that are about creating, producing and evolving inclusive practices in school settings. Each section contains up to eleven indicators and the meaning of each indicator is clarified by a series of questions. The index is a valuable tool for school leaders, teachers, specialists and other school staff in order to build an inclusive community, establish inclusive values, develop a school for all, organise support for diversity, orchestrate learning and mobilise resources.

Then, participants are split in groups and spend some time to study the indicators that Booth and Ainscow (2011) highlight as key for the promotion of a whole-school inclusive ethos. For each indicator, they are encouraged to discuss practical ideas that could be implemented in their schools in order to promote a more inclusive ethos. A flipchart or online equivalent is used for note-taking. Then ideas are shared with the rest of the group and trigger a discussion about ways of promoting a whole-school ethos that align with the principles of inclusion.

TIMING

- Presentation: 10 minutes

- Activities, discussions and reflections: 25 mins

SECTION 6: *LOCAL CONTEXT*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the basics around the current inclusive policies and practices in their country

- Enabled to review the current inclusive policies and practices in their country with a critical eye

- Able to reflect upon and reconsider their current practices in order for them to comply with the principles of effective inclusive education

TRAINING METHODOLOGY

The session starts a reflective activity (Activity 4 from the training handbook). Participants will work in groups of 4-6 and consider the current educational system in their country and discuss the following questions:

a) Is inclusion defined explicitly in the current legislative framework?

b) Is inclusion referred to in a way that reveals the implicit definition or conceptualisation being employed?

c) How would you best describe the current practices in your country? Are your descriptions closer to inclusion or integration?

The session continues with a brief presentation by the tutor with information about the current inclusive policies and practices in their country. The tutor will involve the participants in a whole-group discussion regarding the current inclusive policies and practices in their country with a critical stance. This will lead to Activity 5, where participants will reflect on your current practices. In essence, they

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will be asked to consider one or more children with disability with whom they worked and reflect on their teaching approaches and the potential reasonable adjustments that they applied. After the participants share their ideas with the rest of the group, the tutor will facilitate a whole-group discussion about reconsidering the current practices in order for them to comply with the principles of effective inclusive education.

TIMING

- Presentation: 20 minutes

- Activities, discussions and reflections: 40 mins

MODULE 2:
Developmental needs of children with SEND

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the importance of the module

- Informed of the objectives of the module

- Aware of the contents of the module

TRAINING METHODOLOGY

This briefing session aims to familiarise participants with the importance, the learning outcomes and the contents of the module. The trainees will be given the opportunity to discuss their expectations and set some learning goals according to the module's objectives that will be introduced to them.

After the introductory presentation covering the importance and learning objectives of the module, an exercise will be organised where participants sit in small groups of 4 - 6 participants. If the training takes place online, then the participants will be split in groups with the help of virtual rooms. They will have the objectives of the module in front of them and will be asked to make assumptions regarding the contents. The group discussions will lead to a whole group discussion. This whole-group discussion will enable the trainer to introduce the contents of the module by making associations with the expectations of the groups. Then participants will set their own personal learning objectives based on their needs. Their personal learning objectives will be revisited by the end of the module for reflections and debriefing.

TIMING

- Presentations: 15 minutes in total

- Group discussion: 10 minutes for discussions

- Whole group discussion: 10 minutes

- Individual work for setting personal learning objectives: 10 minutes

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SECTION 2: *DEVELOPMENTAL NEEDS OF CHILDREN WITH SEND*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to define and understand several terms such as development, stages of development, developmental disorders

- Able to distinguish proper development from disturbed development

TRAINING METHODOLOGY

TIMING

- Presentations: 90 minutes

- Discussions and reflections: 30 minutes

- Activities 1, 2, 4: 60 minutes

The session will start with a presentation on the psychological mechanisms behind the formation of a child's personality. The stages of personality development of Erik H. Erikson will be presented. Then, activity 1 will be performed, the aim of which will be to describe the behaviour of children, identify the emotions they expressed, competence deficiencies, and the stage of personality development.

Then, the opportunities and threats in the development of children with special educational needs at different stages of the personality development of Erik H. Erikson will be presented. The discussion between the participants on the topic presented will lead to the implementation of activity 2, the aim of which will be to prepare a proposal to support a student with special development needs.

The summary will be activity 4 in which participants will prepare a bank to support positive student behaviour.

SECTION 3: *SUMMARY*

LEARNING OBJECTIVES

After the training, the participants will know what:

- development crises are

- difficulties in development

TRAINING METHODOLOGY

The session starts with a reflective activity (Activity 3 from the training handbook). Participants will work individually. Participants will be asked to write down on a two-column table: at which stage do children with special educational needs experience the most difficulties in personality formation according to E.H. Erikson's theory? How can these difficulties be impacted by relationships in the peer group? What should the teacher pay attention to? Which peer behaviour will be most problematic? The individual suggestions of the participants are then collected and discussed by the whole training group.

Then the participants answer the following questions:

1. What are developmental crises?

2. Which virtues are influenced by the teacher's attitude?

3. How do you think the teacher can support the student at each stage of personality development according to E.H. Erikson?

TIMING

- Presentation: 20 minutes

- Activities, discussions and reflections: 45 mins

MODULE 3

Observation as a method of collecting information about students' special needs

SECTION 1: *BRIEFING: IMPORTANCE AND AIMS OF THE MODULE*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the importance of the module

- Informed of the objectives of the module

- Aware of the contents of the module

TRAINING METHODOLOGY

This briefing session aims to familiarise participants with the importance, the learning outcomes and the contents of the module. The trainees will be given to opportunity to discuss their expectations and set some learning goals according to the module's objectives that will be introduced to them.

After the introductory presentation covering the importance and learning objectives of the module, an exercise will be organised where participants sit in small groups of 4 - 6 participants. If the training takes place online, then the participants will be split in groups with the help of virtual rooms. They will have the objectives of the module in front of them and will be asked to make assumptions regarding the contents. The group discussions will lead to a whole group discussion. This whole-group discussion will enable the trainer to introduce the contents of the module by making associations with the expectations of the groups. Then participants will set their own personal learning objectives based on their needs. Their personal learning objectives will be revisited by the end of the module for reflections and debriefing.

TIMING

- Presentations: 15 minutes in total

- Group discussion: 10 minutes for discussions

- Whole group discussion: 10 minutes

- Individual work for setting personal learning objectives: 10 minutes

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SECTION 2: *DEVELOPMENTAL NEEDS OF CHILDREN WITH SEND*

The aim of the module is to present how observation should be conducted in order to be methodologically correct and provide reliable information. It will also show how observation can be used in the classroom where a child with special educational needs is taught, by presenting example situations.

LEARNING OBJECTIVES

The following will serve this purpose:

- presenting basic definitional issues and typologies of observation.

- discussing the limitations of observation as research method.

- proposing guidelines to facilitate observation as a method of working with a diverse group.

TRAINING METHODOLOGY

The training will start with a presentation on the technique of observation. Participants will learn about its assumptions and types. Participants will experience the observation of other people's behaviour as the primary source of information on the psychological properties, emotional states, intentions and social role of the observed people. To test the knowledge from this part, participants will perform exercise 1, where they will play the role of an observer, a child with special educational needs and an adult. To summarise the first part, theoretically, the participants will perform exercise 2.

Participants will get to know the tips useful during the observation of children individually and in a peer group. Exercise 3 will summarise this part.

TIMING

- Presentations: 90 minutes

- Discussions and reflections: 30 minutes

- Activities 1, 2, 3: 60 minutes

SECTION 3: *OBSERVATION AT WORK WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS*

LEARNING OBJECTIVES

After the training, participants will be:

- Aware of the role of observation in working with students with special educational needs

TRAINING METHODOLOGY

During this session, participants will learn the role of observation in working with students with special educational needs. The participants will characterise the functioning of students with special educational needs and disability. They will assess the difficult situations in the functioning of students with speech. They will then perform exercise 4.

TIMING

- Presentation: 60 minutes

- Activities 4, discussions, and reflections: 60 mins

SECTION 4: *SUMMARY*

LEARNING OBJECTIVES

After the training, participants will be:

- Aware of the role of observation in teachers' work

TRAINING METHODOLOGY

During the final session, participants will summarise information about their observations. They will complete activities 5, 6.

TIMING

- Presentation: 20 minutes

- Activities 5,6, discussions and reflections: 60 mins

MODULE 4:
ABILITIES OF WORKING IN A DIVERSE GROUP

SECTION 1: *IMPORTANCE AND AIMS OF THE MODULE*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the importance of the module
- Informed of the objectives of the module
- Aware of the contents of the module

TRAINING METHODOLOGY

This briefing session aims to familiarise participants with the importance, the learning outcomes and the contents of the module. The trainees will be given the opportunity to discuss their expectations and set some learning goals according to the module's objectives that will be introduced to them. Specifically, these objectives are as follows:

- Raising awareness and promoting knowledge of the communication skills needed in working in an inclusive class
- Highlighting the importance of interdisciplinary cooperation in the school context as a means to inclusive education

Firstly, the group of trainees will be divided in smaller groups of 4-6 persons to discuss their expectations and reflections on the module. They will write down their thoughts and feelings as a group which will share in the whole group session that will follow. If the training takes place online, then the participants will be split in groups with the help of virtual rooms. They will have the objectives of the module in front of them and will be asked to make assumptions regarding the contents.

The group discussions will lead to a whole group discussion. This whole-group discussion will enable the trainer to introduce the contents of the module by making associations with the expectations of the groups.

The introductory presentation covering the importance and learning objectives of the module will follow to conform or modify the groups assumptions and ideas about it.

TIMING

- Small-group discussion on expectations and benefits (groups of 4-6): 10 minutes

- Whole-group discussion on expectations and benefits: 10 minutes

- Presentation: 10 minutes in total

SECTION 2: *HOW WILL THIS MODULE HELP ME?*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to clarify the importance and purpose of the module in working effectively within an inclusive school context

- Able to realise that in order to work in an inclusive educational setting appropriate tools and skills are essential

- Able to understand the importance of group work in promoting inclusion in educational settings

TRAINING METHODOLOGY

The session aims at enabling trainees to understand the importance and purpose of the module and highlight the significance of obtaining social skills connected to experiential group work. Thus, the focus will be on group work activities such as small-group work (of 4-6 persons) to exchange ideas and share expectations and feelings.

The participants in each group will write down their conclusions as a group which will share in the whole group session that will follow. If the training takes place online, then the participants will be split in groups with the help of virtual rooms.

The group discussions will lead to a whole-group discussion. This whole-group discussion will enable the trainer to introduce the idea of the association of the module to inclusive education by referring to the expectations of benefits and goals set by the small groups.

This section is based on expectations and reflections and their confirmation or negation, so it was considered unnecessary to include a formal presentation.

TIMING

- Small-group discussion: 10 minutes

- Whole-group discussion: 10 minutes

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SECTION 3: *WHAT SHOULD I KNOW?*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to define and understand several terms such as interdisciplinary co-operation, animation group, experiential exercises

- Able to distinguish and define the advantages of interdisciplinary co-operation

- Able to distinguish between the two types of experiential intervention (raising awareness and secondary prevention through experiential groups)

TRAINING METHODOLOGY

The session will be divided in two parts:

a) Introduction to interdisciplinary cooperation

b) Prevention types in mainstream schools

The first part starts with an introductory presentation covering basic knowledge about the subject, such as the definition, the advantages and difficulties of interdisciplinary cooperation and ways of achieving effective interdisciplinary cooperation. Participants will be involved in discussions by reflecting on their experiences (if any) in this type of cooperation.

The activity can take the form of a group exercise referring to a case-study where a situation is presented in which interdisciplinary cooperation is essential in solving a problem in the school context. This case study work will take place in small groups (4-6 persons).

After the completion of the activity in groups, the discussion will continue in the whole-group where participants will share their suggestions and ideas with the rest of the class. The trainer will facilitate the discussion and refer to the benefits of interdisciplinary cooperation in promoting inclusive practices in schools by making connections with the suggestions made in the activity.

The second part starts with an introductory presentation covering basic knowledge about the prevention and its types. The first type concerning the primary prevention will be carried out through awareness raising by informing students, teachers and parents within the educational context. The second type is the secondary prevention which is addressed to specific students, parents and educators on the occasion of a specific special educational need. In these cases, group animation is suggested through the creation of groups and group-work where the theoretical part is a prerequisite to empower educators in their efforts to implement secondary prevention programs in schools. After the theoretical part participants will be involved in discussions firstly in small and later on the whole group by reflecting on their previous experiences in their settings presenting case studies and actions. In the whole-group participants will share their actions in prevention with the rest of the class. The trainer will facilitate the discussion and refer to the benefits of prevention in any way in promoting inclusive practices in schools by making connections with the suggestions made in the activity.

TIMING

a) Presentation on interdisciplinary co-operation: 30 minutes

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- Activity (case-study)

- Small group discussion and reflections on interdisciplinary co-operation: 10 minutes

- Whole group discussion and reflections on interdisciplinary co-operation: 10 minutes

b) Presentation on prevention types in mainstream schools: 30 minutes

- Activity:

- Small group discussion about intervention types: 10 minutes

- Whole group discussion about intervention types: 10 minutes

SECTION 4: *WHAT CAN I DO?*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to organize and implement awareness programs with the appropriate material

- Able to fulfil the criteria of creating groups applying the interdisciplinary cooperation

- Able to articulate the benefits of experiential groups with teachers, other specialists and students with and without SEND

TRAINING METHODOLOGY

Participants will see modern ways of raising awareness on the occasion of world days or months. Ideas and materials will be suggested on the internet and reputable websites that can give the participants the appropriate information for awareness programmes. Useful examples will be included of short presentations to students from teachers and parents with children with SEND and personal experiences or feelings in order to give the opportunity to students with SEND and/or their parents to speak up. It is important to discuss ways in which people can tell and preserve their stories: from live presentations or interviews, face-to-face conversations, and written narratives. Also, poems, letters or testimonies from specific situations experienced by children with special educational needs at home, at school and in extracurricular activities are important sources for the awareness programs.

The session continues with seven different animation activities which will be presented from the training handbook. These examples include activities for **communication, acquaintance or first contact, being a part of a group, empathy, and social communication, expressing feeling.** These activities will give the opportunity to participants to understand that the above skills need to be cultivated with the ultimate goal of inclusion. At the same time, the short videos produced in this program can be presented the I AM Shots.

Again, participants will work in groups and discuss ways of ensuring the success of each awareness program and animation activity taking into account the theoretical part. They also have the opportunity to enrich any activity and to add even more appropriate ones.

TIMING

- Presentation: 30 minutes

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- Activities, discussions and reflections: 10x7 mins

SECTION 5: *TEST YOURSELF*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to examine their knowledge in interdisciplinary co-operation and prevention.

TRAINING METHODOLOGY

The session starts with summary of the session and feedback regarding the exercises and their emotional impact. Furthermore, the trainer conducts an online quiz using E-me or Kahoot with multiple choice and send a questionnaire with open questions in order to evaluate the knowledge on each session or subject.

TIMING

- Presentation: 10 minutes

- Suggestions and brainstorming on appropriate educational material: 20 mins

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MODULE 5

Teachers' and students' emotional intelligence and communication skills

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SECTION 1: *BRIEFING: IMPORTANCE AND AIMS OF THE MODULE*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the importance of the module

- Informed of the objectives of the module

- Aware of the contents of the module

TRAINING METHODOLOGY

This briefing session aims to familiarise participants with the importance, the learning outcomes and the contents of the module. The trainees will be given to opportunity to discuss their expectations and set some learning goals according to the module's objectives that will be introduced to them.

After the introductory presentation covering the importance and learning objectives of the module, an exercise will be organised where participants sit in small groups of 4 - 6 participants. If the training takes place online, then the participants will be split in groups with the help of virtual rooms. They will have the objectives of the module in front of them and will be asked to make assumptions regarding the contents. The group discussions will lead to a whole group discussion. This whole-group discussion will enable the trainer to introduce the contents of the module by making associations with the expectations of the groups. Then participants will set their own personal learning objectives based on their needs. Their personal learning objectives will be revisited by the end of the module for reflections and debriefing.

TIMING

- Presentations: 10 minutes in total

- Group discussion: 5 minutes for discussions

- Whole group discussion: 5 minutes

SECTION 2: *EMOTIONAL INTELLIGENCE - GENERAL INFORMATION*

The aim of the module is to present what emotional intelligence is, what it depends on and what impact it has on the psychosocial functioning of the individual as well as what role the teacher/specialist/school staff plays in developing the emotional intelligence of students with and without SEND.

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the definition of the emotional intelligence with examples.

- Aware of the usefulness of the teacher's emotional intelligence in the process of schooling a student with special educational needs.

TRAINING METHODOLOGY

The session begins with a lecture that will provide theoretical information about the emotional intelligence and its factors. The trainers should be encouraged to ask questions and share their knowledge on this topic, during the session.

TIMING

- Presentations: 40 minutes

SECTION 3: *INTERPERSONAL COMMUNICATION - GENERAL INFORMATION*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Aware of the basic definition of the verbal and non-verbal communication.

- Aware of the role of the teacher's effective interpersonal communication in the process of schooling a student with special educational needs.

TRAINING METHODOLOGY

The session begins with a lecture that will provide theoretical information about the interpersonal communication and the factors of its effectiveness. The trainers should be encouraged to ask questions and share their knowledge on this topic and their experience.

TIMING

- Presentation: 40 minutes

- Discussion and individual reflection (60min)

SECTION 4: *ACTIVITIES*

LEARNING OBJECTIVES

Upon completion of this section of the module, participants will be:

- Able to observe and train their emotional intelligence.

- Able to observe and train their communication skills.

TRAINING METHODOLOGY

The participants will be asked to take an active part in 5 activities following the instructions. The order is described in the handbook. The activities should be provided by trainers after the whole lectures to be sure that trainees can use new knowledge and then practise skills.

TIMING

- Activities 1, 2, 3, 4, 5 discussions and reflections: 120 mins.

5. Phase III: After the workshop

This training package contains an elaborate evaluation strategy on how to measure the impact of the workshop at three different levels. The evaluation strategy is an integral part of the workshop activity so that timely evaluation in- formation is available for decision-making and to ensure that the organiser of the workshop is able to demonstrate accountability to stakeholders.

5.1. WORKSHOP EVALUATION INSTRUMENTS INCLUDED IN THE TRAINING PACKAGE

LEVEL 1:

As a trainer you can have access to a standard questionnaire. Its objective is to assess the participants' satisfaction in order to improve the perception of the quality of learning. (See Annex II)

LEVEL 2:

In a second stage, you can question the participants at the end of the workshop through a series of standard questions in order to assess whether the participants have learnt what they were supposed to learn. This will give us additional information on whether the learning objectives were achieved or not. (See Annex III).

LEVEL 3:

Finally, a short follow-up survey is included in the package to send out 6 months after the workshop. This information will provide us with more details about the effective implementation of the lessons learnt based on the Guide (see Annexes). To understand the picture, you will recognise the first three levels that were explained before. For each of these three levels you have instruments to measure the impact of the workshop. Level 4 and level 5 require more complex instruments to measure impact and are not included in the scope of this manual. To conduct impact assessment studies on these two levels, additional separate resources and instruments are needed.

In addition to the instruments, we advise for these three levels, we suggest that the trainers undertake an after- action review right after the training, together with the participants and the resource persons. Apart from the more structural feedback through the different questionnaires, the results of the after- action review can be used to adjust and optimise the workshop for the next round.

5.2. AFTER-ACTION REVIEW

The after-action review by the participants involved in the workshop is a structured facilitated process that can be used to debrief the workshop to analyse what happened, why it happened, and how it can be made better.

1. What were our intended results?	3. What caused our results? (Why did it happen?)
2. What were our actual results? (What really happened?)?	4. What will we retain? Improve? (What can we do better next time?)

These four steps need to be completed in small groups. In the first step, you review the learning objectives of the workshop. In the second step, you discuss what you have achieved throughout the entire workshop. In the third step, you analyse the achieved results in more depth and look for causes of the achieved successes and failures. In the last and fourth step, you see what you could do better and improve and decide on what needs remain.

1. Hold the AAR (After-action review) immediately after the workshop. AARs are carried out immediately while all the participants are still available, and their memories are fresh.

2. Create the right climate. The ideal climate for an AAR to be successful is one of openness and commitment to learning. Everyone should participate in an atmosphere free from the concept of seniority or rank. AARs are learning events rather than critiques.

3. Ask 'what was supposed to happen?' The facilitator should start by dividing the event into discrete activities, each of which had (or should have had) an identifiable objective and plan of action. The discussion begins with the first activity: 'What was supposed to happen?'

4. Ask 'what actually happened?' This means the team must understand and agree facts about what happened. Remember, though, that the aim is to identify a problem not a culprit.

5. Now compare the plan with reality. The real learning begins as the team or teams compare the plan to what actually happened in reality and determines 'Why were there differences?' and 'What did we learn?' Identify and discuss successes and shortfalls. Put in place action plans to retain the successes and to improve upon the shortfalls.

6. Record the key points. Recording the key elements of an AAR clarifies what happened and compares it to what was supposed to happen. It facilitates sharing of learning experiences within the organizing team and provides the basis for further improvement of the workshop.

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Annex I

PRE-TRAINING SURVEY: LEARNING NEEDS ANALYSIS

Dear participant,

We invite you to fill in this pre-training survey in relation to the upcoming capacity building workshop. This information will allow us to adapt the workshop better to your learning needs and expectations.

RESPONDENT'S DETAILS

SEX:

☐ Female

☐ Male

AGE:

☐ Less than 30

☐ 30-39

☐ 40-49

☐ 50-59

☐ More than 60

COUNTRY YOU WORK IN:

……………………………………………………………………

TYPE OF INSTITUTION YOU WORK FOR:

☐ Government/public administration

☐ Non-governmental organization

☐ Private enterprise

☐ International organization

☐ Other (please specify) ……………………………………………..

YOUR CURRENT POSITION:

Job title: ....

Main responsibilities: …………………………………………………………………………………………………….

Main field of work: ………………………………………………………………………………………………….

YOUR TEACHING EXPERIENCE:

☐ More than 5 years

☐ 2-5 years

☐ 1-2 years

☐ Less than 1 year

☐ No experience

IF YOU HAVE EXPERIENCE RELATED TO SPECIAL AND INCLUSIVE EDUCATION, PLEASE BRIEFLY DESCRIBE IT:

……

……

……

……

AS A PARTICIPANT, HOW CAN YOU CONTRIBUTE TO THIS COURSE TO MAKE IT AN ENRICHING EXPERIENCE FOR ALL? PLEASE BE SPECIFIC.

……

……

……

……

HAVE YOU PARTICIPATED IN OTHER SEMINARS/WORKSHOPS ON INCLUSIVE EDUCATION IN THE LAST FIVE YEARS?

☐ Yes

☐ No

IF SO, PLEASE BRIEFLY DESCRIBE THEM (TITLE, YEAR, TRAINING ORGANISATION, ETC.)

……

……

……

DOES YOUR JOB REQUIRE YOU TO TRAIN OTHER PEOPLE?

☐ Yes, very often

☐ Yes, sometimes

☐ Yes, but very rarely

☐ No

3. PREFERENCES CONCERNING MODALITY AND TIMING

What is the maximum time you are ready to devote to a face-to-face course?

☐ 1 day

☐ Up to 2 days

☐ Up to 3 days

☐ Up to 1 week

☐ Up to 2 weeks

Please indicate your preference for the timing of the courses:

☐ January 2022

☐ February 2022

☐ March 2022

4. LEARNING EXPECTATIONS

What are your main expectations from this course?

……

……

……

Please indicate three learning objectives that you would like to achieve through this course:

1. …….

2. …….

3. ……

Please indicate three skills that you expect to acquire through this course

1. ……

2. ……

3. ………..

How do you intend to use the knowledge and skills acquired from the course in your current position?

………

………

……

Are you participating in this course on your own initiative or by the decision of your organisation?

☐ On my own initiative

☐ By decision of my organization

What are the main expectations of your organisation from your participation in the course?

………

………

………

………

………

………

Annex II

END OF WORKSHOP EVALUATION QUESTIONNAIRE

I_AM Capacity Building Workshop evaluation questionnaire

Venue: ....   Dates of training: ....

Evaluation questionnaire

Instructions

Please complete the questionnaire below. This will help us to improve the workshop. Please be totally frank, as we are interested in your opinion, whether it is positive or negative, and we shall take it into account in planning future workshops.

This questionnaire is anonymous. To help us analyse the evaluation results, we have added a space for you to indicate your gender and the type of organization you work for. If you prefer not to provide such details, simply leave the space blank.

Please give each aspect of the course set out below a mark from 1 to 5, with 1 being the minimum and 5 the maximum. On this scale, the average mark is 3.

If you think that a question does not apply to you, or that you do not have the information needed to answer it, check the "no opinion" option.

You can give only one answer to each question.

Please indicate:

Gender

☐ Female
☐ Male
☐ Other

Type of organisation
(Please indicate only one response. If you are involved in more than one type of organization,please select the one you are representing during this activity.)

☐ Government/public institution
☐ Non-governmental organization
☐ Training/academic institution
☐ Ministries of Education

☐ Currently unemployed
☐ Intergovernmental organization
☐ Private enterprise
☐ UN organisation

☐ Employer organization						
I INFORMATION RECEIVED BEFORE THE ACTIVITY	**1**	**2**	**3**	**4**	**5**	**No opinion**
1. Before participating in this activity, were you clear about its objectives, contents and methods?						
II - THE WAY THE ACTIVITY WAS DELIVERED	**1**	**2**	**3**	**4**	**5**	**No opinion**
Objectives						
2. Having participated, are you now clear about the objectives of the activity?						
3. To what extent were the activity's objectives achieved?						
Contents						
4. Given the course's objectives, how appropriate were the activity's contents?						
5. Given your level of prior learning and knowledge, how appropriate were the activity's contents?						
6. Have gender issues been adequately integrated in the training?						
Methods						
7. Were the learning methods used generally appropriate						
Resource persons / Tutors						
8. How would you judge the resource persons' overall contribution?						
Group of participants						
9. Did the group of participants with whom you attended the activity contribute to your learning?						
Materials/Media						

	1	2	3	4	5	No opinion
10. Were the materials/media used during the activity appropriate?						
Organisation						
11. Would you say that the activity was well organized?						
12. Would you call the Secretariat efficient?						
III - USEFULNESS OF THE ACTIVITY	**1**	**2**	**3**	**4**	**5**	**No opinion**
13. Are you satisfied with the quality of the activity?						
14. How likely is it that you will apply some of what you have learnt?						
15. How likely is it that your institution/employer will benefit from your participation in the activity?						

16. How would you suggest the resource persons improve the overall quality of their contribution?
(You may name someone in particular if you wish).

………

………

………

………

………

………

Please use the grid below if you wish to comment on a particular question (Optional)

Number of questions	Comments

Specific workshop-related questions:

1. What is your feedback on the usefulness of the I_AM project's capacity building workshops?

………
………
……..

Specific expectations for additional support in the follow up phase:

………
………
………

Thank you for completing this questionnaire!

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Annex III

PRE- AND POST-TRAINING SELF-EVALUATION

ENTRY SELF-EVALUATION

The purpose of this evaluation form is to evaluate the effectiveness of the training activity that you are attending. To help us, we kindly ask you to complete this self-evaluation form. You will be asked to complete the same evaluation form at the end of the training for comparison purposes.

Your answers to all questions are anonymous. However, so that we can group your evaluation forms together while maintaining your anonymity, we would like you to create a code and use it on every form.

To create your own personal, confidential evaluation code, please write the following: The first letter of the town where you were born:

....

The first letter of your mother's first name:

....

The date that you were born (DDMM without the year):

....

For example, a participant born in Budapest on 14/071960 to a mother named Maria, would have the code B-M-1407.

....

The items on the next sheet cover the main contents of the upcoming training sessions. If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate our effectiveness in providing you with quality training.

A. Demographics

Please provide some general information about yourself

1. Sex

   1.1. Male

   1.2. Female

   1.3. Other

   1.4. Prefer not to say

2. Age

   2.1. Profession

   2.2. Educator

   2.3. Occupational therapist

   2.4. Physiotherapist

   2.5. Psychologist

   2.6. School nurse

   2.7. Social worker

   2.8. Special educator

   2.9. Specialist in sensory disabilities

   2.10. Speech and language therapist

   2.11. Teacher

   2.12. Other

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3. Workplace

    3.1. Mainstream public school

    3.2. Mainstream private school

    3.3. Special school

    3.4. Other

4. How many years have you been working with children

B. Feelings

Including children with Special Educational Needs and Disability in mainstream school settings makes me feel…

On a scale 1-7 please indicate the number which best describes your feelings about Inclusion								
Uncomfortable	1	2	3	4	5	6	7	Comfortable
Negative	1	2	3	4	5	6	7	Positive
Unconfident	1	2	3	4	5	6	7	Confident
Pessimistic	1	2	3	4	5	6	7	Optimistic
Worried	1	2	3	4	5	6	7	Self-assured
Disinterested	1	2	3	4	5	6	7	Interested
Unhappy	1	2	3	4	5	6	7	Happy

C. Opinions and attitudes about Inclusion

Please read the following statements which are about your opinions, attitudes, and intentions about Inclusion.

On a scale 1-5 indicate your agreement or disagreement with each statement by choosing the number that best represents your opinion							
1= Strongly		2= Disagree		3= Undecided	4= Agree		5 = Strongly Agree
1	The needs of students with disabilities are best served when they attend separate/special classes	1	2	3	4	5	
2	The needs of students with disabilities are best served when they attend mainstream schools	1	2	3	4	5	
3	Participating in a mainstream classroom will promote the academic growth of the child with disability.	1	2	3	4	5	
4	Inclusion offers mixed group interaction which will foster understanding and acceptance of differences.	1	2	3	4	5	
5	Separate learning support classes have a negative effect on the social and emotional development of a student with disability.	1	2	3	4	5	
6	The contact that children without disabilities have with children with disabilities, may be harmful.	1	2	3	4	5	
7	Including the child with disability in the mainstream classroom will facilitate several aspects of his/her development.	1	2	3	4	5	
8	The inclusion of children with disabilities in the mainstream classroom can be beneficial for students without disabilities.	1	2	3	4	5	
9	A child with disability will most likely be socially isolated by non-disabled peers in inclusive settings.	1	2	3	4	5	
10	Students with disabilities should be given every opportunity to participate in mainstream classrooms, where possible.	1	2	3	4	5	

11	The presence of students with disabilities will promote acceptance of differences on the part of students without disabilities.	1	2	3	4	5
12	Adaptation of the educational material, teaching and assessment methods are key in inclusive education	1	2	3	4	5
13	I am supportive towards the idea of including children with disabilities in my classroom.	1	2	3	4	5
14	I am willing to engage in in-service training on teaching children with disabilities.	1	2	3	4	5
15	I am engaging in developing the appropriate skills to teach children with disabilities in my classroom.	1	2	3	4	5
16	I accept responsibility for teaching children with disabilities.	1	2	3	4	5
17	I am willing to change my teaching processes and adjust educational material to accommodate children with disabilities in my classroom.	1	2	3	4	5

D. Knowledge

MODULE 1:

Inclusion – The Basics

1. Basic knowledge on aspects of Inclusion

On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:					
	1 Poor	2	3	4	5 Strong
1. I understand terms such as inclusion, inclusive education, integration, segregation, separation, exclusion, diversity					
2. I am able to distinguish inclusion from integration					
3. I understand 'Inclusion' as the ultimate goal of contemporary education in relation to the fundamental right to education for everyone					
4. I appreciate the benefits of inclusive education for children with and without special educational needs and disability					
5. I am aware of ways aiming at promoting a whole-school ethos that align with the principles of inclusion					
6. I understand the importance of the role of teachers, school principals and other members of school staff in promoting inclusive practices in schools					
7. I am aware of the current inclusive policies and practices in my country					

In the following table, state whether the 10 statements that are related to inclusion, diversity and inclusive education are true or false.

		True	False
1.	Multiculturalism and diversity are used synonymously because these terms have the same meanings.		
2.	One of the most important conditions for the success of inclusive education is the cultivation of an environment of acceptance and appreciation of diversity		
3.	Diversity and Inclusion are terms that can be used interchangeably.		
4.	Diversity is mainly defined by the characteristics of race and gender.		
5.	Inclusion can be defined as the integration of children with SEND in mainstream settings.		
6.	In inclusive education, children do not need to have the same education goals in order to learn together in mainstream classrooms.		
7.	Children with SEND more benefit by attending a setting with children with similar features, capacities and needs.		
8.	To make our school diverse and inclusive, we should start from the top of the school management.		
9.	Inclusion involves the transformation of schools and other centres of learning to cater for all children.		
10.	In inclusive education, it is important to look at what children are able to do rather then what they can do.		

MODULE 2:

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DEVELOPMENTAL NEEDS OF CHILDREN WITH SEND

On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:					
	1 Poor	2	3	4	5 Strong
I understand the importance of developing a child's personality.					
I am able to describe the most important competences shaped in a child in the education process.					
I understand the conditions that must be met for a child to properly develop the sense of competence at school.					
I can distinguish inappropriate from behavioral to satisfy the need for recognition.					
I am aware of the ways of educating a child in such a way that it overcomes subsequent developmental crises.					
I understand the importance of creating a supportive relationship between teacher and student.					
I am aware of the importance of unacquired competences from the earlier development periods.					

In the following table, state whether the 7 statements that are related to the child development are true or false.		True	False
1.	E. Erickson's theory is the only theory describing the development of a child's personality competences.		
2.	In E. Erikson's theory, it does not matter when the child		

	achieves particular competences.		
3.	E. Erikson believed that only parents have an influence on developing a child's psychosocial competences.		
4.	According to E. Erikson, the preschool age is the most important period of development.		
5.	Children with special educational needs cannot go through the developmental stages described by E. Erikson.		
6.	E. Erikson recommends a segregated model of education.		
7.	E. Erikson's model does not apply to inclusive education.		

MODULE 3:

OBSERVATION AS A METHOD OF COLLECTING INFORMATION ABOUT STUDENTS' SPECIAL NEEDS

On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:					
	1 Poor	2	3	4	5 Strong
I understand the importance of the observation as technique for recognizing children's needs, difficulties and strengths.					
I know the conditions that have to be met to conduct reliable and accurate observation					
I am able to describe the cognitive biases that should be taken into account when observing children.					
I am aware of strengths and weakness of the observation as useful technique when working in a diverse group.					
I am aware of ways aiming the improving my own observational skills.					
I understand what to look for when observing the child with SEND and why					
I am aware of the need of continuous improving one's observational skills.					

In the following table, state whether the 7 statements that are related to **observation** are true or false		True	False
1.	Reliable and accurate observation is objective and purposeful.		
2.	The observer's weakness may manifest in a tendency to selectively focus attention on events that are particularly important for him.		
3.	The hallo effect causes that if we don't like a child, we tend to attribute negative traits to the child.		
4.	Participatory observation is one form of indirect observation.		
5.	Teacher can't conduct active observation in school environment.		
6.	In order to obtain as much information as possible, it is useful to observe child during various activities.		
7.	Observing a child in a peer group is not a source of information how the child manifests symptoms of difficulties related to special educational needs.		

MODULE 4:

Abilities of working in a diverse group

On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:					
	1 Poor	2	3	4	5 Strong
I understand the importance of interdisciplinary cooperation in the school context as a means to inclusive education.					
I am able to describe the advantages and disadvantages of interdisciplinary cooperation					
I understand the conditions which need to be met in order to achieve effective interdisciplinary cooperation					
I am able to distinguish between the two types of experiential interventions					
I am aware of ways aiming at raising awareness within the educational community					
I understand the importance of creating groups at school					
I am aware of the importance of the criteria for creating a group and also the conditions and skills of each animator.					

In the following table, state whether the 7 statements that are related to **working in a diverse group** are true or false.

		True	False
1.	The basic principle of the interdisciplinary approach is the belief that nobody can have complete results working alone.		
2.	The need for interdisciplinary cooperation is not reflected in international law		
3.	The challenges and conditions for a successful interdisciplinary collaboration are plenty		
4.	Raising awareness by informing students is the only way of prevention		
5.	Creating animation groups is an amazing tool because it promotes empathy		
6.	Before creating a group many factors need to be consider		
7.	In a group only animation exercises are performed		

MODULE 5:

Teachers' and students' emotional intelligence and communication skills

On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:	1 Poor	2	3	4	5 Strong
I understand the importance of the emotional intelligence in the educational community.					
I am able to describe the impact of the high level of the teachers' emotional intelligence on the children with SEND.					
I understand the conditions which need to be met in order to achieve effective interdisciplinary cooperation					
I understand the importance of the communication skills in the educational community.					
I am aware of ways aiming the improving my own communication skills.					
I understand the importance of effective communication skills on the functioning of the children with SEND.					
I am aware of the need of improving one's emotional intelligence and communication skills.					

In the following table, state whether the 7 statements that are related to **EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS** are true or false.

		True	False
1.	It is possible to improve one's emotional intelligence on every stage of one's life.		
2.	Both, verbal and non-verbal communication is important.		
3.	The interpersonal communication has an important impact on working with pupils with SEND.		
4.	It is possible to improve one's interpersonal communication on every stage of one's life.		
5.	The emotional intelligence of pupils with SEND is always very low.		
6.	There is a great need to help pupils to increase their interpersonal communication skills.		
7.	Every day at school setting the pupils' interpersonal intelligence as well as the emotional intelligence could be improved.		

Thank you for your time and consideration.

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Annex IV

Ice-breaking Activities for online workshops

Activity 1: Looking Around

by Thiagi Group.

Number of Participants:

6 - 105 +

Here's another jolt that explores one of our favourite themes: You have to unlearn something old in order to learn something new. A nice thing about this brief activity is that you don't need any supplies or equipment.

Goal:

To experience problems associated with unlearning previous associations.

Instructions:

Brief the participants. Ask all participants to stand up. Tell them that you are going to give them instructions on which direction to look. They must turn their head (only their head, not the body) and look in the appropriate direction.

Explain the details. When you say, *"Up"*, the participants should tilt their head and look at the ceiling (or the sky). When you say, *"Down"*, the participants should lower their head and look at the floor (or their feet). When you say, *"Left"*, the participants should turn their head to their left. When you say, *"Right"*, the participants should turn their head to the right.

Give directions. Say the words up, down, left, and right in a random order and encourage the participants to follow your instructions. Keep giving directions at a fairly rapid pace.

Change the meaning of the words. After about a minute, tell the participants that you are going to make a change. From now on, up will mean down and vice versa. So, when you say *"Down"*, the participants should look up at the ceiling. Similarly, when you say *"Up"*, the participants should look down at their feet. Explain that the meaning of the words left and right remain the same. Call out the four directions in a random order and ask the participants to follow instructions. Remind them, however, that they must remember the new meaning of the words up and down. You will see many *"mistakes"* and lots of embarrassed laughter.

Conclude the session. Announce the end of the activity after about another minute.

Debriefing:

Ask the participants how difficult it was to follow instructions when the meanings of words were changed. Ask them to discuss any similar experiences they might have had in their real life.

Learning Points

It is difficult to learn new concepts without unlearning some old concepts.

The old way of doing things interferes with learning new procedures.

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Tips for running this activity online

A simple activity to run online - so long as you have everyone on webcam and present in your video conferencing tool, this one is run in very much the same way as a live workshop!

Preferably have a gallery view turned on for all participants, so everyone can see everyone during this exercise.

📄   Source: Thiagi Group

Activity 2: Stand up if

by IAF Admin for IAF Library.

Number of Participants:

2 - 25

Goal:

Ice breaker, Energiser, warm-up

Materials:

- when using online: participants will need a video camera, work with Video on/off function

- when using online: alternatively raising hands could be used to indicate a yes as an answer

Instructions

Before

- Number of participants: 5-25

- Types of participants: This method is applicable with all types of participants, yet it is vital not to be discriminatory towards gender and culture.

- Ideal conditions: Workshop participants enjoy the opportunity to tell something about themselves and are honest.

- Pre-Work Required: The facilitator has to prepare a list of questions prior to the workshop.

- Type of Facilitator-Client Relationship: Cooperation

- Facilitator personality fit: Playful, creative

- Level of Difficulty to Facilitate (to be deleted during review): No specific skills required

During

1. Prior to the workshop the facilitator prepares a list of questions which can only be answered with yes or no. These questions should begin with "Have you ever...?" or "Stand up if...".

For example:

- Have you ever been to Asia?

- Have you ever been horse riding

- Have you ever done bungee jumping?

2. The facilitator reads out the questions or statements one by one. For each statement the participants stand up if they could answer the statement with yes.

Tips for online facilitation:

Ensure participants are equipped with a camera and able to manage their video in the virtual meeting room. There are two ways that this can be done.

First option for smaller groups, i.e., up to the number of video thumbs that fit on one screen: ask persons to start their video. If their answer to a question is yes, ask them to stand up. This can be a physical energiser during a session.

Second option, e.g., as a warm-up: Start by asking all to stop their camera. Then ask one question and all whose answer is yes will start their camera. Then have all stop their video and continue with the next question in the same way.

Zoom setting:

Best results are achieved when using video setting "Hide non-video participants"

After

Usual or Expected Outcomes: Group members get to know each other in a fun and entertaining manner.

Potential pitfalls:

 Participants feel intimidated or insulted by a question.

How success is evaluated: The group is engaged in the exercise and enjoys taking part.

Background

Annex V

Module 1.

Inclusion - 5 hours (indicative time)

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources
Upon completion of this section of the module, participants will be: ✓ Aware of the importance of the module ✓ Informed of the objectives of the module ✓ Aware of the contents of the module The following will serve this purpose: ✓ presenting basic definitional issues and typologies of observation. ✓ discussing the limitations of observation as research method.	1. Briefing: Importance and aims of the module	• Contents and benefits of completing the module • Aims of the module	Small-group and whole-group discussions on expectations and benefits and individual work (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (15 min)	• Projector and screen • Power point presentation
	2. The basics	• What is inclusion? • Inclusion in Education • Terms: Exclusion, Segregation, Integration, Inclusion • Differences between 'integration' and 'inclusion' • The benefits of inclusion	Small or whole group discussions for activities 1, 2, 3, 10 (5 min x 4) and reflections (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (60 min)	• Projector and screen • Power point presentation

✓ proposing guidelines to facilitate observation as a method of working with a diverse group.	3. Inclusion and stakeholders	• Parents • Teachers and other School staff • School leadership	Lecture (15 min)	• Projector and screen • Power point presentation
			Small and whole group discussions for activity 11 and reflections (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	4. Inclusion, diversity, and rights	• Inclusion and diversity • Inclusion and children's rights	Lecture (20 min)	• Projector and screen • Power point presentation
			Small or whole group discussions for activities 7, 8, 9 and reflections (10 min x 3)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	5. Inclusion in Practice	• Promoting a whole-school inclusive ethos	Lecture (10 min)	• Projector and screen • Power point
			Small or whole group discussions for activity 6 and reflections (25 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (20 min)	• Projector and screen

			Teaching/ learning activities	Power point presentation
	6. Local Context	• Inclusive Education in Cyprus or Hungary or Greece or Poland • Critique on the current inclusive practices in Cyprus or Hungary or Greece or Poland	Small or whole group discussions for activities 4 and 5 and reflections (20 min x 2)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online trainin
	7. Summing up and post-training self-assessment	• Test yourself activities	Individual work/ Homework (20 min)	• Leaflets with 'test yourself' activities (for conventional training) • Word documents to be sent to participants (for online training)

Module 2.
Developmental needs of children with SEND

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources
Upon completion of this module, participants will be ✓ Aware of the importance of the module ✓ Informed of the objectives of the module	1. Briefing: Importance and aims of the module	• Contents and benefits of completing the module • Aims of the module	Small-group and whole-group discussions on expectations and benefits and individual work (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (15 min)	• Projector and screen • Power point presentation

✓ Aware of the contents of the module ✓ Able to define and understand several terms such as development, stages of development, developmental disorders ✓ Able to distinguish proper development from disturbed development After the training, the participants will be aware of what: ✓ development crises are ✓ difficulties in development	**2.** Developmental needs of children with send	• Developmental needs of children with send • Psychological mechanisms behind the formation of a child's personality.	Small or whole group discussions for activities 1, 2, 4 (15 min for one) and reflections (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (90 min)	• Projector and screen • Power point presentation
	3. Summary	• Development crises are • Difficulties in development	Lecture (20 min)	• Projector and screen • Power point presentation
			Individual work (20min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	4. Summing up and post-training self-assessment	• Test yourself activities	Individual work/ Homework (20 min)	• Leaflets with 'test yourself' activities (for conventional training) • Word documents to be sent to participants (for online training)

Module 3.

Observation as a method of collecting information about students' special needs – 5 hours (indicative time)

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources
Upon completion of this section of the module, participants will be: ✓ Aware of the importance of the module ✓ Informed of the objectives of the module ✓ Aware of the contents of the module The following will serve this purpose: ✓ presenting basic definitional issues and typologies of observation. ✓ discussing the limitations of observation as research method.	1. Briefing: Importance and aims of the module	• Contents and benefits of completing the module • Aims of the module	Small-group and whole-group discussions on expectations and benefits and individual work (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (60 min)	• Projector and screen • Power point presentation
	2. Developmental needs of children with send	• Presenting basic definitional issues and typologies of observation • Discussing the limitations of observation as a research method • Proposing guidelines to facilitate observation as a method of working with a diverse group	Small or whole group discussions for activities 1, 2, 3 (15 min for one) and reflections (20 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (90 min)	• Projector and screen • Power point presentation

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources
✓ proposing guidelines to facilitate observation as a method of working with a diverse group.	3. Observation at work with students with special educational needs	• The role of observation in working with students with special educational needs	Lecture (60 min) Small or whole group discussions for activities (45) and reflections (20 min)	• Projector and screen • Power point presentation
			Individual work (20min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	4. Summary	• The role of observation in teachers work	Small or whole group discussions for activities 5,6 (15 min for one) and reflections (20 min)	
	5. Summing up and post-training self-assessment	• Test yourself activities	Individual work/ Homework (20 min)	• Leaflets with 'test yourself' activities (for conventional training) • Word documents to be sent to participants (for online training)

Module 4
Abilities of working in a diverse group - 5 hours (indicative time)

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources

Upon completion of this module, participants will be: ✓ Able to define and understand several terms such as interdisciplinary co-operation, animation group, experiential exercises, prevention in mainstream schools: raising awareness and creating groups at school ✓ Able to distinguish and define the advantages of interdisciplinary co-operation ✓ Able to distinguish between the two types of experiential intervention (raising awareness and secondary prevention through experiential groups) ✓ Able to organize and implement awareness programs with the appropriate material ✓ Able to fulfil the criteria of creating groups applying the interdisciplinary cooperation ✓ Able to articulate the benefits of experiential groups with	**1.** Why is this module important?	• Raising awareness and promoting knowledge of the communication skills needed in working in an inclusive class • Highlighting the importance of interdisciplinary cooperation in the school context as a means to inclusive education	Small-group and whole-group discussions on expectations and benefits (20 min) · • White board (WEBEX) for the trainer • Padlet for online training
			Lecture (10 min) · • Power point presentation
	2. How will this module help me?	• Obtaining and mastering of the appropriate tools in working effectively within an inclusive school context.	Small-group and whole-group discussions on: a) expectations of benefits and b) goal-setting of module training (20 min) · • Creating online groups
	3. What should I know?	• Basic knowledge about: • INTRODUCTION TO INTERDISCIPLINARY COOPEERATION • PREVENTION TYPES IN MAINSTREAM SCHOOLS	*Lecture on:* a) interdisciplinary co-operation (30 min) · • Power point presentation • Sharing videos • Create group chat • Use of e-me, E-class
			Activity: Small and whole group discussion with examples from participants' educational settings and reflections on · • Creating online groups

teachers, other specialists and students with and without SEND			interdisciplinary co-operation (20 min)	
			Lecture on: b) prevention types in mainstream schools (30 min)	• Power point presentation • Sharing videos • Create group chat • Use of e-me, E-class
			Activity: Small and whole group discussion about intervention types (20 min)	• Creating online groups
	4. What can I do?	• Examples of raising awareness programs and experiential exercises (activities)	Lecture (15 min) Presentation of activities (15 min)	• Power point presentation • Sharing videos • Create group chat • Use of e-me, E-class
			Small or whole group work for the seven activities (10 min x 7)	• Creating online groups
	5. **Test yourself**	• Test yourself activities to test your knowledge, quiz, multiple choice and/or open-ended questions, feedback from the trainees	Summary of module topics (10min)	• Power point presentation
			Group work: Suggestions and brainstorming on appropriate educational material (20 min)	• Creating online groups

Module 5

Teachers' and students' emotional intelligence and communication skills – 5 hours

General Objectives	Sections	Topics	Teaching/ learning activities (With suggested time)	Suggested facilitators/ resources
Upon completion of this section of the module, participants will be: ✓ Aware of the importance of the emotional intelligence and the communication skills. ✓ Aware what emotional intelligence is, what it depends on and what impact it has on the psychosocial functioning of the individual. ✓ Aware what role the teacher/specialist/school staff plays in developing the emotional intelligence and communication skills of students with and without SEND. ✓ Aware why emotional intelligence and effective	1. Briefing: Importance and aims of the module	• Contents and benefits of completing the module • Aims of the module	Small-group and whole-group discussions on expectations and benefits and individual work (10 min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
			Lecture (10 min)	• Projector and screen • Power point presentation
	2. Emotional intelligence - general information	• Definition of the emotional intelligence with examples. • The usefulness of the teacher's emotional intelligence in the process of schooling a student with special educational needs.	Lecture (40 min)	• Projector and screen • Power point presentation
	3. Interpersonal communication - general information	• The basic definition of the verbal and non-verbal communication	Lecture (40 min) Small or whole group discussions for activities and reflections (20min)	• Projector and screen • Power point presentation

communication is important in inclusive education ✓ Able to improve ones' communication skills and develop emotional intelligence.		• The role of the teacher's effective interpersonal communication in the process of schooling a student with special educational needs	Individual work (40min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	4. Activities	• 5 different activities to increase the trainers' awareness and skills in emotional intelligence and interpersonal communication	Small or whole group activity or individual work (following the instructions) (120min)	• Flip chart for groups or Padlet for online training • White board for the trainer or Padlet for online training
	5. Summing up and post-training self-assessment	• Test yourself activities	Individual work/ Homework (20 min)	• Leaflets with 'test yourself' activities (for conventional training) • Word documents to be sent to participants (for online training)

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