

Early Inclusion through Learning from Each Other

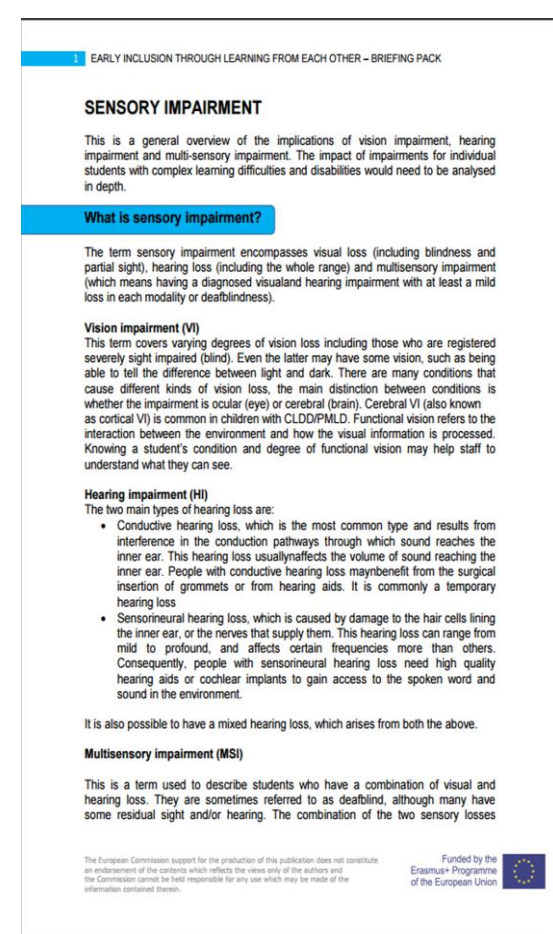
The UN Convention on the Rights of Persons with Disabilities approved by most European countries foresee an inclusive education for all. Within this context most European countries have expressed their political commitment to implement the inclusive philosophies and concepts at all levels of policy and services related to issues for persons with disability (The European Union strategy for smart, sustainable and inclusive growth; EU Disability Strategy 2010-2020). However, a significant lack of methodologies and sharing knowledge in this field is noticeable, professionals are in high need for information, training and concrete resources.

This project will focus on an increased knowledge and shared methods concerning pre-school children who have a disability or are at risk of becoming disabled. It aims to transfer:

- **INFORMATION** about what children with disabilities need and how professionals can support them in mainstream education and youth work in order to avoid later exclusion and failure.
- **CONCRETE METHODOLOGIES** by exchange of perceived good every day practice and through sharing of relevant experiences.
- **COMPETENCE ASSESSMENT** of informal on the job learning concerning inclusion.

Information Inclusion Briefing Packs

- The Inclusion Briefing Packs consist of 2 parts:
- (a) The packs have information sheets related to educational needs of children with special needs (e.g. autistic spectrum conditions, fetal alcohol spectrum disorders, sensory impairments, etc.).
 - (b) Specific exercises and reflection questions will be based on Learning Outcome Model and levels of the European Qualification Frame.



Learning Outcome 1	Competence and specialist knowledge about diagnostic criteria of sensory impairment or terms of different diagnosis	To be able to describe perform existing processes towards the assessment of and plan prevention programs	To be able to reflect diverse life conditions which have an impact on sensory impairment
Learning Outcome 2	Competence and specialist knowledge about diverse types of interventions (including educational requirements and pharmaceutical devices (Cochlear Implant...))	To be able to practice and plan support processes, taking into account possible thresholds and/or build barriers	To be able to reflect on available support processes and perform steps and reflect with respect others (parents) the impact of sensory impairment on quality of life issues
Course	Which social-emotional difficulties can be caused by deaf blindness with simultaneous hearing disability?	What practical ideas do you have to enable shared play and learning situations for children with and without sensory disabilities? Do you have prior evidence or know if or do you have an idea to change a well known game? This refers to practical ideas such as change the classic Start Playing, so that all children can actively play in the group? (Change of rules, pitch, tempo, use of material, be on the floor in which social forms) Do you have an idea for a board game, or educational game online?	In what way do you cooperate with the parents to allow the child to practice the same life practical and communication skills in the institution and at home, consistently and successfully implemented? Which communication structures do you have with the parents? How do you ensure that parents can bring in as experts for their child?

Concrete Methodologies through Inclusion Method Market

The Inclusion Method Market is a “self-organised methodological online exchange market-place”. Professionals from diverse sectors are invited to describe/upload successful inclusive situations. These concrete situations provide a methodological collection of ideas and learning opportunities for other users.

Method Name / Title
What is the name / short description of this Inclusion Method (Under which text identifier shall the method be listed?)
Morning Welcome

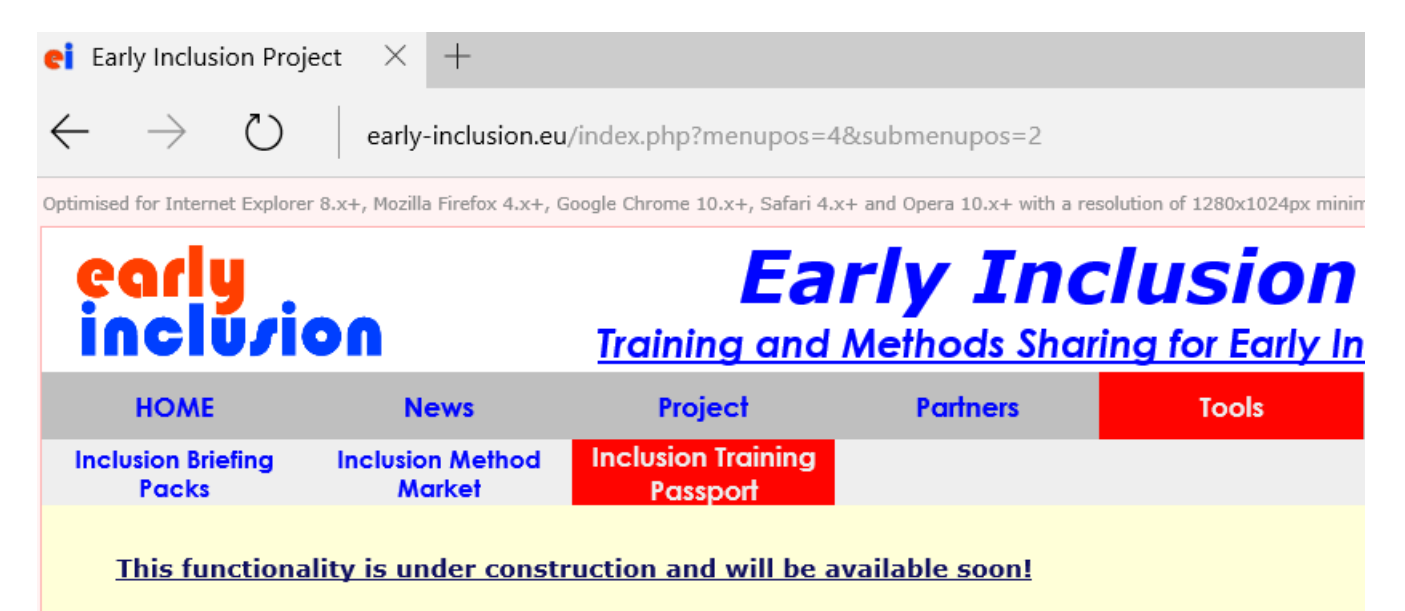
Method Description
How can this Inclusion Method be described in terms of preparation, action, intended benefit?
We can use this method to support the arrival of the child to the early childcare center or kindergarten in the morning. Caregiver or teacher welcomes the child accordingly to his/her age and individual needs (e.g. by hugging, hugging and kissing a baby, or by addressing his/her name smiling and holding hands), to promote elevating. Teacher can ask: "How is your morning today?" and offer

Age Group
For which age group(s) is this Inclusion Method suitable / useful? (Check at least 1.1.)
 0 - 11 months
 12 - 35 months
 36 - 71 months
 72 + months

Setting
For which settings is this Inclusion Method best suitable / useful? (Check at least 1.1.)
 Nursery School
 Day mother / father Youth Work
 Kindergarten Other
 Home-visiting services

Competence assessment through Inclusive Training Passport

The Inclusive Training Passport serves as a platform to make informal learning processes clear and enable a link to current EU initiatives in the field of certification and equivalence. The online tool monitors the self-organised learning activities (e.g. self-organised learning based on the briefing packs, exchange activities within the 'market place') and includes tried and tested, practical training activities.



Studying the “Inclusive Briefing Packs” and learning about the “Inclusion Method Market” contributes individual credits to the portfolio of the user. This portfolio can be widened by taking part in face-to-face multiplier events within the project or other workshops/seminars within the field of inclusion.

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More about project consortium, products, tools, dissemination, events, participation and useful links:

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Products available in EN, DE, FR, HU, MK and TR