

OPEN UP: Engaging formal and non-formal professionals in the inclusion of children and teenagers with sensory disorders, under the Erasmus + Programme

AGREEMENT NUMBER: 2020-1-FR01-KA201-080130

IO2 - OPEN UP TRAINING CURRICULUM
Version 2.1

Document title	IO2 – OPEN UP TRAINING CURRICULUM Version 2.1
Delivered on	22/07/2022
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Number of pages	58
Confidentiality status	Public

Elaborated by



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INTRODUCTION

FOREWORD

Context/Background of the project:

The European Agency for Special Needs and Inclusive Education states that: ‘The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers’ (European Agency, 2015, p. 1). This statement includes learners with any kind of disability. In line with the European Disability Strategy 2010-2020, European mainstream schools and youth organisations and their professionals are facing the challenge to include an increasing number of children and teenagers with disabilities. However, for example: educational systems offer only locally bound support to children and teenagers with sensory disorders. Special education teachers exist but many of their peers working in mainstream schools are not sufficiently trained for supporting pupils with sensory disorders, nor ready to facilitate their integration amongst those without disabilities. Similarly, many youth workers acting in the field of non-formal education (e.g. associations) lack of methods to include this target group in activities where they could engage them if their organisations were ready for that.

Main project objective:

‘Open up: engaging formal and non-formal education professionals in the inclusion of children and teenagers with sensory disorders’ is a social innovation project that aims at developing the professionals’ capacity to ensure quality inclusive education (incl. formal and non-formal education) for children and teenagers with visual and hearing impairments.

IO2 - Training Curriculum

In this framework, the second output of the project (IO2) consists of a Training Curriculum that will be based on a bottom-up and non-formal education approach as well in order to make sure that this new training will meet the educational needs of the trainees. IO2 will provide to the trainers a roadmap / planning tool containing detailed description for delivering each training session to the trainees, and it will be designed to cater to the specific needs of our trainees:

- a. Understanding the specific needs of young blind or partially sighted youngsters and young deaf or hard of hearing youngsters
- b. Mastering theory and the specific role of ‘resource person for sensory disorders’
- c. Being able to identify the red-flags amongst young people who have hearing or visual impairments’, advice, and re-direct them and their parents towards adapted health professionals and services
- d. Being able to use practical tools to adapt their environment
- e. Being able to adapt their communication and meet the specific needs of our end-beneficiaries
- f. Being able to (re)adapt this set of tools and methods in their own context

For this, a bottom-up approach has been used for the Co-development of the Training Curriculum, based on multidisciplinary boards in each country, gathering the relevant information and feedback in order to:

- a. define the needs of the trainers (educational staff)
- b. define the needs of the trainees
- c. make concrete proposals of competencies/learning units to address the needs identified
- d. define and describe learning outcomes of competencies/learning units in terms of definition of knowledge, skills and attitudes (responsibility and autonomy)
- e. list the requirements for presential and online training and for multiplying the role of 'resource person for sensory disorders'

These multidisciplinary boards are formed by professionals from the medical-social establishments and services (incl. special schools), mainstream schools and local trainers.

The report on findings is presented in Annex 1.0 and concluded in the OPEN UP COMPETENCE MATRIX (see next chapter).

TRAINING CURRICULUM

Open Up training curriculum (this document) includes a first chapter on the COMPETENCE MATRIX, a detailed description of each MODULE, a list of REFERENCES and a final ANNEX LIST.

Each MODULE has the same structure and chapters:

- **MODULE OVERVIEW:** Short introduction to the module main topic and objectives in a clear and concise manner
- **INSTRUCTIONAL MATERIALS:** Teaching/Learning resources (available in English) that the trainer may use to facilitate the instruction of this module and implement the learning activities (including a hyperlink to the material when possible) so as to help achieve desired learning objectives.
 - **PRINT:** Textbooks, handouts, study guides, manuals, case studies, worksheets, etc.
 - **AUDIO:** Cassettes, microphone, podcast, etc.
 - **VISUAL:** Charts, real objects, photographs, transparencies, animations, infographics etc.
 - **AUDIVISUAL:** Presentations, tapes, films, filmstrips, projectors, flipcharts, whiteboard, tv, video, multimedia, etc.
 - **ELECTRONIC / INTERACTIVE:** Computers, graphing calculators, tablets, etc.
- **STRUCTURE OF CONTENTS:** Outline of the structure of units, subunits and learning activities that the learner should expect to find in this module, matched with the materials needed with each of the sub-units/activities, including an estimated duration.
- **MAIN BODY:** Detailed description of the different Units, Subunits and Learning activities, including tips and clear explanation of the training.

EVALUATION & ASSESSMENT: Evaluation assignments for each module in order to check the knowledge acquired are presented as an annex (Annex7.1).

OPEN UP COMPETENCE MATRIX

The Competence Matrix is the framework document aimed at determining the range and level of learning expected upon the completion of the **IO2 - Open up Training Curriculum** from its target learners, that is, those formal and non-formal education professionals willing to act as the 'resource person for sensory disorders'.

This document is the direct deduction from the analysis of the results reached in the 1st IO2 multidisciplinary boards held and sets the starting point of the shared development of learning contents of the Curriculum (see Annex 1.0)

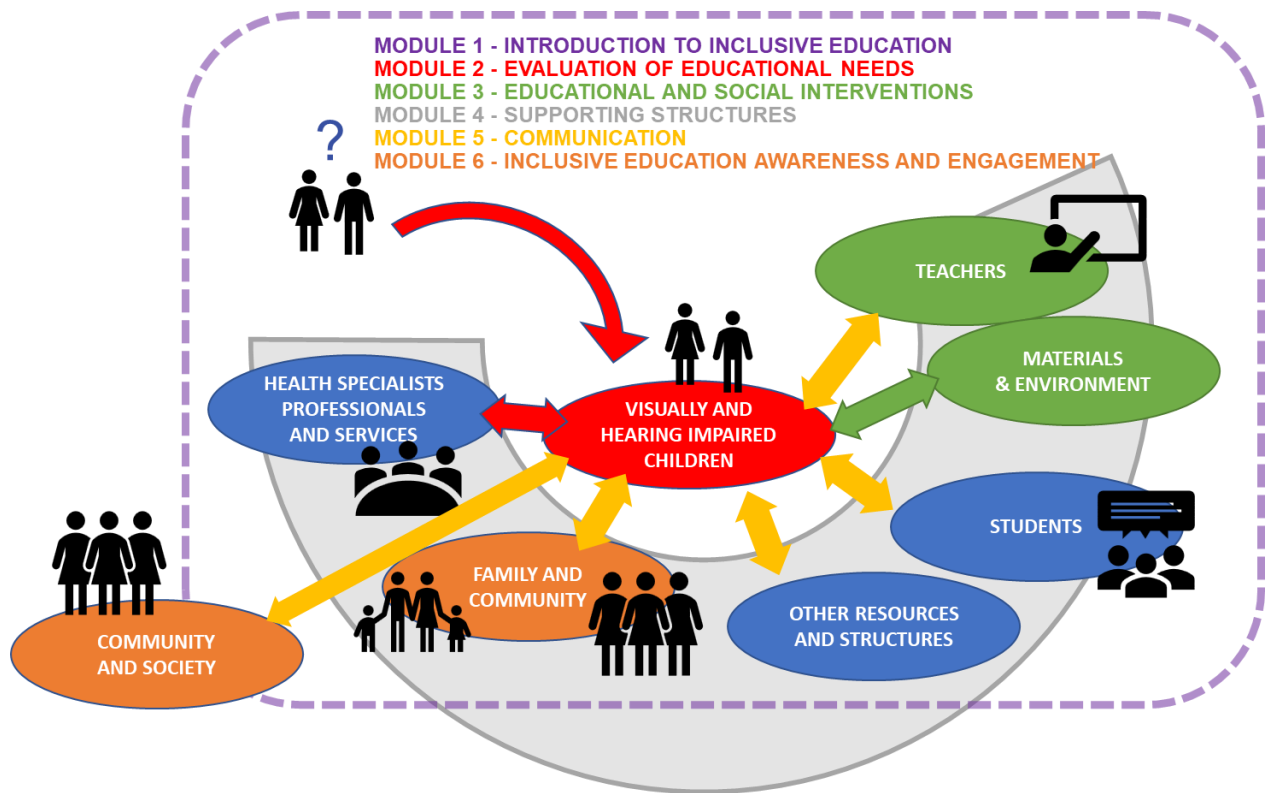
In order to increase the transparency and recognition of this qualification, the Competence Matrix complies with the ECVET requirements, thus, describes the learning outcomes expected to be achieved according to the European Qualification Framework (EQF) descriptor elements, that is, Knowledge, Skills, Responsibility and Autonomy.

The Resource(s) person training has allocated **18.5 learning hours** (3h15m + 2h30m + 3h15m + 3h15m + 3h15m + 3h) in total; organized into SIX (6) units of learning outcomes, corresponding to est. **0,9 ECVET points**.

The EQF level corresponding to this training will be Level 4

EQF Level	Knowledge	Skills	Responsibility and autonomy
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

MODULES OVERVIEW



* Reminder: you might find several concepts repeated in different modules due to the importance of them and the different approaches and relation to the modules.

MODULE 1 - INTRODUCTION TO INCLUSIVE EDUCATION

Objectives

This module will serve as an introduction to the concept and guiding principles of inclusive education and the importance of promoting equal learning opportunities for groups who have traditionally been excluded paying special attention to young visual and hearing-impaired students. The learner will also dive into teaching and learning practices of inclusive education as well as to the social and cultural drivers behind (positive) discrimination as a bridge to be introduced to the “resource person” profile.

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - General knowledge on inclusive education, equal opportunities in education and attention to diversity. - Inclusive education panorama in the EU. - Social perceptiveness and behaviours towards blindness and deafness in formal and non-formal educational environments. - The resource persons: Role, skills and tasks. - Teaching and learning education principles, strategies and methods in the context of inclusive education.
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Identify integrated and inclusive education set-up - Identify barriers to inclusive education and participation - Analyse (positive) discrimination and prejudice drivers (culture, etc.) - Define the need, role, skills and tasks of a “resource person”. - De-construct and re-construct mind-sets about learners and inclusive education
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - Evaluate learning environment and disabled student inclusion and propose actions to improve the situation - Detect barriers to inclusion and propose strategies to reduce their impact - Create awareness among the teaching community and support them in the “resource person” integration

MODULE 2 - EVALUATION OF EDUCATIONAL NEEDS

Objectives

This module is an initial approach that aims at enabling the learners to identify red flags/signs that can be caused by visual or hearing impairments. This includes being able to:

- act directly with a young person with visual or hearing impairment
- advice colleagues working with the same youngsters
- orientate their families towards specialized health professionals able to diagnose and further orientate those parents

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - General knowledge of visual and hearing impairments - Typology of young learners with Specific Educational Needs (SEN), focusing on young people with sensory disorders - Basic techniques to diagnosis visual and hearing impairments - Learning and communication disorders, focusing Special Educational Needs (SEN) caused by visual and hearing impairments
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Capacity to Analyse cultural and psychosocial characteristics of young people with sensory disorders - Capacity to distinguishing the characteristics of the educational environment of young people with sensory disorders - Ability to recognise the main symptoms (identifying) caused by visual and hearing impairments - Ability to recognise learning and communication disorders, communication and evaluating Special Educational Needs (SEN) caused by visual and hearing impairments - Capacity to evaluate and monitor support techniques adapted young people with Specific Educational Needs (SEN) caused by visual and hearing impairments.
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - To recognize a young person with SEN caused by visual & hearing impairments - To identify the difference between the different visual & hearing disorders - To understand how to support a young person with SEN caused by visual and hearing impairments

MODULE 3 - EDUCATIONAL AND SOCIAL INTERVENTIONS

Objectives

Implement individual intervention programs by using pedagogical methodologies suitable for young visual and hearing-impaired students as well as elaborating, selecting and adapting teaching and learning materials and resources, including technology-enhanced learning.

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - Adapting the educational environment for young visual and hearing-impaired students. - Preparation, selection and adaptation of teaching materials for young visual and hearing-impaired students. - Technology enhanced learning in inclusive education. Best practices, educational tools and methods. - Opportunities for initial / continuous professional training in inclusive education. - Handling specialized scientific literature and practical application of educational research.
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Capacity to design of inclusive learning environments. - Ability to prepare, select and adapt teaching materials for young visual and hearing-impaired students. - Fluency in using specific teaching resources, adaptive technologies, software, etc.
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - Evaluate student environment, design and propose plan for space organization and optimization for impaired students - Detect possible improvements that can be implemented tech and support the teachers/students/family in the implementation - Collaborate with the teachers in the evaluation, selection, preparation and adaptation of instructional materials

MODULE 4 – SUPPORTING STRUCTURES

Objectives

Develop leadership, collaboration, planning, supervision and communication techniques in group work contexts, to facilitate the organization and coordination of work teams.

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - Promote inclusive education at institutional level. - Endorse Inclusive education teams. Professionals involved in inclusive education, types of collaborations and organizational models. - Support Individualized curricular adaptations and individual intervention programs.
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Capacity to advice and collaborate with other educational professionals in the development of individualized curricular adaptations and individual intervention programs. - Ability to plan, implement and evaluate educational interventions and curricular adaptations. - Ability to monitor the evaluation of the learning process of target group students, in coordination with other educational professionals.
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - Analyse student environment, detect supporting structures and help the teaching community in the curricular adaptation and intervention program - Collaborate with the teachers and supporting structures in the planning and implementation of integration projects - Guide teaching/student community to implement strategies to foster inclusive education

MODULE 5 - COMMUNICATION

Objectives

Building the capacity of learners for enhancing the communication and transmission of data with young visual and hearing-impaired students, being able to select and use the most convenient systems, techniques and instruments according to the needs and characteristics of the user.

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - Basics of oral and written communication. - Specific communication support systems and resources for young visual and hearing-impaired students. - Selection criteria of communication support systems and resources for young visual and hearing-impaired students. - Elaboration and adaptation of written texts for young visual and hearing-impaired students. - Alternative and augmentative communication systems and means of support for oral communication. - Resolution of communication difficulties.
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Ability to express themselves orally and in writing using different communication techniques. - Fluency in transmitting information, ideas, problems and solutions to both specialized and non-specialized audiences. - Ability to analyse and recognize specific communication needs of young visual and hearing-impaired students. - Capacity to analyse the communicative environment and identifying communication barriers and/or facilitators. - Ability to select and use of specific communication support systems and resources.
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - Evaluate learning environment for disabled students and design, plan and propose actions to reduce communication problems - Create awareness among the full teaching-student-family-institutions community of the importance of communication for impaired students' integration - Collaborate and guide the teachers in the evaluation, selection, and adaptation of materials and technical aids to improve communication

MODULE 6 - INCLUSIVE EDUCATION AWARENESS AND ENGAGEMENT

Objectives

Develop the skills and mastering the main techniques and means of social communication, identifying their possibilities and limitations, in order to advise key stakeholders and raise awareness of individuals, groups and institutions about the visual and hearing-impaired community.

Learning Outcomes

KNOWLEDGE	<ul style="list-style-type: none"> - Setting up meetings with young people with and without sensory disorders in order to share time together on common projects - Setting up a welcome programme for young people with or without disabilities and their families - Proposing and setting up actions and projects promoting inclusive education in formal or non-formal settings - Promoting active participation of people with different social backgrounds on a common project
SPECIFIC SKILLS	<ul style="list-style-type: none"> - Ability to identify barriers and factors fostering the development of social actions - Capacity to advice and raise groups of people awareness about inclusive education - Capacity to plan social activities - Capacity to propose and manage projects that bring people together in a context of inclusive education - Ability to build up trust and guide young people with sensory disorders and their families towards projects aiming at facilitating their social inclusion - Capacity to bring and implement projects adapted to the context and target group
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> - Create awareness among society regarding the importance of the inclusion of young people with sensory disorders - Analyse student environment, propose and plan inclusion and awareness projects. - Guide teaching community to implement strategies to foster social commitment with inclusive education

OPEN UP TRAINING METHODOLOGICAL APPROACH

The general approach for this training, as described in the project proposal and defined after the IO2 Multidisciplinary Board sessions, is based on a blended learning approach prevailing the face-to-face facet (mainly consisting on of face-to-face sessions/activities complemented with online sessions and blended learning activities).

The modules include theoretical and practical inputs that the learner will gain and use during this group and face-to-face training session. The learners will be asked to put theory in practice through learning and collaborative activities, such as: working group/group discussions, using digital tools and real-life situations.

At some points, for efficiency reason, learners will be provided with theoretical contents for individual learning in order to acquire the knowledge required to be implemented in classroom settings, where participants will spend most of the time putting in practice the theory by means of collaborative learning activities such as groups work, discussions as well as the use of digital tools and gamification techniques.

All the modules include an Annex to be used by the trainer for the presentation (available in English), that can also be considered as theoretical content for self-instruction.

Methods used:

- Direct teaching (ex cathedra, presentation)
- Discovery learning (individual, group, debate)
- Learning by practical examples
- Group learning through discussions, reflection, group work, brainstorming,
- Real-life situations exercises
- Experience sharing sessions (integration experiences, positive and negative inclusion, etc.)
- Exchange of good practices
- Collective construction of projects

OPEN UP COURSE INTRODUCTION

MODULE OVERVIEW

This section will serve as a general introduction to the Open Up project and the training course showing interrelation among the rest of the modules.

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
1.1	<i>Presentation: Open Up Introduction</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This presentation will give the learners a quick overview to the project and the training. (resource available in English)</i>	<i>Annex 1.0</i>

STRUCTURE OF CONTENTS

<i>UNIT</i>	<i>SUBUNIT / ACTIVITY</i>	<i>MATERIALS</i>	<i>DURATION</i>
1 – The Open Up Project and Training	<i>Presentation on the project, partners, outputs and Training</i>	<i>1.1</i>	<i>25 minutes</i>
			Total: 25 minutes

MAIN BODY

Unit title	1 – The Concept of Inclusive Education
Introduction	<i>Presentation on the project, partners, outputs and Training</i>
Subunit / Activity title	Presentation on the Open Up project (10 min.)
Detailed Description	<p>This introductory activity consists of a theoretical presentation by the trainer of the Open Up project:</p> <ul style="list-style-type: none"> • General introduction • Partners • Outcomes <p>The trainer may use the Annex 1.0 - Presentation: Annex1.0_Open up_Training_Intro_presentation</p> <p>At the beginning of the session, the trainer will introduce learners to the topics, main objectives and expectations covered by this lesson.</p>

Subunit / Activity title	Activity on Prejudices (10 min.)
Detailed Description	<p>This exercise will help to reflect about the initial prejudices about deaf and hard of hearing persons.</p> <p>The student can see Key Prejudices and are asked to think about the truth about them.</p> <p>After the presentation, the trainer will trigger a group discussion on prejudices and truth.</p>
Subunit / Activity title	Open Up Training Modules Interrelation (5 min.)
Detailed Description	<p>This activity consists of a short introductory explanation about the Training modules and how they interrelate with the complete student/teacher/school/society relation with Inclusive Education.</p>

EVALUATION & ASSESSMENT

At the end of the complete training, I would be interesting to come back and reflect again about initial prejudices and stereotypes and how they have possibly changed.

MODULE 1 – INTRODUCTION TO INCLUSIVE EDUCATION

MODULE OVERVIEW

This module will serve as an introduction to the concept and guiding principles of inclusive education and the importance of promoting equal learning opportunities for groups who have traditionally been excluded. The learner will also dive into teaching and learning practices of inclusive education as well as to the social and cultural drivers behind (positive) discrimination as a bridge to be introduced to the “resource person” profile.

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
1.1	<i>Presentation: Unit 1 – The concept of inclusive education</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This presentation will give the learner a theoretical introduction to the concept of inclusive education. It will give an overview on its historic development, its conceptual background and its state of the art in modern society.</i>	<i>Annex 1.1</i>
1.2	<i>Activity: Unit 2 - Integrated vs. Inclusive Education</i>	<i>PRINT/AUDIOVISUAL: Key words, PPT</i>	<i>Key words with elements of inclusive and integrated education. Participants are asked to separate them in 2 groups, based on one core element (educational system as problem vs. student as problem)</i>	<i>Annex 1.1</i>
1.3	<i>Presentation: Unit 3 - “European Agency For Special Needs and Inclusive Education”.</i>	<i>AUDIOVISUAL: Youtube</i>	<i>This material is a short clip to get to know the “European Agency For Special Needs and Inclusive Education”. It highlights the European approach towards ensuring the rights of all learners to high-quality inclusive education.</i>	<i>Link</i>
1.4	<i>Presentation: Unit 3 – Infographic on Inclusive education panorama in the EU</i>	<i>VISUAL: INFOGRAPHICS, PPT</i>	<i>The infographics give the participants an idea about state of the art of inclusive education panorama in Europe. It focuses on the enrolment of students with Special Educational Needs in pre-primary, primary and lower secondary, and upper secondary level.</i>	<i>Annex 1.1</i>
1.5	<i>Presentation:</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This presentation sums up inclusive education approach within 7 key elements.</i>	<i>Annex 1.1</i>

	<i>Unit 3 – Summing up inclusive education</i>			
1.6	<i>Presentation: Unit 3 – Inclusion starts with I</i>	<i>AUDIOVISUAL: Youtube</i>	<i>This material consists of a short clip to engage people in inclusion and inclusive education</i>	Link
1.7	<i>Presentation: Unit 4 - The Profile of inclusive teachers</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This presentation will introduce the participants to the core values and areas of competence for Resource Persons based on an inclusive teacher profile.</i>	<i>Annex 1.1</i>
1.8	<i>Activity: Unit 4 – Group discussion on inclusive teacher profile</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>Group discussion on the Profile of inclusive teachers in order to de-construct and re-construct mind-sets about learners and inclusive education</i>	<i>Annex 1.1</i>
1.9	<i>Activity: Unit 4 – Barriers to learning</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This activity will help participants to reflect on the barriers to learning and participation that many students face</i>	<i>Annex 1.1</i>
1.10	<i>Activity: Unit 4 – Self-reflection</i>	<i>AUDIOVISUAL: PPT presentation</i>	<i>This activity will help participants to reflect on their current understanding of inclusive education and to plan how to organize their teaching in a more inclusive way.</i>	<i>Annex 1.1</i>

**** Annex 1.1. is available in English, YouTube videos available in all languages via automatic subtitles**

STRUCTURE OF CONTENTS

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION
1 – The Concept of Inclusive Education	<i>Presentation on the Concept of Inclusive Education</i>	<i>1.1</i>	<i>30 minutes</i>
2 - Integrated vs. Inclusive Education	<i>Activity on Integrated vs. Inclusive Education</i>	<i>1.2</i>	<i>30 minutes</i>
3 - Inclusive education panorama in the EU.	<i>3.1 “European Agency For Special Needs and Inclusive Education”</i>	<i>1.3</i>	<i>5 minutes</i>

	<i>3.2 Statistics about Inclusive Education Panorama in Europe</i>	<i>1.4</i>	<i>30 minutes</i>
	<i>3.3 Summing up Inclusive Education</i>	<i>1.5, 1.6</i>	<i>10 minutes</i>
4 – The Profile of Inclusive Teachers	<i>4.1 Core values and areas of competence for Resource Persons</i>	<i>1.7, 1.8</i>	<i>60 minutes</i>
	<i>4.2 Barriers to learning</i>	<i>1.9</i>	<i>15 minutes</i>
	<i>4.3 Self-reflection</i>	<i>1.10</i>	<i>15 minutes</i>
			Total: 3 ¼ hours

MAIN BODY

Unit title	1 – The Concept of Inclusive Education
Introduction	Presentation on the Concept of Inclusive Education. The key question is: how do we deal with differences? How do we cope with variety among learners?
Subunit / Activity title	Presentation on the Concept of Inclusive Education (30 min.)
Detailed Description	<p>This introductory subunit consists of a theoretical presentation by the trainer of the concept of inclusive education. It will focus on the following 3 elements:</p> <ul style="list-style-type: none"> • General approach • Basic idea • Key elements of inclusive education <p>The trainer may use the Annex 1.1 - Presentation: Unit 1 - Introduction to inclusive education as the main tool for this unit where they will find detailed information on the topic.</p> <p>At the beginning of the session, the trainer will introduce learners to the topics, main objectives and expectations covered by this lesson.</p>
Unit title	2 - Integrated vs. Inclusive
Introduction	This exercise will help to reflect about the 2 concepts of integrated and inclusive education.
Subunit / Activity title	Activity on Integrated vs. Inclusive Education (30 min.)
Detailed Description	This exercise will help to reflect about the 2 concepts of integrated and inclusive education.

	<p>The trainer may use Annex 1.1 - Presentation: Unit 2 - Activity on Integrated vs. Inclusive Education as the main tool for this unit.</p> <p>The student can see Key words (pinned on the wall/written on the backboard or PPT). The trainer will ask the students to separate them in 2 groups, based on one core element. The core elements should be figured out by the participants. (Educational system as problem vs. Student as problem).</p> <p>After the presentation, the trainer will trigger a group discussion on Integrated and Inclusive Education. He can use the following question to do so:</p> <ul style="list-style-type: none"> - Which model do you think reflects your country's educational approach? How about your school/institution? - Do you have any students that you think of as a 'problem'? - Have you ever thought that the education system and schools may be the problem? - What are the implications of this shift in understanding for you as a teacher?
Unit title	3 - Inclusive education panorama in the EU.
Introduction	In this unit, the participants will get detailed information about the Inclusive Education panorama in the EU. After getting to know the European approach towards ensuring the rights of all learners to high-quality inclusive education, the trainers will present statistics about Inclusive Education in the EU.
Subunit / Activity title	3.1 "European Agency For Special Needs and Inclusive Education" (5 min.)
Detailed Description	This subunit consists of a short introductory video in order to get to know the "European Agency For Special Needs and Inclusive Education". It highlights the European approach towards ensuring the rights of all learners to high-quality inclusive education.
Subunit / Activity title	3.2 Statistics about Inclusive Education Panorama in Europe (30 min.)
Detailed Description	<p>This subunit consists of a presentation of statistics about Inclusive Education Panorama in Europe. The presentation is based on the last Cross-Country Report available from 2018 which provides a wide range of indicators relating to access to inclusive education within.</p> <p>The Cross-Country Reports aim to present the agreed data from participating countries in a cross-country format. They have the potential to directly inform the work of national- and European-level policy- and decision-makers working in the field of inclusive education.</p> <p>The trainers will use Annex 1.1 - Presentation: Unit 3.2 – Statistics about Inclusive Education Panorama in Europe as the main tool for this unit.</p>

	<p>After the presentation, the trainers should engage participants in a group discussion. Questions to trigger participation could be:</p> <ul style="list-style-type: none"> - Can you try to compare the country statistics? - Is there anything that surprises you? - Try to compare the different level of education (pre-primary, primary and lower secondary, upper secondary) - How about your country? Did the statistics surprise you? - Do you think the statistics are correct? Do you think it is possible to compare the different countries?
Subunit / Activity title	3.3 Summing up Inclusive Education (10 min.)
Detailed Description	<p>This subunit consists of a short presentation of a bullet list in order to sum up Inclusive Education as follows:</p> <ul style="list-style-type: none"> • acknowledges that all students can learn; • seeks to address the learning needs of all students, regardless of their abilities, disabilities, gender, socioeconomic status, psychosocial or health needs, with a specific focus on those who are vulnerable to marginalization and exclusion; • is a process – a search to find better ways of responding to diversity; • is about learning how to appreciate differences and learn from diversity; • is concerned with the identification and removal of barriers to learning and participation; • needs not be restricted by large class sizes or a shortage of material resources; • is part of a wider strategy to promote an inclusive society. <p>Furthermore, the trainers will use the link in Annex 1.1 – Presentation: Unit 3.3 – Summing up Inclusive Education to show a short clip.</p>
Unit title	4 – The Profile of Inclusive Teachers
Introduction	<p>The Profile of inclusive teachers here presented is based on the results of the “The Teacher Education for Inclusion (TE4I) Project” and works around the framework of core values and areas of competence.</p>
Subunit / Activity title	4.1 Core values and areas of competence for Resource Persons (60 min.)
Detailed Description	<p>This subunit will introduce participants to a framework of core values and areas of competence.</p> <p>The core values include:</p> <ul style="list-style-type: none"> • Valuing Learner Diversity

	<ul style="list-style-type: none"> • Supporting All Learners • Working With Others • Personal Professional Development <p>The trainers will find detailed information about this subunit in Annex 1.1 – Presentation: Unit 4.1 Core values and areas of competence for Resource Persons to present values and areas of competences.</p> <p>After the presentation, trainers will engage participants in a group discussion on the Profile of inclusive teachers in order to de-construct and re-construct mindsets about learners and inclusive education</p> <p>In each of the 4 areas a list of attitudes, knowledges and skills was presented. Trainers will give participants some time to pick in each area the 3 competences that they consider most important.</p> <p>Discuss with the other participants why you consider them the most important ones. Do you possess all of them? Are you able to use them fully in your teaching environment? What are the barriers for using them?</p>
Subunit / Activity title	4.2 Barriers to learning (15 min.)
Detailed Description	<p>This subunit consists of a small presentation of a bullet list - presenting barriers to learning - , followed up by a group discussion.</p> <p>Barriers to learning presented in this subunit include:</p> <ul style="list-style-type: none"> • deprivation of basic needs and access to education; • depression, fear and anxiety; • low self-esteem; • lack of motivation; • negative attitudes of teachers; • teaching methods that do not meet the needs of the children; • lack of stimulating school and classroom environments; • unrealistic expectations of students. <p>Trainers may use Annex 1.1 – Presentation: Unit 4.2 Barriers to learning as main resource. After the presentation, participants will be asked to think of their students in class. Trainers can use the following question to trigger a discussion:</p> <ul style="list-style-type: none"> • Which of these barriers do some of your students face? • What other barriers to learning and participation can you think of? • Choose four students in your class for whom you have concerns and make notes about which barriers may be affecting their attitudes, behaviour and learning outcomes.

Subunit / Activity title	4.3 Self-reflection (15 min.)
Detailed Description	<p>This subunit is set-up as a Self-reflection on the participants' understanding of inclusive education.</p> <p>Based on the competences of an inclusive teacher, participant will reflect on their current understanding of inclusive education. They should try to answer the following questions to help to plan how to organize their teaching in a more inclusive way:</p> <ol style="list-style-type: none"> 1. Classroom environment <ul style="list-style-type: none"> • What does it look like when you first enter? Is it welcoming, interesting, attractive and stimulating? • What could you do to enhance the classroom immediately? • What could you do that might need more time and resources? Where could you get help for this? • What special provision do you need to make in the classroom environment to meet any special educational needs? 2. Management and organization <ul style="list-style-type: none"> • Think about the regular routines you use in your class and what messages they give to learners. • Is the way the class works respectful of all students in your class? • How can you organize or reorganize the furniture in the classroom to make it easier to move around more easily and to change working patterns without too much disruption? • How can you make it easier for the students to access resources, share their work and celebrate successes?

MODULE 2 - EVALUATION OF EDUCATIONAL NEEDS

MODULE OVERVIEW

This module will serve as a presentation of what visual and hearing impairments are. It will consist of an initial presentation adapted to the learners: formal and non-formal education professionals not familiar at all or 'beginner' with sensory disorders. It will include theoretical input as well as activities based on real-life situations and gamification. This module will be concluded with the presentation of specific tools and projects answering the needs of young people with Specific Educational Needs (SEN) caused by visual and hearing impairments.

INSTRUCTIONAL MATERIALS

	Material title	Material type	Material description	Link
2.1	Items for implementing real-life situations workshops	<ul style="list-style-type: none"> - 7 black masks making people fully blind - 7 white canes - obstacles (e.g. traffic cones) - 7 headset and 2 sound systems 	These items will allow the learners to experience a real-life situation that people with visual and hearing impairments typically experience in their daily lives.	N/A
2.2	'Vis ma vue' video game (FR)	AUDIOVISUAL: <ul style="list-style-type: none"> - video game - Educational booklet 	These materials focus on the consequences of visual impairments	https://www.eseau-canope.fr/vis-ma-vue/
2.3	The instructor's PowerPoint presentation	AUDIOVISUAL: PowerPoint presentation	This material will enable the Instructor to session	see annex 2.1
2.4	2 Videos: extracted/evocative inputs highlighting what is it like to have visual or hearing impairments	AUDIOVISUAL: 2 YouTube videos (one for each impairment)	This material consists of 2 videos highlighting what is it like to have visual or hearing impairments	Link in EN with Subtitles? To be co-developed with OLY and HSGN
2.5	Case studies: <ul style="list-style-type: none"> 1- Visual impairments 2- Hearing impairments 	PRINT: <ul style="list-style-type: none"> - printouts 		See annex 2.1

**** Annex 2.1. is available in English, YouTube videos available in all languages via automatic subtitles, material 2.2 only in French**

STRUCTURE OF CONTENTS

We propose a balance between 2 'classic' instructor-led training sessions and 2 learning activities where the learners interact between each other and work in small groups.

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION	
1 – Introduction to visual and hearing impairments: identify, advice and orientate	Learning Activity 1 – Real-life situations workshop: what is it like to live with sensory disorders?	1 and 2	1h (30 min for each sensory disorder)	TOTAL = 1h30
	Instructor-led session 1: Defining visual and hearing impairments and recognizing the main symptoms (identifying) caused by these impairments	3 and 4	30 minutes	
2 – Evaluating Special Educational Needs (SEN) caused by sensory disorders	Instructor-led session 2: Evaluating the consequences of visual and hearing impairments on learning: language, communication, social skills, autonomy, cognitive functioning, psychomotor development, acquiring skills and knowledge (both in formal and non-formal settings)	3 and 4	30 minutes	TOTAL = 1h
	Learning activity 2 – Group work on case studies: Evaluating specific situations where a young person has learning and/or communication disorders caused by sensory disorders	5	30 minutes (15 min of group work + 15 min of debrief)	
			Total: 2,5 hours	

MAIN BODY

Unit title	1 – Introduction to visual and hearing impairments: identify, advice and orientate
Introduction	Broad introduction to visual and hearing impairments and their consequences in the daily lives of young people with sensory disorders and their families. How does a formal or non-formal education professional can identify the red flags and handle these situations?

Subunits / Activities titles (Total = 1h30)	<ul style="list-style-type: none"> - Learning Activity 1 – Real-life situations workshop (1 hour): what is it like to live with sensory disorders? - Instructor-led session 1 (30 min): defining visual and hearing impairments and recognizing and identifying the red flags caused by these impairments, advice and re-direct them and their parents towards qualified/adapted health professionals or service, who will be able to make a formal diagnosis
Learning Activity 1 (1 hour)	<p>This learning activity will open Module 2 in an interactive way. The Learners are formal and non-formal professionals who are not familiar with sensory disorders so the first step is be to deconstruct stereotypes about visual and hearing impairments, engaging them to explore ‘what is it like to live with sensory disorders?’ through real-life situation workshops, incl. 2 workshops about visual impairments (15 min each) and 2 workshops about hearing impairments (15 min each). The learners will be split in 4 smaller groups in order to ensure that everyone can experience the 4 four workshops.</p> <p>Visual impairments:</p> <ul style="list-style-type: none"> - Workshop 1 - Obstacles course for blind walkers: learners will wear black masks and hold white canes and they will have to cross an area full of diverse obstacles. Just like blind people do evert day. Using material 2.1. Session supervised by 1 instructor (OLY) - Workshop 2 – Exploring consequences of visual impairments with a video game. Using material 2.2. ‘Vis ma vue’ (in English, ‘Experience my sight’) <p>Hearing impairments:</p> <ul style="list-style-type: none"> - Workshop 1 – Chose two persons from the group. They should engage in a conversation. One person should speak either very quietly or without a voice. All the others from the group should stand “around” them and speak at the same time. After a couple of minutes ask the persons who was listening if they understood what the other person was talking. The activity could be carried out using a radio or any other device. Instead of the rest of the group speaking at the same time, music can be played very loudly. All persons from the group should experience the same setting. - Workshop 2 – same as above Using a computer, mobile phone, tablet... play any video on YouTube or any other social media without playing the sound, and without using closed captions/subtitles. Do not show what the video is about (title of the video). The person who is watching should try to read lips and after a couple of minutes try to tell what the video is about. The activity should be carried out with all members of the group.
Instructor-led session 1 (30 min.)	<p>‘classic’ instructor-led training session 1 will focus on ‘Defining visual and hearing impairments and recognizing the symptoms (diagnosis) caused by these impairments. The types of impairments covered by this session will be limited to those identified in IO1 Guide. They will be presented as the most common impairments that a formal or non-formal education professional can face with. The trainer may use the annex 2.1 including images taken from the theoretical sections of IO1 Guide and/or YouTube videos (see material 2.3) that will showcase the red flags/signs that can be caused by visual or hearing impairments both in formal and non-formal education settings. Then, the trainer will present the set of specialized professionals able to make a formal diagnosis and further orientate those parents (specialized health professionals and</p>

	services). At the end of the session, the learner should be aware of how to orientate youngster with sensory disorders and their families towards other these health professionals and services.
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Unit title	2 - Evaluating Special Educational Needs (SEN) caused by sensory disorders
Introduction	In this unit, the learners will be introduced to the consequences of visual and hearing impairments on young people with sensory disorders both in formal and non-formal education settings. Then, the learners will be assigned the task to evaluate specific situations and decide what should be done in order to re-direct the youngster and his/her family towards specialized health professionals and services.
Subunits / Activities titles (Total = 1h)	<ul style="list-style-type: none"> - Instructor-led session 2 (30 minutes): evaluating the consequences of visual and hearing impairments on learning - Learning activity 2 – Group discussions on case studies (30 minutes): evaluating specific situations where a young person has learning and/or communication disorders caused by sensory disorders
Instructor-led session 2 (30 min)	‘classic’ instructor-led training session 2 will allow the learners to learn methods for evaluating the consequences of visual and hearing impairments on learning: language, communication, social skills, autonomy, cognitive functioning, acquiring skills and knowledge (both in formal and non-formal settings). It will allow the learners to acquire a deeper understanding of ‘what is it like to live with sensory disorders?’. The trainer may use annex 2.1 including images taken from the theoretical sections of IO1 Guide and/or YouTube videos (see material 2.3) that will showcase daily consequences for young people with these impairments both in formal and non-formal settings.
Learning Activity 2 (30 min)	Learning activity 2 will consist of group discussions on case studies: the learners should be divided in small groups of 4 max. in order to allow them to evaluate particular situations that may occur in formal or non-formal education settings, where a young person is experiencing learning and communication disorders. The trainer can use printouts (see material 2.4 and template in annex) in order to showcase particular situations involving either a young person with visual impairment or a young person with hearing impairment.

Module 3 - IMPLEMENTING EDUCATIONAL AND SOCIAL INTERVENTIONS

MODULE OVERVIEW

This module will serve as an introduction to the implementation of individual intervention programs by using pedagogical methodologies suitable for young visual and hearing-impaired students.

The learner will also dive into the elaboration, selection and adaptation of teaching and learning materials and resources, including technology-enhanced learning.

Along this module, the word “student” is used both referring to formal students at school, children/youngster in informal education, or students/children/youngster in leisure or out-of-school activities.

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
3.1	<i>Presentation: MODULE 3. IMPLEMENTING EDUCATIONAL AND SOCIAL INTERVENTIONS</i>	<i>AUDIVISUAL: Ppt presentation</i>	<i>This material consists of a step-by-step complete guide and module presentation.</i>	<i>Annex3.1</i>
3.2	<i>Learning Activity 1.2 – Role playing</i>	<i>PRINT: Checklist handout.</i>	<i>Checklist for role play activity: Setting up of a classroom according to the need of a deaf or hard of hearing student</i>	<i>Annex3.2</i>
3.3	<i>Video: assistive technology for visual impairments</i>	<i>AUDIOVISUAL: 1 YouTube video</i>	<i>This material consists of 1 video highlighting what is it like to use assistive technology for visual impairments</i>	<i>link</i>
3.4	<i>Web game “Who is more likely to use each device?”</i>	<i>AUDIOVISUAL: - video game</i>	<i>This game focus on different tools for visual impaired students.</i>	<i>link</i>
3.5	<i>Earmuffs/ear caps</i>	<i>OTHER: real objects</i>	<i>Optional material for Hearing impaired simulated Conversation with Assistive Technology</i>	
3.6	<i>3D objects</i>	<i>OTHER: real objects</i>	<i>3D office and stationery objects for tactile recognition practice</i>	

**** Annex 3.1 and 3.2 are available in English, YouTube videos available in all languages via automatic subtitles, material 3.4 available in English**

STRUCTURE OF CONTENTS

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION
Introduction	<i>Module introduction</i>	3.1	5
1 – Modifications in the learning environment, material elements and their organization (total 1h 40m)	<i>1.1 Introduction to education and environment adaptation</i>	3.1	5
	<i>Learning Activity 1.1 – Group reflection: Experienced challenges.</i>	3.1	10
	<i>1.2 Adapting the educational environment for young hearing-impaired students</i>	3.1	10
	<i>Learning Activity 1.2 – Role play: Setting up of a classroom according to the need of a deaf or hard of hearing student</i>	3.1 and 3.2	10
	<i>1.3 Adapting the educational environment for young visually-impaired students</i>	3.1	10
	<i>Learning Activity 1.3 – Individual and group work: Adapting a bulletin board for students with visual impairments</i>	3.1	10
2 –Assistive technology	<i>2.1 Introduction to Technology enhanced learning in inclusive education</i>	3.1	5
	<i>2.2 Technology enhanced learning in inclusive education. Best practices, educational tools and methods for visually impaired students.</i>	3.1 and 3.3	15
	<i>Learning Activity 2.1 – Web activity: Who is more likely to use each device? (30 min)</i>	3.1 and 3.4	10
	<i>2.3 Technology enhanced learning in inclusive education. Best practices, educational tools and methods for hearing impaired students.</i>	3.1	15
	<i>Learning Activity 2.2 – Hearing impaired simulated Conversation with Assistive Technology</i>	3.1 (and 3.5 optional)	15
3 – Preparation and adaptation	<i>3.1 Introduction to resources and material adaptation</i>	3.1	5
	<i>3.2 Adapting instructional strategies and methodologies</i>	3.1	10

<i>of teaching materials</i>	<i>3.3 Adapting instructional materials</i>	<i>3.1</i>	<i>15</i>
	<i>Learning Activity 3.1 – Adapting image resources</i>	<i>3.1 and 3.6</i>	<i>20</i>
	<i>3.4 Adapting assignment and assessment</i>	<i>3.1</i>	<i>10</i>
	<i>Learning Activity 3.2 – Module debrief and reflections</i>	<i>3.1</i>	<i>10</i>
			Total 3h 5min

MAIN BODY

<i>Unit title</i>	Introduction
<i>Introduction</i>	In this unit, the learner will be introduced to the Curricular Adaptations and the general module structure.
<i>Subunit / Activity title</i>	Module introduction (5min)
<i>Detailed description</i>	<p>The teacher will introduce himself and, in case he does not know the learners, he will ask them to introduce themselves.</p> <p>This introductory subunit consists of a quick overview of the Curricular Adaptations, types and grades of adaptations, and an overview of the units and structure of this lesson.</p> <p>The trainer may use the instructional material (3.1) presentation Annex3.1 as the main tool for this unit.</p>

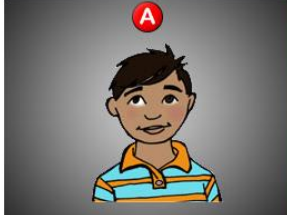
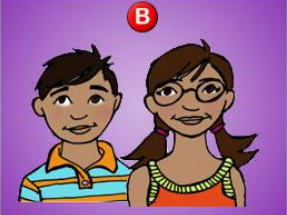

<i>Unit title</i>	1 – Modifications in the learning environment, material elements and their organization
<i>Introduction</i>	In this unit, the learner will be introduced to general knowledge on Adapting the educational environment and methodologies for young visual and hearing-impaired students.
<i>Subunit / Activity title</i>	1.1 Introduction to education and environment adaptation (5min)
<i>Detailed description</i>	<p>This introductory subunit consists of quick overview and theoretical presentation by the trainer of the concept of environmental adaptations and the unit structure and goals.</p> <p>The trainer may use the instructional material (3.1) Presentation “Unit 1.1 - Introduction to education and environment adaptation” as the main tool for this unit where they will find detailed information on the topic.</p>

<i>Subunit / Activity title</i>	Learning Activity 1.1 – Group reflection: Experienced challenges. (10min)
<i>Detailed description</i>	<p>Groupwork activity where the learners will be asked to discuss and share the major challenges that, from their experience, classroom settings have raised to hearing and/or visually impaired student, trying to classify them into a few wide categories?</p> <p>Tip for the facilitator: Try to guide the debate to get responses related to each of the categories listed in this Unit (see material 3.1, p11 and p20) for both deaf and hard-of-hearing and blind and visually impaired students. Take notes in the blackboard of the most relevant and mentioned challenges and categories.</p>
<i>Subunit / Activity title</i>	1.2 Adapting the educational environment for young hearing-impaired students (10 min)
<i>Detailed description</i>	<p>This subunit consists of a theoretical presentation by the trainer of the different strategies and actions to modify educational environment for hearing impaired students for each of the main categories:</p> <ul style="list-style-type: none"> • Classroom acoustics • Lightning • Visualization and detection • Warning Signs • Strategic layout and seating <p>The trainer may use the instructional material (3.1) Presentation: “Unit 1.2 - Adapting the educational environment for young hearing-impaired students” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	Learning Activity 1.2 – Role play: Setting up of a classroom according to the need of a deaf or hard of hearing student (10 min)
<i>Detailed description</i>	<p>This role playing consists in implementing the setting up of a classroom according to the need of a deaf or hard of hearing student.</p> <p>For that end, one of the participants will play the role of the deaf or hard of hearing student and the rest will propose actions and strategies for the student. For those adaptations that are not possible to implement on the go, one of the “teachers” will describe them in the blackboard according to the inputs of the group.</p> <p>At the end, using the checklist (material nr 3.2: Annex3.2) ensure that the right steps have been taken, comment and discuss in group the actions that have not been taken.</p> <p>In case the group is too big, split in 2 or more groups and make the role-play in parallel with the different sub-groups (each with the same instructions). Final general discussion can be performed with the whole group.</p>
<i>Subunit / Activity title</i>	1.3 Adapting the educational environment for young visually-impaired students (10 min)

<p><i>Detailed description</i></p>	<p>This subunit consists of a theoretical presentation by the trainer of the different strategies and actions to modify educational environment for hearing impaired students for each of the main categories:</p> <ul style="list-style-type: none"> • Classroom configuration and navigation • Classroom acoustics / listening conditions • Lightning • Signalling • Seating <p>The trainer may use the instructional material (3.1) Presentation: “Unit 1.3 - Adapting the educational environment for young visually-impaired students” as the main tool for this unit where they will find detailed information on the topic.</p>
<p><i>Subunit / Activity title</i></p>	<p>Learning Activity 1.3 – Individual and group work: Adapting a bulletin board for students with visual impairments (10 min)</p>
<p><i>Detailed description</i></p>	<p>Participants are asked to design their own bulletin board adapted for students with visual impairments. Participants will be provided with pens and a blank sheet and they will have 5 minutes to produce their sketches, having into account the knowledge acquired during previous subunit.</p> <p>After that, one/some of them will be chosen at the facilitator discretion for being assessed by their peers and they will be asked to propose changes for improving.</p> <p>Tips for the facilitator: choose one or more sketches that would need improvements according to the following criteria:</p> <ul style="list-style-type: none"> • Use textures and objects for tactile exploration • Higher contrast font colour against background colour (i.e., dark letters on a light background) • Use of simple fonts (not italics) • Written contents are organized horizontally • Text is highlighted in a text box with a high contrast background colour • Even and increased spacing between letters and among phrases • Use of simple borders with no distracting or “cluttered” design • Braille translations can easily be placed over significant texts

<p><i>Unit title</i></p>	<p>2 –Assistive technology</p>
<p><i>Introduction</i></p>	<p>In this unit, the learner will be introduced to general knowledge on Technology enhanced learning in inclusive education and best practices, educational tools and methods for young visual and hearing-impaired students.</p>
<p><i>Subunit / Activity title</i></p>	<p>2.1 Introduction to Technology enhanced learning in inclusive education (5min)</p>

<i>Detailed description</i>	<p>This introductory subunit consists of quick overview and theoretical presentation by the trainer of the concept of technology enhancement in learning, classification and myths/facts.</p> <p>The trainer may use the instructional material (3.1) Presentation “Unit 2.1 - Introduction to Technology enhanced learning in inclusive education” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	2.2 Technology enhanced learning in inclusive education. Best practices, educational tools and methods for visually impaired students. (15min)
<i>Detailed description</i>	<p>This subunit consists of a theoretical presentation by the trainer of the different systems and devices for helping learning visually impaired students in these categories:</p> <ul style="list-style-type: none"> • Optical devices • Non-Optical devices • Braille devices • Hearing aids • Computer accessibility • Mobile phone apps <p>For each category, some examples will be shown and explained.</p> <p>The trainer may use the instructional material (3.1) Presentation: “Unit 2.2 - Technology enhanced learning in inclusive education. Best practices, educational tools and methods for visually impaired students.” as the main tool for this unit where they will find detailed information on the topic.</p> <p>To finalize the theoretical presentation, a short internet video highlighting what is it like to use assistive technology for visual impairments (see material nr 3 for link) will be shown.</p>
<i>Subunit / Activity title</i>	Learning Activity 2.1 – Web activity: Who is more likely to use each device? (10 min)
<i>Detailed description</i>	<p>This activity consists of a simple web game, where the player has to take with the mouse each device and bring it to the correct user (either Evan fully blind, or Emily low vision, or both).</p> <p>“Who is more likely to use each device? A) Evan, B) both Evan and Emily, or C) Emily? Drag each device (above) to the appropriate area (below).”</p> <p>https://iris.peabody.vanderbilt.edu/mcontent/activity-v01-page-7/#content</p> <p>Correct answers:</p>

	<div data-bbox="438 313 1316 683"> <div>  <ul style="list-style-type: none"> • Braille • Braille watch • Slate and stylus • Compass </div> <div>  <ul style="list-style-type: none"> • Long cane • Computer with speech synthesizer • Tape recorder and cassettes • OCR with speech synthesizer </div> <div>  <ul style="list-style-type: none"> • Bold line paper and felt-tip pens • CCTV • Hand held magnifier • Computer with screen magnification </div> </div>
Subunit / Activity title	2.3 Technology enhanced learning in inclusive education. Best practices, educational tools and methods for hearing impaired students (15 min)
Detailed description	<p>This subunit consists of a theoretical presentation by the trainer of the different systems and devices for helping learning hearing impaired students in these categories:</p> <ul style="list-style-type: none"> • Hearing Aids • Cochlear implant • Assisting Technologies • Speech to text • Other technologies/devices <p>For each category, some examples will be shown and explained.</p> <p>The trainer may use the instructional material (3.1) Presentation: “Unit 2.3 - Technology enhanced learning in inclusive education. Best practices, educational tools and methods for hearing impaired students.” as the main tool for this unit where they will find detailed information on the topic.</p>
Subunit / Activity title	Learning Activity 2.2 – Hearing impaired simulated Conversation with Assistive Technology (15 min)
Detailed description	<p>Groupwork (+pairs) activity where the learners will be asked to have a conversation with a peer, where one of them will play the role of hearing impaired (fully deaf) and will use assistive technology to understand what the other person is saying.</p> <p>The deaf role will be achieved either with earmuffs, ear caps, or just closing ears with the hand palms.</p> <p>The assistive technology to be used will be simply the google speech-to-text keyboard, any other easily available speech-to-text app, or a web service, i.e.:</p> <ul style="list-style-type: none"> • https://speechnotes.co • https://www.speechtexter.com/ (Google Chrome) • https://dictation.io/speech (Google Chrome) <p>Ask the learners to hold a 5-minute conversation about life/work, and after that, switch roles in each pair and hold another 5 minutes conversation.</p> <p>Ask the learners to share their experience and feelings with the full group.</p>

<i>Unit title</i>	3 –Preparation and adaptation of teaching materials
<i>Introduction</i>	In this unit, the learner will be introduced to general knowledge on Preparation and adaptation of teaching materials for young visual and hearing-impaired students.
<i>Subunit / Activity title</i>	3.1 Introduction to resources and material adaptation (5min)
<i>Detailed description</i>	<p>This introductory subunit consists of quick overview and theoretical presentation by the trainer of the different types of adaptation and classification.</p> <p>The trainer may use the instructional material (3.1) Presentation “Unit 3.1 - Introduction to resources and material adaptation” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	3.2 Adapting instructional strategies and methodologies. (10min)
<i>Detailed description</i>	<p>This subunit consists of a theoretical presentation by the trainer of instructional strategy and methodology adaptation, and a list of selected adaptations for instruction and methodology for visually and hearing-impaired students, with explanation and examples.</p> <p>The trainer may use the instructional material (3.1) Presentation: “Unit 3.2 - Adapting instructional strategies and methodologies.” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	3.3 Adapting instructional materials (15 min)
<i>Detailed description</i>	<p>This subunit consists of a theoretical presentation by the trainer of instructional materials adaptation, and a list of selected adaptations of materials for visually and hearing-impaired students, with explanation and examples.</p> <p>The trainer may use the instructional material (3.1) Presentation: “Unit 3.3 - Adapting instructional materials.” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	Learning Activity 3.1 – Adapting image resources (20 min)
<i>Detailed description</i>	<p>Groupwork activity where the learners will be asked to prepare a representation of an image / 2D concept only using the objects/materials/resources/tools available right at the classroom.</p> <p>Split the group in smaller 3-6 participant groups, and give each group one image. The image should be decided by the trainer (either bring printed 2D images or use any image available at the classroom or book). Example of images: mountains, ship, car, animals, nature elements, ...</p>

	<p>Tip to the trainer: give them different options like make a 3D concept, or improve the tactile perception of an actual 2D image. Help/guide during the process: glue, tape, scissors, aluminium-foil, ...</p> <p>Debate and discuss in group the solutions of the different groups. Would a blind student recognize the t? What could be improved?</p>
<i>Subunit / Activity title</i>	3.4 Adapting assignment and assessment (10 min)
<i>Detailed description</i>	<p>This subunit consists of a theoretical presentation by the trainer of assignment and assessment adaptation both for visually and hearing-impaired students, with explanation and examples.</p> <p>The trainer may use the instructional material (3.1) Presentation: “Unit 3.3 - Adapting assignment and assessment.” as the main tool for this unit where they will find detailed information on the topic.</p>
<i>Subunit / Activity title</i>	Learning Activity 3.2 – Module debrief and reflections (10 min)
<i>Detailed description</i>	<p>Groupwork activity for reflection on the concepts learned during the module and the practical activities.</p> <p>Ask the learners questions for debate like:</p> <ul style="list-style-type: none"> • What are the most interesting concepts you have learnt? • How will you integrate the concepts in your daily life/work? • What are your key take aways from this session? • Is there any concept that is not fully clear or would need deeper explanation?

MODULE 4 – SUPPORTING STRUCTURES

MODULE OVERVIEW

This module will serve as an introduction to the supporting structures of inclusive education providing learners some insights on the development of leadership, collaboration, planning, supervision and communication techniques in group work contexts, to facilitate the organisation and coordination of work teams.

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
4.1	<i>Presentation/ PPT 4.1: UNIT 1: Introduction to the supporting structures of inclusive education</i>	<i>AUDIVISUAL: PPT 1, APPENDIX 4.1</i>	<i>This material introduces the learner to theoretical knowledge and good practices on the related topic, i.e. “Introduction to the supporting structures of inclusive education”.</i>	—
4.2	<i>Notebook</i>	<i>PRINT</i>	<i>Using a notebook with blank pages learners may take notes for the purposes of the introductory activity.</i>	
4.3	<i>Padlet</i>	<i>VISUAL</i>	<i>Using padlet in the introductory activity, the learners engage in group-work, self- and group-reflection and interact in more motivating ways.</i>	www.padlet.com
4.4	<i>Poster (&Markers)</i>	<i>PRINT</i>	<i>Using posters (activity 2) the learners engage in group-work, self- and group-reflection and interact while, at the same time, foster their presentation skills.</i>	—
4.5	<i>Presentation/ PPT 4.2: UNIT 2: Facilitating the organisation and co-ordination of work teams</i>	<i>AUDIVISUAL: PPT 2, APPENDIX 4.2</i>	<i>This material introduces the learner to theoretical knowledge and good practices on the related topic, i.e. “Facilitating the organisation and co-ordination of work teams”.</i>	—
4.6	<i>MIRO</i>	<i>VISUAL</i>	<i>Using MIRO in a number of activities (2, 3, 5), the learners engage in</i>	www.miro.com

			<i>group-work, self- and group-reflection and interact in more motivating ways, while, at the same time, foster their presentation skills in online environments.</i>	
4.7	Padlet	VISUAL	<i>Using padlet (activity 4) the learners engage in group-work, self- and group-reflection and interact in more motivating ways, while, at the same time, foster their presentation skills in online environments.</i>	www.padlet.com
4.8	Notebook	PRINT	<i>Using a notebook with blank pages learners may take notes for the purposes of activities 3 and 4.</i>	—
4.9	Poster (& Markers)	PRINT	<i>Using posters (activity 5) the learners engage in group-work, self- and group-reflection and interact while, at the same time, foster their presentation skills.</i>	—

**** Annex 4.1 and 4.2 are available in English, Padlet/Miro boards can be created in any language**

STRUCTURE OF CONTENTS

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION
1: Introduction to the supporting structures of inclusive education	<i>1.1. Key issues in inclusive education</i>	4.1	5 minutes
	Introductory activity: Brainstorming	4.1, Notebooks (or padlet)	30 minutes
	<i>1.2. Examples of supporting structures in inclusive education</i>	4.1	5 minutes
	<i>Learning Activity 1 – Self and group-reflection on supporting structures programmes and initiatives</i>	4.1, Google	45 minutes
	<i>Learning Activity 2 – Group Poster</i>	4.1, Posters, Markers (or MIRO)	45 minutes
2: Facilitating the organisation and co-ordination of work teams	<i>2.1. Development of leadership</i>	4.2	5 minutes
	<i>Learning Activity 3 – Group reflection on leadership and leadership skills</i>	4.2, Notebooks (or MIRO)	15 minutes
	<i>Learning Activity 4 – Group discussion on 5 resource teacher's</i>	4.2, Notebooks (or padlet)	10 minutes

	<i>daily leadership decisions and actions</i>		
	<i>2.2. Collaboration</i>	4.2	5 minutes
	<i>Learning Activity 5 – Group work on outlining an initial training programme on inclusive education</i>	4.2, Posters Markers (or MIRO)	30 minutes
	<i>2.3. Planning</i>	4.2	5 minutes
	<i>Learning Activity 6 – Self-reflection activity on planning</i>	4.2	15 minutes
	<i>2.4. Supervision</i>	4.2	5 minutes
	<i>Learning Activity 7 – Self-reflection activity on supervision</i>	4.2	5 minutes
	<i>2.5. Communication techniques</i>	4.2	5 minutes
	<i>Learning Activity 8 – Sharing success stories on communication in inclusive education</i>	4.2	10 minutes
			Total Max.: 4 hours

MAIN BODY

<i>Unit title</i>	1 – Introduction to the supporting structures of inclusive education
<i>Introduction</i>	In this unit, the learner will be introduced to examples of supporting structures as key in effective inclusive education. Emphasis will be put on supporting structures programmes and initiatives that may inspire towards successful inclusive education.
<i>Subunit 1</i>	1.1. Key issues in inclusive education
<i>Detailed Description/ Introductory activity (30 minutes)</i>	<p>Introductory activity: Brainstorming (30 minutes)</p> <p>As an introductory activity, participants are asked to brainstorm in groups on: “What are the key issues in inclusive education?” After brainstorming, a discussion on inclusive education key issues from the point of the participants is held in plenary.</p> <p>This group activity may take place either face-to-face orally or using notebooks, or online via padlet (www.padlet.com).</p>
<i>Subunit 2</i>	1.2. Examples of supporting structures in inclusive education

<p><i>Detailed Description/ Learning Activity 1 (45 minutes)</i></p>	<p>Activity 1: Self- and group-reflection activity (45 minutes)</p> <p>In the context of inclusive education there are a number of supporting structures worldwide, in terms of programmes, policies and other initiatives that support diversity and resists exclusivity. The trainer presents a slide (see ppt presentation) with some examples to the learners:</p> <ul style="list-style-type: none"> ➤ District-Based Support Teams (DBSTs), ➤ Institutional-Level Support Teams (ILSTs) (also called school-based support teams), ➤ Full-Service Schools (FSS), ➤ Special Schools as Resource Centres (SSRC), ➤ Learning Support Educators (LSEs), etc. <p>Then, the trainer invites the learners for a self- and group-reflection activity, asking them to firstly study the examples of inclusive education supporting structures programmes on their own (google search) and then proceed to a group-reflection with the help of the following questions:</p> <p>After google searching the examples listed on the slide, what is your first impression of these examples?</p> <ul style="list-style-type: none"> ➤ What do you find interesting and why? ➤ What do you find surprising and why? ➤ What do you find innovative and why? <p>The activity takes place orally in an oral discussion format.</p>
<p><i>Learning Activity 3 (45 minutes)</i></p>	<p>Activity 2: Group poster (45 minutes)</p> <p>After searching, studying and getting inspired by examples of inclusive education, supporting structures programmes, the trainer invites the learners to engage in a group work where they are called to produce/ create a poster with their own policy/ initiative in filling in the existing gap in inclusive education supporting structures of their national education system/ community. They are reminded to:</p> <ul style="list-style-type: none"> ➤ make sure that the aim(s), target group(s), length/ timeframe and description are noted on their poster. ➤ be ready to present your initiative in plenary. <p>This activity may take place either face to face or in MIRO www.miro.com.</p>

<i>Introduction</i>	In this unit the learner will be introduced to key issues in supporting structures in inclusive education. In the context of facilitating the organisation and co-ordination of work teams, leadership, planning, supervision, collaboration and communication techniques are introduced to the learners in interactive and reflective ways that foster engagement and meaningful experiences, generating avenues for knowledge, self- and group- creation and reflection and improvement.
<i>Subunit 1</i>	2.1. Development of leadership
<i>Detailed Description</i>	With the support of the trainers' presentation, the learners are introduced to leadership and leadership skills as well as leadership decisions and actions. Resource teachers are expert teachers who, though spend most of their time in the classroom, they frequently take leadership roles, especially for the cases and times when development and innovation is at stake. For the case of inclusive education, though not all teachers in the mainstream schools are specialised in this area, they are often called to take a leadership role and be involved in leadership-oriented decisions and actions. As Harris and Muijs put it, "All teachers have the skills, abilities and aptitude to lead and should be trusted to do so." (2016 : n.n.).
<i>Learning Activity 3 (15 minutes)</i>	<p>Activity 3: Group reflection on leadership and leadership skills (15 minutes)</p> <p>In getting to know aspects of leadership as key to facilitating the organisation and co-ordination of work teams in inclusive education contexts, in this learning activity, the trainer invites learners to work in groups and attempt to orally define leadership and name the top 5 leadership skills, based on their knowledge and experience.</p> <p>This activity may take place either orally face to face along with the use of the learners' notebooks or in MIRO (www.miro.com).</p>
<i>Learning Activity 4 (15 minutes)</i>	<p>Activity 4: Group discussion on resource teacher's daily leadership decisions and actions (10 minutes)</p> <p>It is possible for resource teachers to take up leadership roles, even daily. After sharing some initial thoughts and data via ppt, the trainer invites learners for a group discussion where they attempt to identify 5 leadership decisions and actions that a (resource) teacher may take up inclusive education contexts.</p> <p>Following discussion in plenary, the trainer presents interesting data on leadership skills that resource teachers may display as well as leadership practices they may be daily involved, even without noticing.</p> <p>This group activity may take place either orally face-to-face with the learners using their notebooks, or online via padlet (www.padlet.com).</p>
<i>Subunit 2</i>	2.2. Collaboration

<i>Detailed description</i>	Collaboration is key to supporting structures in inclusive education. It is critical to facilitating the organisation and co-ordination of work teams. Leaders are invited to know and experience what collaboration entails and be introduced to cultivating and maintaining a culture of collaboration in inclusive education contexts as good practice.
Learning Activity 5 (30 minutes)	<p>Activity 5: Group work on outlining an initial training programme on inclusive education (30 minutes)</p> <p>In realizing collaboration as key to inclusive education programmes, the trainer invites learners to work in groups and draft the outline of an initial training programme on inclusive education. The groups should focus on: “What should be the emphases and why?” and be ready to share their outline and ideas with their peers in plenary.</p> <p>This activity may take place either orally face to face using posters or in MIRO (www.miro.com).</p> <p>Following presentation on theory, research and data on collaboration and its benefits in inclusive education, as well as the knowledge and skills to be acquired in the training for inclusion in collaborative settings, the discussion turns to planning.</p>
Subunit 3	2.3. Planning
<i>Detailed description</i>	Planning is key to effective processes and results. In inclusive education contexts, planning concerns various sectors, from the whole programme content, delivery and evaluation to a classroom lesson content, delivery and evaluation. This subunit focuses on the lesson planning where the inclusive teacher decides and describes what it is to be taught and how. A suggested content and outline of a lesson planning is presented and learners take a glance at examples of lesson plans in the context of inclusive education.
Learning Activity 6 (30 minutes)	<p>Activity 6: Self-reflection activity on planning (15 minutes)</p> <p>In giving the opportunity to the learners to bring in authentic daily experiences regarding planning for discussion, feedback and improvement, the trainer invites the learners to a self-reflection activity on planning, asking them to reflect upon the following:</p> <ul style="list-style-type: none"> ➤ How do you plan for your lessons? ➤ What are issues you encounter in planning in the context of inclusive education? ➤ How do you overcome them? <p>In the plenary discussion the floor is given to learners who want to share their daily practices and concerns regarding planning.</p>
Subunit 4	2.4. Supervision

<p><i>Detailed description</i></p>	<p>Following planning, aspects of supervision are tackled as key to inclusive education supporting structures. Supervision is presented (ppt) as a branch of educational management linking of day-today guidance in educational practices and processes, helping out all teachers to take appropriate decisions and to make effective implementations. It is widely considered as the back-bone of educational improvement; it is seen as a 'must' in education to ensure uniformity and effectiveness of educational programmes and is it required to promote teaching and learning in schools. Aspects of contemporary supervision are raised and discussed in comparison to traditional supervision.</p>
<p>Learning Activity 7 (10 minutes)</p>	<p><u>Activity 7: Self-reflection activity on supervision (5 minutes)</u></p> <p>The trainer invites the learners to proceed to a self-reflection activity on supervision. The learners are asked to reflect upon a statement on supervision by displaying their critical skills while asking two questions. Both, the statement and questions are noted below:</p> <p>Potmelisova et al. (2013) see supervision in inclusive education as a prevention and (psychological) support to teachers in inclusive education.</p> <ul style="list-style-type: none"> ➤ Do you agree with this view? ➤ Can you justify your opinion?
<p>Subunit 5</p>	<p>2.5. Communication techniques</p>
<p><i>Detailed description</i></p>	<p>Communication techniques are seen critical for supporting structures in inclusive education. Maintaining good, constant and effective communication is a key to success in inclusive education since keeping up communication flow and creating less communication gaps is important in teaching and learning settings. In this subunit the types of communication as well as key techniques and tips for effective communication in inclusive education settings are raised, making clear that discovering the best methods of interactive communication maintains effective participation of all parties involved in inclusive education (e.g. learners, teachers, parents, educational authorities, etc.) and keeps the structure integrated and coherent.</p>
<p>Learning Activity 8 (10 minutes)</p>	<p><u>Activity 8: Sharing success stories on communication in inclusive education (10 minutes)</u></p> <p>The trainer invites the learners to share an example of a successful communication incident in inclusive education settings, from their daily practice. Learners are welcomed to share success stories on communication in inclusive education.</p>

MODULE 5 - COMMUNICATION

MODULE OVERVIEW

Building the capacity of learners for enhancing the communication and transmission of data with young visual and hearing-impaired students, being able to select and use the most convenient systems, techniques, and instruments according to the needs and characteristics of the user.

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
5.1	<i>Presentation:</i>	<i>Ppt presentation</i>	<i>This material consists of a brief theory introduction related to the topic which provides the learner with relevant information on communication types and accommodation for Deaf, Hard of Hearing, Partially Sighted and Blind</i>	<i>Annex 5.1</i>
5.2	<i>Videos</i>	<i>AUDIVISUAL: - YouTube video - TEDtalks</i>	<i>Videos: - on communication/miscommunication - Accessible education for the Deaf</i>	<i>Ref. 13,14, 15</i>
5.3	<i>Experimental learning</i>	<i>Group activity; activity in pairs</i>	<i>See the ability – not the disability! Group activity/game in which the following themes are disability, discrimination, intolerance. Blindfold, paper, pen, plastic bag containing different objects: e.g., lettuce leaf, pencil, chalk, leaf from any tree, coloured paper, bottle or can of any soft drink Role card, paper, and pen</i>	<i>Ref. 16</i>

**** Annex 5.1. is available in English, YouTube videos available in all languages via automatic subtitles**

STRUCTURE OF CONTENTS

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION
1. Introduction	<i>1.1. What is communication?</i>	<i>5.1 and 5.2</i>	<i>15 minutes</i>
	<i>1.2. Verbal communication</i>	<i>5.1 and 5.2</i>	<i>15 minutes</i>
	<i>1.5. Non-verbal communication</i>	<i>5.1 and 5.2</i>	<i>15 minutes</i>

	<i>1.4. Accessibility for the Blind and partially sighted and for the Deaf and Hard of Hearing children and teenagers</i>	<i>5.1 and 5.2</i>	<i>30 minutes</i>
2. See the ability not the disability!	<i>2.1 Introduction to the activity</i>	<i>5.3</i>	<i>120 minutes</i>
	<i>2.2 The blindfold walk</i>	<i>5.3</i>	
	<i>2.3 Signing</i>	<i>5.3</i>	
	<i>2.4. Conclusion</i>		
			Total: 3:15 hours

MAIN BODY

Unit title	1. Introduction to communication
Introduction	In this unit, the learner will be introduced to general knowledge on types of communication
Detailed Description	<i>Theoretical presentation what communication is. What types of communication exist. What is accessibility for Deaf and Hard of Hearing and for the Blind and Partially Sighted (inclusive teaching strategies and accommodations).</i>
Materials	<i>Ppt presentation; videos</i>

Unit title	2. See the ability – not the disability!
Introduction	A practical activity to encourage empathy with persons with disability. The main issue that the activity addresses is the obstacles persons with disability, and in particular children and teenagers that are Blind, Partially Sighted, Deaf or Hard of Hearing, face in all areas of life
Subunit / Activity title	2.1 Introduction to the activity
Detailed Description	<i>Explaining that the activity focuses on disabilities: blindness and deafness. Inviting the participants to think about how they would like and not like to be</i>

	<p>treated if they were disabled. They should write down a few key words. Next the participant is asked to write down what they would be most afraid of.</p> <p>How you run this activity will depend very much on the group. Make sure that everyone realises that they are going to go through different “simulations of reality” during which they will have the opportunity to experiment with their feelings and reactions to what it is like to be disabled. Explain that the purpose is not to make fun of anyone, or to cause undue stress or embarrassment. They should act “naturally”, and not overdo things. Reassure people that at certain moments they may feel awkward and insecure, but that nothing harmful or dangerous will happen to them.</p>
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Subunit / Activity title	2.2 The blindfold walk
Detailed Description	<p>Ask the persons to get into pairs. Each pair gets a blindfold and one person from each pair is to be a disabled person and the other person is their guide. The guide’s responsibility is to ensure the safety of their partner. They may only answer simple questions related to safety with YES or NO. The guides should take their partner for a 5-minute walk. On returning to the room the guides lead their partners to the chairs. There is a surprise bag in the chair. The blind player must identify the content and the guide must write down their guess. The blind partner takes off the blindfold and see the objects. The partners are invited to briefly review their experiences and surprises.</p>
Subunit / Activity title	2.3 Signing
Detailed Description	<p>The pairs from subunit 2.2 are swapped over, the guides are now disabled, this time deaf and the partners are helpers. The disabled partner get a situation card and they must not show the card to their partner. The helpers are given paper and pen. The deaf player must convey their problem to the helper, they may not speak, write, or draw. The helpers must write down what they understand the message is about. When the Deaf player has communicated as much as they can, they should reveal the role card. Each pair is invited to briefly review their intentions, problems, and frustrations.</p>
Subunit / Activity title	2.4 Conclusion
Detailed Description	<p>This should be done as a plenary. First the review of subunit 2.2.and subunit 2.3 should be done after which a reflection on what people knew at the beginning and what they learned as a result.</p> <p>The following questions can be asked:</p> <p>2.2. The blindfold walk: ask both those who were blindfolded and those who were</p>

the helpers to share their reactions:

- *How did they feel during the exercise?*
- *What was most difficult? What was funny? What was scary?*
- *How hard was it to trust and to be trustworthy?*

2.3 Signing:

How did each of them feel during the exercise?

- *What was most difficult? What was funny? What was scary?*
- *Was it frustrating to sign and not to be understood?*
- *Was it frustrating or embarrassing not to understand?*

Next review the fears and expectations people expressed at the beginning of the exercise.

Ask people to look at the key words they wrote down.

- *Were some of their fears confirmed during the activity?*
- *How did people try to help their partner?*
- *How was the help received?*
- *How easy is it to assess how much help to give?*
- *What did people fear about being disabled?*
- *What did they base their fears on?*
- *Have people ever been afraid of becoming disabled as a result of an accident or illness?*
- *What was the most surprising thing people learnt through the activity?*
- *What can your school, association or local youth group do to promote the equality and dignity of people with disabilities?*

MODULE 6 – INCLUSIVE EDUCATION AWARENESS AND ENGAGEMENT

MODULE OVERVIEW

This module ‘inclusive education awareness and engagement’ is targeting people who would like to become resource person for sensory disorders. It aims at strengthening the learners’ skills in the field of methods for social communication. We propose:

- *Ice-breaker exercises in order to promote group cohesion and help the learners to get to know each other*
- *Listening and reflective sessions in order to grasp methods to turn inclusion principles into actions*
- *Experience sharing sessions between the learners*
- *Development of projects that could work for promoting inclusion*

INSTRUCTIONAL MATERIALS

	<i>Material title</i>	<i>Material type</i>	<i>Material description</i>	<i>Link</i>
6.1	<i>Exercises to get to know each other</i>	<i>Games proposed by the trainer that draws on the learners’ knowledge</i>	<i>Proposition of exercises fostering the relationships between the members of a group. A game based on knowledge and listening skills:</i> <ul style="list-style-type: none"> - <i>Introduce yourself and introduce your neighbour</i> - <i>The ‘chocolate game’</i> 	<i>Annex 6.2</i>
6.2	<i>Experience sharing sessions between young people with sensory disorders and their parents</i>	<i>AUDIOVISUAL:</i> <ul style="list-style-type: none"> - <i>PowerPoint</i> - <i>short video interview</i> 	<i>Using different materials including testimonies about social integration and inclusion experienced by young people with sensory disorders and their parents</i>	<i>References 2-7 Module 6</i>
6.3	<i>Exchange of good practices between professionals: the learners’ testimonies about their experiences with successful inclusive projects</i>	<i>The learners will be free to choose their preferred material (storytelling, PowerPoint, etc.)</i>	<i>The learners will be invited to tell and share their experiences the trainer and other learners, incl.:</i> <ul style="list-style-type: none"> - <i>Formal or non-formal education setting?</i> - <i>The origin of their project</i> - <i>Participants, implementation, evaluation</i> 	<i>References 2-7 Module 6</i>
6.4	<i>Production in small group of 2-3 learners</i>	<i>PRINT: using paper documents,</i> <i>AUDIOVISUAL: PowerPoint, etc.</i>	<i>Project approach incl. its implementation process and work plan/steps to reach its main objective.</i>	<i>Created by the small groups</i>

6.5	<i>Project modelling: Proposing a work plan detailing the different steps</i>	<i>PRINT: Handouts AUDIOVISUAL: PowerPoint, etc.</i>	<i>Project design and work plan from A to Z</i>	<i>Annex 6.1</i>
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**** Annex 6.1 and 6.2 are available in English, YouTube videos available in all languages via automatic subtitles, some references videos only available in French**

STRUCTURE OF CONTENTS

We propose a balance between 2 'classic' instructor-led training sessions and 2 learning activities where the learners interact between each other and work in small groups.

UNIT	SUBUNIT / ACTIVITY	MATERIALS	DURATION
1 – Inclusive education awareness and engagement	1.1 Tools for breaking the ice	See annex 1	20 minutes
	1.2 Experience sharing sessions about young people with sensory disorders and their parents	Video or audio testimonies to be created	30 minutes
	1.3 Exchange of good practices and professional practices analysis	Video or audio performed 'live' by the learners	60 minutes
	1.4 Project modelling and didactic material	Annex 6.1	10 minutes
	1.5 Production in small group of 3-4 learners	Free choice of the material by the learners (paper documents, PowerPoint, etc.)	60 minutes
			Total: 3 hours

MAIN BODY

Unit title	Inclusive education awareness and engagement
Introduction	<p>In this unit, the trainer will present tools to promote social interaction between people that do not know each other (Step 1 is to 'break this ice').</p> <p>The learners will receive information about difficulties faced by young people with sensory disorders and their families both in the formal setting (e.g., at school) and in the non-formal setting (e.g., youth club or leisure centre).</p> <p>The proposed activities are based on exchange of good practices and experiences of formal and non-formal education professionals that may be working from time-to-time</p>

	<p>with young people with sensory disorders and their families. Experience sharing, professional practices analysis and peer-review.</p> <p>It will also be proposed to develop inclusive projects in small groups of learners, using an adapted project methodology provided by the trainer.</p>
Subunits / Activities titles (Total = 3 hours)	<p>1.1 Tools for breaking the ice (20 minutes)</p> <p>1.2 Experience sharing sessions about young people with sensory disorders and their parents (30 minutes)</p> <p>1.3 Exchange of good practices and professional practices analysis (60 minutes)</p> <p>1.4 Production in small group of 3-4 learners (60 minutes)</p> <p>1.5 Project modelling and didactic material (10 minutes)</p>
Detailed description	<p>1.1 Tools for breaking the ice (20 minutes) The necessary space for implementing this activity differs, depending on the total number of learners by a 'classic' training room should be necessary, as long as we can move the tables and chairs. Find further information in annex.</p> <p>1.2 Experience sharing sessions about young people with sensory disorders and their parents (30 minutes) Material needed: a room, tables and chair, 1 PC and 1 beamer Testimonials by young people with sensory disorders and their parents can be prepared by the trainer prior to the session and projected on the screen. The learners will be asked to identify the positive and negative aspects. This will enable the trainer to identify the barriers, as well as assets and opportunities for improvement. This session requires a high level of attention from the learners. The trainer will ask to the learners to identify positive and negative aspects, taking notes while watching the testimonials projected on the screen. They will be allowed to share their comments after each testimonial.</p> <p>1.3 Exchange of good practices and professional practices analysis (60 minutes) Material needed: a room, tables and chair, 1 PC and 1 beamer The learners will be invited to share the own professional experience with young people with sensory disorders and their families. They will be free to choose their preferred material (storytelling, PowerPoint, etc.) Therefore, the trainer should ask to all the participants to prepare their presentation prior to this session, and moderate the session to make sure that all the learners have the same speaking time within the 60 minutes allocated to this sub-unit. The trainer should analyse the professional practice presented by each learner. Other learners will be invited to identify the positive and the negative aspect of each case presented. They can take notes during the presentations and formulate recommendations after each presentation.</p> <p>1.4 Production in small group of 3-4 learners (60 minutes) Material needed: a room, tables and chair, 1 PC and 1 beamer, a paperboard, markers, pens and post-its The objective is to co-design a project incl. a detailed work plan to be presented to the other groups.</p>

	<p>Organisation:</p> <ol style="list-style-type: none"> The learners group up in 3-4 small groups with the necessary material, items needed Each small group presents their project incl. a work plan as they wish (e.g., on the paperboard, on a large piece of paper on the floor before receiving comments and questions from the other learners. <p>The trainer moderates this session can also give comments and ask questions. He/she collects all the productions at the end (scanning, photographing, etc.)</p> <p>1.5 Project modelling and didactic material (10 minutes) Intervention of the trainer presenting 'the different aspects for making a good inclusive project' incl. a roadmap explaining how to set:</p> <ul style="list-style-type: none"> - The objectives of the project - The description of its activities - Including a strong 'inclusive' aspect to the project - Promoting accessibility and autonomy through this project (incl. describing the participants, the strengths and weaknesses) - The administrative aspects: getting the authorizations, setting up a budget, arranging transportation for all the participants, choosing the best period and time for implementing this project, etc. - Educational aspects: project management and implementation, managerial competencies, procedures promoting inclusion and autonomy
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Sub-unit	1.1 Tools for breaking the ice (20 minutes)
Detailed description	The trainer presents different tools to 'break the ice', i.e. promoting dialogue and mutual recognition between people who do not know each other and will participate in a common project.
Educational activity (20 minutes)	<p>It consists of acquiring communication tools to create social bounds between participants to a common project that do not know each other. The trainer makes two propositions (see annex 6.2) but not only: the learners are also invited to share ice-breakers that they might know and use themselves.</p> <p>The trainer will insist on the following aspects of the icebreakers that should:</p> <ul style="list-style-type: none"> - Be structured and adapted to the room that you are using - Provide the necessary items and materials - Have precise instructions and rules - Prevent risks and hazards - Adapted, inclusive and therefore accessible to anyone <p>The learners can take notes during the presentation in order make a training portfolio that could be further developed with the contents provided in other sub-units, and re-used after the training.</p>

Sub-unit	1.2 Experience sharing sessions about young people with sensory disorders and their parents (30 minutes)
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Detailed description	<p>The trainer broadcasts testimonials from his laptop to the screen, using a beamer. They will consist of stories told by young people and their parents who have experienced positive or negative 'inclusion' situations, either in formal education setting (e.g., at school) or in non-formal education setting (e.g., at a youth club or leisure centre).</p> <p>If they cannot be recorded on video tape prior to the session, the trainer has other alternative such as audio tape, or storytelling performed by the trainer him/herself.</p>
Educational activity (30 minutes)	<p>The learners will be asked to take notes about each story and spot the key words relating to 'inclusion' told by the interviewees. Then, the trainer will draw a table on a paperboard, listing all these keywords in three columns: positive, negative and Unclassifiable. This table will be saved by the trainer, either in hardcopy or digitalized.</p>

Sub-unit	1.3 Exchange of good practices and professional practices analysis (60 minutes)
Detailed description	<p>The learners might already have diverse examples of professional experiences with young people with sensory disorders, or any other kind of disability, and/or their parents. They will be informed by the trainer prior to the session that some of learners are asked to volunteer present their own stories, focusing on the barriers or challenges that they had to face and the positive aspects of their particular case of 'inclusion'.</p> <p>Then, the trainer can share his/her analysis of these professional practices. Other learners can also ask questions about diverse aspects of these particular cases and the way these situations were handled.</p>
Educational activity (60 minutes)	<p>The stories presented can bring further questions and the trainer will make sure that they cover the following aspects:</p> <ul style="list-style-type: none"> - The barriers or challenges that they had to face with - The difficulties to implement actions in these particular cases - How did they regulate these actions? - Are these actions replicable in other settings (context, place, time, etc.)?

Sub-unit	1.4 Project modelling and didactic material (10 minutes)
Detailed description	<p>Classic 'instructor-led session' conducted by the trainer on 'the different aspects for making a good inclusive project' incl. a roadmap explaining how to set:</p> <ul style="list-style-type: none"> - The objectives of the project - The description of its activities - Including a strong 'inclusive' aspect to the project - Promoting accessibility and autonomy through this project (incl. describing the participants, the strengths and weaknesses)

	<ul style="list-style-type: none"> - The administrative aspects: getting the authorizations, setting up a budget, arranging transportation for all the participants, choosing the best period and time for implementing this project, etc. - Educational aspects: project management and implementation, managerial competencies, procedures promoting inclusion and autonomy <p>The trainer can also use the projects presented in sub-unit 1.4 in order to illustrate his/her presentation.</p>
Education activity (10 minutes)	The trainer may use a PowerPoint presentation (Annex 6.1) for presenting his/her roadmap

Sub-unit	1.5 Production in small group of 2-3 learners (60 minutes)
Detailed description	<p>In this sub-unit, the trainer will set-up conditions or project-based approach that will enable the learners divided in small groups to elaborate their projects. The trainer will provide a template to support to small groups in their tasks.</p> <p>Each working group will:</p> <ul style="list-style-type: none"> - Be composed of 3-4 learners - Co-design a project incl. a structured work plan (the trainer will have examples of projects that could be assigned if a group struggles to find their own project) - Present their project to the other groups - The other groups will ask question and formulate recommendations for improvement - Have free choice of the material used for presenting their project (e.g., PowerPoint presentation, mind mapping using markers and a paperboard, etc.)
Educational activity (60 minutes)	<p>Questions to be asked by the trainer to each group:</p> <ul style="list-style-type: none"> - Is your project complying with your national regulations? - What are the potential risks or hazards for your participants? - What specific measures did you plan for meeting Special Educational Needs (SEN) of your participants (accessibility and inclusion)? <p>These presentations will be saved by the trainer, either in hardcopy or digitalized.</p>

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Module 1

1. Convention on the rights of persons with disabilities:
<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
2. Teacher Education for Inclusion: PROFILE OF INCLUSIVE TEACHERS:
<https://www.european-agency.org/resources/publications/teacher-education-inclusion-profile-inclusive-teachers>
3. Approaches to Inclusive Education and Implications for Curriculum Theory and Practice:
https://profiles.uonbi.ac.ke/mercy_mugambi/files/inclusive_education_pdf.pdf
4. European Agency For Special Needs and Inclusive Education:
<https://www.youtube.com/watch?v=EiUUFZog4oM>
5. Inclusion starts with an I:
<https://www.youtube.com/watch?v=2g88Ju6nkcg>
6. EASIE 2018 Dataset Cross-Country Report:
https://www.european-agency.org/sites/default/files/easie_2018_dataset_cross-country_report.docx

Module 2

Publications

1. Ministère de l'éducation nationale, *Guide Handiscol pour les enseignants qui accueillent un élève présentant une déficience auditive*, novembre 2001
2. Michèle Collat et Nathalie Lewi-Dumont, *Guide Handiscol pour les enseignants qui accueillent un élève présentant une déficience visuelle Enseigner à des élèves aveugles ou malvoyants*, Ministère de l'éducation nationale, novembre 2004
3. Institut national de prévention et d'éducation pour la santé, *La surdité de l'enfant, guide pratique à l'usage des parents*, La fondation de France, éditions inpes, octobre 2005

Publications

4. https://www.bib-bop.org/base_bib/bib_search.php?from_page=detail&mode=rebond&terme=auteur&valeur=QkVSTU90VCBKYNxdWVz&val=bermont-jacques *Bermont Jacques, « Autonomie et Déficiences Visuelles », revue Lumen N° 14* <https://www.lumen-magazine.fr/magazines/lumen-14/>
5. *Bermont Jacques, Lacherez Alain, « Le numérique au service de la scolarisation des jeunes déficients visuels », Article Revue de santé scolaire & universitaire, n° 44, 2017-03, pp. 26-32 Elsevier et Masson ed. Paris*

Video game

6. 'Vis ma vue' video game about the consequences of visual disorders in different settings:
<https://www.reseau-canope.fr/vis-ma-vue/>

Videos

7. Showcase different visual impairments: <https://bassevision.bourdeauoptique.com/>
http://www.youtube.com/watch?v=qpx0JZNrdVk&feature=player_detailpage
8. Video about the white cane : "à vous de voir" https://youtu.be/AnSo_Uj6is8

9. Tutorial to support a blind person in his/her daily movements: <https://youtu.be/O8QiCMa0lqM>
10. Examples of educational barriers for Sarina, a young girl with visual impairments: <https://www.youtube.com/watch?v=9IacYIWYphQ>
11. Satiric TV series about visual impairments: <http://www.jencroispasmesyeux.com/accueil/serie-1/>
12. Documentary about visual impairments: <https://www.france.tv/france-5/a-vous-de-voir/>
13. Documentary about hearing impairment <https://www.france.tv/france-5/l-oeil-et-la-main/toutes-les-videos/>

Module 3

1. <https://www.hsqn.hr/>
2. <https://www.eud.eu/>
3. <http://wfdeaf.org/>
4. <https://savez-slijepih.hr/>
5. <https://www.edf-feph.org/>
6. <http://www.euroblind.org/>
7. <https://worldblindunion.org/>
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12. <https://www.rit.edu/>
13. <https://www.youtube.com/watch?v=2GbxFIVQv8c>
14. https://www.ted.com/talks/katherine_hampsten_how_miscommunication_happens_and_how_to_avoid_it?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
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3. <https://core.ac.uk/download/pdf/213850302.pdf>
4. https://www.researchgate.net/publication/241328183_Effective_Classroom_Adaptations_for_Students_with_Visual_Impairments
5. <https://www.semanticscholar.org/paper/How-Elementary-School-Teachers-Adapt-their-and-in-Khaouli/11441dfc62ff225bb5eda44b935b1832a8c519a5>
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15. <https://cid.edu/wp-content/uploads/2013/10/Assistive-Technology-in-the-Classroom.pdf>
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22. <https://www.pathstoliteracy.org/>
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25. <https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired>
26. <http://www.egyankosh.ac.in/bitstream/123456789/35130/1/Unit-14.pdf>
27. <https://handsandvoices.org/>
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Module 6

1. Testimonies from young people with sensory disorders (only available in French. See Manu for inclusion in a formal education setting and Océanie as an example of inclusion in a non-formal education setting: <https://clairvoyants17.fr/index.php/des-temoignages/les-personnes-dv>
TESTIMONIES OF PEOPLE WITH SENSORY DISORDERS
2. Testimonies from pupils at schools and workers with visual disorders: <https://clairvoyants17.fr/index.php/des-temoignages/les-personnes-dv>
3. John Hull's diary about living with visual disorder: <https://clairvoyants17.fr/images/video/UneExpObscurite.webm>
4. Testimony about visual impairments: <https://youtu.be/QkOKphRpjyQ>
5. Other testimonies: Amaury, 15 years old and Adèle, 25, both living with visual impairment (4'46) <https://youtu.be/HqTmqHv9CoA>
6. Online booklet 'Comment se dire', about 'living with disabilities': https://www.platformeannoncehandicap.be/wp-content/uploads/2021/01/Des-mots-pour-se-dire_Livret-a-lattention-des-personnes-en-situation-de-handicap_2020.pdf
7. Activities for young people with sensory disorders in Europe (in ENGLISH) : <http://www.viewsinternational.eu/>

ANNEX LIST

ANNEX 1.0 – OpenUP project and training introduction

Report on Needs Analysis and first IO2 MDB feedback

ANNEX 1.1 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY

Instructional material 1.1. Presentation: Introduction to Inclusive Education

ANNEX 2.1 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY

Instructional material 2.1. “Identifying and evaluating educational needs”

ANNEX 3.1 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY

Instructional material 3.1 “MODULE 3. IMPLEMENTING EDUCATIONAL AND SOCIAL INTERVENTIONS”.

ANNEX 3.2 – CHECKLIST HANDOUT FOR LEARNING ACTIVITY 1.2

Instructional material 3.2 “Checklist for role play activity: Setting up of a classroom according to the need of a deaf or hard of hearing student”

ANNEX 4.1 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY – UNIT 1

Instructional material 4.1. UNIT 1: Introduction to the supporting structures of inclusive education

ANNEX 4.2 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY – UNIT 2

Instructional material 4.5. UNIT 2: Facilitating the organisation and co-ordination of work teams

ANNEX 5.1 – PTT PRESENTATION FOR FACE-TO-FACE DELIVERY

Instructional material 5.1. Introduction and theory – “Communication”

ANNEX 6.1 - PTT PRESENTATION FOR FACE-TO-FACE DELIVERY

Instructional material 6.5 “Project modelling: Proposing a work plan detailing the different steps”

ANNEX 6.2 – EXAMPLES OF ICEBREAKERS

ANNEX 7.1 - OPEN UP TRAINING Evaluation Guide

Evaluation guide with test and activities examples

ANNEX 7.1

OPEN UP TRAINING EVALUATION GUIDE

Document title	Annex 7.1 – OPEN UP TRAINING Evaluation Guide. Version 2.1
Delivered on	07/09/2022
Authors	David Lorenz (VB), Pierre Vasseur, Marie Owczarek, Marie Dutertre, Florence Salin, Gwenaël Quenehen and Aurélie Serlet (LVA) Tea Domin (HSGN) Elena Xenii, Andreas Georgiou (INNOVADE) Daniel Roig, Eduardo Linares (ITC) Jacques Bermont, Maryse Roger (OLY)
Contributors	All the OpenUp project partners
Number of pages	22
Confidentiality status	Public

Elaborated by





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EVALUATION - INTRODUCTION

Evaluation of the trainees' learning is important for different reasons:

1. To assess whether the trainees have learned the concepts, knowledge, skills and attitudes regarding each of the module's competences, or the level of achievement.
2. To see which parts of the training programme can be improved.
3. To find out whether you have done a good job as a trainer.

In this training programme different evaluation and assessment activities have been prepared as examples, and can be modified by the trainer to adapt to their specific trainee's background and environment.

Assessment suggested tools:

- Observation: Observe the behaviour of their trainees during the training activities, personal and group work and compare their behaviour against the desired standard.
- Discussion/groupwork: Some activities during the training include group work, feedback and discussion.
- Quizzes/Tests: In this document (annex 7.1), a series of quiz questions with the right answer (highlighted in yellow) and possible comments are suggested for each module, as well as some additional activities
- Presentation: Some of the activities include group work and public presentation of the results/project.

Evaluation will be based on EQF level 4 standards:

- Knowledge: Factual and theoretical knowledge in broad contexts within a field of work or study
- Skills: a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- Responsibility and autonomy: exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

MODULE 1 – INTRODUCTION TO INCLUSIVE EDUCATION

For this module evaluation, the following quizzes and questions can be used to assess the student knowledge after the module training.

Q1. Identify which statements are true (T) and which are False (F)

1. One aim of Inclusive Education is to create institutions that celebrate differences	T
2. Learners with special education needs should receive individual accommodation in special education facilities	F
3. Inclusive Education mainly focuses on the inclusion of people with disability	F
4. Diversity offers learning opportunities for everyone	T

Q2. Which of the following is not a key element of Inclusive Education?

Adaptability: flexibility to meet the needs of students with disabilities
Exclusivity : the best education should be available for the best students
Physical accessibility: schools must be accessible in terms of moving around within the schools and its facilities
Accessibility: Educational institutions must be accessible to people with disabilities, without discrimination

Q3. Based on the video, try to answer the following questions!

1. How many countries are involved in the European Agency for Special Needs and Inclusive Education?	<ul style="list-style-type: none"> a. over 10 b. over 20 c. over 30 d. over 40
2. On which of the following elements does the EASNIE not provide information?	<ul style="list-style-type: none"> a. social inclusion b. teacher education c. lifelong learning d. special education e. transition to employment f. financing g. school leadership h. raising achievement i. early childhood education
3. What are the 3 main stakeholder responsible for a successful implementation of inclusive education?	<ul style="list-style-type: none"> a. teachers, leaders and policy makers b. parents, students and teachers c. teachers, policy makers and students

Q4. Based on the information given within the chart, which of the following phrases is not correct ?

In Spain, 80,38% of of learners with an official decision of SEN in primary education are enrolled in inclusive education.
Italy is the country with the highest enrolment in inclusive education of learners with an official decision of SEN in primary education.
In Sweden, 11,21% of people enrolled in primary education have an official decision of SEN.
The enrolment in primary education of learners with an official decision of SEN in inclusive education in France is below European average.

Q5. Inclusive Education...

is part of a wider strategy to promote an inclusive society	R	
is about learning how to appreciate differences and learn from diversity	R	
is a process – a search to find better ways of solving diversity		W
seeks to address the learning needs of all students, based on their abilities, disabilities, gender, socioeconomic status, psychosocial or health needs, with a specific focus on those who are vulnerable to marginalization and exclusion;		W
acknowledges that all students can learn;	R	

Q6. Which of the following is not a core value of Resource Persons

Supporting All Learners
Working With Others
Valuing Learner Diversity
Self-taught learning

Q7. Please categorize the following components into Attitudes (A), Knowledge (K) and Skills (S)

... inclusive education is an approach for all learners, not just those who are perceived to have different needs and may be at risk of exclusion from educational opportunities;	(K)
... critically examining one's own beliefs and attitudes and the impact these have on actions;	(S)
... being empathetic to the diverse needs of learners;	(S)
... education is based upon a belief in equality, human rights and democracy for all learners;	(A)
... inclusive education is about societal reform and is non-negotiable;	(A)
... the theoretical and practical concepts and principles underpinning inclusive education within global and local contexts;	(K)
... the ability to deconstruct educational history to understand current situations and contexts;	(S)

... the wider system of cultures and policies of educational institutions at all levels that impacts on inclusive education. The possible strengths and weaknesses of the educational system that they work in have to be acknowledged and understood by teachers;	(K)
... access to mainstream education alone is not enough; participation means that all learners are engaged in learning activities that are meaningful for them.	(A)

Q8. Which of the following is a skill needed to value learner diversity ?

... all learner's voices should be heard and valued;
... addressing disability in curriculum implementation;
... identifying the most appropriate ways of responding to diversity in all situations;

Q9. Which of the following statements would you consider to be correct?

The most important challenge in education is how to deal with differences
If schools, classrooms and the curriculum in general fail to take differences between learners into account, inclusion will remain confined to a debate among policy-makers, experts and those not actually involved in practical education.
Teachers have to cope with a variety of children in the classroom and need to know how to do so.
Very often we assume that learners have the same type of skills or starting points.

Answers : We consider all of them to be correct.

MODULE 2 - EVALUATION OF EDUCATIONAL NEEDS

Q1. Quiz: Right or wrong

Question		Comment
Having a visual impairment means being blind. Either you see or you are blind.	W	
I wear glasses = I have a visual impairment	W	We must distinguish visual defects (Myopia, astigmatism, hyperopia, presbyopia) from visual impairments. Which are eye diseases that cannot be corrected by optical equipment.
People with visual impairments can hear as everyone else.	R	They just rely more on information transmitted by hearing, which is not necessarily useful when vision works fine.
We you speak to a person with visual impairment, it is important to raise your voice.	W	A person with visual impairments has sight defects, no hearing loss. It is useless to raise your voice. In fact, it is more important that this person knows that you are talking to him/her.
The white cane is only used by the blind.	W	In fact, most of the people who use the white cane are partially sighted and not entirely blind. The white can is a device improving their safety for their daily movements and they also use it to be clearly identified by the others as persons with visual impairments.
Braille is the reading and writing system used by all the people with visual impairments.	W	Less than 10% of the partially sighted and the blind read and write braille. People who still have enough residual sight can read regular written contents using particular adaptations or digital tools.
All the people with visual impairments live with the same daily barriers and challenges.	W	Each individual is unique. Each visual impairment is different and include specific particular needs that differ someone to one another.

Q2. Quiz: Amongst the following statements, which ones are correct?

A person with 6/10 of visual acuity and a visual field lower than 10° is visually impaired.
Eye diseases can be corrected by wearing suitable glasses or corrective lenses.
A person with colour-blindness is considered as a person with visual impairment.
Ametropia is a particular type of astigmatism
A blind person is considered as a person with visual impairment.

Q3. Quiz: Amongst the two following statements, which one are correct?

During an activity, I notice that a young person behaves with some sort of clumsiness, leans his head towards visual material, has difficulties to keep eye contact and tends to socially isolate himself. My role
--

is to diagnose visual impairments and to inform his parents. Then, I will have to make adjustments that will meet his particular needs.

During an activity, I notice that a young person behaves with some sort of clumsiness, leans his head towards visual material, has difficulties to keep eye contact and tends to socially isolate himself. I talk to his parents and encourage them to share these observations with their General Practitioner. Then, I will have to make adjustments that will meet his particular needs.

Comment: Your role is to share your observations with his parents and re-direct them towards specialized health professionals. But under no circumstances to make diagnosis.

Q4. Quiz:

Loïc is a primary school boy with a particular visual impairment called photophobia (difficulty to perceive in a place that is too bright or too sunny). He is often bothered by headaches and he lacks of motivation to learn. He has attention and concentration problems. During recreation time, he stays apart and does not play with the other pupils.

Amongst the following statements, please indicate which adaptations are advised in this particular case:

I reprimand Loïc's school mates because they exclude him during recreation time
I ask to Loïc what system font and font size better suits him for reading learning documents
I ask to Loïc where he prefers to seat in the classroom
During recreation time, I propose to the other pupils to game that is adapted to Loïc and I get involved with the group at least at the beginning
I punish Loïc for his lack of motivation
I rather hand out document onto the table rather than using the blackboard

Comment:

I take the time to get to know Loïc, separately, to understand why he keeps himself apart from the group. I certainly do not reprimand his school mate but propose a group discussion. I promote one-to-one and group communication.

In fact, adaptation set for Loïc can benefit to all and make everyone's life easier. Adaptations answering to special educational needs can generate a positive atmosphere/ shared mindset that can be exploited by teachers as part of the overall school curriculum (e.g. promoting diversity, toleration and mutual respect).

Q5. Quiz: Right or wrong

Question		Comment
The deaf can hear the sounds.	R	There is only a small minority of the deaf who cannot hear anything at all. Hearing impairments include a wide range of cases, from difficulties to understand a group conversation to total hearing loss. The latter case scenario represents less than 5% of deaf community meaning that even a profound deaf can hear noises. However, it does not mean that he/she will be able to exploit them!

The deaf primarily need sign language interpretation.	W	Although sign language is essential for those who practice it, there is only approx. 5% of the deaf community who uses it. Other compensation tools exist such as the cued speech, which is adapted in most of the national languages.
You just need to shout in order to be heard.	W	A deaf person is deaf. There is no need to shout. Even if we just mentioned that most of them have residual hearing. Some of them might wear hearing devices too. However, shouting distorts the shape of your mouth, which makes lip reading more difficult. Speak normally and clearly, not too fast. Articulate and do not exaggerate.
To communicate with a deaf person, we can write.	R	Writing often make things easier but it does not work all the time. Of course, for those who were affected by hearing loss <u>after</u> learning how to read, writing is the best solution. For the others with hearing impairment since their birth, learning how to read is a long and difficult process. So, think about using keywords or simple drawing rather than long phrases.
The deaf are also mute.	W	Deafness does not affect vocal chords. In fact, many deaf people speak or produce sounds. If some of them do not speak, it is either because they did not learn, or because they choose to avoid doing it by fear of being judged or misunderstood. Try to imagine having to repeat something that you cannot hear. Here is one of the main reasons why learning speech and language is more difficult for them and require long speech therapy sessions.
The deaf read on lips.	R	Yes but... Even if it is one of the most widespread technical compensation tools, it does not work all the time. Once again, it is a matter of learning and especially because reading on lips is difficult (due to different shapes of lips, accents, homophones, having a beard or a moustache, wearing a mask due to COVID-19, ...)
Sign language is international.	W	No, each country and sometimes, region, has its own sign language. However, the international community has recently created a common basis of 1 500 signs that can be used during international conferences or meetings.
The deaf cannot drive.	W	A Deaf can drive! He/she just needs to pay more attention on his/her environment. Everything is based on vision. Some vehicles are equipped with visual signals.

Q6. Quiz: Amongst the following statements, which ones are correct?

Hearing loss affect both ears simultaneously
I only hear sounds lower than 25 Db just from the right ear. I am hard of hearing.
If I no longer ear the birds chirping, nor the wind rustling the leaves in the trees, I am hard of hearing.
If I am able to hear low pitched-tones, then I can also hear high pitched-tones.

According to WHO, there are 6 different grades of hearing loss.

Q7. Quiz: Amongst the two following statements, which one are correct?

At school, I notice that a pupil shows some sort of clumsiness. Her results differ when I give oral or written instructions and they are generally deteriorating. She tends to make one another repeating him/herself. I let her parents know about my observations, I advise them to meet her General Practitioner and I wait until they give me the outcome of their visit at the GP.

At school, I notice that a pupil shows some sort of clumsiness. Her results differ when I give oral or written instructions and they are generally deteriorating. She tends to make one another repeating him/herself. I let her parents know about my observations, I advise them to meet her General Practitioner. I propose to make adjustments that will meet her particular needs.

Comment: Your role is to share your observations with her parents and to make adaptations that will meet her special educational needs.

Q8. Quiz :

Louise has joined a table tennis club. She seems to not react when we speak to her while she is playing, focusing on the game, or when she is not clearly pointed out. She has a strong tendency to make her coach repeating his instructions. She also has difficulties to speak clearly and she speaks louder than the others.

Amongst the following statements, please indicate which adaptations are advised in this particular case:

I stop repeating myself. She just has to listen and be more focused

I let her parents know about my observations, I advise them to meet her General Practitioner

I call out Louise and make sure to catch her attention every time I speak

I play a musical background to motivate her and the rest of the group

I place myself right in front of her and I speak clearly to her and the rest of the group

Comment: I noticed some red flags in Louise's attitude that may be link with hearing impairments. I let her parents know about my observation and re-direct them towards their General Practitioner or a specialised health professional.

In parallel, I adapt my attitude and my communication to facilitate her participation to our activities.

In fact, adaptation set for Louise can benefit to all and make everyone's life easier. Adaptations answering to special educational needs can generate a positive atmosphere/ shared mindset that can be exploited by the coach values education through sport (e.g. promoting diversity, toleration and mutual respect)

Q9. Quiz:

Question		Comment
I have noticed the appearance of symptoms with this young person. I share my diagnosis with his parents.	W	You are not a doctor. You can only share your observations and recommend them to contact their General practitioner
I must keep myself informed about possible financial and support schemes	R	
I must keep myself aware of pedagogical and educational methods and compensatory tools	R	

Parents call me out to inform me that their child is hard of hearing. I only make adoptions to ensure his participation my activity.	W	With the parents' approval, I share this information with my colleagues and local partners in order to promote a general/comprehensive support programme
A colleague calls me out because she has a hard of hearing young person in her group. I provide her guidance and support to set up adoptions answering the special educational needs of this young person.	R	

Module 3 - IMPLEMENTING EDUCATIONAL AND SOCIAL INTERVENTIONS

Q1. Modification of evaluation criteria is an “access to the curriculum” adaptation:

- A) True
- B) False**
- C) It is not an adaptation

Q2. Which of the following are NOT educational environment adaptations for young hearing-impaired students? (Choose ALL the answers that are correct)

- A) Adding isolation materials to absorb reverberation
- B) Teacher standing in front of the window**
- C) Use of mirrors in the corners of the classroom
- D) Teacher-student confidential signals
- E) Using a smaller blackboard**

Q3. Which of the following are educational environment adaptations for young visually-impaired students? (Choose ALL the answers that are correct)

- A) Using polished clear shiny surfaces
- B) Adding braille translation on the information at the bulletin board**
- C) Having a smaller desk to find it easier
- D) Increasing the amount of light for low-vision students**
- E) Reduce noise level at class**

Q4. Assistive technologies create an unfair advantage for impaired students

- A) True, because they have better possibilities and more tools than other students
- B) False, they allow access the same instructional opportunities**

Q5. Which of the following are NOT assistive technologies that helps with using internet? (Choose ALL the answers that are correct)

- A) Refreshable braille display
- B) Screen reader
- C) Smart Perkins/Braillewriter**
- D) MP3 player**
- E) Optical Character Recognition (OCR) technology

Q6. Which of the following are assistive technologies that helps a low-vision student read a paper book? (Choose ALL the answers that are correct)

- A) Refreshable braille display
- B) Handheld magnifier**

- C) Screen enlargement software
- D) Task lightning
- E) Optical Character Recognition (OCR) technology

Q7. Which of the following assistive technologies would you use for a daytime outdoor speech for a hearing-impaired student? (Choose ALL the answers that are correct)

- A) Infrared Systems
- B) Frequency Modulation (FM) systems
- C) Ultrasound systems
- D) CART – Communication Access Realtime Translation
- E) Optical Character Recognition (OCR) technology

Q8. Which of the following is NOT a feature of a Hearing Aid? (Choose ALL the answers that are correct)

- A) It has a part surgically implanted in the cochlea
- B) It has an embedded microphone, amplifier and speaker
- C) It has usually an integrated Telecoil for Hear/Induction Loop systems
- D) It has an integrated built-in Infrared receiver
- E) It can translate captioned media to electric signals

Q9. Select all possible instructional modifications for BOTH hearing/visually impaired students? (Choose ALL the answers that are correct)

- A) Give them the teaching material in advance and prior to the lesson
- B) Always write clearly any announcement in the whiteboard
- C) Give more time to the student for responses in class
- D) Provide students with all materials (lesson plans, activities,...) in accessible formats
- E) Use a CART – Communication Access Realtime Translation system

Q10. Which of the following are methods to adapt image-based instructional materials for visually impaired students? (Choose ALL the answers that are correct)

- A) Tactile graphics
- B) Smart Braillewriter
- C) Thermoform machine
- D) 3D printer
- E) Inkjet or laser printer

MODULE 4 – SUPPORTING STRUCTURES

Quiz 1

Identify which statement is true (T) and which is False (F)

1. District-Based Support Teams (DBSTs) consist of professionals from various departments.	T
2. Institutional-Level Support Teams (ILSTs) are school-based support teams.	T
3. Full-Service Schools (FSS) support certain learners' needs.	F
4. Special Schools as Resource Centres (SSRC) support learners' needs in all specialised areas.	F
5. Learning Support Educators (LSEs) support learners with special needs only.	F

Quiz 2

Choose what does not link to the leadership role of a resource teacher:

Resource teachers are expert teachers who, though spend most of their time in the classroom, they frequently take leadership roles.
Resource teachers take leadership roles especially for the cases and times when development and innovation is at stake.
For the case of inclusive education, all teachers in the mainstream schools are specialised in this area, and thus they are often called to take a leadership role and be involved in leadership-oriented decisions and actions.
Good leadership is key to inclusive education.
According to Harris and Muijs (2016) all teachers have the skills, abilities and aptitude to lead and should be trusted to do so.

Quiz 3

Resource teachers are involved in a number of effective leadership practices throughout the day, in in-school environments and beyond. Choose the practice that is NOT an effective leadership practice:

Cultivating self-awareness
Being responsible for a group of people
Leading by example
Avoiding communication

Promoting ethical action
Respecting other people

Quiz 4

Resource teachers are also capable of creating a culture for sustainable teacher leadership by supporting empowerment, time and opportunities. Below, you may match the explanation with the term:

1. Empowerment	a. Resource/expert teachers need enough time to be involved in leadership practices and act as leaders.
2. Opportunities	b. Resource/ expert teachers need to be empowered and self-confident to be involved in leadership practices and help and support others.
3. Time	c. Resource/ expert teachers need to be given the opportunity to involve in different leadership roles and responsibilities, such as coaching, mentoring as well as collaborating with peers for certain tasks.

Correct answers: 1b, 2c, 3a

Quiz 5

Match each Jonson & Jonson (1989, 1999, 2002, 2012) collaboration element with its activity:

1. Co-operative teaching	a. Teachers adopting a differentiated approach.
2. Co-operative learning	b. Teachers targeting positive classroom management.
3. Collaborative problem solving	c. Teachers promoting teamwork amongst learners.
4. Heterogeneous grouping of learners	d. Teachers focusing on goals and alternative learning approaches.
5. Effective teaching approaches	e. Teachers providing feedback for improvement.
6. Teacher assessment	f. Teachers adapting a team approach.

Correct answers: 1f, 2c, 3b, 4a, 5d, 6e

Quiz 6

Read the statements concerning lesson planning below and decide which is right (R) and which is wrong (W).

The lesson planning consists of a description of what is to be taught.	R	
The lesson planning entails the aims and objectives of the day topic.	R	
The lesson planning excludes information on how to teach a topic.		W
The lesson planning provides information on the teaching and learning approaches.	R	
The lesson planning describes the activities that are to be implemented.	R	

Quiz 7

Read the statements on modern supervision purposes below and decide which is true (T) and which is false (F).

Ensure that teachers perform their duties.	T	
Confirm that teachers are being paid.		F
Help teachers improve their skills.	T	
Safeguard that governmental policies are being followed	T	
Guarantee that new methods are being successfully implemented.	T	

Quiz 8

Which of the following is not amongst the five types of communication?

1. Verbal Communication , which entails engaging in speaking with others either face to face or via phone, Skype, ZOOM, etc.
2. Non-Verbal Communication , which entails silence and word-less communication. It includes facial expressions, eye contact, hand movements, and touch.
3. Written Communication , which entails writing emails, posts, etc. as well as reports and letters of agreement.
4. Gap communication , which entails various problems and misunderstandings in an attempt to communicate with the others.
5. Listening , which entailing actively or passively adhering to messages.
6. Visual Communication , which entails communication via the visuals, e.g. Facebook, Instagram, posts, etc.

Quiz 9

Match the communication technique with its brief description:

1. Class websites	a. In the context of this communication technique parents and teachers may discuss future goals.
2. Parent-teacher conference	b. In the context of this communication parents and teachers are met for the first time.
3. Open houses	c. This communication in mainly contextualized to announcements.

Correct answers: 1c, 2a, 3b

Quiz 10

Which of the following is not amongst the list of inclusive communication tips?

Always remember that a person with a disability is a person like anyone else.
Music fosters communication.
When communicating with a person who has difficulty speaking, be patient and provide her/ him time to complete her/ his sentences.
When giving instructions, make sure you give both, written and oral instructions.

MODULE 5 - COMMUNICATION

Q1. Quiz. Which statement is true (T) and which is false (F)?

1. Communication is the transmission of a message from one source to the other.	T
2. Written communication is nonverbal communication.	F
3. For nonverbal communication to be effective both parties should be present at the same place.	T
4. Verbal communication is a system of symbols used to share meaning that follows certain agreed-upon rules.	T
5. Verbal communication is universal.	F

Explanation:

1. Communication occurs between at least two persons.
2. Language either spoken, written or signed is verbal communication because it uses words which have certain meanings.
3. The ability to “read” nonverbal signs helps with effective and good communication. Verbal communication is better when logical or abstract ideas are transmitted where nonverbal communication transmits emotional states and regulates interpersonal relations.
4. Spoken language, written language and sign language all follow certain rules: grammar, phonetics ...
5. Every country has its own language, and every culture has its own customs.

Q2. Quiz: Fill in the blanks using the following words: language, symbols, sign.

Language is a system of spoken, signed or written **symbols**. There are more than 200 different **sign** languages in the world according to the World Federation of the Deaf. Written **language** is the greatest human achievement.

Q3. Quiz: Connect statements to make the correct definitions:

1. Kinesics	5. the study of how we use time
2. Proxemics	8. examples are hairstyle, jewellery, tattoos, automobiles, status symbols...
3. Haptics	6. vocal quality, pitch, volume, rate of speech, rhythm, and inflection
4. Silence	7. the space we occupy
5. Chronemics	2. the study of how our use of space influences the ways we relate to others
6. Paralanguage	3. the study of touch
7. Environment	4. no use of word and utterance to convey meanings
8. Artifacts, objects, and personal appearance	1. it is the study of body movement and facial expressions

Q4. Quiz: Which statement is true (T) and which is false (F)?

A blind person is a person whose vision is not functional enough to allow him or her to live an independent daily life.	T
When addressing visually impaired persons you should not use words such as <i>to see</i> , <i>to watch</i> , <i>to stare</i>	F
In regular group activities the layout of the room should not be changed if a visually impaired person participates in them.	T

Q5. Quiz

Lip reading is a technique of understanding speech by visually interpreting the movements of the lips, face, and tongue when normal sound is not available.	T
In group communication signal a change of speakers so that Deaf or Hard of Hearing know who to face.	T
About 70 % of the speech can be lip-read.	F
Sign language interpreter, note taker and captionist don't have to have certain knowledge of the subject/activity because terms used by Sign language interpreter, note taker and captionist are very simple to be understood by Deaf and Hard of Hearing.	F
When communicating with Deaf and Hard of Hearing it is very rude and derogatory to use pen and paper or mobile phone to write down what is said.	F

MODULE 6 – INCLUSIVE EDUCATION AWARENESS AND ENGAGEMENT

Read carefully the following testimonial from Coralie in order to identify its main aspects before answering to the quiz.

Coralie's education:

Coralie was born with visual impairment and she became blind at 4 years' old. She tells her story: *'I went to a mainstream public school up until my third year of secondary school. At the local elementary and primary school, first everything went smoothly until I reached the first grade with a new teacher. I had difficulties for moving around but my schoolmates kindly supported me and some other pushed me. I fell several times. So, my teacher decided to keep me in the classroom, where I worked to learn braille or to do some adapted exercises with another special teacher or an educator from the service that was supporting me. I could not play with the other anymore. It is as if I was grounded.'*

Coralie was supported by a service dedicated for young people with sensory disorders.

'Soon, these specific arrangements made to meet my particular needs were seen as too heavy for this school that no longer wanted to keep me. So, another school accepted me and everything went well. School canteen. I had to face other difficulties there. The manager did not want me to eat there because 'it is too much responsibilities, I do not have enough staff!' she said. So, for several years, my grand-ma picked me up a lunch break and I ate with her. But when I reached secondary school, it was not longer possible. And there was a big dining hall with a self-service! I could not hold my food tray, pick my dishes, and move around with my backpack and my food tray to find a place where to seat. I was complicated even with the support from my school mates. Some of them did not want to help me and they remained silent so I did know that they were just standing there, next to me.'

Q1. QUIZ: Identify the statements referring to inclusive practices

<i>'[...] some [schoolmates] other pushed me. I fell several times.'</i>
<i>'another school accepted me and everything went well.'</i>
<i>'my teacher decided to keep me in the classroom'</i>
<i>'I could not play with the other anymore. It is as if I was grounded.'</i>
<i>'my grand-ma picked me up a lunch break and I ate with her'</i>
<i>'my schoolmates kindly supported me.'</i>
<i>'I could not hold my food tray, pick my dishes, and move around with my backpack and my food tray to find a place where to seat.'</i>
<i>Some of them did not want to help me and they remained silent so I did know that they were just standing there, next to me.'</i>

Q2. QUIZ: Identify which SMART acronym letters are correct:

Specific – target a specific area for improvement

Meaningful – having a global good effect

Advantageous – allows a competitive advantage when finished

Realistic – state what results can realistically be achieved, given available resources.

Time-related – specify when the result(s) can be achieved.

Q3. QUIZ: Tick the correct statement for the example of objective: improving the accessibility of the canteen

1 - I request a meeting with the school director to notify him about my disagreement

2 - I analyze the situation and identify the specific problems

3 - I believe that there is no way to find a solution and it is just an unpleasant time that will pass

4- From statement 2, I propose adaptations and I can the stakeholders that will help to improve the overall accessibility of the canteen

Q4. QUIZ: Tick the specific or 'sub-objectives' that are inclusive

Someone will support Coralie for every single task

Setting up an appropriate signage: visible or tactile symbols, guide strips, tactile floor strip, etc. as well digital guidance solutions adapted to partially sighted and blind persons

Adapting the food trays, cutely and dishes to make them accessible

Someone will support Coralie every time she asks for help

Set up tactile directional signs and contrasted colours on and around the sideboard

Providing adapted trolleys so the partially sighted and blind persons can easily walk around without dropping their food tray, backpack and other personal belongings

Providing an adapted format of the daily menu so partially sighted and blind persons can choose what they want to eat

Someone will guide Coralie towards a free seat, leave there, go prepare her food tray and bring it to her

Q5. QUIZ: Tick the items that are not relevant and should not appear in a concept note

Funding opportunities
Detailed budget of all purchases
Identification of needs and feasibility
Brief nutritional advices for this specific target group
Overall objective
Specific or 'sub-objectives' that will contribute to meet the overall objective
Brief definition of visual impairments
Subcontractor list
Transferability
Challenges
Project internal audit
General context about inclusion (incl. guidelines and applicable laws)

Q6. QUIZ: Tick the relevant institutions or schemes that your institution may contact in order to fund this kind of inclusive project

The family allowances fund
The rotary club
The local disability support centre
The county council and especially the Accessibility Department
The local Social Security office
The town hall that may have an Accessibility councilor or service (especially if your school dinning hall is used for other local citizens who are not school pupils)
Parents of pupils of your school or institution
A health care mutual
The State
Parents or association of parents of children with disabilities
The Director of your school or institution