

Strategies for Inclusion

Making high quality and citizenship
education more inclusive and accessible

Event Report

5th Transnational Partner Meeting

11 July 2018, Ljubljana



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EVENT REPORT

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ABOUT THE PROJECT

The project *Strategies for Inclusion* is meant to contribute to making the **teaching and learning of history and citizenship** at schools **more inclusive and accessible for all learners** including those special educational needs. It is meant to enhance equity, improve diversity and inclusion of educational systems overall, while strengthening the profile of teaching professions and the quality through mobility and cross-border cooperation. The project started in September 2015 and will last until August 2018. The project includes different associations and organizations as **partners**, including project coordinator *EUROCLIO – the European Association of History Educators*, our Armenian member organization (*CIVITAS*), schools from Portugal (*Agrupamento de Escolas Coimbra Centro / Agrupamento Montemor del Velho*) and Slovenia (*Zavod za gluhe in naglusne Ljubljana*), as well as two institutions of higher education, from The Netherlands (*Hogeschool van Amsterdam*) and Norway (*Norges Teknisk-Naturvitenskapelige Universitet*). All of these partner organizations have produced tailored educational resources, while building the capacity of educators, raising awareness of the importance of inclusive and accessible history and citizenship education and creating a transferable model on the implementation of strategies for inclusion that can be adapted for use in other subjects as well.

EXECUTIVE SUMMARY

The 5th consortium meeting of the project was hosted by *Zavod za gluhe in naglusne Ljubljana* and was embedded in the final project training and the 4th EUROCLIO Regional Summer School, which was organized in Metlika. The meeting took place at July 11 in Ljubljana and was attended by 7 consortium members who came from 5 countries. 2 EUROCLIO members of staff were also present.

As the project entered its final phase, the consortium members convened in this meeting to **assess the work done** up until now as well as to **reflect on the project** as whole. Each partner has been working with intellectual outputs that help to make history and citizenship education more inclusive. This meeting was very crucial to **plan the final actions** in the project, while simultaneously reflecting on the lessons learned from the start of the project.



5TH TRANSNATIONAL PROJECT MEETING

“Strategies for Inclusion – Making high quality and citizenship education more inclusive and accessible”

The meeting started with updates and developments in the project since the last consortium meeting, which were presented by EUROCLIO and partner organizations. With only a few months left in the project, many of the project results have been reached. The [Collection of Existing Resources](#) dealing with publications, books and websites dealing with making history or citizenship more inclusive, and the identified barriers that students can phase, specifically in history or citizenship, was already finalized earlier, and the **Needs Assessment Research Report** only needs some final touches. A **collection of interesting practices** on inclusive history and/or citizenship education that is started now exists of 12 [blog posts published](#), and many more to follow in the coming months.

The **educational resources** that are developed in the project are also currently being finalized, undergoing a process of final editing and language editing before they will be uploaded to the project page and the [Historiana portal](#). They were already used for multiplication events organized by the project partners, and during the workshops offered in the final project training in which this meeting was embedded.

Programme elements:

- Updates, and Review Development and Implementation since the last transnational project meeting.
- Collection of input for the final donor reportage, which includes
 - Review of cooperation and communication partnership
 - The impact of the project on participating partners
 - Dissemination efforts
- Overview of the remaining work in the project.

Finally, the **policy recommendations** that are developed in the project are finalized and sent off to a translation company to become available in all EU languages.

During a round of updates, the partners had the chance to offer a short presentation on the organization and implementation of their so-called multiplier events. These are national training events in local language where some of the project results are shared with a wider group of educators.

After the round of sharing, the partners **evaluated** critically the work done and the **impact** that the project had, on individual, partner and European/international level. As the project was **innovative** both for EUROCLIO and the partners, it was interesting to hear what everyone's thoughts on the project were. In general, the partners expressed that at the start of the project a lot of time was needed to come to a **common understanding** of the focus of the project, and the language that was used. It was considered important that the project covered a wide geographical scope as that offered a broader perspective on the **concept of inclusion** and how we can implement it in the classroom. Despite some communicational difficulties and the challenges that come with that, the partners all agreed that it is important to look at inclusion from a different angle and that is exactly what this project had managed to do.

Partners also noted that in general, the project was **inspiring** and it **motivated** everyone to work hard. There was a strong sense that this project has had an impact on the individuals involved, as well as their organizations in terms of how they approach inclusive education. In addition, by reaching out to teachers across Europe and sharing recommendations based on the findings of this project, the project reached out to a much larger group. Several partners also expressed their interest to continue this pioneering work of **integrating the expertise of inclusive and special needs education into the specific subjects of history and citizenship**.

As the meeting was incorporated into the final training seminar in the project, the partners also organized and presented workshops themselves. During the first day of the training, **Arie Wilschut** from Hogeschool van Amsterdam provided the opening keynote lecture. The lecture dealt with the topic of looking at inclusive education from the perspective of history and citizenship education. The second workshop was given by project special advisor **Jayne Pletser-Dent** (International Baccalaureate) looking at history and citizenship education from the perspective of inclusive education. The workshop also introduced the principles of *Universal Design for Learning*. Based on academic research, UDL is an educational framework that enables teachers to adapt their teaching and the learning environments of their students to accommodate individual learning needs. **Lise Kvande** of the Norwegian Technical University provided a plenary workshop on concept learning. Her session made use of the CLEAR method: Concepts Learning for Empowerment through Analysis and Reflection.



Project partners *top row* – Arie Wilschut (Hogeschool van Amsterdam), Steven Stegers (EUROCLIO), Aleksandr Shagafyan (Civitas-Armenia), Jayne Pletser-Dent (International Baccalaureate), António Joaquim (Montemor-de-Velho), Lise Kvande (Norwegian Technical University). *Bottom row* - Vanja Dolenc (Zavod za gluhe in naglusne Ljubljana), Judith Geerling (EUROCLIO), Ziva Ribicic (Zavod za gluhe in naglusne Ljubljana).

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