

GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

ERASMUS INTENSIVE STUDY PROGRAMME (ISP)
UNIVERSITY COLLEGE ESEC
16-29 NOVEMBER 2014

PROGRAMME AND INFORMATION

GROUP:

1 2 3 4 5 6 7 8

NAME STUDENT/TEACHER

.....

Dear student, dear teacher,

Bem-vindo/a a Coimbra 😊

We are really glad to welcome you in ESEC and wish that you enjoy all aspects of the programme and also of the city. You are about to experience 2 very intensive weeks. We hope that at the end you will feel it was worth to have come from so far.

In this brochure you can find:

The total planning of the ISP

An overview of the lectures and the Workshops

An overview of the school visits

An overview of the culture

❖ Changes can be announced.

WE WISH YOU ALL THE BEST, ENJOY!



Ana Coelho

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Joana Chélinho

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SUNDAY - 16 November 2014

Hour	What	Who	Where	Guide/Coach
Afternoon	Arrival	Students	NS HOSTEL	Ana, Vera PT students
Evening		Teachers	Residencial Botânico	
20:00	Light meal: Soup and bread	Whole Group	NS HOSTEL	

MONDAY - 17 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		
9:00-9:30	Welcome	Whole Group	ESEC auditorium	Rui Antunes IPC President Rui Mendes ESEC President Pedro Balas International Coordinator
9:30-10:00	Global information about the programme Practical information	Whole group	ESEC auditorium	Ana Coelho Vera Vale Joana Chélinho
10:00-11:30	Ice breaking games and guided tour in ESEC [Break – choose a moment to make a break and take a picture with your transnational group]	Transnational groups		PT students Isabel, Luana
11:30-11:45	Group photo	Whole Group	auditorium entrance	Vera Vale Isabel, Luana
12:00-13:00	Lunch	Whole Group	Dolce Vita restaurant	PT students
13:00-16:00	Students presentation in transnational groups of own educational systems and perspectives on inclusive education (20 minutes each group for presentation and discussion) [Break – choose a moment to make a break]	Groups 1, 3	2nd floor room 1	Tutors
		Groups 2, 4	2nd floor room 2	
		Groups 5, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
16:00-16:30	Planning group work in transnational groups: Logbook Reflections on presentations of educational systems and perspectives on inclusive education. Preparing questions to lectures	Groups 1, 2	2nd floor room 1	Tutors
		Groups 3, 4	2nd floor room 2	
		Groups 5, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
16:30-17:00	Virtual city tour	Whole Group	ESEC auditorium	
20:00	Group dinner	Whole Group	Instituto Justiça e Paz	PT students

Changes:

TUESDAY - 18 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		PT students
9:00-11:00	Lecture <i>Inclusive education in Portugal</i> David Rodrigues Discussion with the lecturer	Whole Group	ESEC auditorium	
11:00-11:15	Break			
11:15-11:45	Reflection about lecture in transnational groups	Groups 1, 3	2nd floor room 1	Tutors
		Groups 2, 4	2nd floor room 2	
		Groups 5, 7	2nd floor room 3	
		Groups 6, 8	2nd floor room 12	
12:00-13:00	Lunch		Dolce Vita restaurant	PT students
13:00-15:00	Lecture <i>ANIP – on behalf of good practices in early intervention</i> Viviana Ferreira Discussion with the lecturer	Whole Group	ESEC auditorium	
15:00-15:15	Break			
15:15-16:00	Reflection about lecture in transnational groups Logbook	Groups 1, 8	2nd floor room 1	Tutors
		Groups 2, 7	2nd floor room 2	
		Groups 3, 6	2nd floor room 3	
		Groups 4, 5	2nd floor room 12	
16:00-19:00	Preparation of evening activities: global awareness and culture (cooking)	National groups	Instituto Justiça e Paz	PT students
20:00-22:00	Cultural evening group dinner	Whole Group	Instituto Justiça e Paz	

Changes:

WEDNESDAY - 19 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		Yourself
9:00-11:45	Workshop LT <i>SNE within the Education System of Lithuania</i> (Vitalija Gražienė)	Groups 1, 3	2nd floor room 1	
	Workshop TR <i>Inclusion for teacher trainees: developmental approach</i> (Hülya Gür & Gözde Akyüz)	Groups 2, 4	2nd floor room 2	
	Workshop NL <i>Behavioral problems: structure and challenge</i> (Ria Logtenberg & Ali Wit)	Groups 5, 7	2nd floor room 3	
	Workshop BE <i>Inclusive and integrated education in Flanders</i> (Joke Maesen & Els Callens)	Groups 6, 8	2nd floor room 12	
12:00-13:00	Lunch		Dolce Vita restaurant	Yourself
13:00-15:45	Workshop UK <i>What happens in a 'One-stop shop'?</i> (Karen Hudson & Justine Gallagher)	Groups 2, 8	2nd floor room 1	
	Workshop BE <i>Inclusive and integrated education in Flanders</i> (Joke Maesen & Els Callens)	Groups 3, 5	2nd floor room 2	
	Workshop LT <i>What early school drop-outs of Roma children tell us about the educational system?</i> (Ausra Simoniukstyte)	Groups 4, 7	2nd floor room 3	
	Workshop DK <i>A privilege walk in school</i> (Vibeke Gjessing & Hanne Neergaard)	Groups 1, 6	2nd floor room 12	
15:45-16:00	Break			
16:00-17:00	Reflection in transnational groups. Logbook	Groups 2, 8	2nd floor room 1	Tutors Ana, Vera, Joana
	Information about school visits.	Groups 3, 5	2nd floor room 2	
	Preparation of observation and interviews.	Groups 4, 7	2nd floor room 3	
		Groups 1, 6	2nd floor room 12	
Evening	Free			
21:30	Night Runners (optional)		Praça da Portagem	PT students

Changes:

THURSDAY - 20 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
(8:15 or 8:30)	Walk to school or to bus stop	In groups		PT students
9:00-12:00	Visit 1 school in transnational groups (information, observation, interview)	Groups 1, 2, 3	Paralisia Cerebral- APCC	PT students Tutors
		Group 4	Almedina	
		Group 5	S. Bartolomeu	
		Group 6	Ingote	
		Group 7	D. Dinis	
		Group 8	Coselhas	
12.30-13.30	(Packed lunch)			PT students
14.00-17.00	Visit 1 school in transnational groups (information, observation, interview)	Groups 4, 5, 6	Paralisia Cerebral- APCC	PT students Tutors
		Group 7	Almedina	
		Group 2	S. Bartolomeu	
		Group 3	Ingote	
		Group 1	Coselhas	
		Group 8	Vale das Flores	
17.30-18.30	Reflection in transnational groups	In groups	NS Hostal	Tutors
Evening	Free			

Changes:

FRIDAY – 21 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
(8:15 or 8:30)	Walk to school or to bus stop	In groups		PT students
9:00-12:00	Visit 1 school in transnational groups (information, observation, interview)	Groups 7, 8	Paralisia Cerebral- APCC	PT students Tutors
		Group 1	S. Bartolomeu	
		Group 3	Almedina	
		Group 2	Coselhas	
		Group 6	Vale das Flores	
		Group 4	Ingote	
		Group 5	D. Dinis	
12:30-13:30	Lunch	Whole group	Dolce Vita restaurant	
13:30-16:15	Workshop PT <i>Boccia</i> (Pedro Saraiva)	Groups 2, 4, 6, 8	2nd floor room 1 gymnasium	
	Workshop PT <i>GAME (PNL)</i> (Cristina Ferreira)	Groups 1, 5	2nd floor room 12	
	Workshop PT <i>Music for all: an inclusive approach to music</i> (Cristina Faria & Rui Ramos)	Groups 3, 7	music room 1	
16:15-16:30	Break			
16.30-17:00	Reflection in transnational groups Logbook	Groups 2, 4	2nd floor room 1	Tutors
		Groups 6, 8	2nd floor room 2	
		Groups 3, 7	2nd floor room 3	
		Groups 1, 5	2nd floor room 12	
17:00-17:15	More detailed information on the programme of the weekend	Whole group	auditorium	Tutors Ana, Vera, Joana
17:15	Fado de Coimbra ☺	Whole group	auditorium	
Evening	Free			

Changes:

SATURDAY – 22 November 2014

Hour	What	Who	Where	Guide/Coach
7:30-9:00	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
9:00	Bus to Porto	Whole group	NS Hostel	Ana, Vera, Joana
11:00-13:00	Visit to the Serralves Museum – guided visit (special needs educational programmes)	Whole group	Serralves Museum and Garden	
13:30-14:30	Lunch	Whole group	Downtown *	
afternoon	Free time			
21.00	Leaving from Porto		Palácio da Bolsa *	

* See map of Porto

Changes:

SUNDAY – 23 November 2014

Hour	What	Who	Where	Guide
8:00-9:30	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
9:30-10:00	Walk to Old University	Whole group		PT students
10:00-11:30	Cultural Program in Coimbra Visit to the University of Coimbra (UNESCO World Heritage) (guided visit to Joane Library, "University City")	Whole group	Old University of Coimbra	Ana, Vera, Joana PT students
11:30-12:30	Visit to Museum Machado de Castro (guided visit to museum exhibition and criptoportic)	Whole group	Museum Machado de Castro	
12.30	Lunch Free			
Afternoon	Free			

Changes:

MONDAY - 24 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:15	Breakfast	Whole Group	NS Hostel R. Botanico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		Yourself
09:00-11:45	Workshop NL <i>Behavioral problems: structure and challenge</i> (Renske Maandag & Ali Wit)	Groups 1, 4	2nd floor room 1	
	Workshop TR <i>Development of Social Skills Through Creative Activities</i> (Nazli Ruya Taskin)	Groups 3, 5	2nd floor room 2	
	Workshop UK <i>What happens in a 'One-stop shop'?</i> (Karen Hudson, Justine Gallagher & Linda Graham)	Groups 6, 7	2nd floor room 3	
	Workshop DK <i>A privilege walk in school</i> (Vibeke Gjessing & Elin Rasmussen)	Groups 2, 8	2nd floor room 12	
12:00-13:00	Lunch	Whole Group		Yourself
13:00-15:45	Workshop LT <i>Hearing Impaired Children in General Education. Inclusion vs. Exclusion?</i> (Daiva Burkauskienė)	Groups 5, 6	2nd floor room 1	
	Workshop TR <i>Development of Social Skills Through Creative Activities</i> (Nazli Ruya Taskin)	Groups 7, 8	2nd floor room 2	
	Workshop NL <i>Behavioral problems: structure and challenge</i> (Renske Maandag & Ali Wit)	Groups 2, 3	2nd floor room 3	
	Workshop BE <i>The care continuum in a mainstream pre-school in Flanders: frame and good practices</i> (Els Callens & Ann Delaere)	Groups 1, 4	2nd floor room 12	
15:45-16:00	Break			
16:00-17:00	Reflection in transnational groups. Logbook	Groups 5, 6	2nd floor room 1	Tutors Ana, Vera, Joana
	Information about school visits in Lousã	Groups 7, 8	2nd floor room 2	
		Groups 2, 3	2nd floor room 3	
	Preparation of observation and interviews.	Groups 1, 4	2nd floor room 12	
Evening	Free			

Changes:

TUESDAY - 25 November 2014

Hour	What	Who	Where	Guide/Coach
7:00-8:30	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:45	Bus to Lousã	Whole Group	NS Hostel	Ana, Vera, Joana
9:45-10:00	Welcome City Hall	Whole Group	City Hall Lousã	Isabel, Luana
10.30-12:00	Visit 1 (visit to schools – regular classes and specialized units and interventional Daycare)	Groups 1, 2, 5, 6	Escola nº 1	Pt students Tutors
		Group 7	Escola Secundária	
		Groups 3, 4	Escola nº 2	
		Group 8	Early Intervention	
12:00-12:15	Break (snack)	All groups	Parque Carlos Reis	Pt students
12:15-13:00	Reflection in transnational groups	All groups	Parque Carlos Reis	Tutors
13:15-13:30	Welcome ARCIL	Whole Group	ARCIL	
13:30-14:30	Lunch	Whole Group	ARCIL	
14:45-15:45	Visit 2 (visit to different departments and services of ARCIL and School regular classes and specialized units)	Groups 1, 5, 8	Professional training (ARCIL main building)	Isabel, Luana Pt students
		Group 2	Jardim de Infância Sta Rita	
		Group 3	Ceramics	
		Groups 4, 7	Occupational Centers	
		Group 6	Health services (ARCIL main building)	
15:45-16:15	Break			
16:15-17:15	Visit 3 (visit to residential homes of ARCIL and ARCIL ceramics)	Group 1, 8	Lar Casa das Cores	Isabel, Luana Pt students
		Group 2	Ceramics	
		Group 3	Lar Residencial	
		Group 4	Lar XM	
		Group 5	Lar 2	
		Group 6	Lar Residencial	
		Group 7	Lar 1	
17:30-18:00	Reflection in transnational groups	All groups	Parque Carlos Reis	Tutors
18:30-19:30	Group dinner			
19:30	Leaving from Lousã			

Changes:

WEDNESDAY - 26 November 2014

Hour	What	Who	Where	Guide/Coach
7:15-8.15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		Yourself
9:00-11:45	Workshop DK <i>A privilege walk in school</i> (Vibeke Gjessing, Elin Rasmussen & Anette Rasmussen)	Groups 4, 7	2nd floor room 12	
	Workshop UK <i>What happens in a 'One-stop shop'?</i> (Karen Hudson, Justine Gallagher & Linda Graham)	Groups 1, 3	2nd floor room 2	
	Workshop PT <i>Art Expressions [4_in_1]</i> (Cristina Faria, Bartolomeu Paiva, Cristina Leandro, Margarida Torres & Cátia Assunção)	Groups 2, 6	gymnasium	
	Workshop PT <i>Adapted toys</i> (Alice Tavares & Fátima Vilaça)	Groups 5, 8	2nd floor room 1	
12:00-13:00	Lunch		Dolce Vita restaurant	Yourself
13.00-17.00	Reflection in transnational groups. Feedback and task presentation. Preparation of final presentation in transnational groups. [Find a moment to make a break]	Groups 1, 4	2nd floor room 1	Tutors
		Groups 2, 5	2nd floor room 2	
		Groups 3, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
Evening	Free			
21:30	Night Runners (optional)		Praça da Portagem	PT students

Changes:

THURSDAY - 27 November 2014

Hour	What	Who	Where	Guide/Coach
7:15-8.15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	PT students
8:15-9:00	Walk to ESEC	Whole Group		Yourself
09:00-11.45	Preparation of final presentation in transnational groups	Groups 1, 2	2nd floor room 1	Tutors
		Groups 3, 4	2nd floor room 2	
		Groups 5, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
12.00-13.00	Lunch	Whole Group	Dolce Vita restaurant	Yourself
13.00-17.00	Preparation of final presentation in transnational groups	Groups 1, 2	2nd floor room 1	Tutors
		Groups 3, 4	2nd floor room 2	
		Groups 5, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
Evening	Free			

Changes:

FRIDAY – 28 November 2014

Hour	What	Who	Where	Guide
7:15-8:15	Breakfast	Whole Group	NS Hostel R. Botânico (teachers)	
8:15-9:00	Walk to ESEC	Whole Group		Yourself
09:00-11:50	Interactive presentations group 1-4 (presentations + debate)		ESEC auditorium	
	09:00-09.40	Group 1		
	09.40-10.20	Group 2		
	10:20-11:00	Group 3		
	11.00-11.40	Group 4		
	11:40-12:20	Group 5		
12:30-13:30	Lunch	Whole Group	Dolce Vita restaurant	Yourself
13:30-15:30	13:30-14:10	Group 6	ESEC Auditorium	
	14:10-14:50	Group 7		
	14:50-15:30	Group 8		
15:30-15:45	Break			
15:45-16:30	Feedback to presentations. Evaluation of total IP	Groups 1, 2	2nd floor room 1	Tutors
		Groups 3, 4	2nd floor room 2	
		Groups 5, 6	2nd floor room 3	
		Groups 7, 8	2nd floor room 12	
16.30-17.30	Certificates	Whole Group	ESEC auditorium	
20:00 Evening	Farewell dinner and party	Whole Group	Lab Chemico/ bar restaurant	Ana, Vera, Joana PT students

Changes:

SATURDAY - 29 November 2014

Hour	What	Who	Where	Guide/Coach
Morning/afternoon	Departure	Students	NS HOSTEL	Ana, Vera, Joana
		Teachers	R. Botânico	

Overview of workshops and lectures

TEACHERS



Vitalija's Gražienė



Gözde Akyüz



Hülya Gür



Ali Wit



Ria Logtenberg



Renske Maandag

Workshops Summary

"SNE within the Education System of Lithuania" (LT)

The main legal documents that regulate education of children with SEN and financing of education of such children will be presented; system of identification of special educational needs will be reviewed. Teacher training – basic and specialist teacher training – peculiarities will be described as well as the development of inclusion in Lithuania. Special focus will be given to the didactic strategies in heterogenic children groups.

Inclusion for teacher trainees: developmental approach (TR)

Inclusive education means that all students attend and are welcomed in the schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. In this workshop, there will be a discussion on the question "How can we modify course materials, activities, assignments to be more accessible to all students in our classes?" Utilization of a variety of teaching strategies, activities, and assignments that will accommodate the needs of students with diverse learning styles, abilities, backgrounds, and experiences will be discussed.

Behavioral problems: structure and challenge (NL)

Behavior is an aspect of education where every teacher, wherever he lives, has to deal with. Teachers are expected to understand the behavior of all children, and they have to know the specific characteristics of all pupils.

What does this mean in practice?

The learning environment should be challenging for children, so they can become intrinsically motivated and the priority of learning will be placed.

The learning environment must be structured, supportive and clear to all children but especially for children with behavioral problems.

For the teacher, this means a positive and solution-oriented way of approaching and a clear and challenging handling of the didactics.



Els Callens



Joke Maesen

Inclusive and integrated education in Flanders (BE)

How does education for students with disabilities look like in Flanders?

In Flanders we have special education AND integrated education and inclusive education in mainstream school. We have a look at these systems. What does the law say? Who can participate? What do we want for our future? ... Good practices of inclusive and integrated education will be shown and also the discussions, problems, ... We experience with students with disabilities in schools for mainstream education. Open-minded and creative thinking about 'real cases' is necessary for this workshop!



Vibeke Gjessing



Elin Rasmussen

A privilege walk in school (DK)

The workshop is an experiment in using an adult workshop tradition with experiences that may have a transfer in exploring and understanding how to include pupils in early childhood in a learning community.



Anette Mortensen



Hanne Ulrik



Karen Hudson



Justine Gallagher

What happens in a 'One-stop shop'? (UK)

In the UK inclusion is a well established concept in the early years and mainstream education. A more recent government focus has been on "Narrowing the gap", a range of evidence-based, multi-disciplinary approaches to address the inequalities which are often associated with being born into poverty.

This interactive workshop will explore some of the overarching policies and practices which grew out of the 'Every Child Matters' agenda and aim to support young children and their families and improve their life chances.

Practical work will explore, amongst other things, baby massage, family learning, baby signing, parenting skills and weaning.



Linda Graham



Ausra Simoniukstyte



Cristina Faria



Rui Ramos



Cristina Leandro



Cristina Faria



Margarida Torres



Bartolomeu Paiva



Cátia Assunção

What early school drop-outs of Roma children tell us about the educational system? (LT)

In European countries illiteracy rates for Roma are much higher than the national averages. In Lithuania 25.3% of Roma do not finish the primary school or are illiterate (national average is 4.6%). As a result of non-completion of primary school many children are leaving schooling without acquiring the most basic skills. Thus, they are not able to break the vicious cycle that many Roma find themselves in and the intergenerational transmission of poverty and exclusion.

The workshop will explore the situation of Roma education in Lithuania and other countries and the reasons of Roma early school drop-outs. The possible solutions to this problem will be discussed in relation with the concept of inclusive education.

Music for all: an inclusive approach to music (PT)

With this workshop is intended that participants experience a set of music expression activities in inclusive music education context.

ART EXPRESSIONS [4 _ i n _ 1] (PT)

The workshop "ART EXPRESSIONS 4 in 1" aims to foster the acquisition of knowledge in the conceptual framework of music, dance, drama and plastic expression from related and inducing dynamic skills development focusing on critical thinking and creative experimentation – and, in this case, materialize solutions with integrated dimension gives rise to a collective performance which review on inclusive teaching and art education.



Nazli Ruya Taskin

Development of Social Skills Through Creative Activities

Inclusive education practices require people to work together to invent opportunities and solutions that maximize the learning experiences of all children. Effective communication, problem-solving and team building skills may help both students and teachers to create a place where everyone belongs, is accepted, supported and is supported by others in order to meet the educational needs. This engaging workshop helps develop communication skills, perspective, and problem-solving skills of participants through a series of creative activities. Participants will work in collaborative teams, learn from each other and solve problems together to better understand the diverse needs of children with and without disabilities.

Hearing impaired children in general education. Inclusion VS exclusion? (LT)

Inclusion is not a new concept in education. Related terms with a longer history include mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization, and regular education initiative. The aim of inclusion is to restructure schools and classrooms in order to respond to the needs of all children.

Special education inclusion signifies the participation of special education students in regular education classrooms and provision of support services to these students. The main objective of inclusion education is that all students in a school, regardless of their strengths and their weaknesses in any area, become part of the school community.

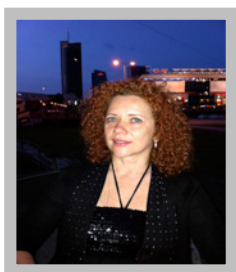
The care continuum in a mainstream pre-school in Flanders : frame and good practices (BE)

In Flanders 'CARE' is really important in the pre-school. We try to keep as long as possible the child with special needs in the classroom.

The care-continuum is an instrument we use as a frame to know the 'education needs' of the children to know who needs to support the child.

The M-decrete is new in Flanders. This decrete wants to stimulate inclusion more.

We give some good practices.



Daiva Burkauskienė



Ann Delaere



Els Callens



Pedro Saraiva

Boccia (PT)

"Boccia is a very important sport for disabled people (especially children), and it has different approaches - educational, recreational and competitive.

Learn a little more about this great sport, its approaches, basic rules and necessary resources".



Cristina Ferreira

GAME

Gym of Activities for Mind Efficiency (PT)

GAME is a 'brain's users manual' in the sense that capacitates students to use their brains/minds in a more easy and efficient way. In an Evidence Based Practice, GAME is based on recent knowledge from Neurosciences, Positive Psychology and Neurolinguistic Programming. Sessions have 'theory' on how brain and mind work (always on the users perspective) and practical and fun activities that promote effective learning and happiness (self perceived well-being). In this workshop will be presented GAME's principles and some practical examples.

LECTURES



David Rodrigues

Special Education in Portugal: pathways and challenges

The Portuguese Special Education system devotes lots of its energies to promote Inclusion of students with SEN. This year 97% of all the students with disabilities will be educated in regular public schools. Nevertheless, some challenges remain about how to include these students in regular educational settings with quality and respect for their differences. In this conference these challenges will be addressed and discussed with the participants.



Viviana Ferreira

ANIP - on behalf of good practices in early intervention

In this lecture we propose to present the model for Early Intervention in Portugal, its key principles and mode of operation. Will be also presented a case study that illustrates our day to day with ; in early intervention.

Brief description of school and institutions to visit

IN COIMBRA

S. BARTOLOMEU (Preschool and Primary School) – Public *Reference School* for bilingual education of deaf children in a multicultural neighborhood.

ALMEDINA (Preschool and Primary School) – Public *Reference school* for autistic children in a multicultural neighborhood.

VALE DAS FLORES (Primary School) – Public *Reference school* for intervention with multi-disabled children.

INGOTE (Preschool and Primary School) – Public school in neighborhood with low socioeconomic conditions and a community of Roman children and families.

COSELHAS (Preschool and Primary School) – Public *reference school* for autistic children.

ESCOLA D. DINIS (Secondary School) - Public *reference school* for professional integration of disabled young people.

PARALISIA CEREBRAL/ APCC (CEREBRAL PALSY ASSOCIATION OF COIMBRA) – Nonprofit private organization that develops different activities with the children and adults suffering from cerebral palsy. It has many departments, like occupational and professional training centers, health and rehabilitation services, residences. It also includes a Primary School. (<http://www.apc-coimbra.org.pt/>)

IN LOUSÃ

ARCIL (ASSOCIATION FOR THE RECUPERATION ON INADAPTED PERSONS OF LOUSÃ) - Nonprofit private organization that develops different activities with handicapped children and adults. It has many departments, like occupational and professional training centers, health and rehabilitation services, residences. (<http://www.arcil.org/en/index.php>)

CRECHE DA MISERICÓRDIA - Nonprofit private daycare; early intervention unit

JARDIM DE INFÂNCIA STA RITA – Public preschool

ESCOLA Nº 1 - Public *reference school* for multi-disabled children.

ESCOLA Nº 2 - Public *reference school* for autistic children

Overview of cultural programme

Museu de Serralves (Porto)

The Serralves Museum is the foremost museum for contemporary art in Portugal, uniquely sited in the grounds of the Serralves Estate, which also comprises a Park and a Villa. Through its collection, temporary exhibitions, performance, education and public programmes, publishing initiatives, and national and international collaborations, the Museum fosters the understanding and appreciation of contemporary art and culture. - See more at: <http://www.serralves.pt/en/foundation/the-museum/presentation/#sthash.KAbHPBVd.dpuf>

Serralves aims to provide a connection with institutions that aim to provide support and monitoring for groups with special needs, through the organisation of continuous programmes, with weekly or monthly periodicity, thus making it possible to discover the Foundation's heritage assets. The proposals are tailored to the specific characteristics of each group, and are aimed at stimulating relational attitudes, develop autonomy, implementation capacity, in collaboration with the respective technical experts.

- See more at: <http://www.serralves.pt/en/education/special-needs-groups/#sthash.wFlpNSlj.dpuf>

In the visit to Serralves you will learn how they work with special needs groups.

Universidade de Coimbra

The University of Coimbra, the uptown ("Alta") and Sofia were classified by UNESCO as World Heritage sites. Situated on a hill overlooking the city, the University of Coimbra with its colleges grew and evolved over more than seven centuries within the old town. Notable university buildings include the 12th century Cathedral of Santa Cruz and a number of 16th century colleges, the Royal Palace of Alcáçova, which has housed the University since 1537, the Joanine Library with its rich baroque decor, the 18th century Botanical Garden and University Press, as well as the large "University City" created during the 1940s. The University's edifices became a reference in the development of other institutions of higher education in the Portuguese-speaking world where it also exerted a major influence on learning and literature.

You will do a **Guided tour to Paço das Escolas: the Royal Palace (Grand Hall of Acts, Private Examination Room and Arms room), St. Michael's Chapel, the Baroque Library and Academic Prison. In the baroque library (Joaquim Library) don't forget to ask about the bats ☺**

Museu Machado de Castro

Recently reopened, this great museum is a highlight of central Portugal. It's fitting that it has become a real centre of the local community, with people gathering to admire the views from its patio and cafe, for it's built over the Roman forum, the remains of which you can see. The artistic collection is wide-ranging and superb.

Part of the visit takes you down to the vaulted galleries of the cryptoportico that allowed the forum to be level on such a hilly site. It's spooky and immensely atmospheric. The route through the museum section starts with sculpture, from the architectural (column capitals) through Gothic religious sculpture and on. Highlights include a section of the delicate cloister of São João de Almedina and some exquisite alabaster pieces from England. Renaissance masters arriving in Coimbra from other parts of Europe brought their own styles and contributed to the establishment of a distinctive Coimbra tradition. A whole chapel has even been reassembled here. The section downstairs includes impressive 16th-century terracotta figures from Hodart's Last Supper, while paintings on the higher floors include stunning Flemish panels by Metsys. A collection of gold monstrances, furniture, and Moorish-influenced pieces are almost too much by the time you reach them.

See more in <http://www.museumachadocastro.pt/en-GB/default.aspx>

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