SOIL
Social Inclusion of Learners

SOIL Manual

SOIL Projekt-Partnerinnen und -Partner

Das SOIL Programm wird unterstützt von:

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SoIL Manual - English version

Introduction

The diversity of students and inclusion in class have become standard settings in most schools. However, not all educators feel like they are adequately trained to deal with diversity in general or students with special restrictions.

SOIL qualifies up to 100 educators from seven countries with selected and tested methods for inclusive teaching. This follows the goal to train educators to deal with diversity professionally and to recognise the needs of people with disabilities and satisfy those needs accordingly. The used methods focus on changed structures in the daily routine, better understandability of educational contents, individualised learning and learning with the help of digital tools.

The Project **SoIL – Social Inclusion of Learners** is a two year cooperation (12/2016 - 11/2018) of six partners bringing their methodical expertise and their potential for dissemination of the methods together. On the one hand, SoIL provides innovative and effective best practices in individualized learning - atempo/AT, Schools on the Move/DE, University East London/UK - and on the other hand an opportunity to disseminate and introduce it into a system – the above mentioned partners and City Council Maastricht/NL, The Centre for the Research of Ethnicity and Culture/SR, Centre for Didactic/ RU.

SoIL wants to contribute to a new design of thinking throughout a system where each student is valuable, and nobody has to feel disadvantaged. **SoIL** – **Social Inclusion of Learners** is dedicated to all learners across Europe, because the only chance and the only way to raise adults that respect diversity is to give them an opportunity to experience diversity in their classrooms, every day.

SoIL wants to contribute two key educational CHALLENGES:

The growing diversity of European societies bring opportunities and challenges to all stakeholders alongside an educational system. The alignment of the European education policies towards the inclusion of all learners, no matter who they are, into the mainstream education, is one of the pivotal conditions to foster social integration, mutual understanding and respect among young people and communities. **The first challenge** is in the hands of the policies to provide unlimited opportunities and access to education for all children, to make sure that heterogeneous communities of learners enter common social spaces, such as a schools where they learn in common classes regardless of their learning potential, abilities, social or migrant backgrounds.

The second challenge of inclusion work is the implementation of student-oriented learning methods.

This means that teachers must assess the students' current academic, social and cultural status to facilitate the learning process as much as possible. Indeed, child-centred teachers view their role more as being learning guides rather than merely transmitters of knowledge.

Therefore, skills such as group work guidance, assessing learning styles (and changing instructions to adapt to students' learning styles), other individualized and adapted learning approaches, cooperative learning strategies, peer tutoring and strategies to achieve strong reading skills and literacy for all students are essential for teachers to develop and use in inclusive classrooms. Three partners of SoIL bring their learner-centred best practices into the project, design a seminar in which these methods are applied and disseminated to all partner countries, making sure to initiate their further dissemination beyond the project lifetime and beyond the frontiers of the partner countries.

Method contributing organisations

atempo

atempo Betriebsgesellschaft mbH. is a private non-profit organisation, owned by the non-profit atempo association. atempo offers various training and learning facilities for people with learning difficulties and disabilities in Graz and several services for assisting members of this target group to get jobs on the first labour market. In addition, atempo offers services and products which obtain its certain quality out of the fact that people with learning difficulties and disabilities are significantly involved in the production and delivery.

All atempo activities aim to work towards equalisation of people with learning difficulties and disabilities. Besides that, atempo tries to remove barriers that prevent people with learning difficulties and disabilities to take part in society as equal citizens.

Through its work within many European project partnerships, atempo cooperates with many comparable organisations and initiatives throughout Europe.

arempos organisation has three departments: capito, nueva and education and career.

capito is Italian and means “I have understood”. capito produces information products which are “easy to read” or “easy to understand” and barrier-free in terms of technical accessibility. The capito methods and quality standards, based on an elaborate set of criteria and rules, are linked to the GERS, the European Frame of Languages. Out of this reason, capito does not only provide “easy-to-read” information, but also a continuous model of stages that points the way to the world of reading for people with low language skills.
atempo also developed “nueva”, a model to define, evaluate and describe the quality of services out of the service user's point of view. Meanwhile, the method has been long-term tested and implemented in 5 Austrian federal countries, in Italy (South Tyrol), Germany (Berlin) and the “unique” project will be carried out to test the nueva program in five European countries.

The “Education and Career” department provides vocational training measures which are aimed to involve participants in the first labour market. The training courses are very much based on learning with digital tools, especially how to use the computer for acquiring information and communication purposes. In the Leonardo “Online” project, atempo developed an barrier-free online learning platform for people with learning disabilities.

atempo employs 68 staff members, who are skilled in various expertises; from teaching people with special needs to writing and designing text and developing software. The expertise of the trainers, how the needs of people with learning difficulties can be solved at least partially by means such as media use and barrier-free communication, builds the fundamental basis of this project. The atempo association was founded in 2000, atempo Betriebsgesellschaft mbH in 2004.

Schools on the Move

''How do we want to learn?'' was one of the four questions posed in the public participation process ''Future Dialogue'', by Chancellor Merkel. Besides forums and workshops, there was also an expert group on the topic. Overall, it was evident that everyone was talking about the same: Learning as the unfolding of an individual's full potential in a supportive community. Soon it became obvious that making a change on the national level is hardly possible, as education in Germany is regulated by each federal state. Therefore, the expert group decided to set up an organisation that would work directly with the schools and support them to become places of learning for the unfolding of an individual's full potential. Prof. Dr Stephan Breidenbach moderated the expert group and together with Prof. Dr Gerald Hüther and Margret Rasfeld, the principal of the ''Evangelischen Schule Berlin Zentrum'', founded the initiative Schools on the Move (Schule im Aufbruch gGmbH) in 2012.

(c) Initiative Schule im Aufbruch gGmbH

Schools on the Move are schools that decided to develop from now on in the direction of the unfolding of the full human potential. Some Schools on the Move made their first steps; others are already entirely transformed, yet all of them see themselves as a dynamic and learning organisation that is continuously evolving. Schools on the Move are public or private,rural or urban, small or large. Through their vast variety, they demonstrate the possibilities apart from teaching in 45-minute intervals. Hence many other schools get inspired in adapting the system to the needs of all learners while taking diversity into account, instead of adapting the students to the system.

The initiative supports the move of the schools through the organisation of advanced training, knowledge-building and individual support while actively working on spreading the new understanding of education in politics and society. Based on the insights the trend report education was developed, which combines innovative education projects from all over the world.

Schools on the Move can also be found in Austria, Switzerland and Poland.

Related links

Schools on the Move Germany: www.schule-im-aufbruch.de

Schools on the Move Austria: www.schule-im-aufbruch.at

Schools on the Move Switzerland: www.schulen-der-zukunft.org

Budząca się Szkoła Polen: http://www.budzacasieszkola.pl

Schools on the Move - self perception: https://vimeo.com/178337606

Future dialogue: https://dialog-ueber-deutschland.bundeskanzlerin.de

Evangelic school in Berlin centre: www.ev-schule-zentrum.de

Trendreport education: www.trendreport-bildung.de

University of London

The University of East London has an experienced project support team that monitors the implementation and performance of its research centre staff in external work. UEL's research development and support team applies "Prince2" project management methodologies to ensure that work is on schedule, within budget and meeting the best possible quality standards.

At the heart of the RIX Centre's work is an approach called Multimedia Advocacy. Multimedia Advocacy is an inclusive approach that uses words, images, videos and sounds to promote an individual's preferences and perspectives. The Multimedia Advocacy approach is built on the principles and values of person-centred practice and uses multimedia tools to help people with intellectual disabilities communicate and take control of their own lives. It is an approach that uses multimedia tools to help people advocate for themselves and achieve greater independence and social inclusion. Crucially, it is about supporting staff and people with intellectual disabilities working together in a continuous process of listening and learning from each other.
RIX has been providing training in Multimedia Advocacy for professionals working in the fields of education, health and social care for more than ten years. Their courses are offered in personally, mixed, and e-learning formats and have a lot of experience in the development of efficient learning materials and supporting guidance in a wide range of media.
Through their research and development projects, they have developed, tested and evaluated easy-to-use online tools for person-centred planning and digital inclusion that can be used with iPads and tablets. This work included a major pilot project and evaluation in East London using iPads and their online RIX Wiki tool to embed person-centred practice and activity into the curriculum of Charlton Park Academy, a local special school for students with intellectual disabilities.
RIX has been part of the IncluEdu and Erasums+ program which enabled them to further develop their approach and develop a learning program that uses the principles of Multimedia Advocacy and Universal Design for Teaching and Learning. The pathway to

personalised education was developed as part of this project.
The RIX team brings to the project “Education for All” their previous experience in Universal Design in Teaching and Learning, Multimedia Advocacy and Person Centred Practice as well as the use of technologies with people with complex needs.

Seminar design

The “Best Practice” methods from atempo (AT), Schools on the Move (D) and the RIX Institute (UK) look at diversity in teaching from different perspectives and complement each other. All methods have in common, that the individualisation of education and contents are in the centre of attention.

“Schools on the Move” (D) conveys new formats of school education, for example *learning office* and *project-oriented learning*. The method – easy-to-read provided by atempo (AT) places the comprehensibility of contents the centre of efforts. As a result of a K2 project between the RIX institute and atempo, digital tools supporting individualised learning were developed. They, as well, are a method for inclusive learning. For details of the methods, see “Methods”. The nueva evaluation tool is the fourth method used in the seminar.

The seminars in the respective partner countries last 2-4 days and on average 20-25 teachers participate. Depending on location and needs, the seminars may have different primary focus points, whereas all methods are used at every location.

All **SOIL** partners are connected to schools with disadvantaged learners. The seminars will be offered to teachers that are mainly working with newly arrived migrants (UK, DE, AT, IT), students with disabilities (NL) and ethnic minorities of Sinti and Roma (SK, RU) in mainstream schools. In cities such as Berlin, London or Vienna, all of these target groups often come together in inclusive classes. **SOIL** seminars focus on especially these learning settings.

Another concern of the project team was, to relate the methods in the seminars and therefore open up differentiated possibilities for use.

Testing and implementation – after attending the seminars, all teachers will be inspired to test and implement the new methods learned in their daily work with heterogeneous learning groups. Through this, SoIL can reach to hundreds of disadvantaged learners already during the project lifetime. In Graz, it is as well possible for schools to be supported by trainers of the SoIL project when implementing the methods in their lessons.

After the implementation of the methods in the lessons, all teachers are invited to evaluate the results in cooperation with the students. Therefore, the fourth method applies: nueva develops a questionnaire that the teachers complete after testing the method. The evaluation of the project contributes to the goal of testing the effectiveness of the methods and ensuring their dissemination.

Methods

Schools on the Move

Although Schools on the Move are working with various learning formats, clear tendencies can be seen:

Individualised learning / self-learning

The daily routine at schools that are working with self-learning substantially looks like this: students arrive and choose material (out of the shelf or digital) they want to work on today. The material contains small inputs and tasks that the students work on individually. In case they need help, they ask classmates. At times exercises cannot be solved alone, and collaboration in teams is necessary. Once they have worked through their chosen thematic field at their own pace, they register for the examination, which may differ from school to school. After completing the exam, they receive feedback. What they have learned on each day will be recorded in their learning journal. Usually, weekly individual meetings with the educators take place, reviewing the past week and setting new learning goals for the next week.

The method “learning office” is later described in detail as an example of individualised learning.

Project learning

(c) Evangelische Schule Berlin Zentrum

During Project Lessons activities are primarily focused on taking action. Students get together in small groups and consider a specific project that they want to work on, mostly on the basis of a larger thematic question. They take responsibility for project planning, as well as for implementation and documentation of the project. The project lessons can be held on a daily basis for one or two hours, or as a different approach, a whole weekday can be dedicated. Ordinarily students carry out two to four projects annually, and subsequently, the results are presented to the school community. In contrast to self-learning, project learning takes place in small groups, so social skills are also practised. Moreover, project learning is interdisciplinary and supports the integration of contents into reasonable overall context.

Learning about self-chosen topics

(c) Evangelische Schule Berlin Zentrum

Free learning time is integrated into the timetable, which is intended to encourage students in learning on topics that they are interested in. This can either be a revision or deepening of the studied content during the lesson, but also studying topics of a completely new subject matter. For this purpose schools provide rooms, for example a library, a dance room or a laboratory. At some schools, self-learning fills almost the entire timetable, as the responsible people are convinced that intrinsically motivated learning is much more intense.

During exploratory learning, students choose a topic that they want to learn in depth and develop a particular approach, the so-called “research design”. This will be completed by either, individuals, or small groups. The research activities are conducted during a specific period of time (e.g. a week). Afterwards, the results are summarised and documented.

Moreover, students annually take elective courses to pursue their interests and learn about subjects that they believe are of higher value for them. These courses are offered by teaching staff, parents, as well as freelance employees to provide a broad range of topics. After the course is chosen the attendance is obligatory. At some schools a course can be switched after six months, at others only every two years to support intensive learning. The course offers to include artistic, social, scientific, or craft topics, whereas the work can take place inside or outside the school.

Learning through challenges

c) Evangelische Schule Berlin Zentrum

In the school subject “Challenge”, the students are set off once a year with self-defined tasks. Generally, they are engaged in the project for three to four weeks. Already six months before the start, the preparation begins i.e. with selecting a challenge, the team-building process, coaching in emergency management, dealing with money and much more. On their way, the students shall possibly solve all upcoming problems on their own. Usually, they will be accompanied by university students who do not interfere, but support them in case of emergencies.

Learning through responsibility & engagement

Students regularly contribute to the community life in the school subject responsibility. The spectrum of activities depends on the age group and range from reading in an old people's home to project responsibilities at a social or ecological institution. In contrast to an internship, the students decide for themselves on what particular project they want to work on. These contributions are usually extend over one or more school years. The course responsibility takes place during school time.

Social engagement is also strongly linked to the issue of sustainability, which is the subject that students consider when choosing which activities could be possible in their school or community for sustainable development.

Learning through appreciation

A fundamental difference was obtained when changing the general approach at schools from correcting mistakes to the discovery of successes, which is reflected in the feedback that they receive on their performance too. Regular meetings with parents are held not only if the performance declines,but also when the student shows excellent results. However appreciation includes community and recognition, so many schools have a weekly conference where all students have the possibility to present their project results, get praise or thank others.

Principles of the formats

Underlying all formats of Schools on the Move the same principle applies:
Learning as the unfolding of an individual's full potential in a supportive community. There are no “good” and “bad” students, rather different interests, potentials, learning styles and rhythms. Everyone is especially good in some things and less in others. The task of the school is to create opportunities in which learning of individuals is facilitated supporting one's own pace and self-chosen topics. It is not intended to adept the student to the system, rather the system should provide enough flexibility so it is possible to adapt to individual needs. In doing so, learning is not just understood as a preparation for examinations, not seen as a preparation for future life's but as a lifelong development process.

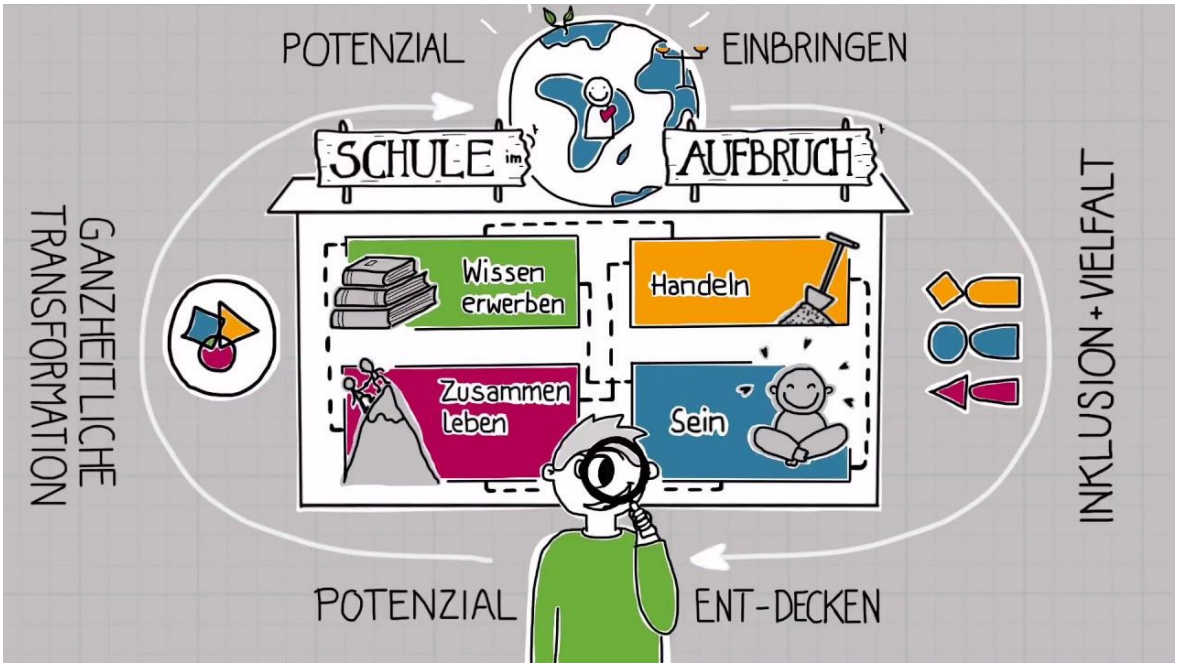
The “theoretical home” of all formats at Schools on the Move are the four pillars of learning for the 21st century of UNESCO:

(c) Initiative Schule im Aufbruch gGmbH

- Learning to learn: in a constantly changing world, it is not about acquiring an obsolete level of knowledge than to learn quickly and transform information into knowledge relevant for acting and decision making (subject matter expertise).
- Learning to take action: Achieving sustainable development requires active engagement, merely knowledge is insufficient. Learning by doing is the main concept of constructive learning, as all competences develop through experiences (competencies to act).
- Learning to live together: Dealing with diversity and the ability to achieve common goals are the foundation of justice and peace. Communication, empathy, community and conflict management are necessary for sustainably implementing common projects (social competencies).
- Learning to be: The ability to take responsibility for one's own life requires actively handling emotions, the capability of reflection and the continuous conscious exploration of one's potential (self-expertise).

Understanding of Schools on the Move at a glance:

Introduce Potential



Holistic transformation

inclusion and diversit

Discover potential

Related links

Example of individualised learning: the learning center of the ESBZ
https://vimeo.com/58773530

Example for individualised learning: self-learning at the “Bildungshaus Riesenklein”:
https://vimeo.com/131070268

Example for learning on self-chosen topics: The learning expedition of the new senior classes. https://vimeo.com/152403410

Examples of learning through responsibility: “adventure: helping” at the 4. comprehensive school Aachen: https://vimeo.com/116849745

Inspiration from Schools on the Move in Austria:
http://www.schule-im-aufbruch.at/kino-filme-von-schulen/

Learning Office

An example of individualised learning is the learning office:

The system

The work in the learning offices takes up concrete times of the school routine, for example the first or last 90 minutes of the day. Some schools also use the first or last learning units of the day, which allows students and teachers to have a flexible time frame.

There are various learning offices, divided up into different rooms regarding the subjects, in which the student can work. Often it is the main subjects like mathematics and German, social sciences and natural sciences which have their individual rooms. Language courses, supported by digital media can also take place in the learning office. The rooms contain materials from several, often three years. The students decide in which learning office they want to work each day, a decision that is binding for the rest of the day.

In the room, the students take out materials from the shelves or take the tablet they need for the day and work independently on their own goals. The rules are:

First, I try it by myself, if I can’t solve it, I ask my classmates - if they can’t help me either, I ask the teacher. For the teacher, this means that he or she can help the students individually to meet their needs throughout the entire time.

c) Evangelische Schule Berlin Zentrum

Learning this way is much more effective for the students, allowing them to learn at their own pace the whole time and not just in a group of students their age, were everyone is taught, orientated on the average. Meaning, that half the class is overstrained and the other half is demanded too little from. Furthermore, they have to acquire their materials themselves, making the learning process more active. Through the support of other students, the knowledge is deepened, because teaching is one of the most effective forms of learning.

After a student is finished with the building block, meaning a block of thematic material, they register for a test, which they then take alone in the learning office. On this test, the students do not get a grade, but they receive individual feedback following the “TOP TIPP” principle, which tells them what they did especially good and what they could work on further. It is possible that the student needs to register for a test again.

Inside the learning offices, students are expected to communicate by whispering. Conversation and collaboration are explicitly desired, but only at a volume that does not disturb other from learning.

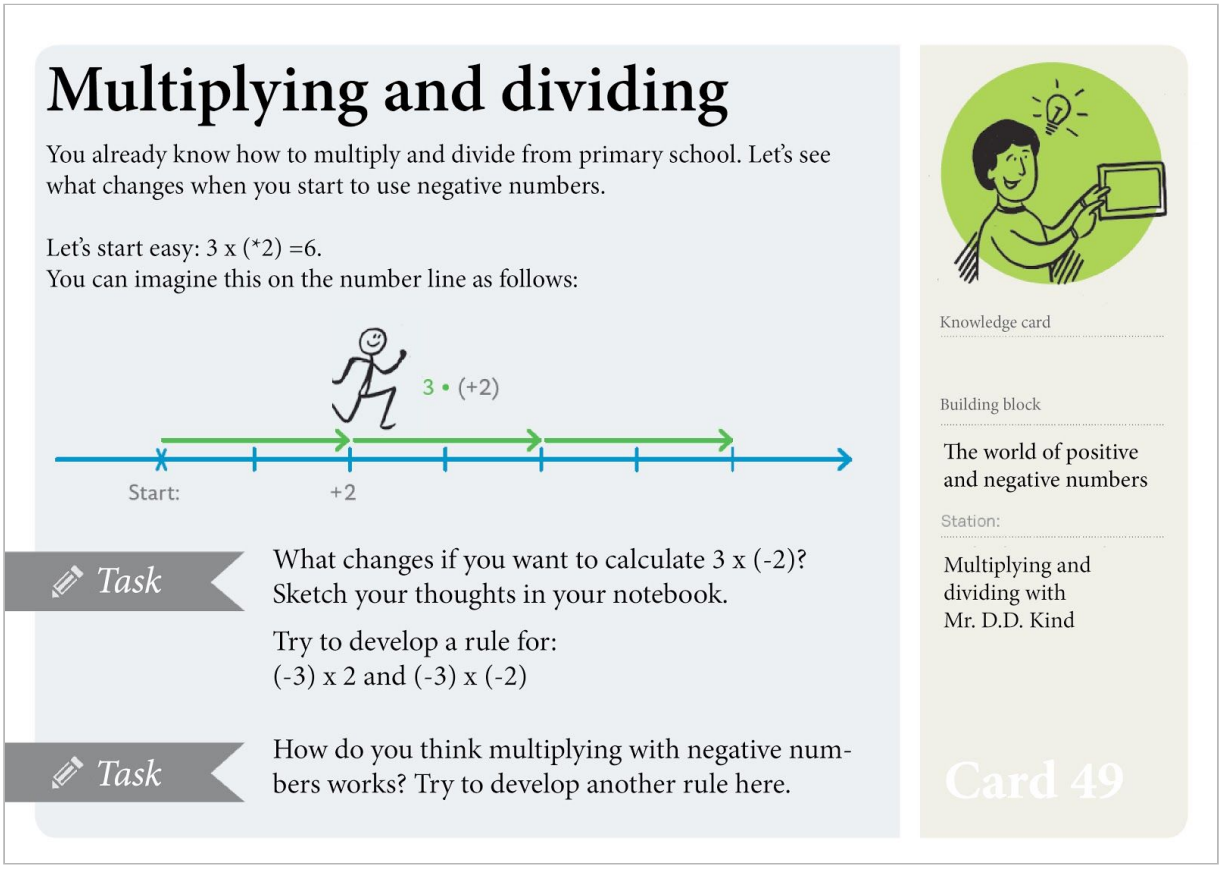
The material

The learning office changes the role of the teachers. They no longer just explain information to the students, but rather are a learning guide, so they individually advises those students

who need them. The transfer of knowledge takes place through prepared material in which links to books, videos and games can be found.

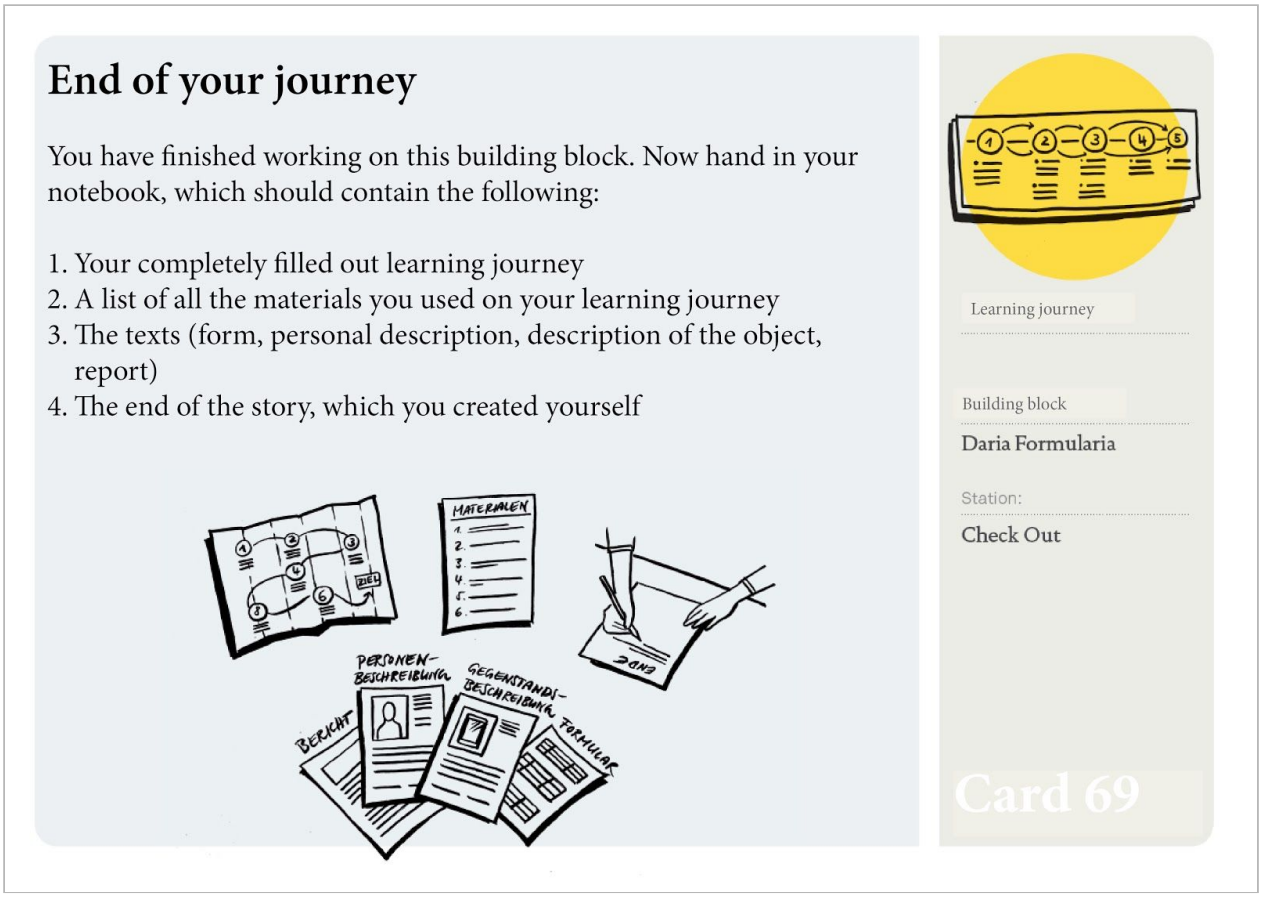
Partially this material can be bought, the “Montessori-Didaktik” for example has been working with self-learning material for decades and has a great value. Nevertheless, most teachers like to develop their own learning materials, allowing them to introduce their own didactics. This means a lot of work initially, which however pays off, if the same content is repeated regularly.

The material can be provided either in a filing box system or digitally. It intends to take a manageable range of a topic, e.g. not “math year 7” but “fractions with negative numbers”. Knowledge cards exist, which show the content in many little steps, often supported by references to books in the room or videos. The knowledge cards are followed by task cards, which immediately put the theory into practice.Tasks cards can require collaboration or can be solved alone and they can either be cognitive or designed like a game.



(c) Education Innovation Lab

Each building block leads to a completion. This can either be a test or a final tasks that must be submitted to the teacher.



(c) Education Innovation Lab

In the beginning, each building block starts with a list of all tasks and “stations”, which are intermediate goals. These help to divide the building block into three levels. Because of this, not every student has to pass through each task and station. Depending upon the agreed level, the student will only work on a certain number of topics and tasks. Hereby building blocks become inclusive, whereby inclusion not only means that they are editable for students with learning disabilities, but also challenging for students who can learn very quickly. Through the small scale of the building blocks, a student does not have to be “good” or “bad” at math, but can be “good in stochastic” and “bad in analytical geometry”. This allows them to learn about each topic at their level. Through the diversity of different

age-groups in the same room, it is also possible for students to revise specific materials from previous years. This allows them to work on fundamental potential weaknesses at any time.

A small note: In this example, the building blocks are well illustrated and designed. However, especially at the beginning, many schools simply work with folders.

The learning journal

The preprinted learning journal, which in German is called “Logbuch”, accompanies the students through their daily school routine. Goals of the week are recorded, for example, tests that are due, but also notes to the student's own satisfaction with what they have achieved. Additionally, it serves as a control instrument of individualised learning, because the teachers sign the student's activities. Furthermore, it includes important dates, rules and other relevant information for the school year.

Mein Wochenziel: ist erledigt ☑
Ich arbeite im Projekt energievoller und beteilige mich!

Donnerstag	Freitag	Ich bin stolz auf
Spanischvokabeln Lektion 3 lernen Material für Projekt mitnehmen	Zertifikate unterschrieben mitbringen und Tutor zeigen!	mich, weil ich endlich den Mathetest geschrieben und alle Aufgaben bearbeitet habe!

LB Mathe:	LB NG:	Mitteilungen an/von Eltern
endlich den Test zu Terme geschrieben, Heft abgegeben Lehrer	Kaiserreich 3 Karten (bis K.7) zur Gesellschaft Fotos + Quellen auswerten Lehrer	Thomas hat heute sehr engagiert im Lernbüro Englisch gearbeitet. Lehrer Datum Thomas hat heute sein Sportzeug vergessen – bitte erinnern Sie ihn dienstags daran! Lehrer Thomas muss heute um 15.30 Uhr zum Zahnarzt! Eltern
Projekt Diskussion in der Klasse zum Umgang mit Plastik Lehrer	WP I Spanisch Fragesätze gelernt und mit Stefan geübt (HA!) Lehrer	

KS - Projekt mit Gruppe die Umfrage auswerten bis 13[15] Uhr	Studierzeit Präsentation mit Lisa vorbereitet Anfood VV bis 14.15 Uhr/ Gottesdienst

Wochenfeedback	
Arbeitshaltung	95%
Regelrespektierung	90%
Material / Logbuch	70% wegen Sport
Unterschrift Tutor	Tutor
Unterschrift Eltern	Eltern

Projekt Stefan hat uns erklärt, wie man eine Grafik erstellt – Grafik präsentiert + Abschlussrunde Lehrer	Vereinbarungen mit dem Tutor / der Tutorin
	→ Mathetest anmelden und schreiben! ✓ → PV – Vertrag unterschreiben lassen! → Übungen zum simple present mit Englischlehrer absprechen!

(c) Evangelische Schule Berlin Zentrum

The tutor meetings

Each student has a tutor whom he meets once a week, even if it is only for ten minutes. In this conversation, they look back at the past week and derive the consequences for the following week. On the one hand, they discuss the content the student worked on that week, which building blocks he finished and on which he will work on the following week. On the

other hand, the meeting is about learning to learn and about how satisfied the student is with his current learning style. Additionally, they think about what the student can change regarding his form of learning and what small steps he could take for the next week. It is important that the tutor emphasises the good parts. However, also difficult questions like: “What are you proud of?” should be worked out. Therefore the tutor meetings provide content-related orientation, but also help the student to arrive at a realistic self-assessment that is neither supercritical nor self-glorifying.

Target group

Learning offices are available in all years, from the first year to last year. However elementary schools often prefer individualised learning formats that do not separate between subjects. In this case, the system is the same as described above, but with all materials in one room.

At the middle school, right after primary school, the learning offices have prevailed the strongest. They exist in all school types, but mostly in schools where inclusion plays a major role. In this case, they sometimes combine it with the learning office plus, which allows even more individual attention. The results are also very good at secondary school. Allowing the students to learn at their own pace, enables them to have more time for test preparation in subjects where they are not yet so strong.

Related links

The learning office at the IGS Stade: https://www.youtube.com/watch?v=qGKexyeauv0

The learning office plus - deepend individualisation: https://vimeo.com/55027440

Documents of the Max-Brauer-Schule in Hamburg regarding the learning office: http://www.cisonline.at/fileadmin/kategorien/Plain/neue_mbs_bsp.pdf

The learning journal of the “Evangelische Schule Berlin Zentrum”: http://www.ev-schule-zentrum.de/fileadmin/zentrum/Texte_PDF_Bilder_Zentrum/Logbuch_komplett_2013_2014_new.pdf

Learning materials from the Education Innovation Labs:www.lernbausteine.com

The tutor meetings at the “Evangelischen Schule Berlin Zentrum”: https://vimeo.com/57129689

Box of Change

The paradox of teacher education

Apart from specific reform pedagogy, individualised learning is slowly being implemented in schools. Meaning that we currently have the first generation of teachers, who are becoming learning guides instead of knowledge transmitters. Being a learning guide is a task that they have not been prepared for and a type of learning that teachers have not experienced themselves.
These fundamental paradoxes appear throughout all teacher trainings as in former times in boring lectures was taught that lessons must be interactive. Nowadays, interactive workshops conclude that teaching needs to be individualised.

The Box of Change is an attempt of creating a tangible experience of individualised lessons for the teaching staff, bringing together WHAT is taught and HOW is taught. The Box of Change was created under the slogan “every teacher's room a learning office” and contains self-learning materials, games, poster, etc. that allows teachers to learn for themselves in a variety of ways. However, within the scope of that project, the main emphasis is on self-learning with materials, analogue to the learning office of the students.

The system

As teachers do not have 90 minutes of daily study time in learning offices, the system had to be adjusted regarding the circumstances. An approach was to design cards, analogue to the learning offices, with brief description of the content, references to videos and tasks. On these task cards two possibilities to choose from are given, to consider different types learning. The building blocks are divided into 3-4 parts to allow prioritising different focus areas. The order in which the tasks are finished can be determined individually. Every part can be completed independently of the others. It is important that the learner recognises the part where they have the greatest need for learning.

Generally, the individual parts are laid throughout the room so that thematic corners are formed. There are fewer stacks of cards than people in the room, so close collaboration is necessary from the beginning. As the tasks are partially very creative, materials for handicraft work and writing are provided, just as headphones if suggested movies want to be watched on the smartphone. Once the content was introduced, and all rules of the game were presented the participants are asked to do everything possible in the following 90 minutes to allow profound and reasonable learning. To facilitate the learning process the material, the room, just as the participants and the internet shall be used. After 90 minutes, everyone

meets in a circle and discusses their learning experiences with regard to content and how they felt about self-learning. Afterwards, a second round can begin.

The material works just as good if somebody prefers to work on his own. In the case the material requires working with others, the student can search for individual people at the school that are willing to cooperate, or just work on tasks that can he can solve alone.

The rules

As everyone is working on different tasks, a set of 7 rules was established to ensure harmonious collaboration in the room. The visualisation of these rules is spread across the room in order to remain present.

The rules can be found in the game instruction, or the workshop leader explains them:

“This building block accompanies you on your individual learning path. In all cases, this applies: You learn what you need, exactly as you need it. Furthermore: You are responsible for your learning success. This building block can support you through your learning process. To facilitate handling the building blocks, the following “rules of the game”, which can also be found on the visualisation across the room, help you:

1. Where tension is, I consolidate

When tension can be found learning is possible. This can be a positive tension: Maybe you are nervous or even excited about what might come or what you will find in yourself. It might be as well a negative tension, e.g. if something upsets you or you experience resistance and you are scared that the topic is too challenging. No matter in what form the tension occurs- apparently you arrived a point that touches you. Use this chance to take a closer look. Conduct further research, talk with others or write down your thoughts. Because: you have found a learning topic. Yippie!

2. Deep instead of too much- and in your rhythm

You are going to find offers for learning here. Nobody tells you that you must complete all tasks - not even how fast or in what order. You devote as much time to a task until you are done with it. In doing so, you can, for example, work on a card for an hour or just two minutes. Both is fine if you could gain an insight into something. Repetitively ask yourself the question: Do you learn for yourself or do you just complete the tasks?

3. I face the challenges

On the tasks cards, you will find two possibilities when working on a topic. They correspond to different learning styles. Most of the time you will find out which possibility works better for you. However, do not always take the easy way and sometimes face the more difficult challenge. This is a great chance to test yourself, since your are not evaluated or controlled here. Over the time you will notice that you are always drawn to topics that are familiar to you. You should sometimes try to take on topics that you are not comfortable with and challenge yourself to try something new. Don't be overwhelmed, but find a good balance between the known and the new.

4. I ask others for support

Learning is always a social process, so from time to time, you need other people for collaborative thinking. Besides that, there are some tasks that you can not complete on your own. So look for support- this way you also meet new people. If, whoever you ask, does not want to help you, just ask someone else or take on a different task and come back to this one at a later point in time. Rejection usually has nothing to with you; it just means that your learning path does not fit well with the other person's learning path.

5. I support others - however I can say “No” if the timing does not suit me well

At some point, somebody else is going to ask you for help. However, this will not always fit the topic or timing of your learning path. Still: If you are not deeply immersed in a task, take a small detour and help somebody else. Often you can discover that it helps you a lot too. If it is very important for you to follow your learning path at the moment, have the courage to reject in a friendly way.

6. I stay focussed on the topic - even online

While you are learning, little moments will occur where you would rather do something else. This is where discipline is needed. Sometimes it helps to watch a video about the topic or research it online. Of course you can occasionally check your messages while you do that, but stay focused on the topic. Some problems may trigger resistance or boredness. However, keep in mind that enduring something and getting deeper into the topic is often better than the distraction.

7. I stay on my learning path

Make sure that you continuously follow your learning path. Dedicate yourself to the topics that have something to do with you, that challenge you and that you are interested in. If it helps you, find other people that work on the same topics. If their focus and rhythm is too different from yours, continue working alone. Keep asking yourself: Are you learning something relevant for yourself? If not, change something. If yes, compliment yourself, be happy and continue.

I learn by…

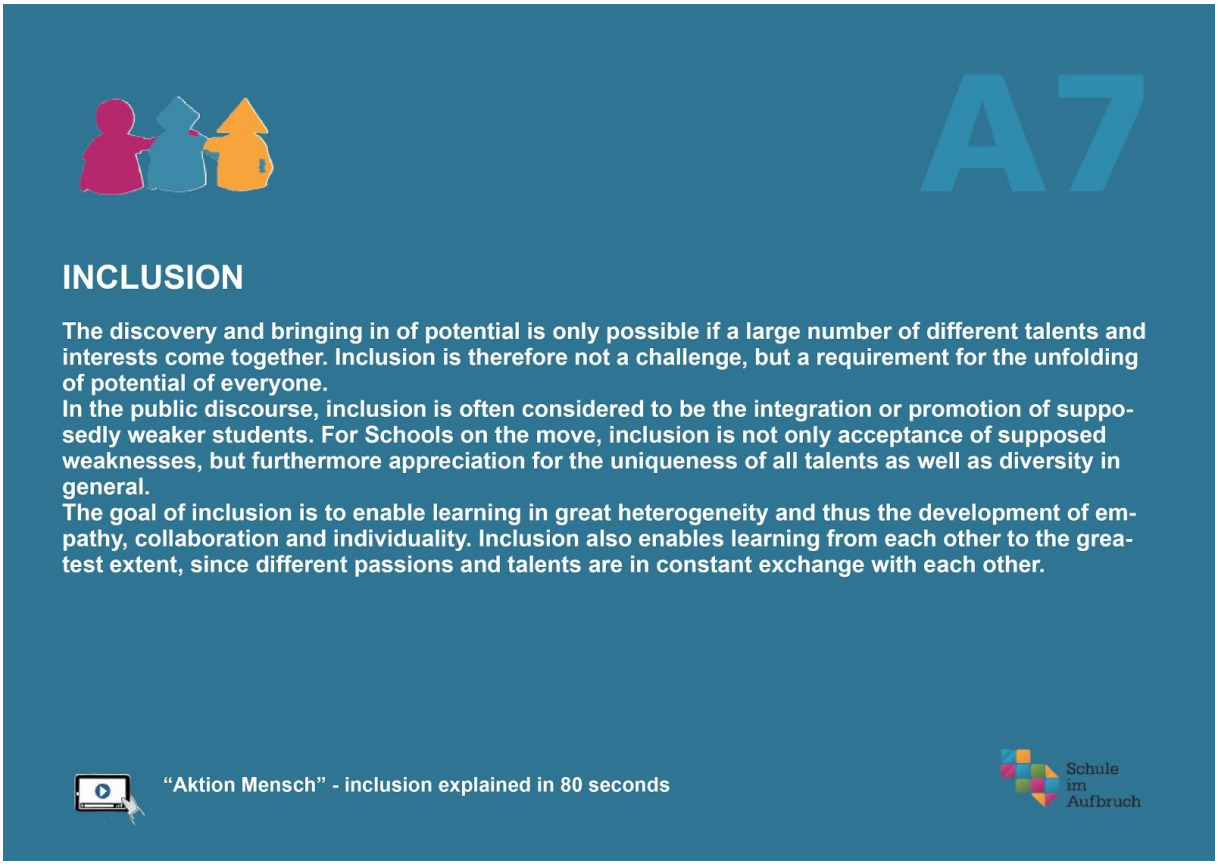
1. Tension
2. Depth
3. Challenges
4. Support
5. Openness and honesty
6. Focus
7. Learning journey

The building block “Schools on the Move - the foundations”

The building block which is used from SoIL in the seminars, is the fundamental building block of Schools on the Move.

It consists of four parts:

- „Part A: Principles of Schools on the Move“ gives an overview about all the things that guides Schools on the Move - from the UNESCO pillars of learning of the 21st century to topics such as inclusion and transformation.
- „Part B: Learning Culture of the unfolding of potential“ takes a close look at the daily routine of Schools on the Move: Which formats are used here? How can learning be organised?
- „Part C: The organisational culture of the unfolding of potential” addresses the cooperation between adults primarily: How are the decisions made? What principles do we orientate on? Since a new learning culture can only be implemented and sustainable if it is integrated into a corresponding school culture.
- „Part D: Transformation process“ focuses on the question of how to path a way towards a new learning culture. Meaning: How can new concepts be developed and what possibilities of process design exist?



Task: look at diversity

Appreciations means, to generally perceive something as valuable - even if seems to be exhausting at the beginning.

Option A

Look for another person and interview each other. What stresses you about inclusion of diversity the most? Afterwards, write a list together with the problems you came up with and think about which problems are real from your point of view.

Option B

Take three pieces of paper and pencils in different colours. Now, draw three abstract drawings. For the first one, only use one colour. Draw the second one using two colours and for the third drawing you can use as many colours as you like.
If you compare your drawings with each other, what do you like about them?
Can you transfer this to the topic of diversity?

User

Although the main target group are teachers, working with building blocks proved to be a helpful tool in other contexts as well.

However, the building block can also be used among colleagues in a self-organised manner. This provides a beneficial opportunity for all colleagues to attend the same training without them simultaneously missing at school or paying for the further education. Depending on possibilities appointments can be arranged in smaller or larger groups.

This building block could as well be used across schools for teacher training with participants from various institutions.

Working together with the whole school community, including non-didactic contributors like parents or older students, proved as a helpful tool. Due to the mutual learning process and the intensive exchange of information a common understanding of school can be developed.

Working together with school office representatives, regarding the building blocks, was helpful, as they often decide on learning formats without having own experience in this field.

capito

Initial situation and target group

People with disabilities are due to several barriers often excluded from society. Physical barriers exclude humans with physical limitations whereas humans with cognitive disabilities, learning difficulties or low-level reading or writing competences are facing information barriers. When meeting people with disabilities, the so-called "mental barriers" exist as well.

Barriers are not just some sort of burdensome, but they as well cause severely limited access to education, occupation, culture and many more. Additionally, people with disabilities often do not know their rights, cannot take personal responsibility and remain dependent on other people for their whole lives.

In the following, the problem of information barriers will be pointed out in particular. On the one hand, because the general sensitivity for physical accessibility is already further advanced, on the other hand, because information barriers affect by far the largest group. Blind and visually impaired people need barrier-free programmed websites in order to read them, whereas deaf people need sign language or easily understandable subtitles.

Nevertheless, the most significant information barrier are texts, which are neither easy to read nor easy to comprehend due to their complexity and layout. Since not only people with a cognitive disability or learning difficulties struggle with most information in our society, which they can not read or understand. According to a study regarding reading competences of the workforce in Germany, 17,9% of all German employees are illiterate or functional illiterates. This means that these people can read no more than single words and small proportioned texts with short sentences. Another 25,9% of the workforce read and write slowly and incorrectly. This not only applies to non-native speakers of the German language, as learning difficulties can be found across almost all occupational categories, groups and classes of the population. As examples show, one out of five adolescents and one out of eight employees are affected.[1]

[1] Level One Studie, Prof. A. Grotlüschen, Uni Hamburg, Februar 2011 // as well as "Pisa Studie"

Literacy	Alpha Level α	Percentage of adult population	Amount (extrapolated)	Common European framework of languages (CEFR)
Iliteracy	α 1	0,60 %	0,3 Mio.	A1
Functional iliteracy	α 2	3,90 %	2,0 Mio.	
	α 3	10,00 %	5,2 Mio.	
Subtotal (functional) iliteracy		14,50 %	7,5 Mio.	
Misspelled writing	α 4	25,90 %	13,3 Mio.	A2
Total Level below basic requirements after leaving school		40,40 %	20,8 Mio.	

Quellen: Level One Studie, Uni Hamburg, Anke Grotlüschen & Wiebke Riekmann,
Leo Studie Presseheft. Anke Grotlüschen/ Wibke Riekmann 2011 und REPORT 3/2011 (34. Jg.)
Online: http://www.die-bonn.de/doks/report/2011-analphabetentum-01.pdf

2

Leaving the school and not having developed sufficient competences or not having access to adequate education will lead to behaviour of avoidance regarding all information media that require reading or writing comprehension. Especially if the information is offered at a level, which is in any case difficult to understand.

Relevant information can sometimes not be read nor used by adversely affected people due to existing information barriers of our society. Consequences of that are directly affecting the security, health and the financial situation of those people.

Previous approaches to solving this problem have always been based on the assumption that people have to learn how to read, so the problem remains at the individual level. The society does not change the communication behaviour corresponding to the target group but the individual is left behind, responsible for solving that problem.

“They should learn to read, and if they can not do that, they need someone that helps them no matter what”. Since the United Nations Convention for the Rights of Persons with Disabilities came into force, the previous approach can no more be legitimised. The

[2] Level One Studie, Prof. A. Grotlüschen, University of Hamburg, February 2011

convention requires barrier-free access to information and communication, which must be designed in such a way that independent living, equal access and full participation are made possible. [3]

capito has its roots in the disability field and approaches the problem on the basis of the "International Classification of Functioning, Disability and Health" (ICF)[4] of the WHO[5].

The added value of this strategy is to ensure that a disability is not seen as an individual feature, but rather as a result of an individual or physical circumstances or social conditions. The circumstances of the environment (barriers) are decisive for determining whether a person can "function" or whether he or she is restricted, even hindered. According to the definition of the WHO, the disability does not present the *feature* of a minority but rather an *experience* that nearly all humans experience throughout their lives.

The comprehensibility of this approach is clearly evident when it comes to the topic of information barriers. Hence nearly everyone made the experience of incomprehensible information that restricts independent living.Therefore the capito method easy-to-read has extended to other target groups apart from people with learning difficulties and provides a concept of target-group-oriented comprehensibility.

The solution of capito is not to apply the sender's communication level, but that of the addressee as a benchmark. The human right of understandable information is considered as the starting point to ensure that they can cope with everyday life safely and self-determined.

Therefore the solution of the problem is seen as a social mission which provides an opportunity for individuals in accessing relevant information.

Fundamental principles

When disseminating information our most important tool is language, but generally, we are not just restricted to only one language.

Literary language, for example, focuses on artistic expressions rather than on dissemination of information. Playing around with different stylistic means while encouraging a witty engagement in language is seen for many as a pleasure. Furthermore the *special language* is also a part of languages. The aim is not to be understood as the language is an expression

[3] UN Convention on the Rights of Persons with Disabilities, Article 9

[4] http://www.who.int/classifications/icf/en/

[5] WHO, abbreviation for World Health Organization

of belonging to a particular group. Examples of that are for instance youth language or words used from secret services.

Technical languages have the goal of a clear and efficient communication among specialists. Among those categories are for example the official language, the legal language, but also the special language of chefs. They do not aim social exclusion but are sometimes just understood when being an expert. However, technical languages are full of barriers towards others due to specific vocabulary and particular meaning of words.

Usually, *colloquial language* is used, which is also known as everyday language. It is a language that most people understand and therefore serves to convey information and communicate with each other.

The objective of the capito method “easy-to-read” is generally the effective implementation of texts that are difficult to understand into colloquial language.

Of key importance is focusing on respective target groups or individuals that the text is addressed to. The limitations of target groups can be categorised in two areas: On the one hand, there are generally applicable *information barriers* that have to be identified for each target group or target person. On the other hand, *linguistic competencies* of target groups and individuals should as well be distinguished.

Information barriers

The good news are: One **can** inform comprehensively. **Just** as one might find out whether and how your own information is understood. To really apply the previous concept, a serious question should be considered: How do information barriers occur in the first place and how can they be effectively eliminated?

How are information barriers defined? Four tiers are existing where barriers could occur.

The first is that of *perception*:

Am I able to see information, hear it, smell it or perceive it haptically? If I am blind, seeing the black light is impossible, if I am deaf I will not hear the fire alarm.

The second tier is about *conception.* This includes the cognitive performance or rather the cognitive impairments, which complicate this process.

One could see, for example, that words are used here, and that they are basically capable of reading, but unfortunately, they do not read the Cyrillic alphabet. Orientation in the Moscow Metro is already becoming an adventure.

Another barrier could be the speed in which I must comprehend information. Imagine you are on a train to Paris but the time for changing in Frankfurt is limited to 5 minutes. It is especially necessary for you that all information is available as simple and clear as possible, otherwise you will not make it on the train. Even in a state of strong emotions, the capacity of collecting information is severely restricted. That is a familiar issue to parents who want to learn with their pubescent and enamoured children for the upcoming maths school work. As you can see, learning difficulties or so-called mental illnesses are only a part of the problems regarding this tier of conception.

The third tier is about *prior knowledge*. What have I read about the topic and what do I already know about it? Do you know, for example, what the following sentence means: “Prune the rose at the third bud eye.”? Even if you can read well and know what roses and eyes are, this sentence does not give you any useful information. You must have prior knowledge to understand it. You have to know that “bud eye” refers to the area on the stem where branching occurs.

And if you do not know this from literature, it may help you if you spent time with your grandma at her rose garden and watched her cut them.

Or who already has experience with the internet comprehends much easier how to make a purchase on the internet than somebody that has no experience in using the internet.

Experience is, therefore, the fourth tier.

Levels of competence

Anyone who has learned a foreign language may know the CEFR, the Common European Framework of Reference for language. Hence language levels are defined on a global scale from level A1 up to C2, whereby A1 is the lowest level and C2 the highest. The competencies are shortly described as following:

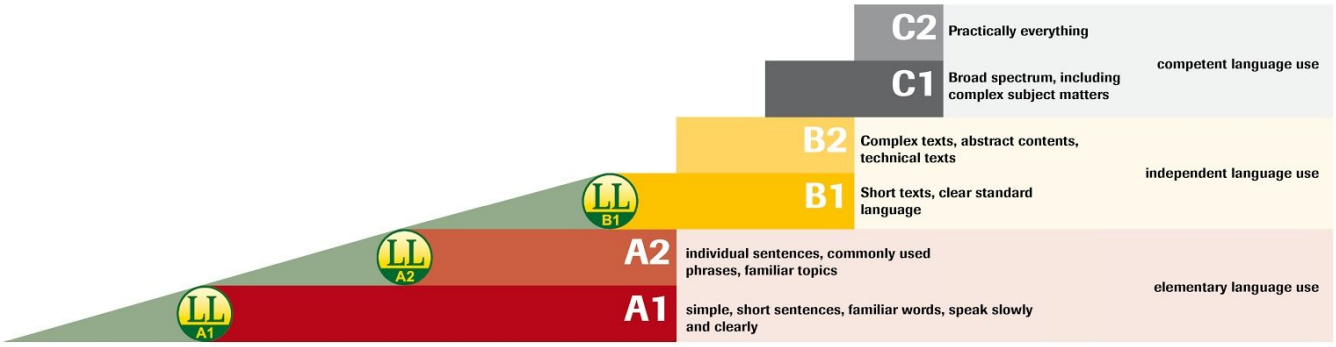
A1: People with this level of competence can comprehend familiar everyday expressions and very short phrases. They understand if someone talks slowly and clearly with them. Think back to your English lessons, this the level of competences you acquired in the first two years of learning.

At level A2, individual sentences may be longer, but in the vocabulary of familiar topics, you have already collected all frequently used expressions. This linguistic level must be achieved when wanting to receive a temporary residence permit in Germany or Austria.

Whoever wants to obtain citizenship is required to have at least level B1, although on this level the texts are still kept on a reasonable length. This is about daily contents in a clear standard language. This level is attained when graduating compulsory school. However, 40% of all adults in Germany do not reach this level!

Complex texts and abstract content can be read and understood as level B2 is mastered. B2 is the level of the so-called quality newspapers. Meaning at the same time that these media will not be comprehended by half of the total number of adult population.

At level C1, complex contents and a wide range of demanding longer texts are understood just as challenging factual content. Whoever reads C2 understands nearly everything and feels comfortable with most technical languages.

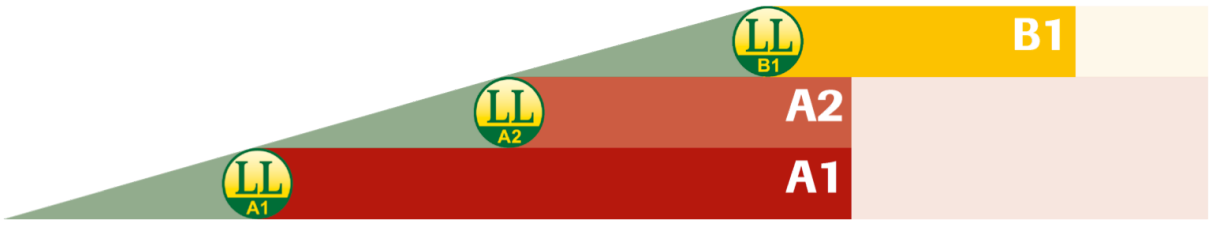


What is unique about the concept of “easy-to-read“ and how may easy-to-read texts help?

The capito concept easy-to-read is a development-oriented concept. Ultimately the vision behind the idea is that fundamentally, **all** people can learn.

capito assumes that everyone can develop their reading competences further and acquire prior knowledge.

However, only if an easy access possibility on their level of competence and for their prior knowledge is accessible.



The easy-to-read concept can be explained as a stage model. To ensure a proper understanding of the individual steps the model refers to the Common European Framework of Languages (CEFR), and also divides its own translations into these categories.

The first step in the capito stage model „easy-to-read A1“ which provides a particularly simple introduction. What is essential about that information? What is indispensable?

Easy-to-read A2 is also defined as “low- threshold knowledge building”. Information and content for the reader are explained in detail while sentences are short and easy to comprehend using elementary language.

The third and final stage of the capito translations is “easy-to-read B1”. Here, we are in an independent language use with a clear standard language. The vocabulary is effectively expanded, sentence structure can be more complex, and sentences might be longer.

Approaches

As the distinct linguistic levels want to be successfully differentiated another method is used. The translation is no longer just a facilitated variation if the original text but rather following different analysis approaches are used:

1. Who should be able to use that information? What are their limits and which linguistic level can be presumed?
2. What should the reader do with that information? What is the goal of the information provider?
3. In what situation will the reader relate to that information? What is the context?

Only if these questions are clarified the actual translation work starts. Precise knowledge of the student's preconditions is one of the main issues within an educational context.

To reduce barriers of target groups, or develop barrier-free offerings in the first place, the capito method follows two fundamental principles:

- the **standardisation** of **criteria** based on experience, research, laws and norms
- and **examination** by the **target groups**

Catalogue of criteria

The standardized criteria for barrier-free information are listed in the **capito criteria catalogue.**

The catalogue of criteria by capito contains all requirements that capito uses to develop and examine barrier-free information of all kinds.

On the one hand, the criteria have been developed by experiences from the capito network and on the other hand, by science and research.

The capito catalogue of criteria consists of five sections, which enable an individual approach to the needs of the target groups.

The sections of the capito catalogue of criteria are as follows:

1. general criteria for target-group-oriented information
1. media
2. layout
3. comprehensibility
4. images

Additionally, each section is divided into further topics. For example, the section comprehensibility is divided into topics like “sentence-level”, “structure”, “word level” and “particularities of the German language”.

The particular feature of the catalogue of criteria is the allocation of criteria for all forms of disabilities. Different criteria are needed for the preparation of barrier-free information for various target groups like blind people or people with a learning disability. This is why the capito catalogue of criteria allocates specific criteria to different target groups. This group needs these criteria for barrier-free access and comprehensibility.

For example, the target groups are:

- blind people
- visually impaired people
- hearing-impaired people
- deaf people
- physically disabled people
- people with learning difficulties
- less well-educated people
- people with a mother tongue other than German
- old people

Here are some examples of the most important criteria for creating easy to read texts:

Structure and sentence level:

- clarify the function of the text (title, subtitles, explanation of goals)
- focus on a comfortable to read font size (A1= 14pt, A2 at least 12pt)
- provide easy-to-read “portions” of text (paragraphs, enumerations, line spacing)
- write in short sentences and try to avoid subordinate clauses (as an example, for level A2 sentences should not be longer than 10-12 words)
- use logical propositions and an easy structure

Wordlevel:

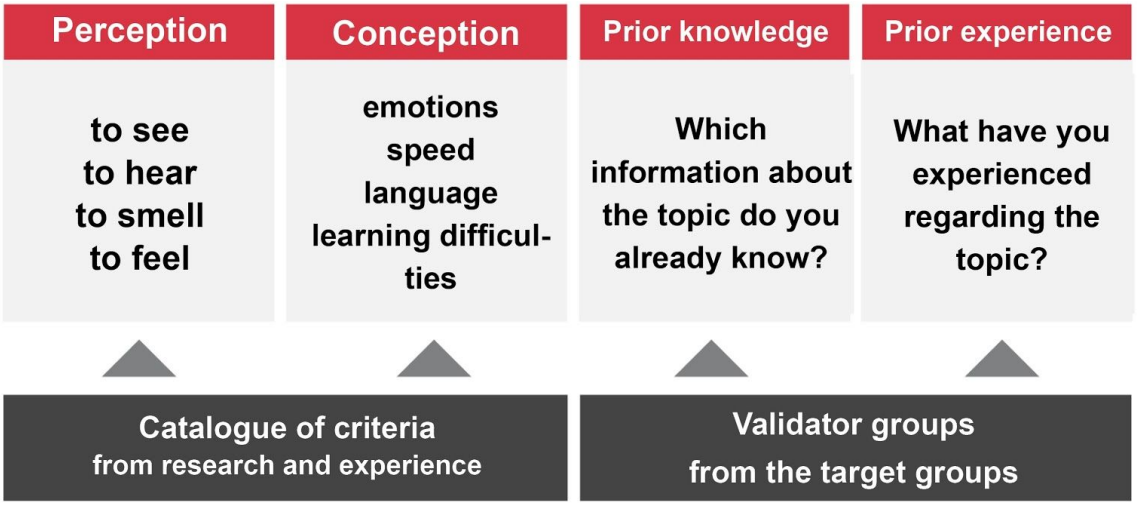
- avoid complicated words; compound nouns can be separated by a hyphen
- explain difficult words with specific examples that go well with the text
- avoid metaphors, proverbs and comparisons unless they are well known by the target groups
- use male and female forms
- explain unknown words in a dictionary

Layout:

- only use images if they are target-group-oriented and precisely match the topic
- pay attention to barrier-free colour contrast
- do not overload the page with content - leave some free spaces, so the eyes have time to rest

Validation groups

The translation and creation of barrier-free information following the catalogue of criteria is a necessity for accessibility. To secure comprehensibility and accessibility for the appropriate target-group a validation by representatives of this target-group is explicitly necessary.



This validation shows, if and to what extent the created product can actually be used. It represents quality control, which is in close relation to the effectiveness control. This provides clear indications, whether or not the product or object can reach the effects it was planned or created for.
To provide target-group-oriented information, it is necessary to know who the target group is. Each information product is created for a specific target group. Therefore the target group, which has to understand the product, is defined.
For texts in school, it is beneficial to survey the students about the comprehensibility of the text. This is the most efficient way to validate the quality of a text for school purposes.

capito works with different validators in this context, and each information is checked by a group of at least three people. Following this concept, the only qualification the validators need to have is the ability to open and honestly express what they understood and not frown upon difficulties while reading or comprehending text.

Validation groups for validating information are moderated. The moderator's purpose is to ask suitable questions to check the comprehensibility of the information.

It is important to point out, that not the validators or students get examined, but the text.

Text examples

The principle of the capito easy-to-read method is best explained with an example. Let's review the topic of healthcare.

Presumptively many people know that it is healthy to eat an apple regularly.

This information can be conveyed in different ways. On a website, which is addressed to the average consumer, the following can be read about apples:

> *Apples have a high nutritional value* [6]
>
> *"An apple a day keeps the doctor away" is a famous English saying. Actually, the fruit has high nutritional value, but it has a misleading Latin name "Malus", which means evil, wicked and mischievous. An apple contains more than 30 valuable mineral nutrients and trace elements, most important to mention is potassium, which regulates our water balance, and iron. Because of many different fruit acids, it is also called nature's toothbrush. It is especially good at regulating our intestine activities. Another essential ingredient is pectin, which lowers our cholesterol levels, binds harmful substances and flushes them out again. Scientific research has indicated, that regularly eating apples can be related to less bronchial- and lung diseases. This is because of secondary plant substances in the apple, the so-called catechins. The fruit contains flavonoids and carotenoids which seem to reduce the risk of cancer and have an antioxidative effect on the organism.*

This text shows very clearly, that comprehending is far more than the ability to read words. Most readers do not have the necessary prior knowledge or language level to comprehend the content of this text fully. This is an example which shows, that a majority of information that is provided to our society, goes far beyond of what an average citizen and reader can comprehend. Even above average readers can be overstrained with a text like that.

[6] http://www.gesundheit.de/ernaehrung/lebensmittel/obst/apfel

As you may know, copying content from a website is often common praxis for students. However, unfortunately, we cannot expect the students to comprehend the content of the duplicated information fully. The content is simply copied. Finally, this method solely leads to students only partially deepening their knowledge regarding a topic.

What is the problem? There is too much expert knowledge in texts, brochures, websites and folders. Therefore readers are unable to apply their prior knowledge and experiences to the text.

What are the consequences? We feel overwhelmed by information. Instead of acquiring more knowledge, we are stuck on our level of superficial knowledge.

If the gap between existing prior knowledge and the new content is to big, we can not relate it. We are stuck on the level we had before reading the text, instead of further developing our knowledge. We read, but we can not apply the new information, as only comprehended information can be of use.

An approach following the capito method “easy-to-read”

Who is my target group?

The first question, when wanting to discuss the health benefits of apples in class should, of course, be: What is the level of my target group? It is a considerable difference teaching at a primary school, secondary school or upper school. Let us suppose you teach a class of secondary school students.

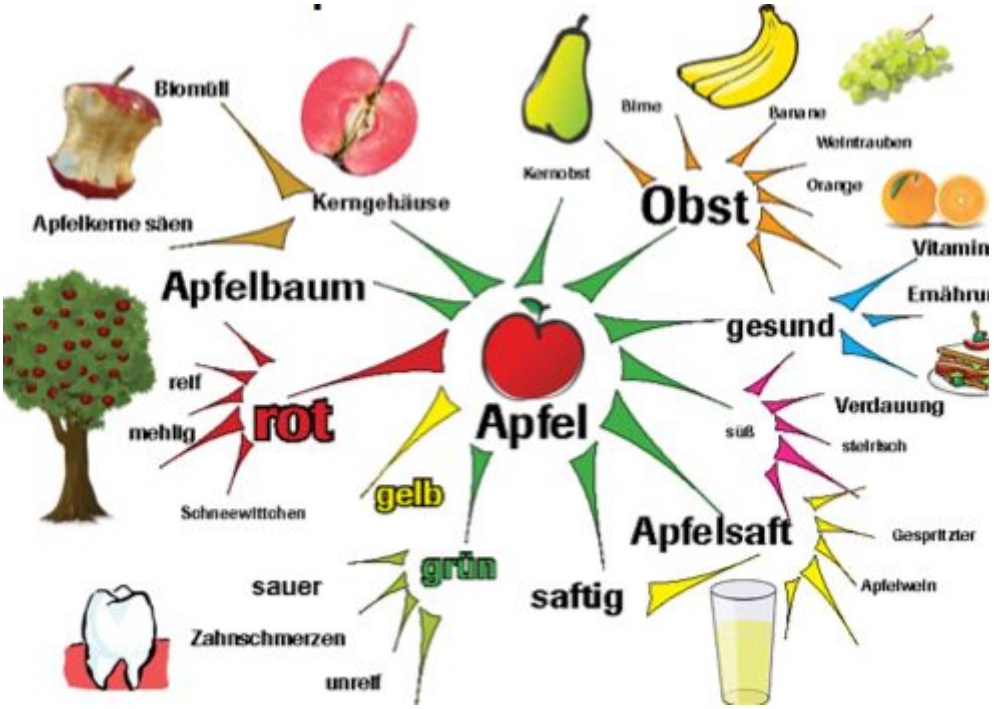
What is the prior knowledge and experience of my target group?

What do the students know about apples? Most likely they know something about the apple, if they have already eaten or drunk apple juice before. So they know what it tastes like, how it feels in your hand, what it makes for a noise in your head when you bite off a crunchy apple, etc.

We call this their **experience**.

When students, for example, hear the word apple, they can most definitely create an extensive mind map. Apples are fruits, just like pears. Apples have a core, therefore they are core fruits. Red, yellow or green apples exist, out of an apple you can make sweet apple juice, apples grow on trees and many more facts. What do they additionally know about the health benefits of an apple? The more information they can connect with the word “apple”, the more extensive is not only their vocabulary but also their knowledge.

At capito, we call this **prior knowledge**.



What is my goal with this text?

Do we want to achieve that students eat an apple a day because it is healthy, or do we want to accomplish that students understand specifically *why* an apple is healthy?
Or, do we want to achieve that students become more interested in healthy substances in food?

Let's assume that we want to achieve that students want to know **why** an apple is healthy and therefore sustainably assure that they eat apples daily.

The capito levels of language as an example

Easy-to-read A1:

Following the capito stage model, we will start with the fundamental information at level A1. The fundamental information will differentiate, depending on the addressee of the text and what is intended to be achieved with it. In our case it could be written like this:

There is a saying: “An apple a day keeps the doctor away!”
This means: Eating apples is healthy!
And the saying is true:
Apples are healthy and good for our bodies.
If people eat many apples,
they don’t get sick that often.
They also feel better
and have more power.
Apples help to dissolve the food we eat.
The mouth stays cleaner.
But you still have to brush your teeth!

Easy-to-read A2:
This is followed by more information on level A2. At this level, we start to integrate new information and new words. It is important to do this in an appropriate relation, therefore not using six new terms in a paragraph.

For “bad readers”, this is relatively easily achievable. They have the opportunity to make new experiences, not only meaning that they were able to read the text but furthermore gained knowledge. Reading caused a personal gain for them. At least for those, who want to stay healthy.

A proverb says: “An apple a day keeps the doctor away!”
And the proverb is right.
An apple contains many healthy substances
that are good for our body.

For example substances,
which reduce the unhealthy amount of fat in our blood.
Or substances, that help us digest our food.

These substances also help our body
to get rid of harmful substances.

Also:

If people eat many apples,
they get less lung or airway diseases.

There are signs that apples
can reduce the risk of getting cancer.

An apple also contains many different fruit acids.
These fruit acids dissolve the food remains in our mouth.

That’s why the apple is also called “nature's toothbrush”.
But this doesn’t mean that eating
apples can replace brushing your teeth!

Easy-to-read B1:

B1 is the third level, the level of colloquial language.

A level that is mastered by a majority of the population. This is also a level, that can be acquired by less good readers if they manage to gain the necessary prior knowledge.

Students, who already have this prior knowledge, start at this level and only use the A2-segments when they need them.

An English proverb says: “An apple a day keeps the doctor away!”
And in fact, an apple has a high nutritional value: It contains more than 30 mineral nutritions and trace elements. Especially healthy and important are **potassium** and **iron**.
An apple also contains many different **fruit acids**. The fruit acids dissolve the food remains. This is why we also call the apple “nature’s toothbrush”. But this does not mean that eating apples can replace brushing your teeth! In any case, apples help regulate the intestine activity, which means that they help us to digest our food.

Another import ingredient is **pectin**. Pectin reduces the cholesterol levels and helps the body to get rid of harmful substances.
People that often eat apples seem to get less lung and respiratory tract diseases. Scientific research indicates that this has something to do with the plant substances in the apple, which are called **catechins**.
Apples also contain substances like flavonoids and carotenoids, which seem to reduce the risk of cancer.

Conclusion

Substantially for the capito stage model “easy-to-read” is the clear orientation towards the target group. These are not categorised and given a specific language, for example for the first “easy language”, for the following “simple language” and for the third “difficult language”. Furthermore, it gets analysed, **which** information-barriers can occur at a specific target group. This involves barriers to the perception or conception.

Additionally, it is important to know what prior knowledge and experiences the target group has. Prior knowledge and experience are always individual but can differentiate from person to person, yet for socially related groups they are on a similar level. This means we do not have to analyse the prior knowledge of each reader individually, but rather only the typical representatives of the target group.

Depending on the defined target groups we apply criteria for writing and creating the information product from the capito catalogue of criteria. By this, we create barrier-free, comprehensible information for a specific target group.

Example - criteria for A2:

Font size: at least 12pt, better are 14pt. Line spacing no more than 1,5 times, sans-serif fonts, left-justified, a sentence should contain at most 10-12 words, paragraphs not longer than 6-8 lines, no double negations…

The analysis of target setting and context is just as important as separating relevant from non-relevant information, making sure that readers do not feel “overwhelmed” by a text. It does not matter if long, confusing and complicated texts come with images or not, too much is too much.

nueva

Foundations

nueva is an evaluation model which was developed by atempo to evaluate services provided for people with learning difficulties and disabilities since 15 years. To this date, 15.000 users were engaged in evaluation processes in the area of people with learning difficulties and disabilities by nueva. Furthermore, nueva was used in other areas, particularly involving minors.

nueva uses a participative-emancipatory evaluation approach. When implementing the nueva model users are actively involved in all phases of the evaluation. In focus groups they initially define, what quality of service is most important for them. Out of that, questionnaires are developed that contain the gathered criteria of the users. Before the beginning of the evaluation, these questionnaires are once more discussed with the users just as well as with the providers of the service, and targets for each question are recorded. Surveying other users with the questionnaires is the next step. Even other people with user experience who successfully completed a two-year apprenticeship, which qualifies them for this occupation, undertake these questionnaires. The name nueva originates from German: “**Nu**tzer und **Nu**tzerinnen **eva**luieren.”, which translates to evaluating users.

The high degree of participation by users of nueva serves therefore not just as a collection of coherent data of their experience and perception. Very essentially is as well the process of empowering users as their voice is heard and recognised and they get the possibility of taking on new roles.

nueva in the SOIL-project

The evaluation of implementing the SoIL-method during lessons draws upon various aspects of the nueva model. Thus *firstly*, both before and after the implementation of the SoIL-method focus groups of students were conducted. Following results were integrated into the catalogue of targets of the evaluation sheet. *Secondly*, teachers and students select those targets *together* which shall be accomplished with the implementation of the methods. *Thirdly*, after the implementation of the methods, the students are surveyed to what extent the goals were *achieved*. In this way, a transparent process of joint communication between teachers and students, regarding lesson objectives and achievements, should be initiated.

Implementation and Evaluation procedure

In practice, the SOIL methods are implemented and evaluated using an online or direct questionnaire and consist of five steps:

1. select and describe the method
2. choosing goals together with the students
3. prepare the methods and try them out
4. evaluation of the implementation
5. return the student questionnaire and teacher questionnaire

Evaluation

The evaluation is completely anonymous and does not refer to individual schools or teachers. The results contribute to the further implementation of the project.

At the end of this document we provide the concrete instructions and questionnaires as a master copy.

Master copy 01: implementation and evaluation guidelines of SOIL-methods

Master copy 02: Teacher-Questionnaire for the Implementation and Evaluation

Master copy 03: Learner-Questionnaire

Digital inclusion

Introduction

On the one hand, digital inclusion means to support or rather enable inclusion with digital media (for example communication with an app for people without their own spoken language). On the other hand to support inclusion into the digital society (for example the voice output function allows visually impaired people and people with reading difficulties to read texts).

The aim of digital media is to potentially make it possible for all people to participate in society and education, allowing them to take part in the digital society, the internet and the use of digital tools and technology.

Primarily through the rapid dissemination of mobile devices there are new opportunities for inclusion in education.

Smartphones and tablet devices are expected to innovate learning and teaching in numerous ways, including individualised, anytime and mobile access to learning opportunities for all.

Research suggests a profound effect of mobile devices on pedagogy and learners. They appear to have greater engagement with learning and their collaboration with peers increases (One-to-one Tablets in Secondary Schools – An Evaluation Study, 2013).

For learners with additional needs, mobile technologies allow for even wider individualisation of learning materials and adaptation to personal learning styles. Due to the powerful built-in accessibility features mobile devices are much more accessible than desktop computers. The wide range of applications for learning, communication and self-expression, mobility and self-management make mobile devices such as tablets a strong companion for inclusive education.

People with learning disabilities (especially with reading difficulties) can use the VoiceOver function of mobile devices. Just with a few changes in the settings, it is possible to read aloud contents from the internet or other digital text. It works best if the content is written in the easy-to-read language.

Mobile devices offer a lot of supporting features for writing as well. There is the automatic function to correct wrong written text, which is well known for many years. Additionally, there

is also the possibility to dictate text and to use the inbuilt word prediction function. The dictation feature allows people to write a text even though they are not able to do it manually.

Another opportunity offered by mobile devices to support inclusive learning is the easy way to create clear to understand learning material by using multimedia content. With an app like Book Creator, it is easy to create books which contain multimedia elements like pictures, videos or audio.

This allows learners to use different senses to access content.

It is similar with creating flash cards. There are several apps that allow to create cards including pictures, audio and text to support learning for learners with different abilities.

Education organisations will be enabled to build up new competencies to provide more inclusive, personalised education for people with and without special educational needs. In the long term, the whole European education sector should benefit from the outcomes of this project in different ways: educational organisations will be able to include all different kinds of learners in their educational offer better. Educational staff will gain competencies necessary to use mobile devices in inclusive teaching and learning settings. Learners with additional needs will have better choices and will be able to take part in mainstream education like anybody else.

Applications for better participation and cooperation of all students

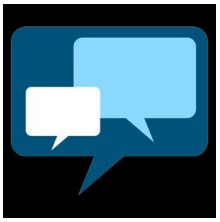
Following applications can be executed with all guests that have access to the internet, meaning with all laptops, smartphones or tablets. If only the teacher has a smartphone or tablet, the first application (Plickers) is suitable.

Plickers

Conducting surveys or short knowledge tests of the class are possible with Plickers. Students do not need to have devices as they give their feedback through printed barcodes. The answers are captured using the camera of the smartphone or tablet. Through a free, one-time registration on the website www.plickers.com, the application (available for iOS and Android) can be used ,and questions can be entered.

Further information can be accessed here.

Answergarden



AnswerGarden is the ideal web tool to quickly collect short answers, ideas and feedback from the students. Inserted terms appear in real time having the form of a word cloud. This service is free, and registration is not necessary.

Further information can be accessed here.

Kahoot

Kahoot is an interactive quiz game for the whole class. Questions are presented on the wall through a projector, and the students can answer them with their mobile devices.

Further information in german can be accessed here.

Book Creator

Simple eBooks can be created with the application Book Creator (the app is available for iOS- iPad or if not available using a Google Chrome browser on the following webpage: https://bookcreator.com/). The app allows as well the creation of individualised eBooks by children. Instead of writing the whole text, it can easily be spoken and recorded! Complementing photos, videos, music and drawings of the children can be added. An instruction can be found here.

Learning applications

Various learning applications exist that are suitable for children with or without learning difficulties. I want to emphasise some applications that function on all devices (learning apps) just like other apps that solely work with the operating system iOS but are very pedagogically valuable and have excellent setting possibilities (finger numbers, Bitsboard and apps from LIFEtool). Additionally, the learning games from OSMO, which have been developed recently, combining real and virtual worlds, are very interesting.

Learningapps.org

LearningApps.org works on every device. Just open any browser like Internet Explorer, Firefox or others and type in following address: www.learningapps.org. Interactive and multimedia exercises can now be created by you. Therefore different templates are offered (for example allocation and order tasks or videos) that can be filled with content. Further information can be accessed here.

Bitsboard

Bitsboard is an excellent app to create learning games including pictures, videos and sounds. In addition, many learning catalogues (Boards) can be downloaded from the internet. Once created more than 30 different learning games can be run (from memory up to

quizzes). Further information can be accessed here Link erst eingefügt!

Learning applications by LIFEtool

Applications by Lifetool stand out because of their adaptability, user-oriented feedback and their extensive evaluation possibilities. Combined with the optional scanning and the editor which allows including personal material like photos and texts, unique learning programmes developed.

Successful use of learning materials is mainly determined by the content the user can further implement in their own experience and perception. Therefore the programs offer an excellent contribution.

Further information can be accessed here.

Osmo

A virtual gaming world and reality are combined interactively through Osmo. Learning words and calculating just as being creative is possible with this system. Osmo mainly consists of a base station for the iPad and a deflection mirror for the front camera of the device. Also, small plates of numbers, dices, tangram games and letters can be added, depending on game variations. Regularly new games are developed (e.g. coding).

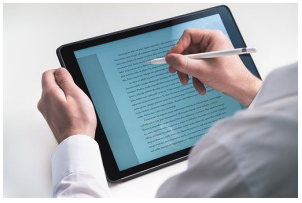
Further information can be accessed here.

Operating tablets

Tablets differ mostly depending on their operating system. Most common are the operations systems of **Android** (e.g. tablets from Samsung, Huawei or Asus), **iOS (** the operating system of Apple for iPads and iPhones) and **Windows** (e.g. for the Microsoft Surface). On the following web page instructions are given concerning the general settings and

important applications for the operating system of iOs and Android: https://lessonup.io/app/channel/future-learning.

iPad manual in easy-to-read language

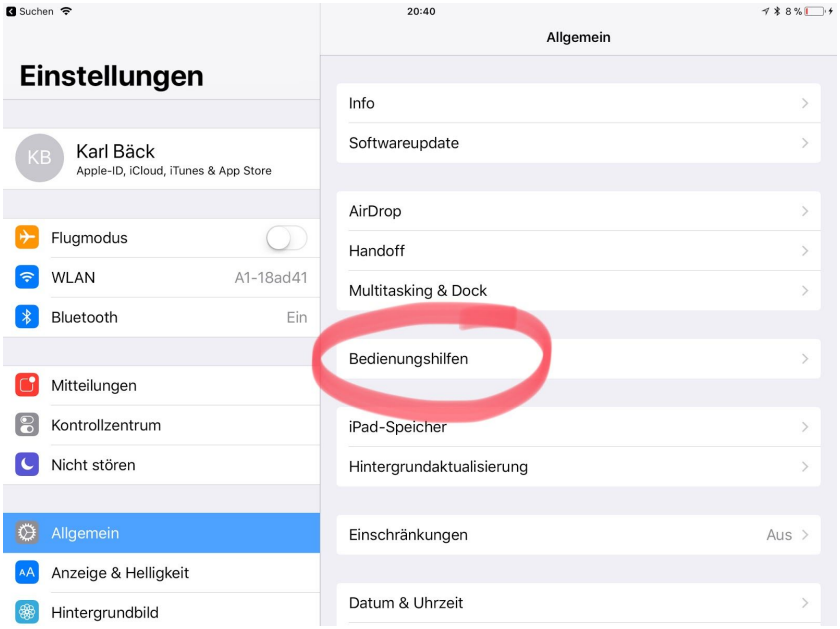


With the given manual you learn the most important operations of the iPad. Furthermore, you learn something about helpful settings of the iPad. As well we show how the iPad can support you with writing and reading. Besides, you learn how to download an app. We will introduce you to an app with which you can create your own book with texts, photos, videos and audio recordings. The best way to use the manual is following: get your iPad. After that, you follow the instructions of the manual step by step. Manual available for downloaded:

click here.

Accessibility features (only for iOS)

Support for facilitated accessibility for different needs of people with learning difficulties and disabilities is best available for the operating system iOS (for iPads and iPhones). To get to the features for accessibility, you need to open settings and in the menu select “General” to open Accessibility.



See also: www.apple.com/de/accessibility

In the following part, some accessibility features are introduced in more detail.

To see

For blind or visually impaired people the iPad offers some very supportive possibilities. See as well the instruction link: https://lessonup.io/app/embed/TbviWMu35Ly4oScwT

Larger text and key shapes

Easily adapting the shape of the keys and the size of the text is possible too. See as well the following link: https://lessonup.io/app/embed/jfcSMBr2RiNan8iwg

VoiceOver

Single parts of the text just as well as the whole screen content can be read out loud through VoiceOver. This is a helpful tool for people with learning difficulties just as for visually impaired people. See the following link: https://lessonup.io/app/embed/bFYoiFhhqbPY9Dz5a/QqGjhJubrBmm4iGga

Switch Control

The iPad can as well be used from people with motoric disabilities through Switch Control. In that way, it is possible to use the whole screen of the iPad to operate or the iPad can as well be connected and therefore controlled by an external button. See the following link:

https://lessonup.io/app/embed/LqwGttmLcv3D2fj3B

Dictation and word prediction

If someone has difficulties with writing, texts can as well be dictated. See link: https://lessonup.io/app/embed/5EHzKof99MqFywZcd/6CbfBLmbPSPxY9nFD

Siri

Apps can be opened, standard commands and standard requests can be carried out using Voice Control. See link: Siehe dazu LINK (wird noch eingefügt)

Augmentative and Alternative Communication

Some people have difficulties in communication and linguistic communication with their environment due to congenital or acquired damage. Some of them have severe limitations in areas of their development, whereas others are just restricted in communicating with strangers as familiar people understand them. However, all of them are to a significant extent limited in participating in society and in having a self-determined life. Due to the usage of supported communication, these people can reach a significant improvement in their communication.

In the following part, two applications regarding supported communication are introduced.

LetMeTalk

LetMeTalk is a free application to support communication in all areas of life while giving all humans a voice. LetMeTalk allows you to line up images in a meaningful way and afterwards to read this row of images out loud as a sentence. To line up images is also known as ACC (Augmentative and Alternative Communication). Further information can be found here.

Go Talk Now

The application Go Talk Now was developed for the operating system of iOS and is related to the GoTalk communication devices. The initial idea of this app is to create an individual interface for communication.

Further information is available here.

Multimedia Advocacy

Keywords

Advocacy – speaking up on your behalf or on behalf of others, this can be done with or without support.
Learning - the acquisition of knowledge or skills through study, experience, or being taught.
Multimedia - the use of a variety of artistic or communicative media, e.g. picture, text, words, video, sound, dance, performance, artwork and more.
Person-centred working – a way of working with the relevant person (e.g. learners) being actively involved, listened to, and not stuck in the process. In education, the student-centred term is often used to describe the above ways of working.
Personalised learning - Personalised learning refers to instruction in which the pace of learning and the instructional approach are optimised for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all be based on learner's needs. Also, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.
Teaching - The Multimedia Advocacy approach sees teaching as an intentional, purposeful, active, power-sharing joint activity that provides opportunities for learners to develop their knowledge and skills through curiosity, creativity and participation.
Universal Design (a close relation to inclusive design) refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people with disabilities and people without disabilities.

Background

RIX Research and Media Research Centre at the University of East London (RIX) began working over 15 years ago to find ways to help learners with learning disabilities develop their Self-Advocacy skills.

Through this work, we have developed an approach, called Multimedia Advocacy. This approach is based on the principles of Person-Centred Practice and Self-Advocacy. Developments in mobile technologies since 2010 have transformed many schools and helped learners to collaborate and take a more active role in the classroom. RIX Research and Media participated in many research projects over the year, trying to find innovative ways of enhancing the lives of people with learning disabilities through the use of new media technologies. As part of this work, we have also developed a portfolio of tools, courses, guidelines, case studies and course materials that take advantage of increasingly

user-friendly and affordable mobile technologies that can support schools and teachers in delivering inclusive and participatory person-centred education.

In recent years the diversity of students in the classroom expanded and now includes students with learning disabilities, newly arrived migrants, students from low socio-economic background and others. This diversity of students is closely related to student's abilities, cognitive development, their skills and knowledge. According to Cor 2017, at the age of 6, there could be up to two years of difference between learners regarding cognitive development (Cor, J.W. 2017). How can we create curriculum and teaching and learning experiences for classrooms that include such a diverse population of students? How do we do it in practice? How do we accommodate the needs of all learners?

Definition

Multimedia Advocacy takes advantage of increasingly user-friendly digital photography, audio and video authoring technologies to enable learners to make their own multimedia to organise their thinking, reinforce their memories and communicate their preferences and viewpoints. It embraces the principles for Self-Advocacy, Person-Centred Practice, Universal Design and the Universal Design for Learning; it enables teachers and educators to create, design and facilitate teaching and learning that meet the needs of all learners.

The Multimedia Advocacy approach is not just about the use of technologies and the software, more importantly, it is about the way of working, a person-centred way of working, where teachers, students and parents work together as partners. Where students are at the centre of their learning process, actively involved and not stuck there! It embodies the human rights – to education, to communication, to have a choice, to be valued and included. To exercise these rights students have to be self-determining, therefore Self-Advocacy skills lie at the centre of the approach.

Who is it for?

Multimedia Advocacy approach is for learners of all abilities and those who support them. The approach aims to engage and motivate **learners of all abilities** to take control of their lives and learning, empowering them to present their own ideas and viewpoints and allow them to take an active role in their learning and decision-making processes.

How to use it?

The Multimedia Advocacy approach places the learner at the heart of teaching and learning. It acknowledges the importance of partnerships between teachers, learners and parents/carers as well as the broader circles of support.

Teachers, parents and learners work together to establish what motivates the learner, what is important to them, what are their skills and abilities and what are their needs.

During the training the learner develops a better understanding of their rights, becomes more confident and with appropriate support is able to better take control of their own learning and progress.

For the Multimedia Advocacy approach work, a range of equipment can be used. Starting from pen and paper, pictures, images, symbols, an object of reference, art etc. and moving on to digital cameras, microphones, video cameras, headphones, computers, switches, game controllers, tablets and more.

Creativity plays a significant role in the Multimedia Advocacy approach, so staff are challenged to be creative and use tools and equipment that work for an individual that they support.

The working principles of Multimedia Advocacy (MA) are those of Person-Centred Practice (PCP), Self-Advocacy, Universal Design (UD) and the Universal Design for Learning (UDL). Each individual is born with different gifts and abilities. Every human being has the right to be independent, autonomous and self-determining. The basic human rights apply to everyone equally, so learners with a learning disability also have the right to: have a voice, education, employment, independence, inclusion. People with learning disabilities are sometimes excluded due to their complex additional needs. Multimedia Advocacy aims to discover individual's motivators, skills and abilities and enable him/her to advocate for themselves and be involved in their learning and in their life planning.

Everyone has a potential to learn, our role is to find out what motivates each learner, what they like, what their preferred learning style is, what are their strengths, value those and use this information in planning learning experiences for and the learning spaces that meet everyone's needs. Once a student's motivators and strong points are being recognised and valued, new opportunities for learning arise.

The teaching and support staff will have a better understanding of communication processes, person-centred working tools and approaches, advocacy, empowerment and inclusion. They will be able to reflect on their practice, notice their interactions and have the knowledge and

understanding of how it can be improved. They will be able to identify various forms of communication including body language and non-verbal behaviours and understand the meaning of these communications. They will be able to support their clients using multimedia tools. The process will give them a great sense of empowerment and satisfaction, and it will be fun. Staff will also develop technical skills and confidence that will help them personally and professionally.

All learners, including those with profound disabilities and additional needs, will learn that their communication is recognised and acted upon. This, in turn, will give them the motivation to communicate more as they will be listened to. The more this takes place, the bigger the learning – if people are given opportunities to communicate, and their voice is valued and responded to, they are more likely to "speak" again which results in communicative characteristics that lead to active participation.

The outcomes of the Multimedia Advocacy approach are:

- Each learner is valued, included, respected, involved and motivated.
- Learners of all abilities are given a chance, have their voices heard and take an active part in learning and planning for their futures.
- Teaching and support staff recognise that each learner has some potentials and intent to communicate, learn and grow; all staff has to do is listen and respond.

Some of the most significant barriers or issues are time and attitudes

- Headteachers and managers need to give staff extra time for people with complex needs to allow them to get to know each other and develop a relationship that is safe and mutual.
- Allow teachers to take measured risks – "Nothing ventured - nothing gained".
- Create working environments that support creativity and support various ways of working.
- Staff has time to reflect and share information, their thoughts with each other, allowing them to learn from each other and support each other.
- Commitment from schools to change existing practices and to recognise that people with additional needs have the same human rights as we all and have the right to education and should be involved and have access to activities that involve them on THEIR terms, not ours.

Underlying principles of Multimedia Advocacy

Self-Advocacy

David Test (2008) and his colleagues conducted a research with young people with learning disabilities and their transition from primary to secondary school. They have discovered that the Self-Advocacy skill does not come naturally to learners with learning disabilities; they argue that Self-Advocacy skills need to be taught and learned. David Test and his colleagues from the North Carolina State University in the US have developed a framework for Self-Advocacy. It consists of 4 parts: Knowledge of Self, Knowledge of Rights, Communication and Leadership (FIG 1).

Young people with learning disabilities, as well as any other student, need to acquire Self-Advocacy skills to become a confident, self-determining, successful learner in the 21st century. It is, therefore, recommended that Self-Advocacy skills are part of the curriculum for all students.

Developing knowledge of self will help young people to plan their own goals. Learners need to learn to reflect on their strengths and weaknesses which will help them to develop their self-awareness. Students who gain and develop a greater understanding of their own needs gain confidence to recognise their abilities. This will allow students to set realistic goals for themselves and they will have a better chance of enjoying their education experience. It is important to voice your opinion and address concerns as well as developing learning strategies for setting goals, time management and problem-solving.

Many people are involved in assisting students in their learning. Families, teachers, other professionals, friends etc. – in person-centred terms we call them the ‘circle of support’. These individuals provide the young person with assistance and guidance in finding the right options, ways of working and establishing support within the school, home and community environments. Working together, learning from each other and supporting students to be at ‘the driving seat’ of their learning process are the main principles of student-centred education.

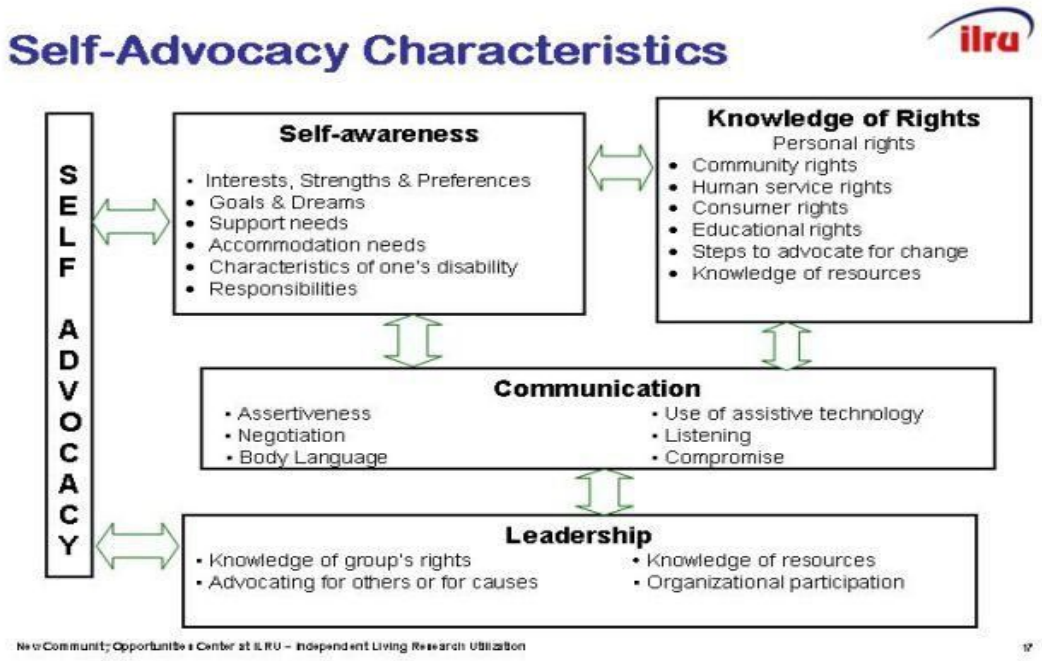


Figure 1 - Self-Advocacy Framework – David Test at all 2008

Person-centred approach and thinking tools

Students–centred approach is an extension of the person-centred approach which was first mentioned by the psychologist Carl Rogers in the 1940's and his psychotherapy and counselling work. He believed that everyone had the innate 'actualising tendency' which enables individuals to find fulfilment of their personal potentials. What was needed was for therapist to provide a non-judgemental, safe environment, have unconditional positive regard towards the person, and be congruent and empathetic. Multimedia Advocacy approach enables families, teachers and other professionals to adopt the person-centred approach in teaching and learning environments and helps to facilitate and promote learner's self-determination skills. It also provides learners with opportunities to be open to new experiences, fosters their natural curiosity, creativity, compassion and trust.

In the UK, Helen Sanderson associates have developed a very useful guide to using Person-Centred Practices in schools. (Sanderson, H. et al. 2017). This guide discusses the use of different person-centred thinking tools and how they could be used in the classroom environment. They argue that to achieve personalised or student-centred education we need to be more methodical about how we "ensure education is meeting the needs of each child or

young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions." (Sanderson, H. et al., 2017, p.3).

Fourteen person-centred thinking tools can assist learners, parents and teachers in the school environment:

Firstly, '**Appreciation**' tool – this is also called 'Positive Reputations' or 'Like and Admire' – the aim here is for the circle of support to get together and think of all the positive characteristics, gifts and skills of the learner, qualities that different people like and admire about the individual. The list of these gifts can then be immediately useful to help identify ways in which the person can meaningfully contribute to the school, class or community. Information collected using this tool can help the individual to raise their self-esteem and confidence. It can also provide useful information for the "One Page Profile".

'One Page Profiles' capture important information about the person: what people like and admire about the person, what is important to the person and for the person and how best to support them. The benefits of collecting this information and sharing it with teachers, parents and others could mean getting the right support from the start, being understood and valued by everyone.

'Communication Charts' – when working with young children and learners who have additional communication needs having a communication chart can be extremely useful. Communication charts can capture how the student communicates with staff and how we need to respond to different communications. Secondly, communication charts can also capture how teachers should communicate with different students using their unique communication skills. The use of communication charts can ensure understanding and be very useful to manage behaviours that can be seen as distracting or challenging.

Another person-centred thinking tool is called '**Learning Log**'. A learning Log is a reflective log of daily activities and progress. This tool can be used to not only record what was done and what worked well but also what didn't work well and what needs to be done differently in the future. This tool helps to highlight any adjustments required for individual students and contributes to the development of personalised support for each student.

'Good Day/Bad Day' – this tool helps the individual and his/her supporters to describe and decide what makes a good day and what makes a bad day and how we can support each student to ensure many more good days and reduce bad bays. Again this information can contribute to the 'One Page Profile'.

‘4 Plus 1 Questions’ is also a reflective tool that asks four main questions that help capture progress and lessons learned. The four questions are: What have we tried? What have we learned? What are we pleased about? What are we concerned about? Plus One – Is the reflective bit where knowing what we know – what do we need to do next? This provides a really good basis for action planning.

‘Working/Not Working’ thinking tool helps to identify what is working well and what is not working from different perspectives: individual, family and school staff. Again, this tool will help to inform the One Page Profile and will contribute to the Action Planning and the Review process.

‘**Relationship Circle**’- a relationship circle is a visual tool that helps to identify people in the individual’s life that are ‘important to’ him/her and ‘important for’ him/her and helps to establish any gaps or plan for relationships to continue beyond current school or service provision or develop new ones.

‘Decision Making’ –decision making is an important skill for any person. Individual students at a different time are also required to make certain decisions. Some of these decisions are more important than others and can have a huge impact on their learning and life. ‘Decision making’ tool helps to create a picture of what decisions do students make, how students make decisions, and what information and help do they need to successful decision making. This tool helps the individual to clearly see their role in a decision-making process and the support that they might require.

‘Community Contributions’ is an interesting tool that helps school staff see how individual students might be engaged in their community and also shows the nature of their engagement. It asks where the person spends his/her time? What do they do? Do they just participate? Do they contribute? Who? Where? And how? These are the main questions used in this tool. Community contributions tool also helps individuals to recognise their abilities and the important roles that they might play in their communities.

‘**Roles and Responsibilities**’, sometimes called ‘the Doughnut’ is a helpful tool that creates a culture of accountability where the individuals, staff and families can clearly understand their roles and responsibilities. This tool is a graphical tool that has a circle in the middle highlighting core responsibilities of the individual. The second circle is a relaxed circle where the individual can use their judgement and creativity to decide whether or not something is their responsibility or not. The outer circle signifies the areas that are not the person’s responsibility.

'Matching' – this tool is very useful for matching students and the support required based on characteristics or common interests. It can be used for matching students in pairs for example to ensure successful teamwork.

Finally, **Person Centred Reviews** – the review process brings together the outcomes from all the above tools and contributes to drawing an action plan that could be monitored to ensure, report and capture progress.

There are many person-centred thinking tools, yet all they are is a set of questions that can be asked in any order. What is important is that these questions and answers are acted on and reflected upon as they can truly help to deliver personalised services and education. Using person-centred thinking tools can help to put individual students at the heart of the planning process so that they can be in-control, actively involved, motivated and successful.

Universal Design Principles and the Universal Design for Learning Principles

The third set of principles that the Multimedia Advocacy approach have engaged in and adopted are the principles of Universal Design. The term "Universal Design" was coined by the architect R. L. Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. However, it was the work of Selwyn Goldsmith, author of *Designing for the Disabled* (1963), who pioneered the concept of free access for people with disabilities. His most significant achievement was the creation of the dropped curb – now a standard feature of the built environment. There are seven main principles of universal design:

1. Equitable use – a fair and impartial design that creates designs that are useful and marketable to people with diverse abilities.

2. Flexible use – to accommodate a wide range of individual preferences and abilities – e.g. adjustable tables.

3. Intuitive use – easy and simple to understand, regardless of the user's experience, knowledge, language, or concentration level. E.g. Dyson hand dryer.

4. Perceptible information – the design communicates necessary information effectively to the user, regardless of their sensory abilities. E.g. Japan, Nanakuma Line – each station is colour coded, has a unique symbol; station names are both in English and Japanese, platforms include lighting that accentuates

train doorways; there are also glass walls or barriers stopping passengers from falling onto the track.

5. Tolerance of error – to minimise hazards or unwanted consequences of accidental or unintended actions – e.g. zebra crossing with sound, lights, touch and feel option- so that the blind person knows exactly where and when to stop, and when to walk across with no or little assistance.

6. Low physical effort – so that the product/service can be used efficiently and comfortably with a minimum of fatigue – e.g. low cash points.

7. Size and space for approach and use – appropriate size and space needs to be provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility. E.g. sliding doors.

CAST – Centre for Applied Special Technology took the Universal Design principles further and created "UDL – Universal Design for Learning Principles" (FIG 2) that focus not only on the physical access but more importantly on the access to all aspects of learning. The research in neuroscience shows clearly that we are all different and that there is no such thing as an average brain; meaning there is no such thing as an average student. And yet, the teaching and the classrooms are often designed for the average. CAST argues that we need to provide many options to meet the needs of various students and we need to provide multiple means of engagement, representation and action & expression. (CAST, 2011).

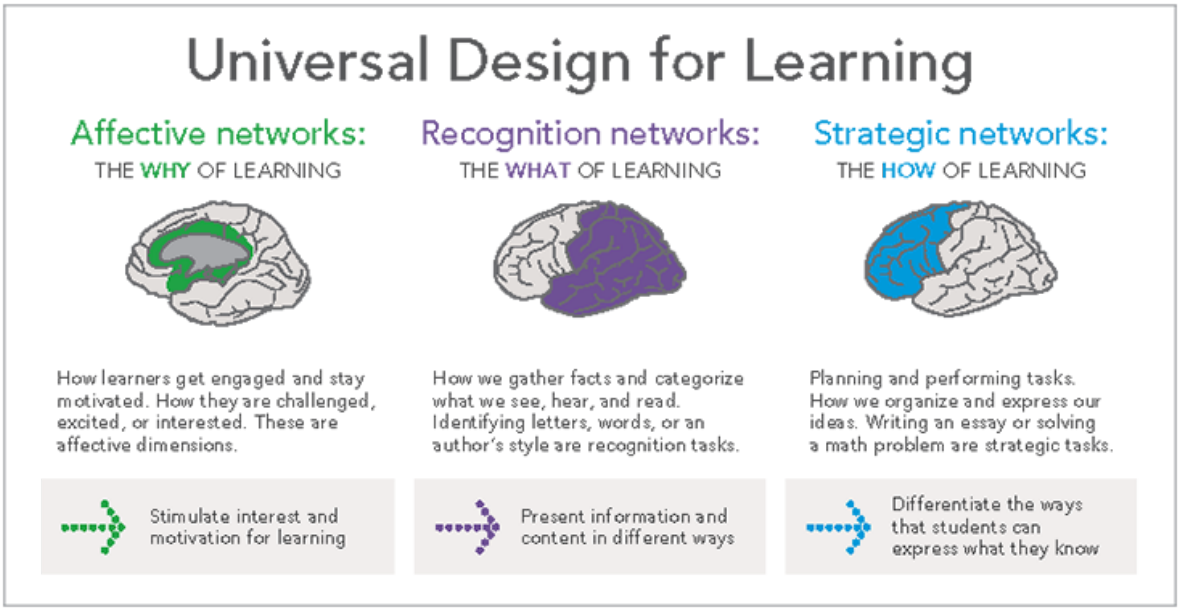


Figure 2 - Universal Design for Learning - UDL
http://www.udlcenter.org/aboutudl

Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn. It "helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs". (CAST, 2011, p.4).

Universal Design for Learning guidelines

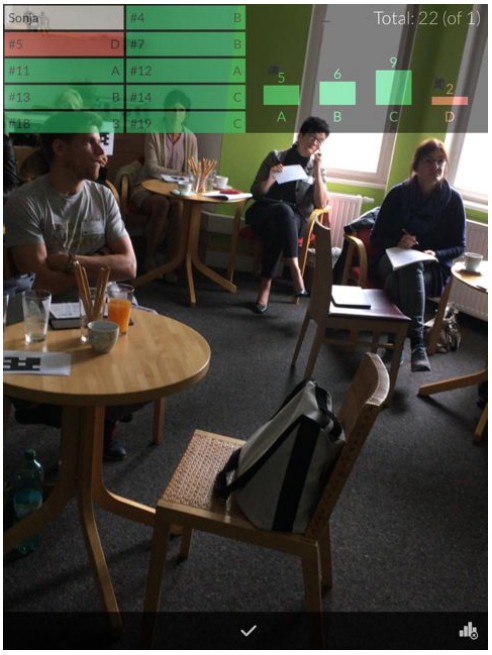
The role of teachers is to provide multiple means of:

- *Engagement - to create purposeful, motivated learners, stimulate interest and motivation for learning.*
- *Representation – to create knowledgeable learners, present information and content in different ways.*
- *Action & Expression – to create strategic, goal-directed learners, differentiate the ways that students can express what they know.*

There are nine detailed guidelines provided by CAST that explain in detail each of them and provide a lot of useful checkpoints. For more details, please access the guidelines: CAST (2011) Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Rose, D. H. et al. Available from: http://www.udlcenter.org/aboutudl/udlguidelines (Accessed 31 August 2017)

Photo documentation

Graz

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Karl Bäck is an expert in inclusive digital education and assistive technology. Since 2002 he works at atempo in the area of qualification of humans with learning difficulties and disabilities. Furthermore, he is active in European projects focusing on digital inclusion since many years. One of his main commitments is the advanced training of experts working with disabled people and teachers that work at inclusive schools.

Hermann Brunnhofer

Hermann Brunnhofer studied sociology in Graz and worked at atempo for almost ten years in the field of peer survey (nueva). Together with various target groups (people with learning difficulties, children, young people), he developed questionnaires on various topics (housing, work, school, training), accompanied peers in their work as respondents, planned evaluations and prepared evaluation reports. He also worked for nueva as a trainer in the training of peers to interviewers in Austria, Germany and Italy (South Tyrol).

Thomas Tröbinger

Thomas Tröbinger has more than 10 years of experiences in teaching basic ICT skills. He also has several years of extensive experiences in all stages of EU-Projects. As a member of staff in the previous European W2ID project (2010-2012) he was responsible for project evaluation and pedagogical course development. As the main project coordinator he is responsible for managing the IncluEdu project. Together with Karl he organizes and runs international courses on inclusive education with Tablets in Graz. Thomas has a Masters in social sciences from the Univ. of Graz.

Monia Ben Larbi

Monia Ben Larbi has focussed her whole career on the question of how people learn and work together - two activities that are out of her view closely linked. She developed competence-based apprenticeships just as study programs that interconnect practice with science. Until 2017 managing director of the initiative Schools on the Move gGmbH. These days she focuses, apart from the development of learning opportunities, primarily on the social question of how learning and working can be structured so that full participation of disabled people is possible. (www.lllaug.eu)

Sonja Giersberg

Sonja Giersberg works as a supervisor, coach and in the organisational development. After years of teaching in schools, in teacher training and as a head of capito, she acquired knowledge in designing workshops regarding various topics. Her workshops, regarding the capito method, focus on the easy-to-read method. Including written and oral communication just as barrier-free event organisation. Her experiences include knowledge in classical event moderation and moderation of events for people with learning difficulties. www.giersberg.at

Annex

Master copy 01:
implementation and evaluation guideline of SOIL-methods

Dear teachers!

We kindly ask you to implement and evaluate the SOIL methods together with your students. It is not a question of evaluating your work as a teacher, but rather of trying out the methods and then receiving important feedback on the methods for the further course of the project. Parallel to this tutorial, please have the printed version of the **teacher questionnaire for the implementation and evaluation** of the methods ready, then it is very simple.

The implementation and evaluation of the methods is very easy and has five steps. Here is a short overview of these five steps:

1. **select and describe the method**

2. **choose goals together with the students**

3. **prepare the methods and try them out**

4. **evaluation of the implementation**: Ask the students with the student questionnaire whether these goals have been achieved. Provide feedback from your (teacher) point of view on the method and fill in the basic data at the end of the questionnaire.

5. **return the student questionnaire and teacher questionnaire**: For this, you have two options:

    a. you send the questionnaires by e-mail or by post to your SoIL contact person

b. you enter them in the following online form:
http://survey.atempo.at/limesurvey/index.php/161764?lang=de-informal

The steps are explained in detail below:

Step 1: Choosing a method and describing it

- Take a method and think about where and how you want to use it. **In the teacher questionnaire, briefly describe the method you are planning to use**. Ideally, this is a method that was taught in the SoIL seminars. However, if you already use these methods or modifications of them in the classroom independently of the SoIL seminars, you can also refer to them (for example, learning games on the PC, weekly schedule work, etc.). As a reminder, here are the SoIL methods and further examples:

	Digital Tools	**Personalised Learning**	**Easy-To-Read**
SoIL-methods	• Padlet (digital pinboard) • Plickers (survey tool with cards) • Kahoot (Quiz) • learning apps.org (platform with many small learning units) • Book Creator (simple books created on your own)	• Learning Office • person-centered methods (see also Seitex, e.g. 4 Plus 1 question, person profile, Good day/bad day, etc). • Multimedia Advocacy (use of alternative forms of communication such as images and videos, etc.) • Universal Design for Learning (differentiation of teaching and learning)	• simplified text or course content created by yourself • Instructions in easy-to-read language

Similar Methods (Examples)	• educational PC games • Tiptoi®	• weekly schedule work • station learning • free learning	• working with already available simple texts

Step 2: Choose goals together with the students

- During the second step, **three to five targets** are selected with the students which shall be achieved using this method. The goals are already formulated in the past form from the student's point of view (if necessary, you can simply use the present form for easier understanding in discussion with the students).
- **Please include these goals in the teacher and student questionnaire for later evaluation** (do not forget the number, e. g. G1, G2,...). If you do not find an important goal on our list, please feel free to add it. You can as well easily change the language of the proposed goals.

Goal number	**Goal**	**Methods**
G1	I found it very interesting to elaborate the subject matter in this way.	Digital tools, learning office
G2	I experienced something new by using this method.	All methods

G3	Everyone could participate.	All methods
G4	It helped me to comprehend the subject matter better.	All methods
G5	I was able to concentrate better than usually.	Learning office
G6	It was less loud in the class than usually.	Learning office Digital tools
G7	I was able to self-check the exercise/task .	Learning office
G8	I was able to work independently.	Learning office, digital tools
G9	I was able to work at a comfortable pace that felt right for me.	Learning office
G10	I enjoyed reading the exercise/task (the text).	Easy-to- read
G11	I understood the exercise/ task (the text) well.	Easy-to- read
G12	The teacher had more time to take care of me than usually.	Learning office
G13	I was able to choose with what exercise/ task I wanted to start and what I wanted to do later.	Learning office
G14	I was able to choose a topic that I wanted to focus on.	Learning office

G15	I could choose if I wanted to do easier or more difficult exercises/tasks.	Learning office, digital tools
G16	I could choose if I wanted to work alone or with a partner on a topic.	Learning office, digital tools
G17	I was able to explain something to other people as they explained something to me too. (mutual learning)	Digital tools; learning office
G18	The exercise/ task was fun.	All methods
G19	I was successful in fulfilling the exercise/task.	All methods
G20	I want to work on an exercise/task in the same manner again.	Digital tools, learning office

Step 3: Prepare the methods and try them out

Afterwards, we ask you to prepare the chosen method with the help of the SoIL manual and to implement it with the students.

Step 4: Evaluation of the implementation

- Please duplicate the **template of the student questionnaire** with your added goals (copy or print) and hand it out to all students.

- Please **discuss each of the goals chosen at step 2 with your students**, so that all of them have a good understanding of what is meant by each goal.
- Then asks the students for an assessment of how they have experienced the implementation of each goal. It should be a secret and anonymous questioning. There are three possible answers: yes, partly; no.

  Afterwards, collect the questionnaires of the students again.

- Now you can fill in the teacher questionnaire and the basic data of the class.

Step 5: Return the student and teacher questionnaires

You have two options for this:

  - you send the questionnaires by e-mail or by post to your SOIL contact person or
  - you enter them in the following online form: http://survey.atempo.at/limesurvey/index.php/161764?lang=de-informal

- **When filling in the online form, please proceed like this: Count the answers for each goal and enter them in the online evaluation form.** In the **online form**, please also **enter the written and perhaps verbal feedback** (from the discussion) of the students in the box: Additional feedback from the students. Please also give feedback from your (teacher's) point of view on the methods.
- **The evaluation is completely anonymous and does not refer to individual schools or teachers.** Please enter your contact details at the bottom of the form, just for the case we need to contact you with any related questions. We are not interested in assessments, but in receiving feedback on the methods. Nevertheless, you may not yet be entirely satisfied with the implementation of a method: Then please try the method again, make a new evaluation and only send us this result! However, it would be very important for our project to receive at least one evaluation sheet from each participating school.

Thank you very much for participating!

The SOIL team

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Master copy 02: Teacher-Questionnaire for the Implementation and Evaluation of SOIL-Methods

To fill in this questionnaire we kindly advise to pick up the „Implementation and Evaluation Guideline" and carefully follow each step.

The process of implementing and evaluation the SOIL-Methods is really easy and consists of five steps:

1. **To choose a method and describe how it is going to be applied.**
2. **To set the goals together with your learners**
3. **To prepare and trial the method with your learners**

4. **To evaluate the implementation:** Learners are handed out the questionnaire and are then asked to give feedback to what extent the commonly set goals have been achieved. You as a teacher fill in this teacher questionnaire also assessing the goal attainment from your individual perspective and providing the general data about your class at the end of the questionnaire.
5. **To return learners questionnaires and the teacher questionnaire:** You have two options for that. Either
    a. Send the collected filled-in questionnaires by e-mail or post to your national SOIL-Contact person under name@xyz.com or
    b. directly fill in the online survey following the link below. The detailed instructions on how to enter the data can be found in the guideline.

    http://survey.atempo.at/limesurvey/index.php/161764?lang=de-informal

1. Which method do you want to try and how?

Please describe the method you have chosen and how you want to use it in your specific context or subject (At best, please fill in your answer directly within this document)

2. What goals should be achieved using this method? Please enter the chosen goals in this questionnaire as well as the one-page questionnaire for your learners.			**4. Evaluation** How do you assess the achievement of the goals?		
Nr.	**Code**	**Description**	**Yes**	**Partly**	**No**
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Further oral feedback given by your students

I liked:
I did not like:
Other feedback:

Teacher Feedback

What worked well:
What didn´t work well:
How could this method be used to support inclusion in your classroom?
Other feedback:

Basic data of the class in which the method was implemented

School type/level:

□ Primary school level

□ Lower Secondary school (Level 1)

□ Higher Secondary (Level 2)

□ Vocational School

□ Special School

□ Adult Education Provider

□ Other: _____

Grade/Year:_____

Number of learners in class:___

Are there any students with additional support needs / special educational needs?

□ YES; Number_____

□ NO

Are there learners who struggle to follow classes due their literacy skills?

□ YES; Number_____

□ NO

School Name: _____

[optional information in case of further questions]

Name, e-mail und phone number of the person who filled in this questionnaire:

_____

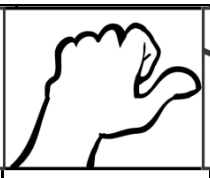
[optional information in case of further questions]

SOIL
Social Inclusion of Learners

Master-copy 03: Learner-Questionnaire on SOIL-Methods

School: _____ **Grade/Year:_____**

Age: _____Years **I am…☐ Girl ☐ Boy**

Method: _____			
Goals	**YES**	**PARTLY**	**NO**
I liked:			
I did not like:			
This is what I also want to say:			