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Inclusive Inspiring Practice Guide



Promoting inclusive schools in Europe
through Universal Design for Learning and Service-Learning



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Development of the study and drafting of the document

Projects and social innovation area of COCEMFE
COCEMFE Technical Team

Autonomous University of Madrid

Marta Sandoval Mena
Elena Lopez de Arana
Roberto Sánchez Cabrero
Gema Saez Suanes
Sergio Sánchez Fuentes

Anamur District Directorate of National Education

Ali Bulut
Ayhan Sezdirmez
Nasibe Deniz Güney
Gülname Polat

Vakifbank Ataturk Secondary School

Ayhan Sezdirmez
Okan Gültekin
Hüseyin Cihantimur

Indriķis Zeberīņa Kuldīga Primary School

Inese Zvaigznone, Ivonna Ziverte
Ligita Plate, Dairis Eimanis
Benita Baumane
Mareks Treimanis
Elita Lampa
Aija Zebeka

Father Jan Twardowski Catholic School Complex

Teachers of Katolicka Szkoła Podstawowa
Classes III a and III b together with their teachers of
Katolicka Szkoła Podstawowa in Zabrze

Innovation Frontiers IKE

Dimitris Roumeliotis Kyptoulis
Konstantinos Panagos
Violetta Stavrou

CEIP Carlos Cano

José Miguel Martín Fernández
Iván Condado Conde
Berta Magán Sanchez
Marta Cruz Navas
Susana Paredes Jiménez
Class 5ºB - Iván Condado Conde

Revision of the document

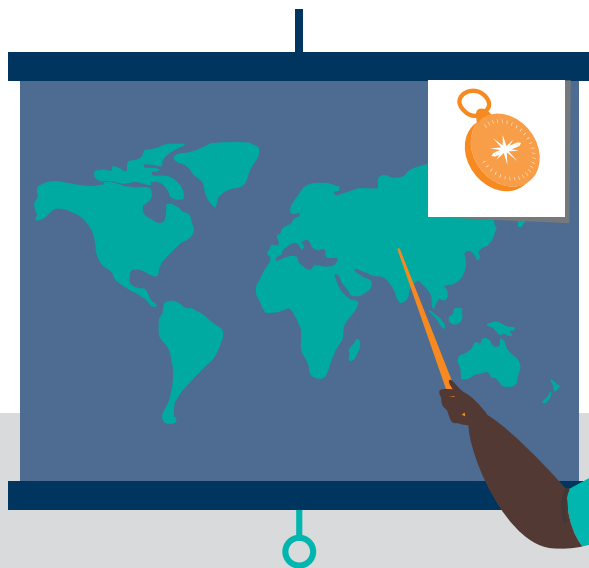
COCEMFE Technical Team
This guide is the result of the INCLUDL-Schools
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Learning

Edited by

Spanish Confederation of People with Physical and
Organic Disability (COCEMFE)
C/Luis Cabrera, 63, 28002 Madrid
+34 91 744 36 00
cocemfe@cocemfe.es
www.cocemfe.es

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Presentation

This Inclusive Inspiring Practice Guide is the result of implementing inclusive methodologies at four schools in Spain, Latvia, Türkiye and Poland within the framework of the INCLUDL Schools project, a Cooperation partnership in School Education action under the Erasmus Plus Programme.

The aim of this tool is to guide and encourage other European schools and teachers to take action in the process of introducing inclusive practices in the Lesson Plan in order to guarantee the right to quality education for all students on equal terms.

The methodologies carried out at the INCLUDL Schools provide the following innovative element: the design of Service Learning (S-L) projects that integrate the Universal Design for Learning (UDL) with the aim of ensuring a true learning competence that makes sense by participating with the community.

The Guide shows in a practical, inspiring and motivating way the step-by-step process carried out by the schools, the various phases of the projects, their development and their evaluation. It also includes the impact at school, community and local level of the four S-L projects that were implemented.

Its conclusion: IF IT IS NOT INCLUSIVE, IT IS NOT EDUCATION.

1. What is INCLUDL Schools?

Promoting inclusive schools in Europe through Universal Design for Learning and Service-Learning (INCLUDL Schools) is a strategic action for school education KA220 of the Erasmus Plus Programme, whose main objective is to promote an inclusive Europe for all students.

Inclusive education is an educational model aimed at guaranteeing the right to quality education for all students under equal conditions, paying special attention to those who are in a situation of greater exclusion.

This Project arises from the conviction that implementing inclusive methodologies, especially Service Learning (S-L), and the Universal Design for Learning (UDL) approach is the best way to guarantee the presence, participation and learning outcomes for students. By making learning activities meaningful through their connection to real life, true competency learning can be achieved. In this way, people's skills and knowledge are put into practice to construct an answer to a problem or situation.

INCLUDL School focuses on students with disabilities since statistics show that there is an educational gap between the population with and without disabilities of the same age, despite the fact that access to inclusive schooling under equal conditions, with the necessary support and in the same classrooms as other students, is nowadays a right for people with disabilities, as stated in the International Convention on the Rights of Persons with Disabilities (CRPD).

The INCLUDL Schools consortium is formed by: COCEMFE as the coordinating entity, the Autonomous University of Madrid, Anamur District Directorate of National Education, Vakıfbank Atatürk Secondary School, İndrişis Zeberîna Kuldîga Primary School, Father Jan Twardowski Catholic School Complex, Innovation Frontiers and CEIP Carlos Cano as an associate member. We have gathered a group representing the associative disability movement, with a university, a technological company, a public education body and four schools. The team represents Spain, Türkiye, Latvia, Poland and Greece.

The strategic cooperation has allowed us to value multiculturalism and heterogeneity to explore the synergies between a competency-based learning model centred on Service-Learning (S-L) methodology that integrates Universal Design for Learning (UDL). At the same time, we have promoted the use of Information and Communication Technologies (ICT) in order to develop more inclusive educational proposals that increase participation and accessibility.

To this end, the four schools have implemented didactic programmes through S-L methodologies based on UDL to enrich the capacity of the teaching teams and the schools to integrate inclusive practices in their schools and wider communities.

The activities, which have been carried out throughout the 33-month life of the project, have led us to three intellectual outputs that aim to improve teachers' skills to integrate more inclusive didactic programmes. In addition to this guide, there is a Digital App "INCLUDL in S-L" and an ICT Toolbox for inclusion.

2. Who were we?

COCEMFE

The Spanish Confederation of People with Physical and Organic Disabilities (COCEMFE) is a non-profit association, founded in 1980, that pursues their full inclusion and active participation in all areas of society, through the promotion, defence and claim of their rights, as well as the coordination, representation and impulse of its Associative Movement, thus contributing to the construction of an inclusive and diverse society.

COCEMFE is made up of 92 organisations, covering the whole of Spain and encompassing the main chronic disease organisations. COCEMFE groups together more than 1,600 associations and represents 2.5 million people with disabilities in Spain. During the 40 years of activity of COCEMFE, it has managed a large set of services that group together the activities directly aimed at satisfying the needs and expectations of our main stakeholders, the confederated entities and the people with physical and organic disabilities, according to its mission, vision and values, especially in inclusive education.

Autonomous University of Madrid

Autonomous University of Madrid (UAM) is a public university with an outstanding international reputation for its high-quality teaching and research. Founded in 1968, it has been generally recognised as one of the best Spanish universities in both national and international rankings. Currently it has about 30,000 students (23,000 undergraduates, 3,000 master's students and 4,000 PhD students), about 3,200 professors and researchers, and nearly 1,100 administrative staff. UAM has a distinguished reputation in research: in 2009 it was awarded the recognition of “Campus of International Excellence UAM+CSIC”, a joint project with the Spanish National Research Council (CSIC). The support and development of high-quality research have been among its objectives, and it has been rewarded with international recognition. These achievements have been attained thanks to its highly-valued research teams and research institutes.

Autonomous University of Madrid (UAM) boasts a large experience in the management of international mobility, and educational and research programmes in the framework of the Lifelong Learning Programme, the VII Framework Programme for Research, and EuropeAid. Thanks to this experience, we have consolidated links and improved knowledge and expertise regarding the running of these types of projects.

Anamur District Directorate of National Education

Anamur District Directorate of National Education is the official representative of the Ministry of National Education in the district of Anamur, Türkiye, and is the first-hand executive of the duties and responsibilities of the Ministry. It is responsible for planning, executing, developing and auditing practices by evaluating all educational activities in the district. A total of 841 personnel, including 40 directors, 57 deputy directors

2. Who were we?

and 753 teachers (30 of them are special education teachers), are employed in schools and institutions affiliated to our Directorate. These institutions serve 12,509 students. A total of 7,263 of our students are young people aged between 13 and 19.

Our aim is provide the necessary support in the personal, professional and social development of young people who are all our target audience in Anamur; developing their knowledge and skills are among the primary responsibilities of our institution. Our institution's priorities are to support participation in national projects based on science, provide the necessary support by encouraging the participation of educational staff, students, youth and youth workers in international projects in order to achieve a standard European Union education quality, and lead the expansion of their horizons through intercultural interaction.

Vakıfbank Atatürk Secondary School

Vakıfbank Atatürk Secondary School is a public school located in Anamur district of Mersin. It has 1017 students between the ages of 10-15. It has 64 teachers and 4 managers. There are also two classes of students with disabilities. There are 16 students in these two classes (mild to moderate intellectual disability, autistic, dyslexia, spastic student) and four teachers educating them. There are also 25 students who have learning disabilities or low intellectual disability in our school and they are in the same classroom with others but have special curriculum prepared by their teachers. We have a registered certificate in the UNESCO ASPNet network. We worked as a pilot school in the iTEC project, which was supported by the European commission between 2011-2013. One of our Technology and Design teachers is a Teacher Educator on the use of Web2.0 tools in lessons at national level. In 2013, our students came first in Turkey with their projects in the field of Science. Again, in the design and innovation competition held in the field of health, Turkey came in 3rd. Turkey took 2nd place in the Energy Saving competition organized by the Turkish Ministry of Energy and Industry.

We are a leading secondary school both academically and socially in its region. Scientific, social and cultural studies are carried out every year in our school and the participation of all students is ensured. Our parents of students take an active role in all activities. Due to the projects we have completed and ongoing so far, we have a wide European network.

Indriķis Zeberīņa Kuldīga Primary School

Indrika Zeberina Kuldiga primary school (Latvia) is the oldest school in the Kuldiga district, with about 500 students. After more than 50 years of operating as a secondary school, it became a primary school in 2023, teaching students aged 5-16. The school staff consists of about 55 teachers and 27 technical workers. Historically, our school has served students from rural areas.

Traditionally, 33% of our students come from the countryside. This group of people is more vulnerable, with special needs and learning problems. We have extensive experience in inclusive education. In the 2021/22 school year, we had 146 students with learning difficulties. We have also students with intellectual disabilities. Our latest challenge is a blind boy in year 2 and students from Ukraine. Our school has been recognised as one with the best inclusion practices on a national level. The school is famous for its activities connected with sustainable development and environmental education. It has received the International Certificate of ECO schools. Students and teachers of our school have carried out international Erasmus+, Comenius, Nordplus and e-Twinning projects.

Father Jan Twardowski Catholic School Complex

Father Jan Twardowski Catholic School Complex was established 32 years ago and is a non-public school. It currently educates 230 students and employs 31 teachers. The main activity of the school is to provide education at a very high level and undertake educational activities aimed at preparing students to participate in social life.

At our school, 62 pupils, i.e. 25% of the school population, are receiving psychological-educational support,

and they fully participate in the educational sphere of the school. The pupils at our school have the following educational needs and/or disabilities: dyslexia, dysgraphia, dysorthography, dyscalculia, sensory integration disorder, Asperger's syndrome, autism, mutism, CAPD (Central Auditory Processing Disorder) and ADHD. There are 7 teachers qualified to provide remedial education and there is no support teacher assigned to one pupil only. The school offers specialised classes.

Participation in the European project INCLUDL-School has broadened our knowledge and equipped us with the skills to work with students in a diverse group. The UDL approach and S-L methodology is an inclusive practice that has shown us ways of working with students with learning needs.

Service-Learning classes are also conducted, which makes students more sensitive to the needs of others and teaches them respect.

Innovation Frontiers IKE

Innovation Frontiers IKE is an innovative educational technology and research company that specialises in creating educational, engaging, and entertaining learning experiences that incorporate innovation, creativity, and gamification to enhance flow for learners. Our company offers a wide spectrum of solutions, including interactive custom eLearning, serious games, open educational resources, training simulations, educational animations and mobile learning. We combine game design, game technology, instructional design and psychology to master the art of crafting learning games, simulations and training. All developments are tailored precisely to our clients' individual needs.

To us, learning is never a one-size-fits-all approach and, therefore, any learning solution we produce is tailored to each organisation's goals and needs. Our clients often know what their learners need to know, and we help them to know the best way to get there.

CEIP Carlos Cano

CEIP Carlos Cano, since its creation in 2006, has sought to be an educational centre that is participatory and open to its environment.

Its fundamental characteristic is its conception of an open, plural, tolerant, respectful and flexible school, where education in values and autonomy are a constant.

It is a school where the educational community (students, teachers, school staff, families and community) can participate in order to build together "a school for all".

Currently, there are some projects in the centre that involve the garden with the elderly people. There are also previous experiences with environmental activities such as recycling, cleaning the environment, ecological routes, etc. We also start with community resources, since there are communal gardens in the neighbourhood.

3. SWOT: analysing a reality in order to transform it

At the beginning of the project, Autonomous University of Madrid (UAM) prepared a questionnaire on the current situation of the schools participating in the project. The questionnaire was addressed to teachers. More than 90% of the teachers in the schools participated.

In this questionnaire, the teachers were asked about the relationships between the teaching teams and with the families, the role played by the students in their own learning, and a reflection on the teachers' own pedagogical work. Questions were also asked about the evaluation processes and learning methods and the teachers' beliefs about their own teaching experience. Finally, the questionnaire contained a specific section on the use of the Universal Design for Learning checkpoints and the phases of the Service-Learning methodology.

To start analysing the own reality of each school, we began by conducting a SWOT analysis, using the data collection of the questionnaires, to determine the strengths, weaknesses, opportunities and threats at each school.

Thanks to this exercise, first individually and then collectively with the school staff, we were able to detect where to direct our efforts for preparing the didactic programming.

After carrying out this analysis internally at each centre, a review was carried out by the Autonomous University of Madrid (UAM), which provided its perspective taking into account the data provided in each individual SWOT.

At the C1 meeting in Madrid (Learning Teaching Training activity), each centre was able to present its results and carry out a dynamic in which all participants provided suggestions for improvement to each of their schools.

The objectives of this SWOT was to analyse our own strengths, weaknesses, opportunities and threats in order to facilitate service-learning processes within the framework of the UDL that favour inclusive and quality education in each school.

In other words, it answers questions such as: What are we doing well in our school to promote inclusive methodologies within the framework of the UDL approach? What aspects can we improve in our practice as teachers to incorporate these methodologies and approaches? What external supports can we use to implement them? What obstacles external to the school should we take into account that may minimise our chances of successful implementation?

By analysing the internal aspects, the strengths and weaknesses were detected, focusing on internal factors of competencies, resources and strengths, or lack of them in their schools taking into account their answers.

On the other hand, by analysing the external aspects, we gathered information on the opportunities and

threats by focusing on external factors over which they have little or no control.

However, we were aware of, and took into account, the interrelationships between the internal and external factors.

In addition, the SWOT analysis provides an opportunity to reflect on our knowledge of the Convention on the Rights of Persons with Disabilities and Human Rights, the motivation of our teachers and students, the ways in which we involve families and the community, and to discuss our goals.

The SWOT conclusions for each school can be found in the annexes (Annex 1).

CAME Dynamics: transforming weaknesses into strengths

After analysing each characteristic of the SWOT, a dynamic of reflection was carried out in which all participants contributed ideas for improvement to transform those weaknesses into strengths.

The method used was a CAME analysis. The name of the method is an acronym formed by the words: Correct, Address, Maintain, and Explore, related to the words in the SWOT acronym. Correct weaknesses, Address threats, Maintain strengths, and Explore opportunities.

Correct the weaknesses (C): take possible measures to minimise their impact and ensure that they do not influence the development of the project's objective.

Address the threats (A): since this is an external factor that cannot be influenced or changed, it is necessary to adapt and deal with them in such a way that their impact is minimised through opportunities.

Maintain the strengths (M): continuous work must be done to maintain the strengths detected, since they help tackle obstacles.

Exploit opportunities (E): it is necessary to focus on those opportunities that can generate new strengths.

The dynamics consisted in the delivery of the CAME matrix by school, related to the SWOT analysis, in order to offer a time for reflection to find ways to minimise the impact of the weaknesses, among other issues.

In the matrix, each CAME word was differentiated with a different colour: Weaknesses (pink), Threats (orange), Strengths (green) and Opportunities (blue). To develop the dynamics, each school was given a flipchart and several post-its with the same colours that appeared in the matrix in which they answered a series of questions to correct the weaknesses and put this into practice.

The questions posed to analyse the weaknesses were: What actions can we take to eliminate the weaknesses?

Other questions to address the threats: What actions can we take to prevent a particular threat from becoming a weakness? How can we minimise the impact of a threat? What actions can we take to prevent the threat from affecting us?

Questions to reflect on how to maintain strengths: What actions should we take to maintain our strengths? How can we continue to have these competitive advantages?

And finally to reflect on how to take advantage of the opportunities found through questions such as: What actions can we take to turn these opportunities into strengths?

What actions can we take to exploit opportunities?

After this period of reflection, each person was able to view the flipcharts of other schools and provide feedback.

3. SWOT: analysing a reality in order to transform it

Each participant had to choose a key point from another school and find a solution based on their own experience and then explain it to the whole group so that all participants could benefit from the shared knowledge.

Some conclusions reached to transform weaknesses into strengths were the following:

- The need to individualise the homework assigned to work at home and offer different formats so that students can present them autonomously.
- Establish a collaboration model between support teachers and classroom teachers to promote co-teaching.
- Create and consolidate spaces in which families participate in their children's learning and in the life of the centre and promote communication channels in which the information is public.
- Train in inclusive education to become aware of the importance of including all students in the regular classroom and eliminating stereotypes in daily routines and activities.
- Introduce new evaluation strategies and formats to adapt to the students.



4. INCLUDL Schools promote inclusion

Universal Design for Learning (UDL)

The Universal Design for Learning (UDL) has emerged as a pedagogical framework within inclusive education, devising a holistic model that outlines the fundamental aspects inherent in every teaching-learning process. It offers a flexible and adaptable framework aimed at dismantling barriers and fostering equitable access to knowledge for all students.

UDL was pioneered at the Centre for Applied Special Technology (CAST) over two decades ago. CAST dedicated its efforts to formulating guidelines that facilitate the integration of educational practices based on two fundamental pillars: curricular flexibility and technological utilisation. Of these, the one most closely aligned with the essence of universal design entails maximising flexibility in any educational endeavour. This encompasses a broad spectrum of considerations, including objectives, content, evaluation criteria, as well as the material and human resources available to educational institutions. This model requires moving away from conventional notions of an "average" group of learners and instead recognising the diversity of backgrounds and abilities present in classrooms. These variations encompass prior knowledge, literacy levels, mathematical skills, cognitive processes such as memory and attention, sensory and motor disparities, native language proficiency, cultural background, expectations, interests and communication modalities, among others.

In addition, another fundamental pillar on which it is based is the use of technology as a tool to achieve the expected flexibility. We cannot speak of a model based on equal opportunities without ensuring that all students have access to the same or, at least, similar resources. In this context, technology emerges as a crucial instrument for facilitating access to knowledge and streamlining the learning process. From applications and platforms to assistive devices, technology offers avenues to diversify information presentation methods, empowering educators to provide multiple avenues for accessing content while affording students various means of expressing their learning. Likewise, technologies foster student engagement, motivation, and participation, be it through content generation, online collaboration, or instantaneous feedback.

In general terms, it can be asserted that UDL may be construed as both a model and an enabler for addressing the needs of our students. However, it should never be viewed as a singular, rigid prescription incapable of adaptation to the demands of a classroom, an educational institution, or a broader overall system with its distinct idiosyncrasies. Hence, it becomes imperative to rely on specific models tailored to contextual possibilities, which should be understood, such as Contextualised UDL (C-UDL) (Sánchez & Duk, 2022) and Universal Design for Learning and Accessible Education (UDL-A) (Villaescusa, 2021), as key elements in advancing systems that uphold equity in education.

As reiterated, the UDL model pivots on transforming the learning environment, a milieu that, as acknowledged, can either facilitate or impede student learning. To this end, it defines three primary principles that underpin the entire approach, furnishing the foundational framework upon which the

4. INCLUDL Schools promote inclusion

guidelines provided to educators are constructed. These principles are set out below:

PRINCIPLE I: Provide Multiple Means of Engagement (the why of learning)

As presented by CAST in its description of the principle rooted in engagement, the emotional component stands as a crucial element for learning. Aspects such as subjectivity, cultural and social environment, individual life stage, and emotional states significantly influence the level of engagement a person has with their learning process.

It is imperative to ensure that our students are motivated, excited, engaged, and interested in their own learning journey. Failing to achieve this objective can make it exceedingly challenging for our students to attain the goals set forth by the educational system to progress through their academic stages.

PRINCIPLE II: Provide Multiple Means of Representation (the know-what of learning)

Concerning representation, it is evident today that not all students receive and comprehend information in a singular manner or through the same channel. The diversity of learning styles in classrooms means that each student has a unique way of processing the information conveyed by teachers. Therefore, it is illogical to presume that there exists only one valid way to present information, which often tends to be solely oral.

What the principle related to representation elucidates is that teachers should offer different means of communicating information in a clear and straightforward manner, while also considering vital aspects such as activating prior knowledge, highlighting key ideas, or illustrating content through various tools.

In essence, a student can access information through visual or auditory means, with options to customise information (e.g., font type, size, highlighting, translation into other languages) to ensure its usability and purpose, which should ultimately enable each student to select the most suitable medium for their characteristics and make it meaningful for their learning.



PRINCIPLE III: Provide Multiple Means of Action and Expression (the know-how of learning)

This principle, associated with the way learning occurs, underscores the flexibility that students must possess to express what is required of them. Similar to preceding principles, it is essential to recognise that there is no single method or pathway through which all students articulate their learning. Given the diversity among students, we will find individuals who express their learning better through writing, others orally, and still others through graphic or audiovisual representations, among other means. The UDL advocates that educators should embrace the flexibility of expression in learning to ensure that each student can engage in communication of their learning in the most effective manner possible.

Each principle is defined by a set of guidelines presented in the following table:

Table. UDL Model with Principles and Guidelines, Version 2.2

PRINCIPLES		
Provide Multiple Means of Engagement	Provide Multiple Means of Representation	Provide Multiple Means of Action and Expression
GUIDELINES		
Providing options for interest	Providing options for perception	Providing options for physical action
Providing options for sustaining effort and persistence	Providing options for language, mathematical expressions and symbols	Providing options for expression and communication
Providing options for self-regulation	Providing options for comprehension	Providing options for executive functions

In essence, UDL stands as an inclusive pedagogical approach aimed at breaking down barriers and serving as a facilitating tool for equal opportunities in the teaching-learning process. By recognising and addressing the diversity of learning styles, skills, and needs among students, UDL not only enhances access to knowledge for all but also fosters an environment of equitable learning, wherein every student can reach their maximum potential.

Service Learning

Sustainable Development Goals and Service Learning

This section reviews Service Learning conceptualisation as a strategy for building inclusive schools. The aim is to facilitate its understanding. Therefore, the question is: What is Service Learning?

The United Nations 2030 Agenda for Sustainable Development is made up of 17 Sustainable Development Goals (SDG) and 169 targets that serve as a guide to transform and improve the world (United Nations, 2015). The SDG collects and represents today's problems to make them visible (see Image 1).

These are the goals that the countries try to respond to: 1) no poverty; 2) zero hunger; 3) good health and well-being; 4) quality education; 5) gender equality; 6) clean water and sanitation; 7) affordable and clean energy; 8) decent work and economic growth; 9) industry, innovation and infrastructure; 10) reduced inequalities; 11) sustainable cities and communities; 12) responsible consumption and production; 13) climate action; 14) life below water; 15) life on land; 16) peace, justice, and strong institutions; 17) partnerships for the goals.

4. INCLUDL Schools promote inclusion

Image 1. The Sustainable Development Goals



Source: <https://www.un.org/es/teach/SDGs>

Meeting these SDGs is the best plan for our lives and is the way to expose what we need to transform our world into a better place.

To achieve this transformation and improvement, it is essential to involve not only governments but also all institutions as well (López-de-Arana et al., 2019). One of the key institutions are schools.

The SDG number 4 (SDG4) focuses on ensuring quality education. In the specific indicators of SDG4, the main theme is inclusive education. Service Learning is a very important strategy to achieve SDG4 so, through Service Learning, we can build inclusive education.

Service Learning conceptualisation

Service Learning is much more than a methodology or a didactic strategy. It is a philosophy that promotes a complex and critical way of understanding the world and the people around us. Therefore, it is based on a humanistic educational approach to promote social justice and civic responsibility.

Service Learning integrates service to the community within the educational curriculum, enabling students to perform a service to the community by applying the curricular knowledge acquired and reflecting on their experience (McIlrath, et al., 2016) (see Image 2).

Image 2. The two elements of Service Learning



These two elements are very important in Service Learning; without the learning or without community service, Service Learning does not exist.

- a) The learning is used to offer a quality service and minimise or alleviate community needs. These needs could be economic, social, educational, legal, medical, environmental, etc. All kinds of needs can be considered.

- b) The learning is enriched because it is implemented among the community. It is therefore based on the experiential learning of John Dewey (learning by doing).

Service Learning is not only a service as a volunteer programme, it is also a service to the community; it is also a learning or an academic project as part of a collaborative work about some social problems like poverty or gender. Service Learning should be considered with its two sides: there is a mutual benefit and there is reciprocity because, while the students learn, the community grows.

Therefore, the teaching-learning process promoted by Service Learning goes beyond the classroom, as it requires collaboration with social agents. In this way, Service Learning constitutes a coherent experience or project that seeks to open the possibility for students to develop various generic, transversal, and specific competencies, in addition to responding to the real needs and problems of their environment with the aim of improving them.

Everybody wins with Service Learning because it impacts on all the agents who are involved during the experience or the project.

Students can improve in the following areas:

1. Their academic development. They usually explain that their learning is deeper than the knowledge they achieve with other kinds of educational experiences or projects.
2. Their social development. They usually affirm that they are better students by doing collaborative work than they were before.
3. Their personal development. They realise their strengths and weaknesses.
4. Their ethical awareness increases because they overcome prejudices by contact with their community.
5. Their vocational and professional skills. They improve on their civic engagement or their social responsibility becomes stronger, and they realise that they could do something to improve the life of others.

Furthermore, teachers perceive:

1. More satisfaction with the quality of student learning. They think that the learning is more significant.
2. A better classroom climate. There are fewer conflicts or problems.
3. A better relationship with students. They feel closer to the students.
4. A greater presence of Service Learning in their subjects. Schools increase their institutional awareness of civic engagement and improve community relations.
5. The community feels more satisfaction with students' participation and with the usefulness of the service, and improves relations with schools.

Besides, Service Learning has an inclusive approach. Service Learning, as inclusive education, promotes the participation of students in the learning process to address diversity in the classroom, thus expanding the potential of students based on their functional diversity. This participation is based on the perspective of social justice, which brings social responsibility and reinforces relationships or builds community networks through critical reflection.

After the Service Learning conceptualisation, it can be said in a summarised way that learning, service, reflection and participation are the 4 psycho-pedagogical bases of Service Learning (see Image 3).

Image 3. The four elements of Service Learning



4. INCLUDL Schools promote inclusion

Service Learning is diverse. It is difficult to fulfil the 4 elements: reflection, participation, learning and service. It is even more difficult for these bases to be represented in a balanced way. It is very difficult to develop a perfect Service Learning. The most important thing is to try to transform the reality of our community, offering something that people need. Before explaining the phases, the four elements must be defined:

Learning: Learning, in the educational proposal of service-learning, does not imply merely internalising content, but goes beyond it, reconceptualising learning as a way of learning to be competent by offering a service to the community, that is, learning the established curricular content, but being useful to others (Batlle, 2023). The key, therefore, is learning by doing.

Service: The service has to be directed to the community, it has to be based on real needs of the environment, and the purpose must be to improve the vital, personal, academic, social, ecological and other situations of the worst affected groups of the environment we live in (Batlle, 2023).

Participation: Participation (Booth and Ainscow, 2015) goes beyond being in a place or at a moment. Participation is being as well as collaborating with other people (peers, teachers, representatives of entities, recipients, etc.), and making decisions about the learning process itself which, in this case, is materialised through service-learning. In order to participate, people need to feel accepted.

Reflection: Reflection is based on the union between academic/curricular knowledge with experiential knowledge (López-de-Arana et al., 2019). Service-learning provides opportunities for students to reflect on some of the issues that Booth and Ainscow (2015) discuss in their guide such as: the social injustices and inequalities present in our communities by developing a critical view, the power relationships that are built in both formal and informal contexts by becoming aware of the importance of horizontality and equity, and the values that underlie both their own and others' actions by promoting ethical literacy.

Phases to Build a Service Learning Experience or Project

It is important to know the basic phases of designing a Service Learning experience or project. The aim is to facilitate the building of a Service Learning experience or project for school teachers. Therefore, we are going to answer the next question: how can we build an experience or project based on Service Learning?

There are 3 basic phases (CLAYSS, 2016 & 2018): preparing the experience or project, executing the experience or project, and evaluating the experience or project.

Preparation phase

The preparation phase has 3 steps. In the first step, a Service Learning idea must be designed. It should detect different social needs of the community and determine which ones could be met by school students. The service has to be suitable for young students. It is mandatory to define the learning facilitated by the service.

For this step, teachers can start from an experience that they have, and which is close to Service Learning, for example, a previous collaboration with an association or entity. This could be a great start. Also, they can copy a good Service Learning experience or project that works, and which is being done/carried out in another centre. Another possibility is mapping the context to determine the needs of our community.

In the second step of the preparation phase, if there are none before, schools or teachers should build a relationship with a social entity. This relationship can be built directly by contacting the entity without any mediation, or through other types of institutions such as the City Council. To build a relationship based on trust, it is necessary to cross-check and define together the objectives of the service, the curricular objectives, the actions, etc. The roles of each agent should also be well-defined, as well as the time frame of each activity and of the Service Learning experience or project in general.

In the third step of the preparation phase, schools or teachers should plan the experience or project. For this work, they could use the template shown in Annex 2. It is important to define the following: the general

social need addressed by the experience or project, the service objectives, the curricular objectives, the activities to be carried out to achieve the objectives, the reflection activities, the evaluation, the acts of celebration, the communication and dissemination, and the necessary resources.

Execution phase

The execution phase also has 3 steps. The first step of the execution phase is the preparation with the group. At this moment, it is very important to motivate the students. We can do this in different ways by taking into account UDL Principle 1 (provide multiple ways of engagement). We can leave the students doing the diagnostic of the community to identify the need that they want to respond. If we have already detected the need, another strategy is to invite to the class some students who have been involved in this Service Learning experience or project before. The last strategy could be to invite to the class the entity to speak about the need we have already detected.

The second step of the execution phase is carrying it out with the group. In this step, the most important thing is the service, the students should be in touch with the community, and with the persons they have needs. The previously defined activities should be followed, without forgetting to facilitate reflection on what has been experienced by relating it to the curricular objectives.

The third step of the execution is the completion with the group. To finish the Service Learning experience or project, we must have a celebration. It can have very different formats: a meeting can be used for evaluation and, at the end of it, a snack can be offered to continue sharing more informally; or an event at the school such as a dissemination session, for example, can be used to present the experience as an ensemble (students, teachers, recipients, entities, etc), ensuring the presence of all the voices participating in the project, etc. As the preceding example shows, the celebration can be linked to dissemination actions that are really important in Service Learning (publications on social media, publications in local newspapers, radio programmes, etc).

Evaluation phase

The last phase only has one step. The evaluation should be done during the process, with all the participants and through the reflective activities. The purpose of the evaluation is not scoring but discerning what works correctly and what can be improved.

Service Learning is a complex and multidimensional activity that depends on collaboration between the community and the school, in which the different agents share some objectives but at the same time have different perspectives. Given its nature, evaluation is understood to be an essential element in the process of developing and improving Service Learning experiences or projects.

Because of that difficulty, a checklist is provided in Annex 3. This checklist can be used by any of the agents who are involved in the Service Learning experience or project, and it can also be used at any moment of the process.

In addition to the evaluation of a Service Learning experience or project, it is also possible to evaluate the process of students, checking their acquisition of the curricular content. Also, it is recommended to evaluate, through an interview, the process of both the learners and the recipients in their competence in autonomy, participation, interpersonal and intrapersonal relationships, and self-esteem (see Annex 4). Finally, it would be advisable not to forget to evaluate, also through an interview, the perception that the entities have of the process (see Annex 5).

Finally, different types of evaluation can be used: hetero-evaluation (usually conducted by teachers) aims to assess student learning objectively and rigorously; self-evaluation is an assessment system in which the teachers or students actively participate as the main agent reflecting to identify their needs and strengths; joint evaluation in which, through meetings based on horizontal dialogue/interviews between different agents (students, teachers, recipients, entities, etc.), reflection is held on possible improvements to the Service Learning experience or project.

UDL and Service Learning

Designing Innovative Educational Projects: Learning Projects and Service Learning (SL) based on Universal Design for Learning (UDL)

Currently, educational systems are working towards ensuring quality education for all students. This translates into the search and creation of inclusive educational environments. In this regard, two pedagogical frameworks have gained recognition: Universal Design for Learning (UDL) and Service Learning (SL). While both methodologies have proven track records that support their application and benefits for the education of all students, until now the combination of both frameworks had not been explored. The creation of Service Learning projects that base their design and implementation on the principles of UDL can represent an educational innovation that maximises the participation, presence and learning of all children.

Let us recall that UDL is built on three action principles that refer to the representation of information and learning, the expression of this, and engagement, that is, the interest, connection and motivation that students have with the content. Let us also remember that Service Learning projects seek to integrate the learning of curriculum content with community service in response to real social needs. Participation in projects that allow practical work in real-life situations undoubtedly favours a different and more inclusive expression and representation of curriculum content and, especially, a strong motivation to achieve, in accordance with Principle III of UDL, a significant commitment to their learning.

The combination of UDL and Service Learning to design educational projects entails:

- Involvement of all students and teachers in identifying community needs and barriers.
- Flexible design of activities to be carried out during the project, taking into account students' needs and adhering to UDL principles (representation and expression).
- Active and collaborative participation of all students regardless of their characteristics. These types of projects offer students the opportunity to contribute at some point during the project, thus enhancing their sense of belonging within the classroom group and the community.
- Evaluation through various techniques and instruments, many of which are close to reality, that promote diversity in accordance with UDL principles.

The integration of UDL and SL in educational projects offers several benefits from an inclusive perspective. These include:

- **Increased student engagement and motivation in learning:** By addressing real-world problems, students become more committed to their learning and their community.
- **Development of transferable skills:** Projects should provide numerous opportunities to develop transferable skills such as teamwork, problem-solving, and public speaking.
- **Promotion of educational equity:** The UDL approach ensures that all students have access to meaningful learning opportunities, irrespective of their differences and individual circumstances.
- **Consideration of universal design principles in social interventions (performances, renovations, activities, exhibitions):** This involves designing activities with social entities in mind so that everyone can enjoy and participate.
- **Promotion of citizenship competence for all:** Service Learning provides real-world scenarios where problems cannot be isolated to a single discipline, while UDL provides creative means for students to understand and express themselves.

In conclusion, developing educational projects based on SL and UDL is proposed as an inclusive strategy both in the educational field and in terms of social participation. The combination of both methodologies creates a framework that promotes meaningful, collaborative, and equitable learning.

5. Our experience: Service Learning programmes based on UDL principle

Project 1 “A Journey to Our Own Culture”. Vakifbank Ataturk Secondary School. Türkiye

Abstract

We are a state school in Anamur (Türkiye). This project is promoted by the English teachers, Okan Gültekin and Nasibe Deniz Güney, who are responsible for implementing it. A total of 15 students aged 13-14 participated in our project. In total, our students served for 20 hours.

The 8th Grade English lesson at Anamur State School in Türkiye focuses on Tourism and Cultural Values. Upon realising that students lacked awareness of their region's cultural values, efforts were made to engage them with elder people from the community, foster collaboration, and promote mutual learning. Various online interactive tools were used to inform students, and face-to-face group activities were organised for detailed project work.

Students used information from English lessons to research online and engage with local organisations, visiting historical sites with their families. Interaction with elder people from the community facilitated cultural learning, while collaborative activities with other classes and schools will enhance presentations. We collaborated with the Anamur Culture and Tourism Centre, the Anamur Municipality Office and Anamur Museum throughout our project.

Our social need detected and the service objective

Anamur is a town where the local people generally make a living from agriculture. Our people work in strawberry fields and banana greenhouses 12 months of the year because of the climate. Our people, who live a busy life, do not recognise the historical and tourism values in the district they live in and do not try to learn about this. In fact, this has shown us how socially deficient we are in recognising and protecting our cultural values.

Students had the chance to transform their information into different kinds of materials. This was done by using technology; they created a blog and felt the freedom of designing materials according to their interests and abilities.

At the end part of this project, our students explained the importance of our cultural heritage to the younger students, elder people, their parents, and our own community through their blog and social media.

Our process as a school

The subject of the 8th grade English lesson in Anamur State School (Türkiye) is “Tourism and Cultural Values”. Moreover, we implemented this project by taking into account the curriculum and lessons from other subjects:

5. Our experience: Service Learning programmes based on UDL principle

1. Social Studies: names of the tourism places and accurate information.
2. Art: to prepare the visual materials.
3. ICT: to design the blog and videos.

Our basic learning objective in this project was to improve the knowledge and sensitivity of the community with the service. At the end of this project, our students who had participated in this community service learning experience understood the importance of collaborating together and the personal effort at the same time.

During the warm-up activities, when we measured the readiness of our students with the SurveyMonkey tool, we concluded that they did not even recognise the cultural values of their own region. We asked them to arrange interviews with their families on these issues. We wanted to engage the new generation with the elderly, work together, have fun, teach each other and learn from each other.

Therefore, we informed our students during the lesson with various interactive tools and organised group activities by establishing 4 different groups in the classroom in order to work on this service learning project in more detail. They planned the details together.

With the help of the information they got during English lessons, the students searched information on the internet and talked with local organisations such as the Culture and Tourism Centre, Municipality Office and Anamur Museum. They had a chance to visit these two historical sites with their families. We visited our elders, learnt from their experiences and they learnt our town's cultural heritages through our students. We collaborated together. Also, we wanted to give a chance for all kinds of students to transform their information into different kinds of materials. By using technology, they created a blog and felt the freedom of designing materials according to their interests and abilities. Students developed the following competences:

- a) Personal Competence: be able to find information and transfer it into another learning product.
- b) Social Competence: the community had the chance to learn about different tourism places in the town and their importance through the students' work.
- c) Digital Competences: the students created presentations using Web 2.0 tools, created blogs for our project and reflected about the best way to manage information with ICT tools.

It is important to underline the diversity of our students: some of our students have difficulty in achieving cultural values because of their financial situation or their parents' point of view of cultural issues. By using technology, they created a blog and felt the freedom of designing materials according to their interests and abilities. As a social need, the students will share their blog and all the documents with the people with the help of the internet.

In addition, there are some barriers in this context since some parents do not want to visit those places because they are busy working in greenhouses, fields, etc., and transport is another barrier as they need to go in their private cars.

As a summary of the different phases used to carry out the activities (considering UDL principles), we highlight the following:

PHASE 1: We identified a community need regarding our subject and formed the groups of students

The students were divided into groups like 3+3+3+2 students and applied surveys to measure their own background about cultural heritages.

(UDL Principle 1 "Provide multiple means of Engagement"; Guideline "Self Regulation")

PHASE 2: We made a definitive programme and identified the related topics and timeline and followed this up

Each group had different duties. They planned the whole work together. They searched for information on the internet in multiple ways.

(UDL Principle 1 “Provide multiple means of Engagement”; Guideline “Recruiting Interest” and “Sustaining Effort & Persistence”/ UDL Principle 2 “Representation”; Guideline “Perception” / UDL Principle 3 “Action & Expression”; Guidelines “Executive Functions”)

PHASE 3: Throughout the act, students participated actively and collected evidence of their project and impact

They talked with the local communities and visited local organisations like Kadirli Culture Development Solidarity and Assistance Association in Kızılaliler Village. The students had the chance to explain their research to the people there. Moreover, the elderly contributed to the project with their old stories, songs and information related to our local history and culture. They had the chance to engage with different groups in society.

They arranged an exhibition and a presentation for students in our own school, the lower grade students of our partner schools and students with special needs. This provided good dissemination during the project.

They visited the places with their families and took actual photos of the places.

(UDL Principle 1 “Provide multiple means of Engagement”; Guideline “Recruiting Interest” / UDL Principle 3 “Action & Expression”; Guideline “Expression and Communication”)

PHASE 4: The students created digital tools, actual drawings or materials, took suitable photos, etc.

They prepared visuals and auditory materials, and collected some actual objects. (Variety of materials)

(UDL Principle 1 “Provide multiple means of Engagement”; Guideline “Recruiting Interest” / UDL Principle 2 “Representation”; Guideline “Comprehension” / UDL Principle 3 “Action & Expression”; Guidelines “Expression and Communication”)

PHASE 5: They designed their blog

They prepared a blog with the help of an ICT teacher. The work focused on students. Students had the chance to use a variety of materials while fulfilling their social goals. They were always in action.

(UDL Principle 3 “Action & Expression”; Guidelines “Expression and Communication”)

PHASE 6: The blog was disseminated through websites and social media accounts

They shared their blog with social media accounts. They collaborated together to combine all the information and all the visual and auditory materials. This made it easier to engage with the community.

(UDL Principle 1 “Provide multiple means of Engagement”; Guideline “Recruiting Interest” / UDL Principle 3 “Action & Expression”; Guidelines “Expression and Communication”)

PHASE 7: The meeting was held, the certificates were given, and the assessment was made

At the final party, the work done was highlighted and the students and the other community agents who participated were congratulated.

We applied the same test at the beginning and at the end of the project to see their track record. We compared the results between the two tests. Each student checked his/her performance with self-assessment forms.

(UDL Principle 1 “Provide multiple means of Engagement”; Guideline “Recruiting Interest”; Guideline “Self Regulation” / UDL Principle 3 “Action & Expression”; Guideline “Expression and Communication”)

Acts to celebrate the project

We held a meeting and invited the families and some people from the local authorities, and the students gave information about their project from the start to the solution. Then, we gave certificates for participation to each student.

Evaluation of the project

We applied the same test that we used at the beginning of the project to see their track record. We compared the results between the two tests. Each student checked his/her performance with self-assessment forms.

The teachers examined the planning process, the procedures used and the result, and gave suggestions for other work in the future.

At the end, we saw that our goals were met according to the results of the survey.

- All students who could not visit any of the attractions visited those places.
- They learned about cultural heritages in our regions.
- They learned about “Tangible Cultural Heritage”.
- They become aware of places in our region on the UNESCO World Heritage List.
- They learned about WEB 2.0 tools and used them during the project.
- They shared their experiences with the communities.
- They had a chance to cooperate with other institutions such as the Culture and Tourism Centre, the Municipality Office and Anamur Museum.



Project 2: "Birdhouses for the elderly". Indriķis Zeberiņa Kuldīga Primary School. Latvia

Abstract

We are an inclusive primary school from Kuldīga, Latvia. We have about 500 students, aged from 5 to 16 years old, and about 50 teachers in our school. Inclusion is our priority. We were happy for the opportunity offered by INCLUDL Schools project to improve knowledge about inclusive education and implement UDL principles in our everyday practice as well as create a logical and more purposeful continuation of the school's existing tradition of caring for the well-being of the retired staff of the school as well as the preservation of the environment by providing a real benefit to the local community by learning and applying SL. As to SL, we want students to feel the satisfaction that learning can be not only theoretical but also practical, thereby contributing to real life.

In the project, we cooperated with NGO Kuldīga Senior School. Seven students aged between 13 and 14 contacted and kept in touch with 12 seniors. They invited the seniors to school and to participate in lessons as teacher assistants.

Many seniors live in private houses or have summer houses where they would like to install bird houses but many of them are not able to do this because they lack physical or financial resources. Latvians love birds and it is an ancient and popular practice for us to make bird houses. Making and installing bird houses for nesters promotes successful nesting and increases the number of birds.

The project will be implemented every year with the year 7 students and include the SL project in our school curriculum, so the project's target groups will expand and change year by year. In the future, we plan to provide service also to other retired people in our area, to meet our school needs as well as the needs for bird houses in our town and its surroundings. We are sure that the project will not lose its relevance, and students will not lose interest in it.

During the project, students improved their academic knowledge in Maths, Natural Sciences, Art and Design, Computers, Handicraft and practical skills as well as learning how to be more empathetic by communicating with seniors and meeting their needs. Year by year students will make our area more nature-friendly.

Our social need detected and the service objective

The project is about developing intergenerational relationships between students and elderly people resulting in both parties benefiting and also helping birds and nature.

There is a lack of bird houses in our school area as well as in all the Kuldiga region. The price of a bird house in the market is 30-50 euros. Seniors had expressed their wish to have birdhouses. Besides, there was also the physical ability aspect of seniors. Not all of them were able to install bird houses by themselves, so students helped them. Furthermore, most of our students love to communicate with seniors. Now, within the project, they had an opportunity to share stories and pass on knowledge to the new generation, thus bridging the generation gap, empowering the elderly to feel useful and fostering empathy skills among the young.

Our process as a school

The idea of our project goes back to January 2023 when in the Transnational Meeting in Madrid we had brainstorming on the potential project topic and started to work on the draft. We decided to implement an SL project on the basis of a previous one called Bird Houses, which we carried out as a Green Eco-School years ago and was greatly enjoyed by students. When we came home from the project meeting, we had discussions with our school staff as well as students on this issue. All interested parties made their choice by voting on WhatsApp: 98% voted for the project Bird Houses for Elderly People.

As interdisciplinary is an important part of our school curriculum, we decided to include several school subjects. We also wanted to take the students from the roots/theory to the practical and tangible product.

Therefore, we decided that the School subjects related to the project were: Social Sciences (introducing the project idea, importance), Natural Sciences (get to know different bird species and their housing needs, study the local environment using Google Lens), Maths (calculate area and volume, costs, etc. through geogebra.com), Art and Design, Computers (draw, calculate and design birdhouses using Tinkercad) and Handicraft. This could be done on different levels of difficulty according to each student's abilities (for example, maths -calculations by heart, on paper, by calculator; draw by hand, computer; handicraft – with or without teacher's assistance, using different tools, etc.).

The learning/teaching process in each subject was managed according to UDL principles: Representation, Action and Expression, Engagement.

To develop cooperation skills, students worked in pairs.

Phase 1 was the preparation for the projection in Social Sciences. Students and seniors were introduced to the project details. Students did brainstorming on the ways of meeting and keeping in touch with seniors as well as the evaluation process, the apps they prefer to use, etc. Students created working pairs as the project was a pair work. Students got in touch with elderly people on WhatsApp and Zoom. Then seniors were invited to Social Science lessons at school where some really close friendships started. During this phase, students also shared ideas on how they would keep the project notes (video, paper-format diaries, blogs, etc.) and how to work on it (individual or pair).

5. Our experience: Service Learning programmes based on UDL principle

Phase 2 was the implementation of the project during the lessons of Natural Sciences, Maths, Art and Design, Computers and Handicraft. During this phase, it was essential to identify students' prior knowledge on the project topic in each subject. There were discussions on the tools students would use in each subject as well as different ways of evaluation (Google Forms, Google Lens, Canva.com., Kahoot.com, geogebra.com, our local platforms Uzdevumi.lv, Soma.lv, etc). Retired teachers were invited as teacher assistants in Maths lessons. Parents participated in Natural Sciences and Handicraft lessons. Students collected the necessary theoretical knowledge, kept notes and got ready for the final step in making birdhouses, which definitely became the most favourite part for the students. They made a happy Stop Motion video to prove their excitement. In the final Google Forms survey, 100% of them mentioned this as the most exciting part.

Phase 3 was the presentation and evaluation of the whole project. It turned out to be a lot of fun because the project presentation and the project final event coincided with the Project Meeting in Latvia, making it possible for students to meet project members from Spain, Greece, Poland and Türkiye. It was a great day for all of us: teachers, seniors and students.

Throughout the project, the following three UDL principles were implemented:

1. Provision of multiple means of Engagement (the WHY of learning). Some examples of this were:
 - In each project phase, students had the option of choice and autonomy which was their best individual way to get engaged. For example, in Phase 1 it was decided which was the best option for each pair of students, i.e. how to get in touch with elderly people, how to keep notes of the project, etc.
 - Optimising relevance and value, a sense of "ownership", by understanding the needs of the elderly and a practical way to help.
 - Setting a clear project objective.
 - Providing students with feedback after each project phase or/and school subject.
2. Provision of multiple means of Representation (the WHAT of learning). Some examples of this were:
 - Providing students with learning materials and information through various ways of presentation: printed text, audio, graphics, videos, apps, etc.
 - In each project subject, students learned and applied new vocabulary, mathematical expressions and symbols related to the topic; clarification of text, mathematical notations and symbols.
 - Students were provided with models and instructional scaffolding to highlight critical features, big ideas, and relationships. They were encouraged to analyse and think critically.
3. Provision of multiple means of Expression (the HOW of learning). Some examples of this were:
 - Students chose different tools to use in the workshop lessons as well as Arts and Design. Access to tools and assistive technologies were optimised.
 - Students used multiple ways for keeping records of the project implementation: video diaries, paper-format diaries, etc.
 - Students worked in pairs and divided the tasks according to their abilities and interests as well as encourage and build up each others' fluency.

Acts to celebrate the project

On March 4th 2024, the closing event of the Erasmus+ project "Bird Houses for Seniors" was held in our school. Project representatives from Latvia, Spain, Greece, Poland and Türkiye, our school students, teachers, seniors, mass media representatives and the deputy head of the Kuldīga Education Department participated in it. The participants were greeted by school dancers and musicians.

Slides from the project implementation process were shown, while students and teachers remembered and revised the UDL and SL principles applied in Social Sciences, Nature Sciences, Maths, Art and Design, Computer and Handicraft lessons. Students had also prepared a PowerPoint presentation and Kahoot quiz for the Project Team members.

The 7th Grade students presented the self-made bird cages to the seniors. It was the most touching part of

the event because students and seniors have developed a close relationship. Afterwards, pupils, teachers and seniors shared their experiences on project activities and positive benefits. Teachers admitted that they had gained knowledge about the principles of UDL and SL, and learned to use new applications; they liked cooperating with their colleagues. Teachers believe that this is a very successful sustainable interdisciplinary learning project, which is worth continuing to implement in order to strengthen the learning principles of UDL and SL. Students and seniors agreed that the project should continue to be implemented and included in the 7th grade curriculum. Seniors admitted that being involved in the project made them feel needed and appreciated.

The Deputy Head of the Kuldīga Education Department expressed appreciation for the implementation of this project in our school and noted that inclusive education is a very topical issue. She noted that she would provide us with the broadest opportunities to disseminate the project results.

Finally, students received certificates as well as INCLUDL SCHOOLS pens. The event ended with joint dancing and a tasty treat.

Evaluation of the project

We have observed several benefits for the participants.

We highlight that students learned empathy, found satisfaction in helping others, improved their cooperation skills by working in pairs and groups, including students who needed encouragement, assistance and support. Besides, students learned to interact with other people and cooperate by respecting peers and seniors; they made new friends with seniors by doing theoretical and practical work together, thus having a qualitative time with elderly people.

On the other hand, seniors felt cherished meeting students and sharing their knowledge, with the practical benefit of getting a birdhouse and helping birds and nature.

The project was also targeted to help nature. Birds are an important part of nature. We help birds reproduce by providing them with birdhouses. In Latvia, it is important to increase the population of starlings, because starlings eat ticks. Infected ticks are a great threat to people, especially in the western part of Latvia, where hundreds of people fall ill with tick-borne encephalitis and Lyme disease every year from the bites of infected ticks.

The project improved students' understanding and knowledge about the cycles of nature and the importance of their balances.



Project 3: “Flowers for Grandmother and Grandfather”. Father Jan Twardowski Catholic School Complex. Poland

Abstract

The aim of the “Flowers for Grandmother and Grandfather” S-L project was for students to set up a green corner in the garden in cooperation with senior citizens from the Senior Activity Centre in Zabrze.

Katolicka Szkoła Podstawowa IM. KS. Jana Twardowskiego (Catholic Primary School) was established 32 years ago and is a non-public school. It currently educates 230 students and employs 31 teachers. The main activity of the school is to provide education at a very high level and undertake educational activities aimed at preparing students to participate in social life.

The S-L project involved primary school pupils aged 7-10 years /grade III a and III b of Katolicka Szkoła Podstawowa im ks. Jana Twardowskiego in Zabrze, Poland, including those in need of help with learning and daily life at school, and senior citizens from the Senior Activity Centre. The collaboration built respect for seniors, taught empathy and created an intergenerational relationship.

The project is an example of Service-Learning, a form of teaching and learning that combines social engagement of learners with learning related to various subjects.

Our social need detected and the service objective

The Service Learning project aimed to build intergenerational relationships between older members of the community and the students. The joint activity brought many benefits: the older people had the opportunity to get out of the house and be with other older and younger people. Sharing experiences strengthened their sense of self-worth.

The Service Learning project work provided a space for conversation, a time where older people could be with the children.

The pupils beautified their surroundings and gained botanical, biological and computer knowledge. They used new computer technology to design, record, monitor and express their thoughts and opinions. They created notes and presentations.

Pupils learned to set goals, learned about nature and the surrounding world, prepared a work plan, shared responsibilities and invited seniors to work together so that they could choose plant species and survey the pupils about their favourite flowers.

Our process as a school

The “Flowers for Grandmother and Grandfather” Service Learning project involved pupils aged 7-10 years old, senior citizens, families and teachers. It started with a diagnosis in the local environment, identifying the main challenges and problems. In the second phase, a way of solving one of the diagnosed problems was developed. A collaboration between the school and a local partner from the Senior Activity Centre was initiated.

Due to the weather-dependent nature of the plant growth process, the project ran from March to December 2023 in accordance with the natural cycle of plants, while observing the processes of the environment.

Phase 1 March/April 2023

The S-L project was explained, the topic and participants were made known, the pupils' knowledge of nature and gardens was researched, IT tools and apps were selected, the first meeting with elderly people was prepared, information was searched on the Internet and interviews were held with elderly people about planting.

Phase 2 May/June 2023

Foreign language lessons for pupils (English, Spanish and German) related to the project themes and multimedia lessons were held, a second meeting with elderly people took place, plants were planted and the pupils made botanical books. The plants were kept well hydrated.

Phase 3 July/August 2023

The plants were kept well hydrated and the plant growth process was observed. In September/October 2023, discussions were held on the results of the work and further meetings between the students and the old people took place.

Phase 4 November/December 2023

A botanical workshop was held between students and seniors. The S-L project was summarised, the results of the project work were celebrated and disseminated, and guests were invited.

Materials such as soil, compost, plants, flowers and gardening tools were needed for planting flowers. New technologies, mobile phones, cameras, tablets, computers, printers, the internet, a multimedia whiteboard, applications and websites such as Kahoot, You Tube, Quizizz, WORD, Genially, Word Wall, Teams, Quizlet, Canva, Answergarden, Autodraw, PowerPoint, Mentimeter and LearningApps were used for educational purposes. Students also used books, newspapers and notebooks.

The project is an example of Service-Learning, a form of teaching and learning that combines social engagement of learners with learning related to various subjects. Learners then take action for the common good in a variety of spheres: social, political, environmental or cultural. UDL strategies were used during the project group's work:

1. UDL Principle 1, Multiple Means of Engagement:
 - Students learnt how to cooperate with others in the project group in which students' and seniors' diversity was respected.
 - Students built relationships with older people by staying with them, doing tasks together, showing respect and interest in their lives and work experience. Busy parents often do not have time to talk, and older people need listeners. A natural opportunity for a mutual senior-child dialogue arises.
2. UDL Principle 2, Multiple Means of Representation:
 - Teachers gave feedback.
 - This Project helped to build different relationships between the students, respect for seniors, and teach empathy and intergenerational relations.
 - Students learnt about nature and the world around us in multiples ways.
3. UDL Principle 3, Multiple Means of Action & Expression:
 - Students chose the content of their research and presented on a different supplementary topic.
 - Students developed their own strategies for learning.
 - Students engaged in goal setting and support.

Acts to celebrate the project

In December 2023, Katolicka Szkoła Podstawowa im. ks. Jana Twardowskiego in Zabrze disseminated the implemented S-L project "Flowers for Grandmother and Grandfather" in the city of Zabrze.

At the meeting, guests were invited from educational institutions, the town hall, the School Superintendent's Office, the Erasmus+ consultant, seniors and pupils, as well as the local community through the media, and found out about the stages and effects of the interesting project being implemented, which combines multiple competences and learning through Service-Learning (S-L) methodology with UDL.

The involvement of seniors from the Senior Activity Centre and students from the Katolicka Szkoła Podstawowa im. ks. Jana Twardowskiego is an example of the inclusive activities of a modern school.

Evaluation of the project

The final evaluation of the S-L project involved:

- Analysis of the documents and data collected throughout the project.
- Surveys conducted among direct participants of the project activities and other users of the project results, plus the target audience of the dissemination activities.
- Individual interviews and/or group interviews conducted with representatives of the project partners, participants of the project and even other users of the project results.
- Observation of the use of the project results.



Project 4: “Universally Accessible Gardens”. CEIP Carlos Cano. Spain

Abstract

We are a public school located in Fuenlabrada, Madrid (Spain), for students from Pre-School to Primary Education level.

In our school, we have a nature area as a learning context both at Pre-School and Primary levels, which has given us some experience in the management of gardens for educational purposes.

In the neighbourhood, there is an entity that works with children at risk of social exclusion, Espiral Association, which carries out leisure activities, but its location does not offer a natural or open climate.

Therefore, our goal was to create a new garden within our school, in which the children of Espiral could participate during leisure time after school. We built a space where they could interact with nature, as well as learn about cultivation, minimising the barriers that may exist.

The aim was also to sensitise and raise awareness among students and the entire community about the importance of caring for and respecting our environment, promoting social cooperation, inclusion and citizen participation.

This new space provides a much more complete and accessible experience for the children of the association. Given that the garden can be visited by anyone who wants to, it was essential to focus on making it as accessible as possible.

We focused on the Sustainable Development Goals (SDGs) related to the environment as well as social inclusion, equity and citizen participation, which will be framed within the Natural Sciences curriculum, always with a UDL approach in the planning and implementation of all actions.

Our social need detected and the service objective

The Espiral Association works with children and youth at risk of social exclusion. They give them extracurricular support with their homework on the first floor of a building near the school and carry out activities in a park located among buildings with few green areas.

The association sent us a letter to inform us of the need for an outdoor and natural space for the association's participants, where they can spend their leisure time and learn about nature.

Therefore, the objectives of this project were to create an accessible vegetable garden for the children of the Espiral Association, enhance the environmental awareness of the participants and generate leisure and educational options for children at social risk in their free time and for people with disabilities.

Our process as a school

The students in charge of developing the project were a 5th Grade primary school class. The main subject covered was Natural Sciences, whose main objectives were:

- Identify the causes and consequences of human intervention in the environment from multiple perspectives such as social, economic, cultural, technological and environmental.
- Develop skills to address problems, seek sustainable solutions and collaborate effectively, both individually and cooperatively.

In addition, this project promoted active participation in environmental and social issues, demonstrating its commitment to democratic values, human and children's rights, and the principles of the Spanish Constitution and the European Union.

The project was carried out between October 2023 and March 2024. In general, one session per week was dedicated, except for the development phase when two 45-minute sessions were dedicated each week: one for the construction of the garden and the other for the preparation of the didactic guide.

In the initial phase and to find out where we were starting from, in **the first and second week**, assemblies were held to detect previous knowledge, a gymkhana was carried out to evaluate the accessibility of the vegetable garden area, and a subsequent reflection assembly was held where the Kahoot tool was used. (UDL Principle 3 "Action & Expression". Framed within the "Service" element of Service-Learning)

Week 3

The students from the school visited the Espiral Association, using Google Maps as the browser. Later, a representative from the Espiral Association visited the students to discuss the social needs of the neighbourhood. (UDL Principle 1 "Engagement". Framed within the "Participation" element of Service-Learning)

Week 4

Children viewed a documentary about the barriers encountered by people with disabilities in the enjoyment of their leisure time using YouTube. (UDL Principle 1 "Engagement". Framed within the "Service" element of Service-Learning)

Week 5

A checklist was completed to assess the degree of physical and cognitive accessibility of the vegetable garden. (UDL Principle 1 "Engagement". Framed within the "Learning" and "Participation" elements of Service-Learning)

Week 6

The project was planned according to the needs detected in the previous processes. (UDL Principle 1 "Engagement". Framed within the "Learning" and "reflection" elements of Service-Learning)

5. Our experience: Service Learning programmes based on UDL principle

Week 7

Research on different garden models was carried out, obtaining learning through YouTube videos and Kumubox. (UDL Principle 1 “Engagement” and Principle 3 “Action and Expression”. Framed within the “Learning” and “participation” elements of S-L)

Week 8

Reflection and brainstorming were carried out on how to make the garden more accessible using YouTube videos. (UDL Principle 1 “Engagement”. Framed within the “Service” element of S-L)

Week 9

The plans of the garden were designed by working groups with students. (UDL principle 3 “Action and Expression”. Framed within the “Learning” and “Participation” elements of S-L)

Week 10

The designs of the plans were sent to the school's Ecological Commission, which prepared the final draft with all the contributions. (UDL principle 2 “Representation”. Framed within the “service” element of S-L)

Week 11

The tasks were divided into teams to design and build the different elements that made up the garden. (UDL principle 3 “Action and Expression”. Framed within the “Learning” and “Participation” elements of S-L)

Between weeks 12 and 14

The elements of the garden, terraces, vertical garden, including the elements of accessibility and the development of the didactic guide on how to grow some plants, were created. This guide was made with Canva, adding pictograms (ARASAAC) and QR code with visual and auditory information to make it more accessible, and some explanatory videos were added from YouTube (UDL Principle 2 “Representation”. Framed within the “Learning”, “Service” and “Participation” element of S-L)

The preparation and adaptation of the didactic guide was carried out in sessions of the Language area. (UDL Principle 2 “Representation”. Framed within the “Learning”, “Service” and “Participation” element of S-L)

Weeks 15 and 16

Presentations were prepared on the entire SL process through the use of the PowerDirector tool (UDL Principle 3 “Action and Expression”. Framed within the “Service” element of S-L)

Week 17

Oral presentations before families and other courses took place. (UDL Principle 2 “Representation” and 3 “Action and Expression”. Framed within the “Learning” and “Service” elements of S-L)

Week 18

The inauguration party was prepared. (UDL Principle 2 “Representation” and 3 “Action and Expression”. Framed within the “Learning” and “Service” elements of S-L)

Week 19

The inauguration party took place. The students taught the participants the layout of the garden, the creation process and the use of the guide. UDL Principle 3 “Action and Expression”. Framed within the “Participation” and “Service” elements of S-L)

Week 20

The final evaluation assembly was held and the information collected through questionnaires (Google Forms) was completed by the various participating agents. (UDL Principle 3 “Action and Expression”. Framed within the “Reflection” element of S-L)

Acts to celebrate the project

The celebration took place in the schoolyard, together with families, teachers, students, the Espiral Association and the Loranca District Board.

The event consisted of the participating 5th Grade students explaining the development of the project and the phases they followed to make the garden accessible.

They explained what the guide consisted of, how it was distributed and what resources they used to make the guide accessible to anyone who wanted to have information about the plants and their care.

Afterwards, the planting was carried out in the terraces, using the guide together with the families.

Evaluation of the project

The final evaluation was carried out by class groups (co-evaluation) through questionnaires in different formats. Google Forms and Kahoot were used as playful tools giving the possibility of expressing themselves with different methods.

These processes of reflection helped them to think about which things they would have to add or eliminate from the activities they carried out. The questions focused on making the students think about the usefulness of each point, making them reflect on social diversity and environmental awareness.

In the evaluation process, a space for interaction between students, teachers and people from the association was shared with participants from the Espiral Association to discuss the work done.

Among the results, it was revealed that the students learned about accessibility issues that they were unaware of before starting the project and they enhanced their environmental awareness and the importance of generating recreational and educational options for children at social risk in their free time and for people with disabilities.

It has also been shown that initiatives such as this one create a stronger bond between entities in the environment that favour Service-Learning.



Conclusions

The INCLUDL Schools project provided a safe space for sharing inclusive experiences, methodologies and reflections on the educational practice of the participating schools (Vakıfbank Atatürk Secondary School of Türkiye, Indriķis Zeberīņa Kuldīga Primary School of Latvia, Father Jan Twardowski Catholic School Complex of Poland and CEIP Carlos Cano of Spain). COCEMFE, as the coordinating entity, provided knowledge and experience in the defence of the rights of people with disabilities. For its part, Autonomous University of Madrid accompanied the schools in the implementation of didactic programmes based on scientific evidence and innovation in education. Finally, thanks to the work of Innovation Frontiers, the schools

5. Our experience: Service Learning programmes based on UDL principle

were able to transfer to an App and a Toolbox the technological tools used in their didactic programmes to inspire other schools. This learning was picked up by Anamur District Directorate of National Education to disseminate it among the other schools in the Anamur District and impact educational policies.

On the other hand, the benefits that this has brought to the communities, schools, teachers and students should be highlighted. All agree that there has been an increase in the commitment between students and the community. This commitment is reflected by the increase in students' respect for the elderly and other young people outside their school, the historical heritage, the environment and other matters.

Thanks to this commitment, students increased their performance. This performance also improved because the SL methodology improves learning attachment since students apply what they have learned in a concrete environment, with an immediate impact.

In addition, students improved their softskills such as teamwork, effort, creativity and problem solving. Their commitment to the school and sense of belonging also improved, which favours cohesion among students and relationships between teachers and students.

For teachers, participation in INCLUDL Schools also brought many benefits. First of all, teachers value positively the learning of the UDL approach and the SL methodology to make their teaching practice more inclusive. In addition, this project helped them to diversify and intensify the different ways to involve students, represent the content and encourage students to express themselves in different ways. In addition, some of the projects presented aim to continue in successive years. This is an indicator of the sustainability of the project and its positive impact on the schools.

Finally, in the communities, it has had a great impact because INCLUDL Schools managed to bring the schools closer to the real needs of the community. Each project analysed its own reality and took into account cultural specificities in order to develop projects that valued the local issues through international and relevant approaches and methodologies.

As a summary, the INCLUDL Schools project has had a great impact on all the participating social agents. We hope that this initiative will inspire other European schools and together contribute to make inclusive education a reality.



6. Annexes

Annex 1: SWOT analysis for each country

SWOT from Vakıfbank Atatürk Ortaokulu. Türkiye

The conclusions of SWOT at Vakıfbank Atatürk Secondary School among, Türkiye, have several strengths such as that the teachers are aware that learning difficulties can appear at any time, individual student achievements are valued and not in comparison with others.

The contribution of families is highly valued by teachers and they have a good perception of community in which families are participants.

There is a favorable attitude towards collaboration among students to share knowledge, they are also given information about what they have learned, extra time is offered to students who need it, and extension activities are proposed to them.

Another of the strengths of this center is that the teaching staff is committed to the learning progress of the students and also has an empathetic attitude towards them.

On the other hand, there are also some weaknesses, such as the fact that the support teachers take the students out of the reference classroom considering that this is the best way to learn.

There are no spaces for family participation in the school.

There are some gender stereotypes and there is a lack of opportunities for students with specific educational needs to participate in different activities regardless of gender.

Different evaluation formats are not offered, nor materials adapted to the different needs that take diversity into account.

Teachers consider that the meetings are not very productive. There is a lack of autonomous learning within the classroom.

The center has opportunities such as easy access to official institutions and stakeholders, various facilities such as a school garden, ICT laboratory, etc.

It also runs local and international projects that allows them to carry out inclusive activities, including more families.

Threats include intense bureaucracy, overcrowded classrooms, socioeconomic differences, exam-oriented curriculum, unconcerned families, lack of use of different assessment strategies that allow students to show their skills, thinking that work meetings are not productive, lack of communication with stakeholders.

SWOT from Indriķa Zeberiņa Kuldīgas pamatskola. Latvia

Among the strengths of the Indriķa Zeberiņa Kuldīga Primary School, Latvia, is that the support teachers are in the classroom and coordinate with the rest of the teaching staff, there is coordination among them and they share resources and pedagogical improvements.

All types of families and their contributions are well received.

Students are evaluated on their own abilities and not compared to other students. Teachers are aware that learning difficulties can appear at any time.

Students are taught to give and receive help from other students.

Assessments provide students with concrete information about what they have learned and what they have yet to learn.

Reinforcement and extension activities are offered in different subjects and extra time is given to those students who need it.

On the other hand, among the weaknesses is that students are sometimes taken out of the reference classroom. Some teachers are hesitant to co-teach with another teacher, especially if they are support teachers.

There are no consolidated spaces for families to participate in their children's learning.

There are stereotypes in the curricular materials and in some attitudes about some students who are considered that they should be in another type of center.

There are no systematic methodologies that regulate cooperative learning.

Evaluations are not used to introduce changes in programming and adjust it according to the needs detected.

Students are sometimes not clear about what they are asked to do in their homework and do not have the option of presenting it in different formats.

In terms of external aspects, the center has opportunities such as the availability of a green area, an outdoor classroom. The center has further education for teachers, the possibility of exchange of experience and participation in different projects.

Among the threats found are the lack of new teachers and the burnout of specialists, as well as the unwillingness to accept what is different.

SWOT from Father Jan Twardowski Catholic School Complex. Poland

The conclusions made after the individual SWOT analysis and the analysis performed by the UAM in Katolicka Szkoła Podstawowa w Zabrze, Poland, indicate that:

Among the strengths of the center, there is a positive valuation of the figure of the support teacher, respect for the diversity of families. Teachers are aware that learning difficulties can appear at any time during the school years. The evaluations are very useful for students and also provide information to make the necessary modifications in the programs. There are no gender stereotypes in the activities, which are offered equally to both girls and boys, as well as having different levels of difficulty.

Teachers work collaboratively and share resources, meetings are productive moments and ensure student participation in classroom and center activities in different types of groups. Extra time is provided for students who need it to complete the activity.

Students actively participate in conflict resolution.

On the other hand, some weaknesses have been identified, such as the fact that students with difficulties are attended outside the reference classroom.

There are not enough spaces for the participation of families and there is a lack of coordination with other agents of the educational community.

Students and teachers are not enriched by the existing diversity and gender stereotypes should be questioned in daily classroom activities.

Evaluations are not adapted to all types of students, using the traditional format, and homework is not available in various formats and requires the help of an adult to solve them.

Lessons are not planned in advance, so the diversity in the classroom is not taken into account.

Among the center's opportunities are raising funds and resources for equipment and expansion of the school, use of UDL and new teaching strategies, acquiring new contacts for international projects.

In addition, the school has the opportunity to work with gifted students and help those in need of support

The school encounters as threats, lack of cooperation from families, high competition among students, Lack of understanding of the need for changes in teaching methods

External obstacles imposing a way of learning, an increased workload for the teacher introducing new strategies, e.g., UDL.

SWOT from CEIP Carlos Cano. Spain

The results of the SWOT of CEIP Carlos Cano indicate that among the strengths are that the support teachers should be in the regular classroom.

All families are respected and their contributions are welcome.

Diversity and students with educational needs are positively valued in the classroom, and there is also awareness that learning difficulties can appear at any time.

Students are encouraged to work collaboratively and also tend to give and receive help from the rest of their classmates and they are evaluated in a diverse way, using co-evaluation and self-evaluation.

The participation of all students, girls and boys, is encouraged on an equal footing, and activities to promote empathy are also promoted.

Value is given to collaborative work among teachers and also to the participation of other members of the educational community.

Collaborative work among teachers is valued, as well as the participation of other members of the educational community.

Classroom organisation favours autonomous learning, students' opinions are taken into account when making decisions and they participate in conflict resolution.

Among the weaknesses analysed were the lack of common guidelines for good collaboration among teachers, the presence of stereotypes in curricular content and in classroom discussions.

The evaluations don't inform students about their learning process and is not used to adapt programs to the needs of the classroom.

Homework cannot be done without the help of an adult and can't be presented in different ways.

Among the opportunities highlighted is the possibility of collaborating with external entities and the increasing diversity of students and families in the center.

Among the threats are the lack of personal and material resources necessary to carry out a truly inclusive education.

Annex 2: Template for Service Learning project experience building

1. PROJECT TITLE
2. ABSTRACT (300-500 words)
3. TECHNICAL INFORMATION
<p>INFORMATION FROM SCHOOL:</p> <ul style="list-style-type: none"> Person responsible for the project in the school: Department(s) involved (if applicable): Number of participating students: Course/age of participating students: <p>INFORMATION FROM THE ENTITIE(S) PARTICIPATING IN THE PROJECT:</p> <ul style="list-style-type: none"> Name of the responsible entity: Number of people receiving the service: <p>INFORMATION FROM THE SERVICE:</p> <ul style="list-style-type: none"> Number of hours the students will serve: Modality of the type of project (face-to-face, virtual, mixed and/or international):
4. BACKGROUND (context in which it arises, if it has been carried out previously, if it starts from a project that already exists or from the previous experience of some of those involved, etc.)
5. GENERAL SOCIAL NEED ADDRESSED BY THE PROJECT (it should be a real community challenges, it should be meaningful and relevant for the community partners and students, the topics which are relevant to civic, cultural, economic and political society should be explored)
6. SERVICE OBJECTIVES (what we are doing this for, what is being done to address the general social need)
7. SUBJECTS/CURRICULAR AREAS INVOLVED (subjects, programs, etc.); and LEARNING OBJECTIVES (contents, specific and transversal competences of subjects, academic, personal and social competences)

8. ACTIVITIES TO BE CARRIED OUT TO ACHIEVE THE OBJECTIVES (inside and outside class, activities for the project preparation, organization, implementation, and the final activities)

9. REFLECTION ACTIVITIES (on what, when, how; analysis of different perspectives related to the challenges faced and linking the experiences, this is, the service, with the theoretical framework of the subject; they should be able to explain some situations through the theoretical knowledge)

10. EVALUATION (who evaluates, what is evaluated, when and how; is important to remember that the evaluation should be done during the process, with all the participants and through the reflective activities)

Learning impact indicators	Social impact indicators

11. ACTS OF CELEBRATION OF THE PROJECT AND ITS RESULTS (delivery of diplomas, parties, meetings, etc.)

12. COMMUNICATION AND DISSEMINATION ACTIVITIES OF THE PROJECT (presence in social networks, web, YouTube, publications, etc.)

13. TIME LINE (temporal distribution of activities)

14. NECESSARY HUMAN AND MATERIAL RESOURCES (teachers, students, didactic resources, furniture, etc.)

Annex 3: Template for Service learning Project experiences

Items	Yes/No	Comments
1. The service learning is based on a social need or community/neighbourhood problem.		
2. The service has some community-oriented objectives.		
3. There is a specific subject from which service learning is offered.		
4. There are some curricular objectives related to the subject which the students should reach.		
5. The competences of the subject are related with the service.		
6. Values as solidarity, inclusion, social justice are defined.		
7. The activities of the service learning experience or project are clear.		
8. The service improves the life of the receptors/community and improves the learning of the students.		
9. The students participate in the definition of the service, the evaluation, the celebration...		
10. There are specific activities to promote students' individual or joint reflection.		
11. The way and the tools for the evaluation are explained and there isn't only at the end of the process.		
12. The celebration is planned with the students, with the community...		

Annex 4: Templates for evaluating, by an interview, the process of both the learners and the beneficiaries

Autonomy

Indicators	Questions
Less dependence	<p>1. Do you think that after the service, you have more autonomy than before?</p> <p>2. Do you feel more capable of doing activities on your own?</p> <p>3. Do you believe that the service has favored or helped you to function more independently, without the need for assistance?</p>

Indicators	Questions
Ability to ask for help	<p>4. Are you able to ask for help when you need it?</p> <p>5. When you need help, do you know how and to whom to ask for it?</p>
Entrepreneurship	<p>6. Do you engage in new activities related to the service (accompanying the elderly, explaining cultural heritage, etc.) with other people, in a different environment, etc., that are not related to the service learning experience you had?</p> <p>7. Has the experience empowered you to attempt activities on your own that you were not daring enough to do before, without needing assistance?</p>

Source: adapted from López-de-Arana, et al. (2023)

Participation (related to UDL principle 3)

Indicators	Questions
In the context of dialogue/ negotiation	<p>1. Not only do you listen, but you listen and consider the opinions of other people when discussing issues related to the service learning project, when talking about community needs, the service to be offered, tasks, the evaluation to be carried out, etc.</p> <p>2. You express your opinion when discussing issues related to the service learning project, when talking about community needs, the service to be offered, tasks, the evaluation to be carried out, etc.</p> <p>3. You make proposals when discussing issues related to the service learning project, when talking about community needs, the service to be offered, tasks, the evaluation to be carried out, etc.</p>
Degree of convenience	<p>4. Your arguments are relevant and well-founded. You don't express opinions without careful consideration, without providing reasoning, or without being able to base them on what you have learned.</p> <p>5. You pose appropriate questions on the topic that prompt reflection on the suitability of the project design, which could lead to potential improvements in the service, etc.</p> <p>6. I study what we work on in class and take it into account when making contributions to make the project more original and creative.</p>
Respect	<p>7. Shows respect towards their classmates, the organization, the recipients, the involved faculty, etc., by listening, responding to questions, taking on tasks and completing them, being punctual, etc.</p>

Interpersonal and intrapersonal relationships

Indicators	Questions
Teamwork and/or Collaboration	<ol style="list-style-type: none"> 1. Do you believe that you are capable of establishing relationships to cooperate or work in a team? 2. Have you seen the importance of everyone participating? 3. Have you been able to confirm that other people needed you to achieve certain goals? 4. Have you been able to confirm that you needed other people to achieve certain goals? 5. Have you helped others when they needed it? 6. Have others offered help when you needed it? 7. Have you been able to participate without leaving anyone behind?
Skills for Peaceful Socialization	<ol style="list-style-type: none"> 8. After the service learning experience, do you believe that you now relate better to people in your environment? 9. Do you communicate better with your classmates? 10. Do you say positive things to people in your environment? 11. Are you able to accept that there are people who are more skilled or have more abilities than you in some aspects? 12. Are you able to accept that there are less skilled or have fewer abilities than you, and you need to work together?
Expansion of the social network	<ol style="list-style-type: none"> 13. Do you know people you didn't know before? 14. Have you talked to new people? 15. Have you made any new friends during this time or during the activities proposed in the service learning experience? 16. Have you played with someone you hadn't played with before?

Source: adapted from López-de-Arana, et al. (2023)

Self-esteem (related to UDL principle 1)

Indicators	Questions
Improvement of self-perception	<ol style="list-style-type: none"> 1. Is your self-perception better? 2. Do you have better impressions about yourself?

Indicators	Questions
Personal knowledge	<p>3. Has it helped you to know yourself better or to discover things about yourself?</p> <p>4. Have you discovered something about yourself that you didn't know?</p> <p>5. Have you confirmed what you already knew about yourself?</p> <p>6. Have you corroborated that what you thought about yourself is true, or have you found other people who agree with you or think the same way?</p>
Confidence in one's own abilities	<p>7. At the beginning of the experience, did you stop participating in any activity because you thought you wouldn't feel comfortable?</p> <p>8. Have you been able to confirm that you are capable of many things you didn't believe you could do?</p> <p>9. Do you have greater confidence in what you do?</p>
Absence of prejudices	<p>10. Do you feel that you are more valued, listened to, and respected without being judged?</p> <p>11. Did you think that the individuals in charge of providing the service had certain opinions about you, and after the experience, have you realized that it wasn't the case?</p>



Annex 5. Template to evaluate the entities' perception of the service learning process

Indicators	Questions
Diagnosis	<p>1. Have you participated in defining the needs of the community or group to which the service will be offered?</p> <p>2. Have you assessed by researching/asking/reading about the needs of the school to which the service will be offered?</p>
Service	<p>3. Have you participated in the design of activities to be carried out to provide the service?</p> <p>4. During the service, have you been able to make modifications to the activities previously planned based on your experience?</p>
Relations	<p>5. During the service, something unexpected has occurred that has blocked or disoriented you, and you have shared it with your colleagues, teachers, organizations/institutions, etc.</p> <p>6. You have participated in joint meetings where teachers, organizations/associations, recipients, etc., have taken part.</p>
Evaluation	<p>7. You have participated in the assessment of the service learning project.</p> <p>8. You have presented and shared with the teaching staff what you believe has worked.</p> <p>9. You have presented and shared with the teaching staff what you think could be improved.</p> <p>10. You have shared whether the classroom content has helped you in carrying out the service.</p> <p>11. You have shared what content you would have liked to receive or in which areas you would have liked to delve deeper to carry out the service.</p>



Annex 6: Lesson Plan Examples¹

Lesson Plan Example Vakıfbank Atatürk Secondary School. Türkiye

UDL Design Considerations	Ideas to use in a Lesson
Grade	8th Grade
Subject	Tourism and Cultural Values
Time (ex. 60 min)	40 minutes
Step 1: Consider Learner Variability	<p>The people of the region, who generally have an agriculture-based economy, do not recognize our cultural values. The neighbourhood of our school is a farming village. The parents of our students generally grow strawberry or bananas. The parents always deal with their greenhouses or fields. They can't find a chance to visit the cultural and historical areas in Anamur.</p> <p>As a result, our students can't visit such places. They can't learn the values from their parents, even from elder parents or neighbours. This causes the lack of knowledge and sensibility about our local cultural heritages among our students.</p> <p>The students love working, collaborating together. Also they love using technology, creating different materials. They prefer transforming their knowledge and documents according to their interests and abilities.</p>
Step 2: Write 1-2 clear and simple goals	<ul style="list-style-type: none"> • Gains of this course: to increase students' cultural awareness and to enable students to get to know tourism elements around the world. • They will be able to transfer the knowledge and experiences they have acquired to younger students and adults (elderly people).
Identify Potential Barriers	<ul style="list-style-type: none"> • We have few videos and visuals that allow students to get to know culture and tourism elements closely. • While students do not yet know the historical structures and cultural values of their own region, the curriculum content that teaches universal and national structures and values has prevented students from learning fully.
Step 3: Plan for Assessments	<ul style="list-style-type: none"> • We will use 'SurveyMonkey Tool' to assess our first goal. • We will apply a Self Assessment Form for our students.

¹ This template is based on the worked made it by PhD Sergio Sánchez Fuentes (Professor at Autonomous University of Madrid) in collaboration with [CAST](#) (Center for Applied Special Technology).

UDL Design Considerations	Ideas to use in a Lesson
<p>Step 4: Develop Methods & Materials (instructional procedures)</p>	<p>First of all, I will give general information about our cultural and touristic values. I will also talk with some local organisations which will help us to get more information and help us to cooperate with the community easily.</p> <p>Then by the help of the information they get during English lessons, the students will search information on the internet, form group and each group of students will have different duties and plan the whole work together. and they will talk with the local organisations like Culture and Tourism Center, Municipality Office and Anamur Museum.</p> <p>I will organize a visit to our important cultural and touristisc places. So the students will have a chance to visit these two historical sites with their families. We will get the exact information while visiting there. We will take photos and videos. So, this will be an enthusiasm for learning.</p> <p>Our students will visit the students of lower grades in Akdeniz Primary School which is a partner school in our project. They will also share what they have learned with my school's pimary level students.</p> <p>Also, they will visit elder people and we aim to correct the mistakes that our elders know. They will give us information about our historical and local culture but we will teach them what we have learned. We will talk about the structures that are not relieved to them before and explain the new excavations. We also want to reduce their loneliness and our students will be happier with the time they spend with the elders of our town.</p> <p>So, the younger students and the elders (also the people in our neighbourhood) will be our service community.</p> <p>Moreover, they will visit students with special needs and with the help of their teachers they will share the photos, videos and the information about historical places in our town with those students in their own safe environment. After that, we will take them to these places and make them experience our culture heritage.</p> <p>At the end of the project process, the students will transform their information into different kinds of materials. By using technology they will create a blog and they will feel the freedom of designing materials according to their interests and abilities. As a social need, the students will share their blog and whole documents with the people by the help of internet. They will have the chance to engage with the community easier.</p>

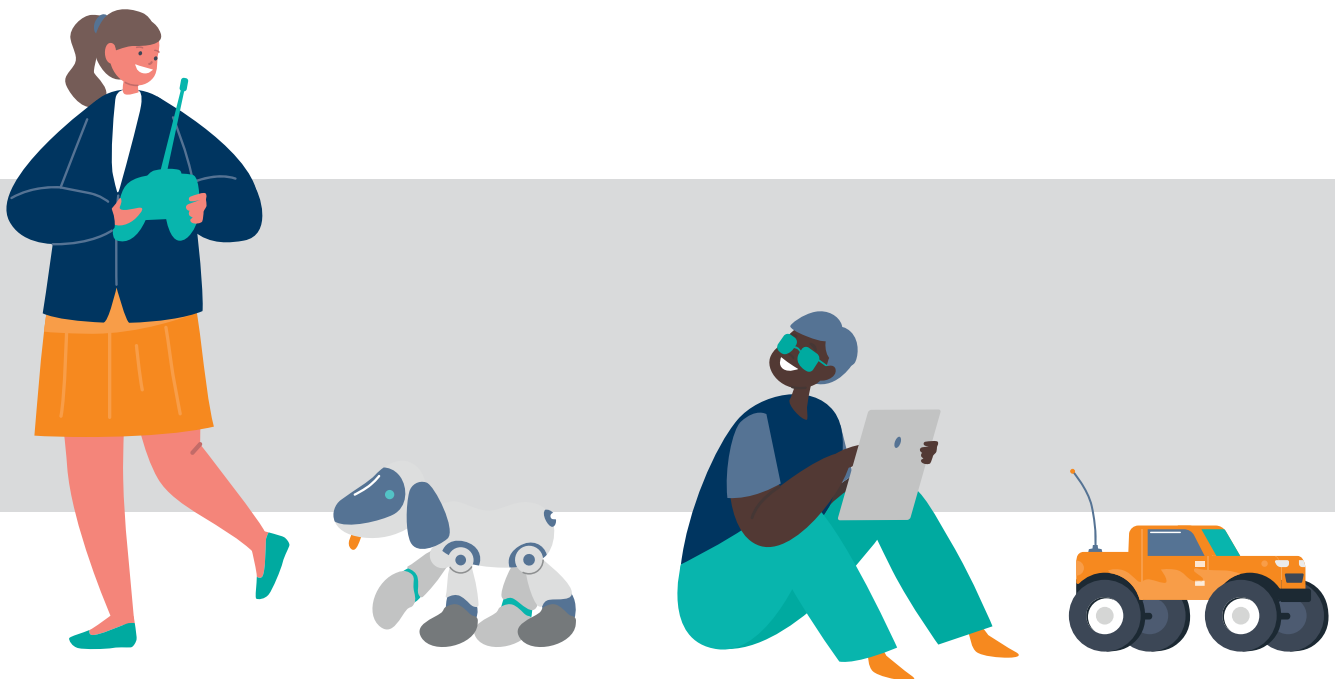
UDL Design Considerations	Ideas to use in a Lesson
<p>Step 5: UDL Connections</p>	<p>Our visit to the cultural and touristic places, the visit with organizations and the visits to the elders and youngers will be suitable for multiple intelligences aspect. Also, the students will collaborate together to combine all the information and visual-auditory materials together. They will prepare a blog page.</p> <ul style="list-style-type: none"> • Our students will answer the self assessment form and SurveyMonkey Tool' according to their individual varities. <p>The students are divided into groups like 3+3+3+2 students and applied surveys to measure their background about cultural heritages. (Self Regulation)</p> <p>Each group will have different duties. They will plan the whole work together. (Representation Principle of UDL - We aimed to foster collaboration and facilitate personal coping skills)</p> <p>They will talk with the local communities and they will visit local organizations like Kadirli Culture Development Solidarity and Assistance Association in Kızılaliler Village. The students will have a chance to explain their research to the elder people there. Moreover, the elderly will contribute to the project with their old stories, songs and information related to our local history and culture. They will get the chance to incorporate with different groups in society. (Engagement principle of UDL)</p> <p>They will arrange an exhibition and a presentation for students in our own school, the smaller grade students of our partner schools and students with special needs. This will be a good dissemination during the project. (Action and Expression Principle of UDL)</p> <p>They will go to the places with their families and take real photos of the places.</p> <p>They will prepare visuals, auditory materials and collect some real objects. (Variety of materials)</p> <p>They will prepare a blog with the help of ICT teacher. It will be a student centered work. Students will have the chance to use variety of materials while fulfilling their social goals. They will always be in action. (Action and Expression Principle of UDL)</p> <p>They will share their blog with social media accounts. They will collaborate together to combine all the information and visual - auditory materials together. This will support to have engagement with the community easier. (Action and Expression Principle of UDL)</p> <p>We will apply the same test that we use at the beginning of the project to see their background. We will compare the results between two tests. Each student will check his/her performance with self-assessment forms. (Engagement Principle of UDL)</p>

Lesson Plan Example Indriķis Zeberiņa Kuldīga Primary School. Latvia

UDL Design Considerations	Ideas to use in a Lesson
Grade Subject Time (ex. 60 min)	7th Grade Mathematics, lesson 2 40 minutes
Step 1: Consider Learner Variability	<p>Learner variability is the norm in our classrooms. Identify the variability factors of your students. This should include background experiences, strengths & abilities, preferences & interests, and support needs.</p> <p>Students perceive and process information well. It would be good to activate previous knowledge.</p> <p>Students prefer to express themselves verbally except of two shy girls.</p> <p>One boy needs extra time to provide written answers.</p>
Step 2: Write 1-2 clear and simple goals	<p>Develop a clear goal(s) for the lesson. Keep the goal statement simple and create 1-2 specific goals for the lesson.</p> <ul style="list-style-type: none"> ● Goal 1: students revise the topic about geometric figures, recognizes the geometric figures of a bird house. ● Students understand the concept of scale, apply it.
Identify Potential Barriers	<p>Considering the variability of students and the required skills in your lesson. What are potential barriers to the goals? Remember the barriers are in the curriculum and instruction, NOT the students!</p> <ul style="list-style-type: none"> ● Remind students about different types of geometrical figures. ● Revise the topic about scales (students have learned about it in geography).
Step 3: Plan for Assessments	<p>Describe how you could assess each goal stated above (can be informal).</p> <ul style="list-style-type: none"> ● Teacher starts with brainstorming and finding out what students know/remember. ● Teacher uses different ways of explanation and introduction to the topics. ● Teacher invites senior teacher assistant in the classroom to help those students who struggle with understanding the topic.

UDL Design Considerations	Ideas to use in a Lesson
<p>Step 4: Develop Methods & Materials (instructional procedures)</p>	<p>Describe in detail the procedures you will use in your lesson. The methods should focus on what YOU are doing as the teacher. The methodology we are using in Service-Learning; so we have to link this lesson plan to the elements of Service learning methodology (learning, service, reflection or participation).</p> <p>Representation: What?</p> <ul style="list-style-type: none"> ● Textbooks. ● Students will watch youtube video about bird houses and revise geometrical figures https://www.google.com/search?sca_esv=574419571&q=m%C4%81jas+strazds+putnu+b%C5%ABri&spell=1&sa=X&ved=2ahUKewjeyf6mvP-BAxUubfEDHY8ZAPEQBSgAegQICBAB&biw=1344&bih=740&dpr=1.25#vhid=FU6djr-hcl5G7M&vssid=videos-d13678ee&fpstate=ive&vld=cid:d13678ee,vid:i0fAk1c53i8,st:0. ● Students will find similarities between scale in geography and mathematics https://www.ginifab.com/feeds/scale_converter/scale_converter.lv.html. ● Some students probably will need calculation charts/ mobiles to calculate scales. ● Do calculations in notebooks. ● Senior teacher assistant will help students. <p>Action & expression: How?</p> <p>Test in Kahoot about geometrical figures and scales.</p> <p>National platform https://www.uzdevumi.lv.</p> <p>If there are students who like to draw, they can draw geometrical figures needed of a birdhouse on a flipchart. As well as demonstrate how to calculate scales.</p> <p>Include:</p> <ul style="list-style-type: none"> ● How you will present information. ● Learning activities students will do. ● Ways you will structure the class. ● Technology used.

UDL Design Considerations	Ideas to use in a Lesson
<p>Step 5: UDL Connections</p>	<p>Discuss how you plan to reduce the barriers through UDL.</p> <ul style="list-style-type: none"> • How do the methods, materials, and assessments address learner variability? • Make explicit connections to at least 2-3 UDL checkpoints that you used to guide your lesson design according to S-L elements. <p>Different ways of Representation are offered: textbooks, video, apps.</p> <p>Different ways of Action & expression: Kahoot App, https://www.uzdevumi.lv, flipcharts, board.</p> <p>The What of learning Activate or supply background knowledge.</p> <p>Supporting decoding of mathematical notation, and symbols.</p> <p>Offer alternatives for acquiring information.</p> <p>The How of learning Guide appropriate goal-setting.</p> <p>Vary the methods for response and navigation.</p> <p>Optimise access to tools and assistive technologies.</p>



Lesson Plan Example Father Jan Twardowski Catholic School Complex. Poland

UDL Design Considerations	Ideas to use in a Lesson
Grade Subject Time (ex. 45 min)	4th Grade The life cycle of plants 45 minutes
Step 1: Consider Learner Variability	<p>This lesson helps students understand the life cycle of plants. It enables students who like to learn in different ways to gain knowledge.</p> <p>It starts by showing live plants, flowers, observing, exploring what plants look like, smell like and feel like.</p> <p>Students use magnifying glasses, microscopes and pay attention to the listed points in the work grid. Pupils have at their disposal a Power Point presentation prepared by the teacher, botany books, tablets with Internet access, and can independently search for information, videos with answers to their emerging questions.</p> <p>Students have the opportunity to sort plants into groups, to record their observations in a diary with words or drawings.</p> <p>During the reading phase, students choose book or digital materials to read about the life cycle of plants. On the board they write down the information that is important to them, attach pictures, write down new vocabulary and definitions and questions that arise.</p> <p>They have the opportunity to reflect on the knowledge they are acquiring. Everyone can expand their knowledge of the topic individually.</p>
Step 2: Write 1-2 clear and simple goals	<p>In accordance with the three main principles of UDL, the lesson aims to:</p> <ul style="list-style-type: none"> I. Provide multiple means of representation (“what” we teach and learn). II. Provide multiple means of action and expression (“how” we teach and learn). III. Provide multiple means of engagement (“why” we teach and learn). <p>A lesson has many objectives - to inform, to support the thinking process, to clarify, to suggest solutions, to motivate questions and discussion.</p>
Identify Potential Barriers	<p>The objectives of a lesson cannot be achieved equally if information is not available to some or all pupils. Students need many learning options: sensory/ perceptual, linguistic, cognitive. This requires the preparation of a lot of materials and the use of new technologies. The material covered may be too difficult to learn and acquire on one's own, leading to potential student discouragement. The language used, professional vocabulary and simplification can also be a barrier, which can lead to misunderstandings.</p>

UDL Design Considerations	Ideas to use in a Lesson
Step 3: Plan for Assessments	<p>Monitoring student learning.</p> <p>Concept maps.</p> <p>Feedback and self-reflection of students.</p> <p>Checklists.</p> <p>Evaluation involves:</p> <ul style="list-style-type: none"> ● Setting clear objectives and criteria for the lesson ● Gathering relevant ● Assessing the progress of students' work ● Student involvement ● Feedback
Step 4: Develop Methods & Materials (instructional procedures)	<p>Teaching resources:</p> <ul style="list-style-type: none"> ● Magnifying glasses ● Multimedia board ● Powerpoint presentation ● Tools, applications (Canva, Kahoot!, Vocaroo) ● Tablets ● Internet ● Nature guides ● Books about plants ● Plants ● Flowers ● Paper ● Pictures of flowers <p>Learning options:</p> <ul style="list-style-type: none"> ● Sensory/Perceptual ● Linguistic ● Cognitive <p>Working methods:</p> <ul style="list-style-type: none"> ● Group Work ● Individual Work ● Project Work

UDL Design Considerations	Ideas to use in a Lesson
Step 5: UDL Connections	<p>Principle I: Provide Multiple Means of Representation</p> <p>Guideline 1: Provide Options for Perception Lessons about the life cycle of plants are easy to carry out because pupils can learn about plant growth by looking at them, touching them, smelling the plants. Various sensory modalities are used here to facilitate the learning process, not only in the traditional, book-based way of extending theoretical knowledge.</p> <p>Guideline 2: Provide Options for Language, Mathematical Expressions, and Symbols During lessons about the life cycle of plants, a lot of information is conveyed through language and symbols both by the teacher in spoken and written form when informing, explaining, giving feedback and reflecting, but also by the students themselves, who communicate among themselves, exchange reflections and their insights. Pupils can learn professional vocabulary about the life cycle of plants which can be useful in understanding professional texts. Symbols can be used to illustrate certain processes and make them easier to understand for those who need support in this area. Taking notes, posters, graphic recording will help to understand the process of plant growth.</p> <p>Guideline 3: Provide Options for Comprehension In order to facilitate understanding about the life cycle of plants, the teacher prepares guiding questions, points to which the pupils pay attention. This facilitates the process of searching for information and does not distract or frighten students, in front of a large amount of content to analyse. Checklist directs, but also motivates students to work. Students learn to systematise their knowledge, how to organise their work and monitor how much knowledge they have acquired.</p> <p>Principle II: Provide Multiple Means of Action and Expression</p> <p>Guideline 4: Provide Options for Physical Action Students learn how to share their knowledge with others in the classroom using a variety of methods and tools, some use new technologies, multimedia presentations, others like to share their knowledge verbally or with their manual skills. The nature lesson also allows students to be physically active, they can collect plants, divide them into groups, touch them, dig them out of the ground, plant them.</p> <p>Guideline 5: Provide Options for Expression and Communication Students share their knowledge about the life cycle of plants with others by recording their observations, making a video, commenting on their action, recording their voice or using graphic techniques. They can use apps, IT tools to make tables, statistics, posters.</p> <p>Guideline 6: Provide Options for Executive Functions Students realise the objective of the lesson, learn to formulate it together, divide up tasks, organize their work, search for information about the life cycle of plants, plan the activity.</p> <p>Principle III: Provide Multiple Means of Engagement</p> <p>Guideline 7: Provide Options for Recruiting Interest Motivated students perform better, are eager to work, are not quickly discouraged if they have the opportunity to observe and touch the object of their research and are given a choice of tools to learn about natural processes.</p> <p>Guideline 8: Provide Options for Sustaining Effort and Persistence Observing plants takes time and patience. The effects of the work are not immediately visible. If the students complete their task, they can rejoice in their success.</p> <p>Guideline 9: Provide Options for Self-Regulation A practical botany lesson can be an opportunity to work in a group, to establish relationships, to communicate, to overcome the fear of learning something new. Students can express their emotions during the learning process.</p>

Lesson Plan Example CEIP Carlos Cano. Spain

UDL Design Considerations	Ideas to use in a Lesson
Grade Subject Time (ex. 60 min)	5th Grade Natural Science 45 min
Step 1: Consider Learner Variability	<p>We are a center of Public Pre-school and Primary Education and we are preferential for ASD. The groups in our center are very diverse, with students with functional diversity in all classrooms. The center takes into account for the preparation of schedules the need to promote shared teaching in the maximum sessions of each classroom, integrating therapeutic pedagogy and audition and language teacher support within the classrooms. The same happens with the support figures of the ASD classrooms that have the maximum number of sessions within their reference classrooms.</p> <p>We have a nature area as a learning context, both in Infant and Primary, which will be the vehicle through which we will develop our ApS related to the orchards and their accessibility.</p> <p>We are a center open to the neighborhood and other nearby institutions. Every year we receive interns from different universities, students in the 4th year of ESO, volunteers for canteen and janitorial internships... these resources help us to complement the lack of resources from public administrations.</p>
Step 2: Write 1-2 clear and simple goals	<ul style="list-style-type: none"> • To know types of gardens and how they are distributed. • Raise awareness and sensitize students about the importance of caring for and respecting our environment by promoting social cooperation, inclusion and citizen participation.
Identify Potential Barriers	<ul style="list-style-type: none"> • Scarcity of economic resources. • Weather factors that may condition the realization of the activities on the scheduled dates.
Step 3: Plan for Assessments	<p>Evaluation indicators:</p> <ul style="list-style-type: none"> • The tools and materials used facilitate the participation of all people. • The information on plants and crops is accessible, varied and complete. • To sensitize and raise awareness among students about the importance of caring for and respecting our environment by promoting social cooperation, inclusion and citizen participation. • Have improved knowledge of existing crop types. • All students have participated, regardless of their level of development and capabilities.

UDL Design Considerations	Ideas to use in a Lesson
Step 4: Develop Methods & Materials (instructional procedures)	<p>An initial motivation will be done through games and sensory dynamics in the nature area that will help to analyze the existing barriers in an orchard.</p> <ul style="list-style-type: none"> ● Learning activities to be carried out by the students, using Kumubox (playing games to learn about crops, cultivation time of each plant, etc.) and Youtube videos about types of crops, materials needed to design an accessible garden, types of disabilities. ● Ways of structuring the class. Assemblies and cooperative groups. ● Technology used: Tablets and computers, Kumubox and Youtube videos.
Step 5: UDL Connections	<p>Offering different representation options: different communication channels and information alternatives (Youtube, Kumubox). Using easy reading and visual aids to promote comprehension.</p> <p>Offering different options for involvement. Consensual goal setting, cooperative group work, assembly work, multilevel work with free choice orientation.</p> <p>We are based on a multi-task classroom concept in which multi-level alternatives are always present. The teaching staff applies co-teaching in a large part of the teaching time. It is also very important to combine cooperative work with assembly times.</p>

Spanish Confederation of People with Physical and Organic Disability (COCEMFE)

C/Luis Cabrera, 63 28002 Madrid

+ 34 91 744 36 00 - cocemfe@cocemfe.es

www.cocemfe.es



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