

MELODY

Best practice benchmarking report



Co-funded by the
Erasmus+ Programme
of the European Union

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International framework

International instruments and agreements informing the right to Education were subscribed along the last decades from countries along with the world.

After the II World War, the Universal Declaration of Human Rights was proclaimed by the United Nations General Assembly, in Paris on 10 December 1948 (General Assembly resolution 217 A), as a common standard of achievements for all peoples and all nations.

Article 26 of the Universal Declaration of Human Rights

1. "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.
2. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children."

During the eleventh session of the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), realized in Paris, from 14 November to 15 December 1960, the Universal Declaration of Human Rights has recalled the principle of non-discrimination and proclaimed that every person has the right to education. In this session was adopted the Convention Against Discrimination in Education, on the fourteenth day of December 1960. In which the 1st Article describe "discrimination including any distinction, exclusion, limitation or preference

which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- a) Of depriving any person or group of persons of access to education of any type or at any level;
- b) Of limiting any person or group of persons to the education of an inferior standard;
- c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons;

or (d) Of inflicting on any person or group of person conditions that are incompatible with the dignity of man."

The same Convention describes the term "education" (point 2) referring it to all types and levels of education and included the access to education, the standard, and quality of education, and the conditions under which it is given.

Later, in the General Assembly of 16 December 1966, through the resolution 2200A (XXI) entered in force on 3rd January 1976 the International Covenant on Economic, Social and Cultural Rights. This instrument has identified certain rights and obligations in its Art. 13 that the State should immediately implement, including among other measures:

- 2. providing free and compulsory primary education;
- 3. allowing parents and legal guardians to choose their children's schools;
- 4. respecting the liberty of individuals and bodies to establish educational institutions.

Italy	Norway	United Kingdom	Spain	Portugal
Signature in 18/01/1967 and	Signature in 20/03/1968 and	Signature in 16/09/1968 and	Signature in 28/09/1976 and	Signature in 07/10/1976 and

ratification, acceptance, accession and succession in 15/09/1978.	ratification, acceptance, accession and succession in 13/09/1972.	ratification, acceptance, accession and succession in 20/05/1976.	ratification, acceptance, accession and succession in 27/04/1977.	ratification, acceptance, accession and succession in 31/07/1978.
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A major outcome of the International Year of Disabled Persons was the formulation of the World Programme of Action (WPA) concerning Disabled Persons, adopted by the General Assembly on 3 December 1982, by its resolution 37/52. The WPA is a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities, which pertains to the full participation of persons with disabilities in social life and national development. The WPA also emphasizes the need to approach disability from a human rights perspective.

Services for disabled persons should be provided, whenever possible, within the existing social, health, education and labour structures of society. These include all levels of health care; primary, secondary and higher- education, general programmes of vocational training and placement in employment; and measures of social security and social services.

Significant advances in teaching techniques and important innovative developments have taken place in the field of special education and much more can be achieved in the education of disabled persons. Nevertheless, the progress is mostly limited to a few countries or only a few urban centres. The advances concern early detection, assessment and intervention, special education programmes in a variety of settings, with many disabled children able to participate in a regular school setting, while others require very intensive programmes.

At the forty-fourth session of the General Assembly of the United Nation at 20 November 1989, was adopted by resolution “The Convention on the Rights of the Child”. The world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. This document was the first legally binding

international instrument to incorporate the full range of human rights—including civil, cultural, economic, political and social rights.

Portugal	Spain	Italy	Norway	United Kingdom
Signature in 26/01/1990 and ratification, acceptance, accession and succession in 21/09/1990.	Signature in 26/01/1990 and ratification, acceptance, accession and succession in 06/10/1990.	Signature in 26/01/1990 and ratification, acceptance, accession and succession in 05/09/1991.	Signature in 26/01/1990 and ratification, acceptance, accession and succession in 08/01/1991.	Signature in 19/04/1990 and ratification, acceptance, accession and succession in 16/12/1991.

UNESCO, UNICEF, World Bank, UN Development Programme and UN Population Fund originally launched the worldwide movement, Education for All (EFA), in the 1990s, at the World Conference on Education for All, in Jomtien, Thailand as a result of an unprecedented cooperation by these five convenors and set of international goals in education – the EFA goals. After that historical moment education was recognized as being more than just access to primary education, and addressed the basic learning needs of all children, youth, and adults and is worldwide considered a good example of mobilization of governments, civil society, education professionals and the private sector.

Among the major outcomes of the Decade of Disabled Persons was the adoption of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the General Assembly on 20 December 1993 (resolution 48/96). The Standard Rules were not legally instruments but represented a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities and described the concepts accepted in that period. These rules served as an instrument for policy-making and as a basis for technical and economic cooperation.

“In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system.

The quality of The international movement calling for inclusive schools started by the United Nations had impacts on policies and practices for children and young persons with special educational needs on the countries involved. But the paradigm of the inclusive school was enshrined through the adoption of the Declaration of Salamanca on Principles, Policies, and Practices in Special Needs Education and Framework of Action (UNESCO, 1994), in the area of special educational needs taking place in Spain between 7 to 10 July. More than 300 participants representing 92 countries and 25 international non-governmental organizations invoked the need for states to create conditions and ensure specific and appropriate support so that all pupils, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, can learn together, sharing the same educational contexts. The Salamanca Statement was the first international recognition that to meet the needs of pupils with special needs, the goal for these students should be changed from inclusion in education to inclusive education. It emphasizes that inclusive schools are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all.

“Inclusive education implies that children and youth with special educational needs should be included in the educational arrangements made for the majority of children... Inclusive schools must recognize and respond to the diverse needs of students, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.” (UNESCO – Salamanca Statement, 1994).

The World Education Forum in Dakar in 2000, the most important commitment to education in recent decades and which has helped drive significant progress in

education established six objectives to achieve to 2015 towards education for all.

Therefore, goals such as:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a completely free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education, and ensuring the excellence of all so that all, especially in literacy, numeracy, and essential life skills, achieve recognized and measurable learning outcomes.

The Charter of Fundamental Rights of the European Union enshrines certain political, social, and economic rights for European Union (EU) citizens and residents into EU law. The European Parliament, the Council of Ministers and the European Commission, proclaimed it in Nice, on 7 December 2000. However, its then legal status was uncertain, and it did not have full legal effect until the entry into direct effect, of the Treaty of Lisbon on 1 December 2009.

We highlight two Articles:

Article 14 about the Right to education

1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.

3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, by following the national laws governing the exercise of such freedom and right.

Moreover, Article 26 about the integration of persons with disabilities in which “The Union recognizes and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.”

One innovative aspect was the inclusion as prohibited grounds of discrimination issues like disability, age, and sexual orientation.

The UN Convention on the Rights of Persons with Disabilities (CRPD) and its Additional Protocol adopted in New York, on 13 December 2006 only entered into force on 3 May 2008.

The following article 45(1) promotes the guarantee and promotion of the human rights of all citizens, particularly persons with disabilities, reaffirming universal principles (dignity, completeness, equality, and non-discrimination) and raising society's awareness of disability. According to article 24 "States Parties shall recognize the right of people with disabilities to education. To exercise this right without discrimination and based on equal opportunities, States Parties shall ensure a system of inclusive education at all levels and lifelong learning. "

Spain	Italy	United Kingdom	Portugal	Norway
Signature in 30/03/2007 and Formal confirmation(c), Accession(a), Ratification in 03/12/2007.	Signature in 30/03/2007 and Formal confirmation(c), Accession(a), Ratification in 15/05/2009.	Signature in 30/03/2007 and Formal confirmation(c), Accession(a), Ratification in 08/06/2009.	Signature in 30/03/2007 and Formal confirmation(c), Accession(a), Ratification in 23/09/2009.	Signature in 30/03/2007 and Formal confirmation(c), Accession(a), Ratification in 03/07/2013.

In December 2010, the EU became a party to the CRPD. In doing so, the EU recognized the challenges persons with disabilities face in securing their rights and highlighted the need for EU actions in that to be firmly on the agenda of the European Union and its Member States.

The key elements deriving from the CRC and CRPD, about children with disabilities include:

- The obligation to act in the best interests of the child;
- The right to non-discrimination;
- The consideration of the evolving capacities of the child;
- The right to participate / the right to be heard;
- The right to be free from violence;
- The right to family life;
- The right to assistance;
- The right to education, including inclusive education.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The goal of achieving universal education reaffirms the belief that education is one of the most powerful and proven drivers for improving people's lives and sustainable development.

SDG 4 seeks to ensure people have access to equitable and quality education through all stages of life, from early childhood education and care, through primary and secondary schooling, to technical, vocational training and tertiary education. In addition to promoting formal qualifications, SDG 4 also aims to increase the number of

youths and adults with relevant skills for employment, decent jobs, and entrepreneurship.

Furthermore, it envisions a world with no gender disparities in education and where vulnerable people, including those with disabilities, have equal access to all levels of education and vocational training.

Achieving universal literacy and numeracy and acquiring knowledge and skills to promote sustainable development are also considered crucial for empowering people to live independent, healthy and sustainable lives. To accelerate progress with all these objectives, SDG 4 calls for more educational facilities to be built and upgraded, higher education scholarships to be made available to developing countries and a greater supply of qualified teachers¹.

The European Commission and European Council's 2015 joint report on implementing the so-called Education and Training 2020 (ET2020) strategy have established 'Inclusive education, equality, equity, non-discrimination and the promotion of civic competences' as a priority area for European cooperation in education and training.

In December 2017, the European Council, European Parliament, and the European Commission fully endorsed the adoption of the European Pillar of social rights. The agreement highlights the importance of the social, educational and cultural dimensions of EU policies in bringing Europeans together to build our common future.

The first principle of the European Pillar of social rights states that:

"Everyone has the right to quality and inclusive education, training, and lifelong learning to maintain and acquire skills that enable them to participate fully in society and successfully manage transitions in the labor market".

The Europe 2020 strategy and ET2020 have set two main targets addressing inclusive education to be achieved across Europe by 2020 and for the issue of Melody project,

¹

United

Nations,

[http://www.un.org/sustainabledevelopment/sustainable-development-goals/;](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

the most important are related with the goal of the rate of early leavers from education and training aged 18-24 that should be below 10%.

“Sustainable development objectives have been at the heart of European policy for a long time, firmly anchored in the European Treaties and mainstreamed in key projects, sectoral policies, and initiatives. The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) and 169 targets, adopted by the United Nations (UN) in September 2015, have given a new impetus to global efforts to achieve sustainable development. The EU is committed to playing an active role to maximize progress towards the SDGs, as outlined in its Communication (COM (2016) 739) ‘Next steps for a sustainable European future’

As shown above using several international standard-setting instruments such as the United Nations Convention on the Rights of Persons with Disabilities, the European Pillar of Social Rights, the European Accessibility Act and UN Sustainable Development Goals, we only reinforce at the national level that the fundamental human right to education should be protected and promoted.

To ensure this right for children, youth and adults with learning difficulties, policies must include changes as appropriate in education content, approaches, structures and learning support to the fullest achievement of the educational potential and all individuals accomplish at least a minimum level of skills.

Milestones of the debate about inclusive school were shortlisted and described in the previous point of this report. It is also true that most of them are hardly linked with the two most important of the recent decades. The CRC and CRPD are the two best examples because one goal of these Conventions is to guarantee universal human rights in the context of specific groups of people, specifically, children and people with disabilities. We are discussing only and all during these years about a fundamental human right.

In another hand in some of the participant's countries, events change de dynamic in the way the rights were faced. Portugal and Spain lived for a long time in very centralized and dictator regimes that had influenced deeply the education in both countries. During the seventies in the same way that education becomes increasingly

relevant to serve democracy relevant to serve the democracy as it was before to serve the ideology of the regimes. Moreover, because the numbers of analphabetism and functionally illiteracy were high, and a big effort was done to a backlog of the development of these two countries.

This positive movement explained in the same way that after the establishment of the International Decade for Disabled People not only appeared several organizations to answer to their needs but also were accompanied by new legislation and policies supporting them.

Moreover, the five countries even sharing a common framework background, some of the concepts are not completely integrated in a way making it easy to carry out comparisons. One example is the way that Norway integrates inclusion pre-school in the middle seventies and in Portugal only during 97/98 the Education Minister put this innovation has a big challenge for the next 3 years. This means in practice that in Portugal the conditions to identify problems appear very late. This factor is very important to understand the different paths on inclusive education and the contribution of Melody to give teachers tools resulting in this collaborative work. The Council of the European Union in 2017 highlighted the necessity of countries give more attention to education and pre-school in order to mitigate inequalities in learning.

The Comparative Report, starting from an overview of international and national initiatives allows the identification of some experiences, in line with this entire international framework, which can be used as an example to produce the following Intellectual Outputs of Melody project. Recent legislations are moving towards a formalized inclusion school, as it is the case of Portugal because a better world starts at school.

EVOLUTION OF INTERNATIONAL LAWS ACCORDING UNITED NATIONS MILESTONES			
1948	IN	Universal Declaration of Human Rights/ Artº26: Right to Education	United Nations
1975	CL	Special School Act abolished	Norway
1977	U	Act Nº 517: Integration of pupils with disabilities into mainstream state schools; eliminate special schools.	Italy
1981	SI V	International Year of Disabled Persons	

1983-1992	E D U C A T I O N	World Programme of Action concerning Disabled Person/ United Nations Decade of Disabled Persons/ Recommended in the World Programme of Action	
1983		Education Act, Law No. 46/86, 14 October: Artº 18: "Special education is organized preferably according to diversified models of integration in regular educational establishments."	Portugal
1985		Organic Law on the Right to Education (LODE): Legal definition of 'people with disabilities' was enshrined. A 'person with disabilities' is anyone with a permanent or progressive physical, psychological or sensory impairment that causes a learning, social, or occupational difficulty and that entails disadvantage or social marginalization.	Spain
1989		Law No. 9/89, 2 May: Including such pupils in the mainstream schooling system, as the educational strategy.	Portugal
1990		Decree-Law No. 35/90, 25 de January: Learners with SEN are obliged to attend compulsory schooling	Portugal
1990		Organic Law of General Regulation of the Educational System in Spain (LOGSE): in classrooms there are students with different learning needs; it mentions the concept of Special Education Needs.	Spain
1991		Decree-Law No. 319/91: Substitution of classification in categories based on medical decisions by the concept of SEN based on pedagogical criteria.	Portugal
1992		Act no. 104: Legal definition of 'people with disabilities' was enshrined. A 'person with disabilities' is anyone with a permanent or progressive physical, psychological or sensory impairment that causes a learning, social, or occupational difficulty and that entails disadvantage or social marginalization.	Italy
1993		Education Act, Law n.º 301/93: Students with SEN are required to complete compulsory education.	Portugal
1994		Declaration of Salamanca: UNESCO (SEN + Inclusive Education (education for all))	Salamanca
1996		Education (NI) Order 1996: provides rights to children with SEN to be educated in mainstream schools: rights for parents	Northern Ireland
1998		Education Act: Regulate primary and secondary education until today	Norway
2002		Organic Law on Education Quality (LOCE): It continues to work on the concept of Special Education Needs (within the SEN are included students with physical, psychological, sensory impairments and those to manifest serious personality or behavioral disorders).	Spain
2005		Special Education Needs and Disability (NI) Order 2005 (SEND0): Introduced disability discrimination.	Northern Ireland
2006		Decree-Law No. 20/2006, 31 January: Created the special education recruitment group for the first time.	Portugal
2006		Art. 24 and 45: United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) entered into force on 2008 (mentions inclusive education).	New York
2006		The Presidential Decree of 19.5.2006 states that the medical commission appointed to issue a statement/certificate of disability has to refer to the international indicators listed by the WHO ICD-10.	Italy
2006		Organic Law of Education (LOE): Incorporates concepts such as serious behavioral disorders, the principle of inclusion, the equity among students, social cohesion and compensation of inequalities, or the principle of diversity.	Spain
2008		Decree-Law No. 3/2008, 7 January: inclusive education aims at educational equity, which is meant by guaranteeing equality, both in access and results.	Portugal
2010		Law 170 / 2010 Artº 1: Recognize dyslexia, dysgraphia, dysorthography and dyscalculia as Specific Learning Disorders.	Italy
2012	DIRECTIVE 27/12/2012: "Intervention tools for pupils with Special Educational Needs and territorial organisation for school inclusion".	Italy	
2013	Organic Law of Education for Improvement of Educational Quality (LOMCE)	Spain	
2016	Special Education Needs and Disability Act (NI) 2016 SEND ACT: New duties to Boards of Governors, EAs, Health and Social Services, rights to parents and children.	Northern Ireland	
2018	Decree-Law No. 54/2018, 6 July: Bets on an inclusive school where each one of the students find answers that enable them to acquire a level of education and training that facilitates their full social inclusion; the right of each student to an inclusive education.	Portugal	

Comparative Analysis of partner countries inspiring practices

When analysing the good practices presented by the MELoDY project partners, we find that they are based on internationally recognized studies. It is also interesting to note that the intended Inspiring Practice audience is focused on young people attending the early years of learning, at which point, as we know, is critical to detecting these problems, as the problem is identified earlier, earlier in the intervention, allowing these young people to evolve and have educational success.

On the other hand, Good Practices focus on another audience: the one who works with these young people, namely the family, the teacher, the coach, the specialist. The development and inclusion of some depend on the formation of others.

The purpose of these practices is embracing and differs, above all, in the theoretical framework and method presented. However, they have in common that they develop scientifically validated techniques and strategies that are effective in learning, assess the relevance of their application, provide tools for all who go along these young people, family, teachers, coaches. To achieve the desired objectives, the strategies are varied and very rich, which generally leads to inspiring results that will enrich all countries involved in MELoDY.

Sharing is always enriching, and only then will we be able to do our best for our students.

The option of this benchmarking was to use all the practices presented by the partners because they reflect the above concerns and illustrate that the path to inclusive school is in progress, although at different rates, depending on the political, social and economic circumstances of each country, and the different options that resulted. On the other hand, it also shows that the academic community has been concerned about learning disabilities and specific learning disabilities (**DEA**), which has greatly contributed to the paradigm changes of the contemporary school.

Therefore, Spain, in its first proposal, starts from a report developed by UTAE, a unit specializing in *Learning Disorders at Hospital Sant Joan de Déu*, a reference research

center in Barcelona. This report was published on September 2010 as part of the FAROS reports, and the study was conducted by Dr. Anna Sans, including two neuropsychologists and a speech therapist.

The report identifies the key aspects that interfere with academic failure and defines it as a variable issue and offers some considerations, strategies, and proposals on how to reduce it.

This report aims, among others, to provide resources to identify and diagnose learning disabilities and difficulties, presenting proposals for school adaptation, focused on each learning disorder and differentiated by age. The same research team that created the report developed an online course on “Learning, Behavior and Affective Disorders: Diagnosis and Intervention,” aimed at teachers, which develops and adapts the information in this report.

Italy has put forward two proposals which are intended primarily for families, centers and therapists. The first, RTI (Response to Intervention), is intended to provide continuous, strategic training for teachers working with young people with learning disabilities. There are two inclusion support centers that work in the area of new technologies and help young people with DEA to integrate into their territorial area.

Students with DEA are subject to an individual education plan (IEP) to help their learning. For the student to be considered with DEA it is necessary that the school identifies the student's difficulties and, after resorting to different strategies. If the difficulties are not overcome, the family is informed, and evaluation is requested from the health services. The report of this service will determine the individualized teaching plan.

The RTI goes through three phases provided by the Department of Neuroscience at D'Annunzio University, initiated by a reading fluency screening for all 6/7 years students, followed by a second screening (between November and February).

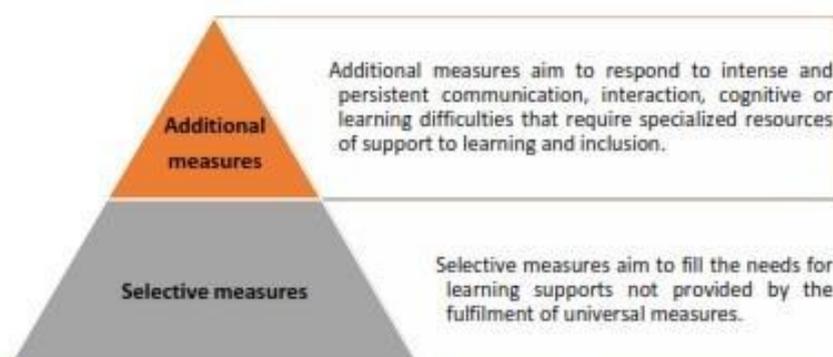


In this second moment, activities to recover reading difficulties are performed. Small group work (one teacher for each group) is promoted and tutoring activities (peer education). In a third moment (in May) a screening is performed only for students who participated in the recovery activities. After this phase, if any student is resistant to the recovery intervention, they may be referred for further medical evaluation with the agreement of their families. This model proved very useful for families in raising awareness of the need for deeper specialized checks.

It is interesting to note that this methodology is present in all countries, although its framework is slightly different.

The second proposal presented by Portugal, MOOC on “Inclusive Education”, with the objective of supporting the implementation of the legal regime of Inclusive Education, published in DL 54/2018, of July 6th, concerns the formation of teachers, an agent process was developed by the Directorate-General for Education (DGE), which is part of the Ministry of Education.

This training allowed for updating and deepening of the new legislation, now in force, preparing teachers for the identification and monitoring of measures to support learning and inclusion. It also led teachers to reflect on the multilevel approach and universal design for learning. It also allowed the sharing of ideas and activities, collaborating in the joint reflection on the implementation of inclusive pedagogical practices.



Spain and Portugal therefore present two proposals in which online training was privileged and essential to reach different stakeholders, although in the first case it was based on a medical base which, in Portugal, is no longer possible to apply, as there is no longer a legal identification of students by level of disability, with all students being able to be supported to avoid school failure. The case of student's subject to "additional measures" that are adjusted to the medical information provided to the school is emphasized.

If the continuous formation of teachers is consensual, the early diagnosis of learning disabilities is also to the same extent. In this sense, we highlight the second proposal from Spain, which is based on the Test of Assessment of the Basic Components of Children in Reading (PACBAL), which is an instrument that measures a child's success in critical reading-based skills in primary education. This is intended to help determine if the student will be a fluent reader. Its publication is 2016, by Josep Font, Montse Castells, and Dolors Ramon, from Estel School, under the FET project.

This technique allows to determine if the students show all the necessary skills to read correctly, and it is possible to adjust the educational intervention measures in reading learning, avoiding this difficulty.

PACBAL consists of three tests per year, each at the end of the school term. The tests are taken by students at all three levels (last year of pre-primary and the first two years of primary school). Next, the basic components of reading and their learning process are evaluated (National Reading Panel, 2000; National Research Council, 1998): phonological awareness, alphabetic principle, word identification and reading, fluency

of reading, comprehension, and vocabulary. Finally, the assessment of each reading component is carried out in one of the 7 different assessment tests proposed by PACBAL. These components are not assessed at each level, only those that are considered relevant for a age group. Thus, it is possible to identify the rate of students who are normative, those who may present some risks and those who present risks of reading learning failure, establishing the levels and intensity of support needed.

The second Italian proposal, "ARM METHOD" by DR. Lorenzo Coccia, makes a Rhythmic Motor Approach (ARM), a holistic method designed to treat learning disorders.

This method invests in the potential of children rather than their disabilities, creating psychological advantages because families do not see their children "labelled", but immediately realize their uniqueness and their resources; It provides a standardized protocol and is tailor-made for each child, respecting their learning time and without neglecting any key element in developing writing, reading, calculating and study method skills.

Starting from the development of meta phonological skills and the reinforcement of language skills, this approach proposes a didactic progression based on analytical writing, associated with a series of easy-to-use graphical patterns and motors. These elements are reformulated in reading and represent a fundamental tool for the development of oculomotor skills and sustained and selective attention applied to reading. In parallel, at the motor-graphic level, ARM proposes the learning of the various characters, from print to italics, with the reinforcement of the concepts of spatiality and proportion thanks to the structure of the "three planes" that the child learns and applies from the first intervention.

As for Northern Ireland (UK), it outlined a Code of Practice developed by the Education Authority for all schools to follow as a model of inspiring practices for dealing with issues associated with special educational needs, which includes, among others, problems recognized as dyslexia and behavioural problems.

The Code of Practice follows five steps. The first is led by the student's class teacher. An action plan is written to identify their difficulties and list the actions the teacher will take to address these difficulties. This will put in place different strategies over a period

(possibly one or two academic periods). Student progress is monitored, and a new assessment is performed. At this point, it can be concluded that the student no longer fits the special educational needs, continue in the first stage or move on to the second stage.

This last one is led by the school's Special Needs Coordinator (CNEE), in which an Individual Education Plan (IEP) is drawn up, and the parent is asked to sign it, showing their agreement and commitment to it. At this stage, other strategies are adopted by the school to meet the student's special educational needs, including the Resource to Support Children with Special Educational Needs. The school can also offer more individualized support, such as literacy, either in class or withdrawn from it. Here too, allow the strategies to be put into practice, and for the results to be monitored and evaluated, the student will remain at this stage for possibly two periods. The IEP should be reviewed with parents periodically or frequently if necessary. After evaluating this step, the school may decide to remove the student from the SEN record; return to the first stage, continue to the second stage or proceed to the third stage. At this stage, the school will continue to be responsible for SEN and will also seek outside help that will depend on the student's Special Educational Needs, for instance, learning or medical support. This situation may imply that the student is referred to the Educational Psychology Service; to the Health Service and Social Care / External Health Professionals. Here too, the student will be assessed, and it may be decided that he will no longer be registered as SEN; return to step 1 or 2; remain in the third stage or move to the fourth. If the student does not progress, the Education Authority, with parents, school and other agencies, may consider conducting a Pedagogical Assessment of the student's Special Educational Needs. A legal assessment is only required in a minority of cases and a request for a pedagogical assessment does not always lead to a statement of special educational needs.

The fifth stage of the Code of Practice refers to the time when the Education Authority prepares and maintains a Student's Statement of Special Educational Needs.

As an example of applying this methodology, the selected inspirational practice concerns a primary school in Taughmonagh, Belfast IN. "Nurturing" is a common expression used and applied to all school children by all their staff. The sunroom is a

place not only of comfort but of safety for children. The room is largely laid out as a cosy home, with soft seating like a living room, kitchen, table, games, books, and toys. This helps the school and CNEE to support children with social and emotional needs. In addition, the most formal support for literacy, numbering, speaking, and language support remains.

Some children may be mentored within their own classroom and some, depending on their needs, are withdrawn for individual and / or small group teaching sessions.

This Code of Practice, as we mentioned earlier, is somehow present in all partner countries, supported by guidance from central or regional authorities.

In common, we highlight the identification of the student with special educational needs (an expression that, in the Portuguese case, was removed by the legislation that now speaks of inclusive education, that is, education focused on global citizenship, full of prejudice and that recognizes and values the differences).

The existence of an Individual Educational Plan and the associated measures is another common aspect, differing in nomenclature.

Also, the involvement of the teacher since the beginning of the process is another element shared by the partners, as well as the involvement of parents and other technicians whenever necessary.

As can be seen from these practices, Portugal (in one of the proposals) and Italy (in its two examples) as well as Spain, base their inspiring practices selected for the project, in the training of teachers, technicians and all those who have a mission to make the school truly inclusive. The studies presented by the other partners focus on the resources that are critical to effective and successful fieldwork.

Finally, we highlight as an essential factor in educational intervention, the concern to prioritize the development of reading, as it influences the other skills.

In this sense, Norway's second proposal highlights that motivation plays an important role, as argued in the master's thesis on reading comprehension and motivation, in which John T. Guthrie is the lead designer behind the CORI reading program (Concept-Oriented Reading Instruction).

The underlying goal of this reading program is to increase student's commitment and motivation to have a positive effect on reading comprehension. In this regard, shorter activities are developed, inspired by CORI. In practical activities, it is intended that students get the first-hand experience with the central terms and content of the text. It also activates pre-existing knowledge about the subject of students.

By applying this model, students significantly improve reading comprehension while maintaining motivation for reading.

In the Portuguese case, the proposal addresses the problem of students at risk in reading fluency through the "Curriculum Based Monitoring (MBC)" used in the context of the master's thesis in Special Education, by Susana Maria Afonso Freitas Simões (2015), held at the University of Minho. Through this method, we tried to identify, evaluate the impact of the inclusion of students in the classroom, and improve individual educational programs, fostering communication opportunities in the teacher-student relationship.

Finally, by applying the method, it was intended to find a consistent alternative to traditional systems for identifying at-risk students, fostering communication between parents, regular teachers, and students.

Norway has put forward a proposal that focuses on the relationship between language skills and later reading comprehension, examined through a systematic view of knowledge (meta-analysis). This methodology was validated in a doctoral dissertation through a longitudinal study in which 215 Norwegian children aged 4 to 9 years were followed up annually.

This proposal follows Gough and Tunmer's Simple View of a Reading model, which has proven to be one of the most influential frameworks for understanding reading comprehension in general and reading disabilities. According to this model, reading comprehension is the product of two distinct components: decoding and linguistic comprehension. Because the two components are considered distinct, the model predicts that poor readers may have profiles that differ in the dimensions of decoding and linguistic comprehension.

This model thus enables effective development of word knowledge and is effective in improving language skills that support reading comprehension.

A third proposal presented by Portugal concerned the implementation of PALS (Peer Assisted Learning Strategic), which was adapted by Linan-Thomson and Vaughn (2007). At first, an assessment of the reading level of the students is made, supported by monitoring based on the curriculum recommended by Fuchs and Fuchs (2007), and then the students are ranked by reading levels. The application of this method allows, among others, to know the relevance of the implementation of effective techniques and strategies applied by the teacher in the teaching and learning process of reading, such as phonological awareness, decoding, word recognition, and fluency. In this regard, a set of activities is performed, which require the pairs to develop frequent interactions, in which the roles of the tutor alternate, with an immediate corrective return. The strategy also involves, in the first two weeks of intervention, developing phonological awareness; over the next two weeks, the activities focus on word constitution where students have difficulty; and then proceed to the elaboration of simple sentences with these same words. In the fifth week, short texts are introduced with simple sentences composed by the words already known.

In this way it is possible to improve reading levels; enrich vocabulary by developing reading skills and comprehension. Finally, there is a noticeable improvement in communication and behavioural skills, having the advantage of being adaptable to any age level.

ABBREVIATIONS

CRC - Convention on the Rights of the Child

CRPD - United Nations Convention on the Rights of Persons with Disabilities

EFA - Education for All

ET2020 - Education and Training 2020

SDGs - Sustainable Development Goals

UNESCO - United Nations Educational, Scientific and Cultural Organization

WPA - World Programme of Action