

Recommendations from the INCLUD-ED PROJECT (Integrated Project, FP6, European Commission)

- ✓ End any kind of segregation and promote multi-cultural heterogeneous in early education with additional resources (e.g. already existing support staff, community volunteers, family members). Heterogeneous grouping of immigrant and cultural minority students along with native students contributes to overcoming stereotypes, improves instrumental learning for all and promotes solidarity.
- ✓ Different use of the existing support staff: special needs teachers and school assistants' work together with ordinary teachers in the same classrooms.
- ✓ Cooperation between students in early education and students from more advanced levels: Students in early education interact with students of different ages. Pupils learn from each other and along with others, in different learning situations.
- ✓ The introduction of instrumental learning from the first stage of pre-primary education (0-3 years): It has been demonstrated that carrying out instrumental learning activities (reading, English, and ICT using the Microsoft Tablet PC Programme) increases children's strategies and skills, as well as it contributes to the success of the students at subsequent stages.
- ✓ Close monitoring of the children's development. Creating individual learning plans for all the children along with their parents. The individual learning plan is a tool to monitor children's development. Assisting with Student Evaluation.
- ✓ Promote Romani families direct participation in students' learning activities (e.g. regular school activities and after-school activities, which are forms of community participation which have an impact on the learning processes of children).
- ✓ Family education, which responds to the educational needs and demands of families.
- ✓ Extending Learning Time. Schools open for more hours and on more days with more support from the community in order to carry out activities linked to instrumental learning.
- ✓ Cooperation with other professionals to support children's needs, such as special needs teachers, and language assistants etc.
- ✓ The participation of families in significant decision-making. It contributes to develop accountability processes in student learning processes- which has a positive impact on increasing the quality of education. (e.g. Learning Communities)