



EUROPEAN AGENCY
for Special Needs and Inclusive Education



RAISING THE ACHIEVEMENT
OF ALL LEARNERS IN INCLUSIVE EDUCATION

RAISING THE ACHIEVEMENT OF ALL LEARNERS IN INCLUSIVE EDUCATION

Country Report: Luxembourg



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



LUXEMBOURG COUNTRY REPORT

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1. What reference is made to raising achievement in national policies? How is raising achievement defined?

Following the statements of David Carey and Ekkehard Ernst (2006), references to raising achievement in Luxembourg emerge from the weaknesses in education achievement proved by the OECD's Programme for International Student Assessment (PISA). Test studies show that both below-average and large differences in education achievement between natives and immigrants can no longer be disregarded¹. Based on data compiled in 2014, the European Commission states that socioeconomic disadvantages in educational outcomes still persist, partly due to the linguistic barriers intrinsic to the trilingualism of the country (French, German and Luxembourgish)². Related to these key points, national policies focus on:

- reducing the high (secondary) school drop-out rate ([about 11.6 %](#) in 2012/2013)³;
- encouraging learners to get higher education levels;
- supporting adult and lifelong learning.

The national education policy contains two main targets aimed at raising achievement: reducing early school leaving to below 10% and increasing tertiary education rates to 66%⁴. In relation to special education or the inclusion of children with special educational needs (SEN), there is a genuine political commitment to enhance inclusive education but there are no targets defined by quantitative data. In primary education, the [Act on basic education](#) (2009) requires each school to offer learners with SEN an individualised educational achievement plan. Additional support is allocated by the Commission of Inclusive Education (CIS). In 2011, the [Legislative Act on accommodations](#) states that there

¹ Carey, D. and Ernst, E., 2006. *Improving Education Achievement and Attainment in Luxembourg*. OECD Economic Department Working Papers, No. 508, Paris: OECD Publishing

² European Commission, 2016. [Country Report Luxembourg. Commission staff working document](#)

³ In 2012/2013, about [1,643 learners left school without a qualification](#) in Luxembourg, including 433 without employment or pursuing any further training.

⁴ Following Luxembourg's Europe 2020 targets, the rates of early school leaving should be reduced below 10% and at least 40% of 30–34-year-olds should complete third level education. The [Luxembourg targets](#) were set out in the National Reform Programmes (NRP) in April 2014.



should be reasonable facilities for learners with disabilities in mainstream education at secondary level to raise educational achievement. The [national initiative on lifelong learning](#) (2012) co-ordinates programmes on adult education and training.

2. What national policies specifically target raising achievement?

Please provide summary information and clearly state whether the policy targets specific groups of learners.

Policies might include curriculum, assessment, pedagogy, school organisation or focused development programmes, for example, those aiming to:

- increase engagement and reduce early school leaving
- reduce attainment gaps between different groups of learners
- increase attainment in particular areas, e.g. literacy, numeracy
- increase the use of learner-focused measures (such as mentoring, nurturing approaches, personalised learning, assessment for learning, use of ICT)
- improve learner health and well-being
- provide additional support for schools achieving lower learner outcomes
- improve transition between phases of education
- increase involvement of parents/local communities.

In Luxembourg there is a great variety of specific policies targeting raising achievement, including each of the abovementioned topics. The Ministry of Education, Children and Youth (*Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*) lists a [huge number of projects and programmes](#) related to raising the achievement of all learners. It is impossible to present them all in this document.

Individualised programmes and assistance in primary education and support and appropriate facilities in secondary education help to reduce mainstream school leaving and prevent school drop-out. They allow learners with learning difficulties more time to reach the required learning standards (*le socle de compétences*) in primary education. Learners with special educational needs (SEN) (*les élèves à besoins éducatifs spécifiques*) can receive necessary accommodations to reach their learning targets (see the [Act on basic education](#)). The SPOS (*Centre de psychologie et d'orientation scolaires*) provides services for learners who have difficulty following the mainstream curriculum.

The national service for learners with hearing and speech impairments ([Centre de Logopédie](#)) and the national centre for learners with visual impairments ([Institut pour Déficients Visuels](#)) offer assistance and support to learners in mainstream education.

Special programmes are dedicated to learners (aged 11 to 15) with emotional and behavioural problems. Special classes organised by the school districts ([classes mosaïques](#)) and a national support centre ([Ein Beschulungs-und Unterstützungs-angebot Izigerstee](#)) aim to reduce early school leaving.



The very new [procedure of transition between primary and secondary education](#) encourages parents to play an active part in educational orientation of their children.

Luxembourg offers a second chance to learners who left school without a qualification ([l'École de la Deuxième Chance](#), E2C). This enables learners who dropped out to re-enter and complete their education.

An [international conference](#) on learning disorders recently took place in Luxembourg. It aimed to raise awareness of so-called 'dys-troubles', such as dyslexia, dyscalculia and other learning problems.

3. What information/data are collected at national level on attainment and achievement?

The Ministry of Education, Children and Youth (hereafter the Ministry of Education) publishes [annual reports](#) covering national data on educational achievements, tests and qualifications. The reports are broken down according to socio-demographic criteria and educational levels. The National Statistics Office of Luxembourg compiles [data on education, school participation, and training](#). The Luxembourg Centre for Educational Testing also publishes reports on [national educational tests](#) (*épreuves standardises*). The national [PISA test results](#) are published by the Ministry of Education. In 2016, Limbach-Reich and Powell published [aggregated data](#) about special needs education in Luxembourg to highlight challenges in inclusive education.

4. What information/data on attainment and achievement (including the wider areas outlined above) are collected at school level?

Schools are encouraged to compile data about educational attainment and learning outcomes. However, the majority of this data is only for internal use and is not published. There is therefore no further information available here.

5. What information/data are used for school evaluation and quality assurance at national/local level?

School evaluation is mostly carried out as self-evaluation. *Eis Schoul* and [Jean Jaures Schoul](#) are exceptions. Both schools started as innovative and new projects: *Jean Jaures Schoul* was the first all-day school in Luxembourg and *Eis Schoul* was the first project school for inclusive education.

In 2013, the Ministry of Education allocated detailed project planning to the schools, in order to evaluate school development and educational success (*Plan de réussite scolaire* (PRS) and *Plan de développement scolaire*). This planning covers different areas and domains on how to assess school development and pedagogical success. The national education report (*nationaler Bildungsbericht*) offers some survey data on school development at a national level (see the Ministry of Education [annual reports](#)). In 2013



and 2014, external evaluation reports on inclusive school development in Luxembourg were published by Hudelmaier-Mätzke and Merz-Atalik.⁵

6. Are there any specific initiatives in place to support/enable teachers and/or school leaders to raise the attainment and achievement of all learners?

The national service for special education (*l'Éducation Différenciée*) collaborates with some national and international institutions in advanced teacher training and lifelong learning in special educational needs and special pedagogy. Since 2013, the national office for disabilities (InfoHandicap) has organised annual symposiums in collaboration with self-advocacy groups, the Ministry of Education and the University of Luxembourg. Recognised as advanced teacher training, these symposiums (*'Inklusive Bildung'*) develop and promote inclusive education in Luxembourg. National research projects and publications on inclusion and raising achievement can be found on the [Orbilu](#) website.

7. What other policies may influence levels of attainment and achievement for all learners?

Competence-based learning approaches and competency thresholds in the education system challenge inclusive approaches. They may hinder opportunities for learners with severe disabilities to be fully included in mainstream schools. The national trilingualism policy in education and high immigration rates indubitably influence levels of attainment and achievement for vulnerable learners (learners with learning difficulties, learners with multi-ethnic backgrounds and those who are difficult to reach).⁶ National efforts to reach higher PISA scores may lead to the exclusion of learners with disabilities from mainstream schools in order to raise PISA scores.⁷

8. Please provide a short commentary/critical reflection on the main policy challenges

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⁵ Hudelmaier-Mätzke, P. and Merz-Atalik K., 2013. *Erfahrungen, Entwicklungslinien und Perspektiven inklusiver Schulentwicklung in Luxemburg* (Study of the work of primary and secondary schools trying to support the integration of all learners, considering the UN Convention on the Rights of Persons with Disabilities).

⁶ Luxemburger Wort, 2016. [Les inégalités se creusent au Luxembourg](#), 14 April 2016.

⁷ Schuelka, M.J., 2012. *Excluding students with disabilities from the culture of achievement: the case of the TIMSS, PIRLS and PISA*. *Journal of Education Policy*, 28,2 16-230.



ANNEX 1. EXAMPLE OF PRACTICE TO RAISE LEARNER ACHIEVEMENT

Contacts:

Marc Hilger, president of the school committee and teacher;

Luc Reisdorf, social worker (*éducateur gradué*).

1. Location of school/learning community and short description of context

Eis Schoul opened its doors at the start of the school year 2007–2008 in Luxembourg-Kirchberg.

2. Summary information on school/learning community

Eis Schoul is a day school and welcomes learners in early years education (3-year-olds) through to the end of the six years of primary education (12-year-olds).

At least 10% of learners in the school have special educational needs (disabled learners).

3. Summary of key feature/strengths of current practice

The school follows the principles of the inclusive classroom approach. This consists of the whole group of learners fully participating in each aspect of school life, regardless of their specific socio-cultural, physical, sensorial and socio-affective needs. More explicitly, the mission of Eis Schoul is:

- to consider the diversity of the learners as a source of enrichment, which enables knowledge and experiences to multiply;
- to recognise and take into account learners' various needs, whatever their disabilities, differences and difficulties might be.

In this way, Eis Schoul seeks to welcome a heterogeneous group of learners that is representative of the population of the school's local community. Moreover, it welcomes learners with special educational needs (disabled children). At least 10% of learners in the school have special educational needs.

The teaching is individualised, differentiated and takes into account the multiple abilities and needs of everybody. It diversifies the school activities by adapting them to each learner and by respecting individual learning paths and learner contexts. At the same time, the teaching favours co-operation between learners. Education and teaching take place in groups of learners of different age ranges: such multi-aged groups enable the learners to integrate autonomy, responsibility and helping others into daily life.



Multi-professional team

A multi-professional team, composed of male and female teachers, graduate educators, educators, a psychologist and a curative pedagogue, set the psycho-pedagogical framework of all the learners in the school. The collaboration of all these participants guarantees the continuity of the pedagogical approach for the whole group of learners.

4. Data/information available

Evaluation of the school

Eis Schoul is assessed by the Ministry of Education through a school development plan (PRS) which contains the main objectives to be aimed for. The school development plan is completely renewed every four years. It must be approved by the whole school community (including parents), the inspector and the Ministry of Education.

The main objectives of the current Eis Schoul school development plan concern:

- differentiation of the education and instruction;
- the promotion of various modes of expression from all learners;
- the exchange of information between staff members;
- staff reflection on their own practice;
- teaching of citizenship for all learners;
- pedagogic network exchanges with other schools and educational partners;
- the improvement of communication inside and outside the school.

The school development plan objectives are the result of a process of reflection by the whole school community. It is adapted every year as follows:

- Annual polls are organised among the staff, learners and their parents. Their results are analysed and the conclusions are used to adapt the school development plan;
- Twice a year, each team in Eis Schoul appraises their work and reports to the school committee, which summarises and adapts the school development plan on the basis of the conclusions.

Learner evaluation

Eis Schoul also uses innovative evaluation methods. It takes into account both the learner's individual learning processes and the social and interactive dimensions of the learning. Evaluation should enable learners to recognise their strengths and shortcomings and to find out in a positive way what kinds of challenges they face.

First, Eis Schoul applies the compulsory assessment tools developed by the Ministry of Education. The *bilan de fin de cycle* certifies that the learner has reached the main aims of the study plan. The *bilan intermédiaire* is a more descriptive report about the learner's progress during the school year. At least three times a year, parents are informed about their child's school progress. Evaluation of learners' progress reports, together with



parents and learners themselves, allows those involved to take stock of the quality of the work completed over a certain period of time. Involving the parents enables them to make suggestions or find efficient solutions in relation to their child's situation.

Second, the portfolio is a specific evaluation tool developed and applied by Eis Schoul. It includes:

- a 'Leporello' book (papers folded together) which documents the learner's reflections about themselves, their family, environment and interests and their wishes and perspectives for the future;
- a file with the workshops the learner has chosen during the year. In Eis Schoul the staff organise weekly workshops on various themes (sports, nature, cooking, art, manual tasks). Learners also can organise activities. Some workshops are compulsory, while others can be chosen by the learners;
- a file with the learner's personal projects. Up to the beginning of cycle one, learners learn how to implement projects. At the end of primary school (sixth grade) in Eis Schoul, learners complete a project, which is prepared throughout the year. The project consists of an interactive presentation. The learner presents a topic, which they have chosen and fully researched, to their classmates, parents and the multi-professional team. It also involves the disciplines mentioned in the primary education study plan. The presentation combines both knowledge and knowhow in languages, mathematics, history, geography and science. In order to create and present their final work, the learner must have developed a considerable amount of knowhow, such as:
 - summarising texts;
 - finding and comparing data;
 - asking others for help to find information;
 - writing texts and designing posters about a certain topic;
 - orally communicating complex topics to an audience;
 - using new media, etc.

During the realisation of this project at the end of primary education, the learner proves they have the abilities that are necessary to go on to secondary education.

Eis Schoul also participates in national evaluations (monitoring).

5. Focus of example/work to raise achievement

The following example documents the living and learning setting from the point of view of PIT, an autistic learner who attends the school.

PIT has attended Eis Schoul since September 2011. Since his start at Eis Schoul, PIT has benefitted from educational support during all school hours, including breaks and lunchtime. PIT sometimes attends the after-school care. He does not attend it regularly, but depending on his parents' organisational needs.



Once a year, the multi-professional team re-evaluates the goals for PIT and writes them into the *Plan éducatif individualisé* (Individual Educational Plan, IEP). However, adaptations are made in order to meet PIT's needs in every situation.

PIT benefits from weekly psychomotor therapy. Speech therapy was proposed from the moment that PIT began to show interest in pictures (September 2015). Both kinds of support are only possible when PIT is in a receptive state of mind. If not, he refuses to stay in these special settings.

Organised workshops

By the end of this year, PIT was usually enjoying the different workshops. As in the other organised activities, his participation depends on his daily mood. Generally, even when he has not such a good day, he calms down in the morning workshops.

- **Gymnastics:** PIT imitates gestures done by his classmates. He also understands simple instructions, such as shoot the ball, take the ball and sit in the circle. At the beginning of the year, he shot the ball straight towards others. Now he can shoot it so that it bounces on the ground and then bounces towards others. He does not understand complicated instructions or rules of games.
- **Hypo-pedagogical farm:** At first, PIT liked to go to the farm. He was interested in the horse and the other animals. He combed the horse's fur. He also got on a horse and seemed to be relaxed. After this experience, he lost interest in that activity. At the beginning of the last term, he even cried when he left the bus to join the horses. He continued to cry throughout the visit and it was decided not to force him to continue the activity.
- **Airtramp:** At the beginning of the year PIT would sit on the Airtramp and observe the other learners. Now he gets up and will give his arm to an adult or a peer and move around on the Airtramp. Last time, he also participated in games. For example, the other learners lie down and he crosses them, or he makes noises with two wooden sticks and a blindfolded child has to locate him.
- **Wood workshop:** PIT is interested in tools (drills, saws, hammer) and can manipulate them in the right way. He is also very precise in his gestures when he is cutting with the electric saw. At the end of the year, he was less interested in the wood workshop and sometimes cried.
- **Market in town:** PIT is always accompanied by an adult when he goes out. When he has a good day, peers will take PIT's hand to walk in a row. There are not usually any problems when he goes outside for a walk, but he does not respect the traffic lights and an adult must take care of him when crossing a street.
- **Pedagogical kitchen:** This was one of PIT's favourite places at school. He loves to cook and has learned different working processes, including:
 - peeling with a swivel-bladed peeler (*Sparschäler*);
 - cutting fruit or vegetables with a carving knife;
 - cracking eggs (*Ei aufschlagen*);
 - grinding flour with a hand mill;



- working with a blender.

He likes to put ingredients into a pan or a cup to mix them and to fry them or to turn them with a wooden spoon. In this setting, he was sometimes more concentrated to enable work with photos.

Communication

It is very difficult to work with PIT on alternative communication systems, such as photos (Picture Exchange Communication System, PECS). He understands the concept of giving a single photo to get an object. When he has more photos to handle, he is unable to give the picture that corresponds to his choice. He seems to have the capacity to progress with PECS, but he needs special training in a small setting where this kind of communication is used by all the learners. He gives the impression that he sometimes refuses to do things that the other learners do not have to do.

This year he has been observed imitating more gestures of people around him. Some sign language movements have also been introduced, which he has been observed using in specific situations:

- using the sign to show that he has finished at lunchtime;
- using the sign to show that he must be quiet.

Non-verbal communication

Table 1. Non-verbal communication

OBJECTIVES	METHODOLOGY	EVALUATION
Give non-verbal feedback with his head: <ul style="list-style-type: none"> • positive: up-down nod of the head; • negative: left-right shake of the head. 	Asking for this feedback in different situations during the day.	PIT continues to give the POSITIVE feedback in nearly all the situations during the day. He uses the NEGATIVE left-right shake less.
Make a choice by pointing with the finger at the desired object or a picture.	Showing him photos to choose from.	PIT often looks in the direction of the object and only points with his finger at the desired object or the photo when prompted.



OBJECTIVES	METHODOLOGY	EVALUATION
Use PECS	–	PIT understands the concept, and gives a photo before receiving something, but he is often too busy and does not look at the photos. Instead, he just gives the first photo, or all the photos.

Verbal communication

PIT is still making little use of verbal forms of communication. He continues to use some monosyllabic sounds to communicate.

As he speaks English with his parents at home, staff mostly speak English to him as well. However, this year staff have spoken more Luxembourgish with him. He continues to understand more and more words, instructions and questions in Luxembourgish.

Table 2. Verbal communication

OBJECTIVES	METHODOLOGY	EVALUATION
Develop receptive language skills.	Adults and children describe current gestures, objects and activities with words.	<p>During a walk at the summer camp in Vianden (9 June 2015), a learner who was walking behind PIT said, in Luxembourgish: <i>'zéi deng Box erop'</i> ('PIT, pull up your trousers'). PIT immediately followed the request. His classmate was proud to report this interaction with PIT.</p> <p>This observation shows that PIT was able to understand the instruction in Luxembourgish:</p> <ul style="list-style-type: none"> • without being in a specific setting where sequences take place in everyday life, such



OBJECTIVES	METHODOLOGY	EVALUATION
		<p>as the cloakroom or toilet);</p> <ul style="list-style-type: none"> • without having a behaviour pattern (he often seems to imitate classmates in an activity) ; • without having an object in a specific setting, which invites a next step, for example, PIT knows that he puts the pot on the hotplate in the kitchen. <p>It also shows that describing PIT's gestures in activities during the day has a beneficial effect on developing his receptive language skills.</p>
	Adults and children read aloud from books.	This year, PIT continued to be interested in the cookbook with pasta recipes.
	Describe photos from activities he has done.	He is still interested in looking at photos of activities he has done and he takes time to listen to descriptions.
	Following directions given to him.	He understands verbal directions in English and Luxembourgish.



OBJECTIVES	METHODOLOGY	EVALUATION
Develop imitation of sounds (long-term objective: develop active language skills).	Making sounds when manipulating objects and asking PIT to do the same	Sometimes PIT is very attentive. He observes the staff member's mouth when producing sounds and tries to imitate them: 'Bababa,' 'tetete,' 'lalala,' etc. He does not produce the same sounds when using a special object.

School fundamentals

Table 3. School fundamentals

OBJECTIVES	METHODOLOGY	EVALUATION
Pre-writing exercises.	Connect horizontal and vertical dots in a booklet.	PIT understands these instructions and carries out this kind of exercise in a regular way. It seems to be a method that can be further explored, also using geometric forms.
	Cut out paper squares (1x1cm) and draw a circle on each one.	PIT is more precise, for example, in cutting along a line with scissors. When he is in a receptive phase, he also follows instructions and draws little circles on the squares.
Pre-counting exercises	Count the circles by tapping a finger on each square (1-5).	Sometimes he taps with his index finger on each square. He is often too busy and does not take the time to tap on each square.
	Ask him to give a certain number of utensils (1-5).	He understands which utensils are required, but he does not have a notion of quantity.



Social integration

This year, the partnership concept was introduced. Most of PIT's classmates chose to be his partner for a week. Some learners have developed special skills to make contact with him. In spite of PIT's recurrent behavioural problems inside and outside the classroom, he is accepted as he is. When he is in a bad mood, some of the other learners tried to calm him down.

Table 4. Social integration

OBJECTIVES	METHODOLOGY	EVALUATION
Continue to stay and work in group situations.	Organised workshops with peers in a small group (5-8 learners).	During the year, he participates in different morning workshops.
	Open concept of the different working zones.	He chooses to work at his bench in the classroom around once a week for about ten minutes.
Continue to interact with classmates.	Workshops.	During the different workshops, PIT has more frequently interacted with classmates: <ul style="list-style-type: none">• playing with a ball;• following instructions during gym or in the swimming pool (diving together, playing with a ring).



OBJECTIVES	METHODOLOGY	EVALUATION
Join in an activity when a classmate invites him to participate.	Partnership.	<p>During the different workshops, PIT sometimes accepted invitations from his partner. For example, they peeled an apple together and PIT distributed glue as indicated by a peer.</p> <p>The concept of the partnership promotes:</p> <ul style="list-style-type: none"> • the development of PIT's skills in interacting with other learners; • the development of the other learner's skills in making contact and interacting with PIT.

Orientation at school

- Spatial orientation
- Chronical orientation.

As PIT sometimes does not want to leave a situation, the staff team want to make his day more transparent and make changes predictable.

Table 5. Orientation at school

OBJECTIVES	METHODOLOGY	EVALUATION
Organisation of the day.	Timetable with photos (a photo announces the next activity).	This year, PIT had a timetable with photos of the different activities and of the person who will accompany him. On days when he was not on good form, his behaviour did not really improve using this tool. It is therefore not possible to measure an improvement at this time.



OBJECTIVES	METHODOLOGY	EVALUATION
Make changes predictable: <ul style="list-style-type: none"> • announce the next activity; • announce lunchtime in a more transparent way. 	'First... then' concept. Finished box (he takes the photo of the finished activity off the timetable).	PIT takes off the photo and gives it to staff or puts it in the box when an activity is finished or when he wants to end the activity, unless he is agitated, when he does not take care of the photos.
Control quantity of food during lunchtime.	Card with photos.	PIT can go to the food bar three times. Each time, he puts a photo on his food card. This system helps him to know when he has finished eating.

Other progress areas and personal interests:

- PIT is very fast and precise in locating the YouTube sign on the computer. He often makes precise choices on YouTube:
 - listen to music: Queen, Pharell Williams, etc.;
 - watching street food clips;
 - watching nursery counting songs;
 - watching water slide clips, etc.;
- PIT continues to do puzzles on Technolink (tlkids);
- He knows how to take and rearrange utensils (in the pedagogical kitchen, in the classroom, in the *Snoezelen*, etc.);
- Even in an unfamiliar setting, PIT locates the dustbin to put waste inside;
- He learned to swim and now also likes diving (search for a ring in two metre depth);
- He has stopped smashing things (this was a big problem during the first three years in the school);
- He is more and more interested in painting with a brush (lines, circles and mixing colours). After painting, he holds the image in front of him and observes his work.



Table 6. PIT'S TIMETABLE – EIS SCHOUL, 2014/15

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:17– 7:55	BUS NICO LUC	BUS NICO LUC	BUS NICO LUC	BUS NICO SANDY	BUS NICO MARTINE
7:55– 8:30	CLASSROOM MARC LUC	CLASSROOM MARC LUC	CLASSROOM MARC LUC	CLASSROOM MARC LUC	CLASSROOM MARC MARTINE
8:30– 9:00	PSYCHOMOT- RICITY	CLASSROOM MARC LUC	PSYCHOMOT- RICITY	CLASSROOM MARC LUC	PSYCHOMOT- RICITY
9:00– 10:00	CLASSROOM MARC LUC	SPEECH THERAPIST	CLASSROOM MARC LUC	CLASSROOM MARC LUC	CLASSROOM MARC LUC
10:00– 10:30	BREAK SANDY	BREAK SANDY	BREAK SANDRA	BREAK SANDY	BREAK SANDRA
10:30– 12:15	GYMNASTICS ROOM SANDRA LUC	WOOD WORKSHOP LUC SANDY	OUTDOOR ACTIVITY LUC	COOKING VERONIQUE LUC	CLASSROOM MARC LUC
12:15– 13:00	RESTAURANT MARTINE	RESTAURANT SANDY	RESTAURANT LUC	RESTAURANT MARTINE	RESTAURANT MARTINE
13:00– 13:45	BREAK YASMINE	BREAK LUC	BREAK MARTINE	BREAK MARTINE SCHUM.	BREAK
13:45– 15:30	CLAY WORKSHOP SANDRA	SWIMMING LUC	SNOEZELEN SANDY	SWIMMING LUC	OUTDOOR ACTIVITY LUC
15:30	BUS NICO SANDRA	BUS NICO LUC	BUS NICO SANDY	BUS NICO LUC	BUS NICO LUC



These documents are important in order to:

- communicate and work together with all partners (teacher, educator, multi-professional team, parents, external stakeholders);
- make the work transparent;
- evaluate the resources.

6. Summary information about developments/current work in this area

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7. Key learning points from this example

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8. Supporting materials (web links, papers, presentations, etc.)

[Eis Schoul website](#)