**Intellectual Output 3
(IO3)
"INCLUSIVE LEARNING SPACES"**

Research

INCLUSIVE CLASSROOMS

ESCAPE
EXCLUSION

Co-funded by the
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INTRODUCTION AND PROJECT BACKGROUND

1. Introduction and Project Background

We live in the 21st century, where educators face new challenges: information is available at any moment and people all around the world are connected because of globalization. The paradigm of education has changed and schools are renewing and changing their educational approaches. For making changes, educators need to develop new skills and competences. In this *Erasmus+* Strategic Partnership project "Escape Exclusion - Educational Inclusive Escape Adventures for Schools and Youth Work" educators were working on the development of teaching competences by changing attitude, gaining new skills and knowledge. This has been achieved during the learning mobilities organized during the project, as well as creating inclusive learning environments.

The project involved 7 partner organizations from 4 European countries: Gulbene Municipality (Latvia), Jaunpils Secondary School (Latvia), Democratic Secondary School De Vallei (Netherlands), Youth Exchange Service (Netherlands), Stranaidea S.C.S. (Italy), School La Milagrosa y Santa Florentina (Spain) and Association Promesas (Spain). The main aim of the project was for the participating schools and youth organizations to develop, create and implement inclusive learning classrooms/spaces, in which educators innovate their educational practices through the use of inclusive and innovative method - **escape adventure.**

Main objectives of the project were:

- To approach the whole project as an inclusive learning environment, where partners and other stakeholders learn from and with each other, by contributing with their expertise, their curiosity and their readiness to experiment and make changes in their practices;

- To create a cross-sectoral partnership that strengthens the capacity of all partner organizations and the local and international networks they work in;

- To create inclusive classrooms, by putting the topic of inclusion and inclusiveness on the agenda and develop tools that promote and provoke inclusion;

- To equip and empower professionals involved, with self-confidence, competencies and skills to innovate their practices and make escape adventures part of their educational approach;

- During the project 3 intellectual outputs [IOs] are developed: FIND YOUR WAY! - a toolbox that collects 9 innovative escape adventure formats (1), INS & OUTS! -a STARTER KIT for developing new inclusive escape

adventures and implementing ready-made complete escape formats on inclusion topics (2), Research on Inclusive Classrooms (3).

The direct target group of the project was teachers, trainers and youth workers from the participating organizations. They are the ones that developed their competences, gained experience, created the IOs, created, and implemented inclusive learning classrooms/spaces. The main beneficiaries of the project as a whole, were students and youngsters.

Social inclusion is one of the priorities of Erasmus+ programme, and is embedded in the current Youth Strategy. Both teachers and youth workers need knowledge, methods and skills to promote healthy discussion on the topic of inclusion. Exclusion is everywhere and has different forms and reasons – bullying, diversity and intercultural reasons, racism, gender issues, poverty, disabilities, mental health issues, violence, religion, etc. In this project, inclusion and inclusiveness have a prominent role in all dimensions.
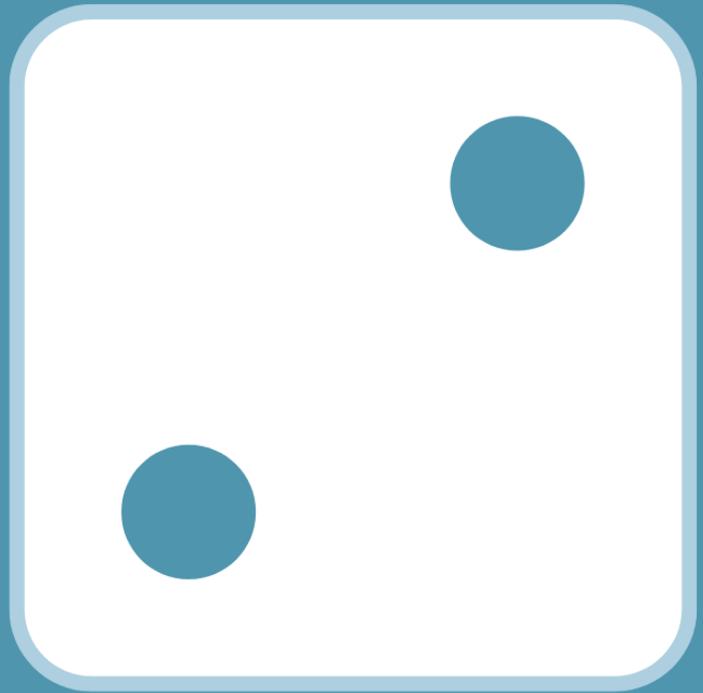
INCLUSIVE LEARNING SPACES

2. IO3 "Inclusive Learning Spaces"

All 3 project's IOs are strongly related to inclusion. IO3 has actually researched different aspects of inclusive classrooms and gathered aspects that nurture inclusion in classrooms. The aim of the IO3 "Inclusive Learning Spaces" was to monitor, analyse and evaluate the impact of educational escape adventures in the process of creating inclusive learning environments in formal and non-formal education fields. The research identified which elements of escape adventures support the inclusion process and which elements hold it back and how to change/ improve them in order to create these escape adventures as innovative and profoundly inclusive learning experiences.

Target groups for the research were educators from formal and non-formal education, researchers, local authorities, youth workers. The IO provides profound and wide analytical proof coming from formal and education fields from 4 different European countries on how escape adventures foster inclusion in classrooms and other learning environments.

This research is an innovative tool because this is the first time when the impact is analyzed on how the popular leisure time activity - escape rooms - transformed into inclusive and educational escape adventures and used for educational purposes in different countries simultaneously, creating more inclusive and engaging classrooms and other learning environments. Therefore, this research can be used as a fundamental material on national and European level to promote innovative educational tools (escape adventures) to work on various inclusion topics and creative inclusive methodologies in formal and non-formal education. Besides that, it is an example on how formal and non-formal education institutions can work together for a common aim.

2.1. The Methodology of IO3 "Inclusive Learning Spaces"

The IO3 is developed by gathering and analyzing data during the whole project period, at the end of the project summarized in the final Research "Inclusive Classrooms". This Research provides also a state of art - an overview of the inclusion aspects and experiences in the partner organizations and countries. All partner organizations have shared the experiences and data on how the aspect of inclusion and inclusive learning spaces is understood in their organizations, as well as on a national level: in Latvia, Netherlands, Italy and Spain. In order to create a trigger that invites people to read the Research, we have prepared a short research summary and visual infographic that points out the main outcomes and conclusions.

The Research is focusing on how these elements influence/create inclusion in classrooms and other learning spaces:

- Inclusive tools and methodologies;

- Learning styles and variety of methodologies, physical space and materials creating a good supportive learning environment, role of the story, support (role) of educators, attitudes and competencies of educators, pre-escape game process and debriefing.

We can identify the most important research methods that were used:

- Diaries of educators who were creating escape adventures. These diaries provide quantitative and qualitative information for the research. They reflect the experience of educators who created and implemented escape adventures in their formal and non-formal learning environments, they provide subjective characteristics and assessment of these escape adventures and their construction process.

- Quantitative survey with questionnaires, where participants of escape adventures were asked to evaluate these adventures and their learning experience on inclusiveness. These questionnaires were distributed both directly after escape adventures and electronically, depending which is the most convenient way for participants to answer the questions. Target group for questionnaires was everyone who took part in escape adventures: young people in schools, other teachers, youth, youth workers, volunteers.

We have chosen these 2 research methods because they provide a wide range of data both from educators and learners as well as quantitative and qualitative data. Diaries provided subjective assessment, analysis, and possible improvements from educators. On the other hand, questionnaires provided information on how target groups perceive these escape adventures and whether and how they foster inclusion in classrooms.

Summarized results of the state of art, diaries and questionnaires can be found in the Research of IO3 "Inclusive Classrooms" in English.

INCLUSIVE EDUCATION, LEARNING AND INCLUSIVE LEARNING SPACES: THEORETICAL ASPECTS

3. Inclusive Education, Learning and Inclusive Learning Spaces: Theoretical Aspects

Inclusive education refers to a system of education where all learners, regardless of their abilities, disabilities, ethnicity, race, gender, or socio-economic background, have equal access to and participate in the same educational experiences and opportunities. The aim of inclusive education is to provide a supportive learning environment where all students feel valued, can learn and contribute, and have the opportunity to reach their full potential.

Inclusive educational spaces are physical or virtual spaces designed to support inclusive education. These spaces should be accessible and accommodating to the diverse needs of all learners, and should promote a sense of belonging and community for everyone. This includes making sure that the space and materials are accessible to people with disabilities, special learning needs, and other aspects, and that the teaching methods and materials are inclusive and culturally responsive.

We can highlight several important European institutions and their actions towards inclusive education:

- European Agency for Special Needs and Inclusive Education (2021). "Supporting Policy Development and Implementation for Inclusive Education". The guide provides an overview of the principles and practices of inclusive education and offers practical guidance for policy-makers on how to implement inclusive education in their countries.

- Council of Europe (2021). "Council Resolution on a Strategic Framework for European Cooperation in Education and Training Towards the European Education Area and beyond (2021-2030)". This resolution provides European level cooperation principles and objectives of education in Europe emphasizing the moment of inclusion as a key element of the society in general.

- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009). "Policy Guidelines on Inclusion in Education". These guidelines provide an overview of inclusive education, including the principles and practices, and highlights challenges and aims to be achieved in the field.

- European Union (2020). "European Disability Strategy 2010-2020: A Decade of Action and Delivery". This strategy sets out the EU's commitment to promoting the rights and inclusion of people with disabilities and highlights the importance of inclusive education in achieving this goal.

- European Council (2018). "Council Recommendations on Promoting Common Values, Inclusive Education, and the European Dimension of Teaching''. The Recommendation aims to promote a sense of belonging – conveying common values, practicing inclusive education, and teaching about Europe and its Member States to help increase a sense of belonging to one's school, locality, country, as well as the European family.

We can add more and more guidelines, recommendations and planning documents that foster the dimension of inclusivity in education, because the concept of inclusive education and learning spaces has been in the European policy and education system`s spotlight the last decade. European institutions have put emphasis on the inclusion aspects to ensure accessible and quality education for all to "fulfil the rights and meet the needs of some learners (for example, those with disabilities) who require additional support".[1] The aspect of inclusive education should not be perceived detachedly as an end in itself. Inclusive education has to be considered as a setting that determines the values of the society and is like a precondition for our everyday actions. Council of Europe that claims that "effective and efficient investment in education and training is a prerequisite for enhancing quality and inclusiveness of the education and training systems and improving the education outcomes, as well as for driving sustainable growth, improving wellbeing and building a more inclusive society."[2]

"Policy Guidelines on Inclusion in Education" outlines a broader understanding of inclusive education. The guidelines do not choose to define inclusive education, but education itself in which the aspect of transformation and inclusion is an integral part: "education is a process that involves the transformation of schools and other centers of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability."[3]

The European Education Area fosters collaboration among European Union Member States to build more resilient and inclusive national education and training systems. More resources about the inclusive education offered by the European

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[1] *European Agency for Special Needs and Inclusive Education. Supporting policy development and implementation for inclusive education, 2021*

[2] *European Council. Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)", 2021*

[3] *UNESCO. Policy guidelines on inclusion in education, 2009*

Education Area can be found here: https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education.

3.1. Inclusion: A Broader Perspective

However, the most frequently used keywords in these settings are disability and special needs. But inclusion can be taken in a much broader sense, referring to different people's perceptions, learning needs and intelligence types. Our project innovation is to offer widen the perspective of inclusive education by supplementing this concept respecting that:

- The best way of learning is learning by doing - this is a pedagogical approach based on the idea that you can learn something better and faster if you practice it – if you "do it" (Dewey, 1938).[4] Escape adventures provide a platform to engage all and learn through practical tasks.

- There are 4 important aspects in the learning process: (1) concrete experience, (2) reflective observation of the new experience (3) abstract conceptualization and (4) active experimentation (Kolb, 1984).[5] Escape formats include all of these aspects inviting to experiment, reflect on the process, develop conceptual ground and apply the new knowledge gained to future situations.

- Students are different, they face difficult economical and social challenges, they can suffer from exclusion caused by disabilities, special needs, their gender, cultural backgrounds etc. But they are different in even broader sense: they all have their learning styles, temperament and multiple intelligences.

The last aspect listed traits is the main innovation of our project. Students' learning style is strongly linked with their natural types of intelligence. It affects their possibilities to perceive and remember information. There can be distinguished 8 types of intelligences. The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults.[6] These intelligences are depicted in the infographic to the left (source of the picture: The American Institute for Learning and Human Development).

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[4] *Ord, J. John Dewey and Experiential Learning: Developing the theory of youth work, Youth & Policy 2012*

[5] *https://profizgl.lu.lv/mod/book/view.php?id=12113&chapterid=2756*

[6] *Multiple Intelligences (https://www.institute4learning.com/resources/articles/multiple-intelligences/)*

Taking into account all above mentioned, escape adventures offers formats that correspond to multiple learning styles and intelligence types. These formats do not ignore the introverted ones, and allow expressions of the extravert ones. The activities encourage logical ones, as well as naturalistic ones.
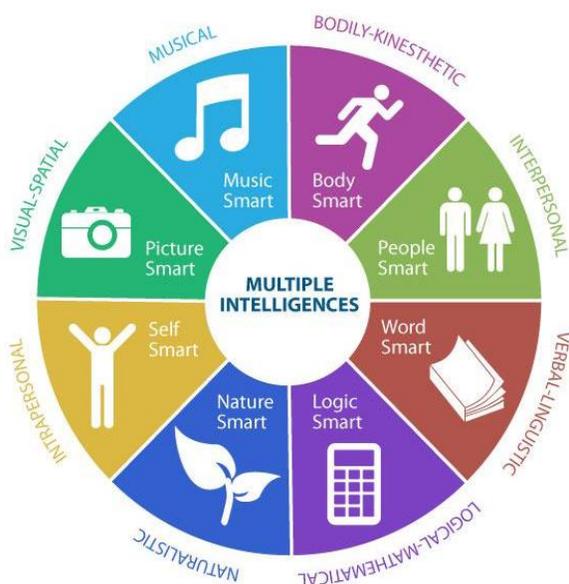
3.2. Educators` Reflections on Inclusive Learning Environments

During the testing of formats and modules, educators involved in the project reflected their opinions on what inclusive learning environments are, what prevents inclusion and what actual topics can be explored to raise the awareness of inclusion. By summarizing the teachers responses, it is possible to comprehend that inclusive learning spaces are or should be a physical and emotional environment in which:

- Everyone can feel an active learner without being judged, where differences are respected and where participants react as a group to deal with obstacles. And at the same time the environment is democratic enough to give an opportunity to be a passive observer or the commentator if one wants.

- Each learner acts and participates with their different abilities and needs. Tasks are adapted for learners` abilities (harder for talented kids, but easier for those with learning difficulties).

- There is a safe group climate, where success is relative, not meaning that one is better or more valued as that other. In an inclusive group climate, people dare to take risks and try out new things, maybe even weird things, in order to give space for curiosity and have genuine discoveries.

- Learners are encouraged to learn from everyday life, explore and discover using different materials and methods (as people have different learning styles) to make the learning interesting for all participants. It is also a place where participants learn to work together and they can discover (new) things about themselves.

- Everybody is respected and accepted by educators and other learners. Learners are tolerant and friendly, respect different viewpoints and traditions regardless of

special needs, disabilities, people of diverse races, economic backgrounds, varying cultures, and sexual orientations etc.

- People with different points of view unite their abilities and knowledge by sharing them with others in order to enrich and get enriched.

- Learners are stimulated to think out of the box and feel more comfortable in situations that need (creative) problem-solving.

- There is no emotional, psychological or physical abuse.

Exclusion has been cultivated because of such reasons:

- Stereotypes and prejudices that block comprehension and getting-to-know others.

- Too much competition, too much emphasis on being better, smarter, more artistic, etc. Usually young people are educated in an overwhelming strive for a success in, and having more or the most income, the best job, the coolest clothes, the most handsome partner.

- The lack of awareness or general incapability to empathize with others.

- Learners with different characters, opinions and levels of education.

- Problems in the families: kids being raised in single parent families, teenage mothers, physical, sexual, and emotional abuse etc., all this is reflected in the student's behaviour in school.

- The current social and economic situation, differentiated economic opportunities and requirements. Learners have limited access to the same opportunities and services to have a dignified and happy life.

- Violence in school: emotional and physical abuse, mobbing, bullying etc.

- Education is based on results, instead of motivation and personal development.

- Lack of knowledge on how to work with the specific student's learning disabilities, lack of support staff, time needed to prepare for the learning process, as there are classes with many different students with different learning difficulties.

- Lack of relevant support staff, for example teacher`s assistants, as well as an appropriately equipped space.

- Lack of methodological support: resources, materials, methods etc.

- Disinterested teachers and youth workers.

Use of formats and methods developed during the project, different topics on inclusion can be embodied. Educators suggest to actualize such topics as:

- Generational diversity and agism
- LGBTQ+ (gender diversity)
- Human rights
- Gender equality
- Acceptance of people with special needs and disabilities
- Classism
- Linguistic, national, religious and racial discrimination
- Self-acceptance
- Addictions
- Foreigners and refugees
- Emotional and physical abuse, mobbing, bullying
- Mental health and well-being etc.

In the next chapter we will be reviewing the situation regarding inclusive education in 4 partner countries and activities held in this field of the partner organizations.
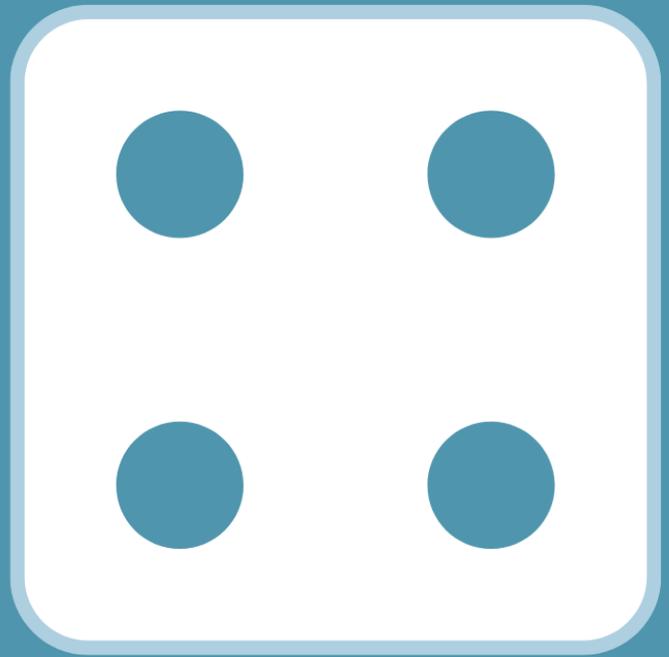
STATE OF THE ART: REPORTING INCLUSIVE EDUCATION AND LEARNING SPACES

4. State of the Art: Reporting on inclusive education and Learning Spaces

There are different policies developed and approaches applied in the project partner countries regarding inclusive education and learning spaces. We will take a look at the activities in the field in 4 countries: Latvia, Netherlands, Italy, and Spain.

4.1. Latvia

In Latvia inclusive education is most often seen as expanding possibilities for children with special needs. It is often associated with integration processes or even confused with special education. Inclusive education bases itself on values of humanism; it is child-centered; it is the reflection of the social model in practice; it represents the ideals of a democratic school in pedagogical solutions, supports and concentrates on the educational needs of every pupil by ensuring its accessibility and belonging to everyone, the participation in all the aspects connected with school life as well as the achievement of everyone in effective and qualitative education process. (Nimante, 2008)[7]

The General Education Law in Latvia determines the implementation of Special Educational Programmes. Special educational programmes shall be implemented, taking into account the main objectives, tasks and mandatory content of educational programmes laid down in the State education standard, according to the type of developmental disorder, skills and state of health of the students.[8] According to the regulations of the Cabinet of Ministers Each programme has a code, where every number reflects specific aspect of the programme e.g. 21015811 – 21 means basic education, 01 means general education, 5 means specific kind (special) education, 8 kind of special education (intellectual disabilities), 11 language and type (day, evening, part time) – Latvian language, day. Before a child starts school, he has to go through a pedagogical medical commission that determines what program the pupil will be the most appropriate. Not all parents have a good experience with it. The law provides that a maximum of four children with special needs can be included in one general education form, three of which can be impaired in visual, hearing or physical development. But not more than two can be with mental development disorders and not more than four — with language, learning or mental health disorders.

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[7] *https://www.european-agency.org/sites/default/files/Inclusive-education-in-the-Latvian-context.pdf*

[8] *https://likumi.lv/ta/en/en/id/50759*

Latvia joined the European Agency for Special Needs and Special Education in 2004.[9] There is a great span of measures and grants given to people at risk of exclusion. These projects are implemented by the government and are aimed to help people economically, emotionally or even strategically to prevent and work with inclusiveness in the country. They cover different areas like homelessness, families, ethnic groups at risk, etc.[10]

Inclusive education in Latvia is implemented by 381 or 67% of local government schools. "If altogether we have 7.93 percent of pupils with special education needs and 5% of them are in general education, it is a very good trend," says Olita Arkle, senior expert at the Education Department of the The Ministry of Education and Science.[11] In Latvia the basic focus is on children with special needs and less on other children with other/ exceptional needs which is currently a source of concern for more and more educators. (OECD, 2000)

Strong points of general mainstream education institutions:

- Nearness of living place;
- Opportunity to be in natural environment, that promotes successful incorporation afterwards;
- Development stimulating environment;
- Positive social development of the rest of children;
- In most cases participation of parents.

The weak points of inclusive education is that teachers think that an inclusive education is not their business, it is something extra, it is not a part of their job. Teachers think that they should be paid for extra work (like teachers in special schools receive + 20% to their salary). Teachers tend to work as they used to or were taught; in case of problems they seek for external help. (to send a child to a special class, class for pedagogical correction, etc.) Teachers are prepared to work with the whole class, but they are not ready to differentiate the learning process, working with different children groups, to organize differentiated and individualized teaching and learning.[12]

Inclusive classrooms are typically defined as classrooms designed so that students with special needs, disabilities, or learning difficulties can learn among peers (who may

[9] https://www.european-agency.org/country-information/latvia

[10] http://redinclusionsocial.es/documentos/estrategias-programas-planes/

[11] https://eng.lsm.lv/article/society/education/inclusive-education-in-latvia-theory-and-practice.a408913/

[12] https://www.european-agency.org/sites/default/files/Inclusive-education-in-the-Latvian-context.pdf

or may not have certain needs) in age-appropriate, general education environments. While this is the most common use, inclusive classrooms are evolving to make sure that they are inclusive for different reasons, not just special education.[13] In The General Education Law there is no such a term as "inclusive classroom", only "inclusive education". In 2019, Nīmante was one of the researchers who carried out a study on Riga teachers' readiness to work in an inclusive class. Only 11% of teachers indicated they felt comfortable working in inclusive classes. But 30% made it clear they were feeling uncomfortable. This applies to both new and experienced teachers.

There is a certain gap between the Standards of Teachers and the current situation that is demanding from the teacher new skills, even more – new competences. Sociopedagogical, special pedagogical competencies, psychological competences should be included as the ultimate result in teacher educational programs. For 20 years, children with special needs have been included in the general education system of Latvia, but it is only in recent years that Latvia has improved rules that provide necessary support. The school, in theory, cannot refuse to teach a child, but in reality it happens.[14]

Gulbene Municipality

Gulbene Municipality carried out the project together with Gulbene Secondary School, Tirza Primary School and Youth initiative center "B.u.M.s." Both schools implement inclusive education and carry out activities propounded by the project. Gulbene Municipality in the project also involved the Youth Initiative Centre "B.u.M.S." who fostered development of escape adventures.

Inclusive education is carried out in Gulbene Municipality Upper Secondary School. There are three special programmes (55, 56 and 58) in our school. 9 Ukrainian children in our school have temporary protection. Seven children have re-emigrated from England and Ireland and have to learn Latvian to integrate into society and learn successfully. The head teacher is responsible for inclusive education in our school. The school has support staff (1 special program educator, four social educators and two speech therapists, two psychologists, two medics, several teacher assistants, a career specialist, two librarians, and five assistants for children with special needs). The school environment is partly suitable for pupils with movement disabilities. The support team assists educators in creating individual plans for pupils. The school is working with parents to improve the particular plan. Teachers attend vocational training courses and international training, to acquire the necessary skills for working with pupils with special needs. Educators are involved in national and international projects related to inclusive

[13] https://mape.skola2030.lv/resources/8311

[14] https://eng.lsm.lv/article/society/education/inclusive-education-in-latvia-theory-and-practice.a408913/

education. Children who need it are provided with tablets. The school has good cooperation with the police, orphan court and social services.

The objective of inclusive education has not been reached in the school at the moment, because there are many difficulties and shortcomings. There are not enough teachers' assistants to have support staff in each classroom. There are not all necessary computer programs for children (or they are not translated into Latvian), and there are no special programs for all subjects. The school doesn't provide special screens and headphones for students who need them.

Tirza Primary School is also implementing inclusive education successfully. The approach of the school proves that it is possible not to compare with each other, not to create rankings and unhealthy competition at school. The school made sure that competition is not the only motivator for good performance. Students grow in an environment that corresponds to the real environment outside the school walls, learn (not always "smoothly") to live with the different, not to isolate themselves or fight for their existence. Students are empathetic, know how to rejoice in "small victories" - for themselves and others. It is not easy to implement it (thinking, attitude, the entire work system must be changed). This is additional work for subject teachers. Support staff is needed, a second teacher per class. It is an environment that is very turbulent at times.

An inclusive classroom in Tirza School is understood as a classroom for everyone, a classroom where everyone is respected and everyone is provided with opportunities to achieve and learn according to their abilities and individual needs. Individual needs may be related to health and developmental disabilities, different interests or different family values. Both those who "fail" in studies, the talented and gifted, and those who do not obey the requirements study together. Classroom work (methods, environment, communication channels, etc.) and teaching content are differentiated and, if necessary, also individualized.

Educators, parents, and the municipality participated in the development of the concept, starting to work inclusively. After implementing this approach, it is integrated in the entire pedagogical process, in all planning documents. The school's internal regulations (Regulations on Inclusive Education) refer to the special program for children and children with support measures in the learning process. It is developed by a team of support staff and administration. Some examples of inclusive education in practice:

- Special pedagogue, speech therapist, social pedagogue;
- Teacher's assistants/second teacher in the classroom;
- Computers/tablets for individual work;
- "Corners" in the corridors suitable for learning;
- A space divider that is placed on the table.

Jaunpils Secondary School

Jaunpils School works with students from preschool to 12th grade. None of the students are physically handicapped, so there are no physical challenges. Mostly different behavioral issues have been reported and are being dealt with by professionals like the schools and local psychiatrists. Some of the younger kids have speech issues and they are being helped by a speech therapist who works one-on-one with the target students (usually this teacher takes the student out from their daily tasks in the classroom and then returns when the daily speech tasks are done). As some students might have weight issues, there has never been noticed someone being blamed or disrespected. Sports teachers are very nice and understanding when it comes to motivating everyone to get involved in the activities.

In Jaunpils school, the main strong point is that most teachers know their students and their parents personally as the official population is just a 1000 people. If there are any issues that arise, they can be dealt with very rapidly. In Jaunpils school the challenge might be to prepare students for the university environment, as the 12th grade has just 4 students (when they will reach their lectures of 20-100 people they might not have the same individual approach and the lecturer might not have the time to answer all their questions).

Our teachers usually speak multiple languages and are open minded for change. They try to adapt to any kind of inclusivity needed. Could be mentioned that almost every classroom (from preschool to 12th grade) in a rather small school that is located in a city of a 1000 population (Jaunpils) is currently including Ukrainian kids, teaching them Latvian language and introducing Latvian culture.

4.2. Netherlands

Inclusive education in the Netherlands is focused on getting children with special needs, disabilities or chronic disease to have a place in regular schools. There is "special education" for the children who cannot attend a regular school with extra help, but the goal is to have children with and without disabilities to grow up together and also join in the same schools. There they could learn together and learn from each other. In general the Dutch system is very aware of the diversity and the broad range of abilities and backgrounds of people. As the schools are set up by any initiative, many types of school education are present. Some schools are very clear in their educational approach, for example linked to religion, and that usually means it is exclusive. Other schools are called

public schools (99% of schools are public, but in the Netherlands it means that it is not related to religion, so everyone can attend).

Since 2014, there is a law in the Netherlands (*de wet op passend onderwijs*) that states that schools must ensure that every child gets a suitable place in the school. Even if the child needs extra guidance and support. The Committee on the Rights of Persons with Disabilities says (in article 24 of the UN Human Rights Treaty Disability) that every child has the right to education in an inclusive education system. It is up to the government to make steps towards more inclusive education.

The difference between appropriate/fitting education and inclusive education is that in appropriate/fitting education children with support needs can go to a regular school, they can adapt to the school system. If not, they can go to special education schools. Inclusive education means that the school offers support and takes into account each and every child's way of learning. The school is accessible and education is tailor-made. Targeting the development of each child and increasing their self-confidence, creativity and strengths.

There is a wide range of organizations that have been founded to help municipalities, schools, teachers, parents and children to work together towards a more inclusive school system. Like "Platform Towards More Inclusive Education" and "Defence for Children". They all support people who want to work on inclusive education. Through information and research, supporting schools that are trying to take steps and to help professionals to get in touch with each other. One good example is "The Week of Inclusive Education" in February 2023: there were discussions on topics like current situation and developments, the importance of learner participation and cooperation between municipalities and schools.

There are considered to be some huge achievements by the State in the field of inclusive education. For the instance 80% of children with visual or auditory disability no longer attend special education schools. By cooperation with centers that have the expertise with certain groups schools can make major steps. Schools also need cooperation with municipalities (housing and other issues) and with special education schools (working under the same roof). Another very important aspect is creating a support base among the students in regular schools. Understanding and participation will help to succeed inclusiveness.[15]

Besides practical facilities (like gender neutral bathrooms, accessibility for wheelchairs, being able to open a door yourself), inclusiveness in classrooms is also about the social aspect of it. It is important to feel safe and accepted, to encourage open

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[15] *https://www.naarinclusieveronderwijs.nl/content/actueel/actueelindex#20220331*

communication about discrimination, prejudice and diversity, to try to get students to know each other better and look at things from different perspectives and to label these differences as positive. These aspects of inclusiveness ask skills from teachers. Therefore there is now more attention on inclusiveness in teacher training.[16]

Regarding general educational challenges, like dyslexia or dyscalculia, for people from the spectrum (neurodiverse) specific measures, like specific exams or exam times, it is possible to facilitate students` learning path in a regular school, between peers. When it comes to ethical background, unfortunately there are some struggles with diversity and acceptance in schools. People often refer to white schools and black schools.

In democratic education equity and ownership are the basics. Self-determination theory was developed by Deci and Ryan. They assume that people's intrinsic motivation depends on the fulfilment of 3 basic natural needs. These 3 basic needs are: competence, autonomy and connectedness. Sociocracy is a way of governance that seeks to create safe environments. It draws on the use of consent, rather than majority voting, in discussion and decision-making by all students and staff.[17]

Youth Exchange Service (YES)

YES is mainly working internationally, so there are mostly used inclusion materials developed and shared on European programmes. The base of the organization`s work is the European Inclusion and Diversity Strategy, although most youth workers or youth work organizations are not familiar with it in the Netherlands. Therefore, YES developed inclusive youth exchanges, where young people with fewer opportunities took part, like neuro-diverse, young people with diversabilities, difficult socio-economic backgrounds, and sensory impairment. Our workers are trainers in the European field and often work with inclusion topics in ESC trainings. We also involve organizations working with one of these inclusion groups in their international projects, which they would never do by themselves.

Democratic Secondary School VO De Vallei

VO de Vallei is a democratic secondary school. This means two important things: Equity and Ownership. We make decisions together; both adults and students have an equal voice in decision making. From buying educational materials to the color of the

[16] https://diversitytalks.nl/diversiteit-en-inclusie-op-school/

https://www.criticalmass.nl/tips-voor-inclusieve-klas/

[17] https://selfdeterminationtheory.org/

walls, rules about behaviour in school and extra activities; we discuss and decide through Sociocraty in the school circle. Students in our school are free to live their (school-)life as they wish. They can take classes, or not. Some just play the piano for most of the time or can be found in our creative studio painting or making something. This creates an environment that encourages inclusiveness. Everyone is accepted with their own needs, strengths and oddities as long as they respect the same freedom for all others in the community.

4.3. Italy

Inclusive education in Italy is defined as the process aimed to guarantee the right of education to everybody, independently from diversities that may come as a result of disability and/or psychophysical, social, economical, cultural background and/or other disadvantages. This right is preserved first of all by the Italian Constitution (art.34: "School is open to everybody").[18] The answer to the right of education for everybody, passes through inclusive education addressed to every citizen without any kind of distinction. A school that includes, works towards an inclusive community, operating both on the person that needs special support and to the whole community that surrounds them. Practically, this means that children with and without diversities join the same schools and grow up together with the support of a network and the collaboration of entities that go beyond the school.[19]

The history towards an inclusive learning in Italy has been long and passed through various laws that could be very briefly summarized in the following phases: a) segregation: special classes or schools for deaf, blind and children with abnormal psychical issues (Gentile Reform of 1923); integration of disadvantaged children in normal schools as a choice of their families (law 118/1971 and integrations). Special schools though continue to exist. Until the 1990s, through modifications of the same law, special schools gradually disappeared and everybody had to frequent mandatory education in public schools and universities.

First debates on inclusive topics appeared in '90ies[20]. Through numerous discussions and laws, every educational institution has to encourage, support and accompany every student, putting in the center of the educational actions and strategies

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[18] *https://www.senato.it/istituzione/la-costituzione*

[19] *https://www.esteri.it/mae/resource/doc/2016/07/educaz_inclusiva_ita.pdf*

[20]*https://www.icnosengo.edu.it/wp-content/uploads/2021/01/QUADRO-NORMATIVO-DOTT.SSA-BONURA.pdf*

all the differences and diversities. Every student with special needs has a Personal Individual Project created, shared and updated by the family, the local health system and the teachers/educators. Nowadays, the promotion of inclusion in schools is being defined by law n.66/2017 and by concrete guidelines published in the following years until 2020. Main points of these guidelines is the creation of a local group of work that supports and accompanies children with disabilities or other disadvantage, composed by: the team of the teachers in a class and the President the Institution; "support teachers" who work in classes with children having disabilities or other disadvantages, not only following them but also proposing inclusive tools and strategies that keep in consideration the class as a whole; the families of the children in a classroom; other professionals, internal or external to the school that interact with the students of a class; (when needed) the local Health System.[21] So, the concept of inclusive learning sets the school in the center, but it goes beyond: to local actors and community. On a national level, each Italian region applies different strategies and procedures but national laws and guidelines of reference mentioned above have to be guaranteed.

As mentioned above, the law itself requires the collaboration of a wide range of entities and professionals so as to guarantee an inclusive education. There are numerous organizations founded to support, facilitate and inform on inclusive education topics through the implementation of projects at a local, national and European level. In addition, the Minister of Education has created different platforms addressed to schools and educational institutions like for example the *Anagrafe Nazionale degli Strumenti e degli Ausili Didattici*, a platform for the purchase of educational tools and supports that guarantee the inclusion (softwares of vocal writing, e-books and audiobooks, etc). Another platform promoted by the same *Minister is Gli snodi dell'Inclusione*: once the special needs of a student have been identified, the platform offers an orienteering through useful tools that can be implemented to guarantee inclusive classrooms.

In 2020/2021 more than 300 000 students with disabilities attended schools, almost 4000 more compared to 2019/2020. The ministerial guidelines are being followed and all the actors involved (family, teachers, support teachers, President of educational Institutions, local network) are active so as to promote inclusion in different levels. In fact, even during COVID thanks to this network and collaborations, in 2020-2021 just 2,3% of the students were excluded from the education (very low percentage compared to 23% in 2019-2020). Covid contributed a lot so that teachers and educators came up with inclusive tools. According to ISTAT (National Institution of Statistics), the request for inclusive tools on behalf of the schools increased significantly last year and the organization of inclusive classrooms is always better. In addition, the number of support teachers is constantly increasing. A challenge though is, that even if this number

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[21] *https://www.miur.gov.it/alunni-con-disabilita*

is increasing, support teachers are not always specially educated on that or updated. The same problem appears also among ordinary teachers who seem not to choose training courses on this topic.[22]

As mentioned before, classrooms are more and more provided by technological tools that support inclusion in classrooms. The presence of support teachers who work both individually but also with the whole classroom is mandatory. The Individual Educational Programme for each student with special needs is monitored by the Institution (President and teachers), the families and other local organizations which interact with schools. In addition, different models of classrooms are being tested that facilitate the connection among students (f.i classrooms 3.0) and practical facilities (bathrooms and other architectural elements that facilitate inclusion) are increasing. Recently, more and more schools along Italy started having bathrooms without gender distinction, but the government hasn't yet given a common guideline on this aspect.

Stranaidea S.C.S.

Stranaidea S.C.S.: is a quite big cooperative (almost 300 workers) divided in different sectors. Inclusion is the main strategy that connects all the different services and sectors. Educative programmes to promote inclusion in different levels are being implemented to all of them. Some examples:

- 8 different services around Turin city work daily on the inclusion of minors and their families with different kind of disadvantages in collaboration with other local entities;

- 4 daily centers for adults with disabilities;

- European sector: every year 9 ESC volunteers are hosted in our organization, at least 2 of whom are European youngsters with fewer opportunities. In addition, through participation in Erasmus+ projects, different tools for inclusion have been developed and implemented to the daily work of our colleagues;

- social drama as a tool of inclusion (in classrooms in collaboration with schools and other communities);

- traineeships for people with social disadvantages, etc.

More information: www.stranaidea.it/.

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[22] *ISTAT: https://www.istat.it/it/files/2022/01/REPORT-ALUNNI-CON-DISABILITA.pdf*

4.4. Spain

Since 1985, Spain has been taking steps into a more inclusive educational system. The Organic Law on the Right to Education (1985) explicitly stated the benefits and the need to provide schooling in mainstream schools for all those "with mental and sensory impairments" through specific individual support, thus giving rise to inclusive education.

Taking as a basis the work of the European Agency for Special Education Needs "EASNIE" in Spain there's a network of the Autonomous Communities to enhance collaboration between administrations to establish a joint roadmap to help join forces, identifying good practices, sharing innovative resources for attention to diversity, defining priorities in in-service teacher training.[23]

The legislative framework governing and guiding the Spanish education system comprises the Spanish Constitution (1978), the Organic Act on the Right to Education (LODE, 1985), the Organic Act on Education (LOE, 2006) and the Organic Act of Modification of the LOE 3/2020 of 29 December (LOMLOE, 2020), which develops the principles and rights in the education system. The Spanish Constitution recognizes the right to education as one of the essential rights that public powers must guarantee to every citizen. The LOMLOE offers (at national level) the legal framework to provide and assure the right to education. The autonomous communities can regulate the adaptation of the Act to their territories.

The Spanish education system, set up in accordance with the values of the Constitution and based on respect for the rights and liberties recognized therein, is inspired by the following principles:

- The effective implementation of the rights of the child in accordance with the Convention on the Rights of the Child, adopted by the United Nations on 20 November 1989 and ratified on 30 November 1990, and its Optional Protocols, recognising the best interests of the child, his or her right to education, not to be discriminated against and to participate in decisions affecting them and the state's obligation to ensure his or her rights.

- The quality of education for all students, without any discrimination on the grounds of birth, sex, racial, ethnic or geographical origin, disability, age, illness, religion or belief, sexual orientation or sexual identity or any other personal or social condition or circumstance.

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[23] *https://www.european-agency.org/languages/español*

- Equity, which guarantees equal opportunities for the full development of the personality through education, educational inclusion, equal rights and opportunities, including between women and men, which help to overcome any discrimination and universal accessibility to education, and to act as a compensating element for personal, cultural, economic and social inequalities, with special attention to those arising from any type of disability, in accordance with the provisions of the Convention on the Rights of Persons with Disabilities, ratified in 2008 by Spain (LOMLOE, Article 1, Chapter I, p. 35).

The LOMLOE law is a complete overhaul of the education system. It addresses early drop-out, grade repetition and school segregation. It introduces several changes related to diversity and inclusion. Provisions for learners with special educational needs are governed by principles of normalization and inclusion. They ensure non-discrimination and real equality in access to the education system and continued attendance, allowing flexibility in the different stages of education when necessary. The schooling of learners with special educational needs in special schools or units, which may be extended to the age of 21, will only take place when their needs cannot be met by the special needs provisions available in mainstream schools. The education Ministry provides several methodological materials and resources about inclusive education, as well as specific training for teachers and educators.

The Organic Act of Modification of LOE (LOMLOE, 2020) considers the following types of specific educational support needs:

- Learners with special educational needs, associated physical, intellectual or sensory disability, severe communication and language disorders, or serious behavioral disorders
- Learners with other specific educational support needs are associated with developmental delay, developmental language and communication disorders, high-ability, late entry into the Spanish education system, attention or learning disorders, severe ignorance of the language of learning, socio-educational vulnerability, personal circumstances or past school records.

Since school inclusion began in Spain with the Organic Law on the Right to Education (1985), a number of things have been achieved, although some still require work. The education system arranges the necessary resources to enable learners with temporary or permanent specific educational support needs to achieve the objectives established within the general programme for all learners. The public authorities adopt the necessary measures to identify learners that require additional educational attention and to assess their needs at an early age. Schooling is governed by the principles of

inclusion and normalization and will grant non-discrimination and effective equality in access to the education system and attendance at school.

School teaching is adapted to the needs of learners with specific educational support needs. Schools develop the curriculum through didactic plans, which must consider the learner's needs and characteristics. They also develop an educational project which establishes the objectives and the educational priorities, along with the implementation procedures. To prepare the educational project, they consider the school characteristics and environment and the learner's educational needs.

School La Milagrosa y Santa Florentina

School of La Milagrosa has been working on inclusion for more than 50 years. It started as a school for children at risk of exclusion, having education for free although it is a private school. There is also a residence for the elderly inside of the school, which allows students to work with the elderly in many different activities during the school year, this raises awareness in them and allows them to develop respectful values towards the elderly.[24]

Programs provided:

- Mentorship program to help students individually

- Polímatas project, directed to high skilled students

- Coexistence program, to approach different conflicts and issues among students

- Future orientation program, to guide students towards their future in society

- Prevention and absence program, to fight and cover permanent non-attendance situations in the school and their different motives.

More information: https://lmsf.es/proyecto-educativo/educacion-inclusiva/

Association Promesas

In the last 4 years we developed a series of educational board games to tackle different topics and in some of them we created an inclusive guide, to make the game based learning experiences more inclusive.

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[24] *https://lmsf.es/proyecto-educativo/educacion-inclusiva/*

All the projects created by Asociacion Promesas since its foundation have taken into account the different learning styles of the participants and have designed training flows according to their needs. For Promesas educators, making personalized learning is a must and therefore providing space for the different tempos and self-directed learning approaches are a substantial part of their activities.

Even in training courses where the main topics were Storytelling, Educational Game Design, Creative Learning Environments, Mental Health, Personal Development, Video creation for NGO's - the inclusion was underlying all of the sessions, because it's part of how we understand education and more precisely - non-formal education.

More information: www.asociacionpromesas.com/publicaciones/

The main objectives of the organizations are to promote and run lifelong learning educational programs, to raise awareness of alternative lifestyles and sustainable development, to work around the concept of youth leadership as an actor of change, to identify action groups, to support cooperation and project based work, to undertake programs and activities that contribute to the development of personal and professional skills, to design and implement educational games and board games, to create promotional and educational videos to improve the work of youth workers and organizations, and to increase awareness and promote the implementation of new methodological tools.

ESCAPE ADVENTURES: TESTING THE INCLUSION

5.Escape Adventures: Testing the Inclusion

During the project, a new inclusive methodology has been developed and tested called escape adventures. An inclusive and educational escape experience is characterised by a place for curiosity, space for creativity and a safe environment. The term escape adventure has been chosen by the project team as a unified name for alternative, educational escape game approach. The escape adventure is characterized by: escape element, element of adventure, educational element, inclusion element.

After listing possible alternative formats, the partner teams of educators have been exploring them in the first part of the project: a board game, a suitcase, a card game, a box, a book, a folder, a puzzle, a space divider, and a map – an outdoor game as new educational escape adventures. This way we were analyzing what the appropriate escape format would be for different target groups, for different ages, for different (dis)abilities, for different compositions of group size, and for people in both formal and non-formal education. Developed formats were tested with different groups, improved, and tested again, this way gathering different inputs to create an inclusive and educational escape adventure modules.

There were two testing phases. The aim of the testing was to understand the effectiveness of inclusion of the escape adventures, and point out the advantages and disadvantages of the approach. In the first testing phase, the 9 developed formats were tested to find out which formats are inclusive, which allow working with larger classes and groups of students, which can include different learning experiences and ways. Also, the results of the first phase of testing were used to prepare the IO1 ("Find Your Way!") format descriptions.

After the first testing phase, the potential formats were compiled, on the basis of which specific lessons - modules were created, paying more attention to the content - actualizing various inclusive topics, e.g. age discrimination, self-acceptance, bullying, inclusion of people with special needs in society, etc. 8 escape adventure modules were created and tested on 8 different inclusive topics, using 7 formats - a map, a space divider, a folder, a puzzle, a suitcase, a box and a board game. In the second testing phase, the previously defined goal was analyzed - whether the learning format itself is inclusive and ensures the involvement and participation of every student, as well as the reflections of students and teachers/youth workers on the proposed topic of the module were collected and analyzed. Namely, how to actualize the topics of an inclusive society in the form of inclusive work.

The results are acquired using two methods:

- **Educators' diaries** made it possible to understand the vision of teachers about the possibility of integrating the formats and modules into the content of teaching and education, as well as assessing strengths and risks;

- On the other hand, **learners' questionnaires** made it possible to follow the students' involvement and assessment of the inclusion aspect.

The next paragraph will highlight the results of the first testing phase, description of the formats can be found in the project`s result IO1. All the project results can be found in the project homepage: https://lookingatlearning.net/escape/ .

5.1. Testing Escape Adventure Formats

During the first testing phase such escape formats were put into practice and tested: a board game, a box, a card game, a suitcase, a book, a folder, a map, a puzzle and a space divider.

A Board Game

This format has been chosen because it is easily transportable, it could be used in any place (daily centers, classrooms, outdoors, etc.) and it's adjustable. The adventure contains four little boxes, each one corresponding to a different part of the house (entrance, kitchen, bedroom and bathroom, and garage). Once those boxes are open, they create a completed board. The format was developed and tested by the Italian partner Stranaidea S.C.S.. During the whole testing phase the board game has been played 11 times by 60 players and observed by 9 educators, 2 teachers and 1 youth-worker.

From the students` answers given, the strongest aspect of the game seems to be its possibility to build a group through playing it, even among unknown people. 9 out of 60 people answered that this has been the aspect that they enjoyed the most: working/having fun in a group, getting to know better some colleagues and their competences, looking for solutions all together, the active participation on behalf of everybody, trusting the others so as to go on, listening to the others' proposals. Other elements of the game that have been positively evaluated are: the various types of riddles and the different competences needed to solve them (mathematical ones, visual etc.), the story/narrative, the design/the construction, the rhythm of the game.

Critical aspects of the game emerged at the first testing meetings, linked to some feelings on behalf of some players, that they hadn't felt taken in consideration. After this feedback, the local team came up with the idea of inserting the service bell that can be used in whichever moment of the game in case somebody feels excluded from the process/game. And it seems it worked, since this allows us to express a difficulty even without the presence of a facilitator who follows the process. Some other negative comments are expressed by people with disabilities and they are linked to the difficulty of the riddles. For this reason, if the game is proposed to a group of people with disabilities, the presence of an educator or of a facilitator is mandatory so that the game can go on. In addition, for groups composed exclusively of people with disabilities it is difficult enough to finish the whole game within one meeting. More meetings can be organized so as to finish the whole game (maybe one or two boxes per meeting).

As far as the learning is concerned, the answers are various enough. We could divide the learning outcomes in 3 types: the first one is composed out of learning linked to the group dynamics and social skills: collaboration, active participation, listening and accepting others' points of view, reflecting and expressing an opinion in a group. The second group of learning has to do with the main educational aim of the game: being independent in tasks of daily life (how to use domestic appliances, mathematical competencies for daily tasks, orientation in the city). In the third group of learning we find general competencies, such as observation, concentration and creativity.

The educators who filled the diaries didn't participate in the game as players, but they had the role of observers of the process. All of them agree that the activity was successful and that all players had an active participation in different moments of the game, according to their abilities. In fact, one of them highlights that the space created was an opportunity in which different abilities were valued. The format created curiosity despite doubts that had been expressed by the participants before starting. Another benefit that an educator noticed is that the game promotes creative thinking among participants and that it's a good way to stimulate collaboration and sharing, since everybody is obliged to think in a certain moment of the game. Among the proposals to improve the game, we find the creation of a homogeneous group when possible as well as giving some more time. Indeed, after the first time the local team tested the game, they realized that when it comes to groups composed of people with disabilities, it's better if the game is proposed at least in two different meetings, dividing the game in two parts. The structure of the format (divided in 4 different boxes) can allow this way of playing/work. Half of the educators think that it would be risky to repeat the game with a group composed exclusively of people with disabilities, without the presence of a facilitator who keeps together the elements, reminds the tasks and facilitates the participation of each player. All of them would repeat the activity while one of them

proposed to insert this game in daily centers within activities that already aim to work with the autonomy of people with disabilities.

After having tested the game more and more times, we can definitely say that it's an inclusive tool and it helps to create an inclusive learning space. Indeed, this is the answer more often given from the participants to the question "what did you like the most?", but also from all the educators who filled in the evaluation diary. The way the riddles are structured encourages players to work together and to make use of each others' strong points. The puzzles are diverse, so that every player can express themselves on something, according to their abilities and skills. In addition, there is a tool inserted (a bell) that every player can use in whichever moment of the game, he/she feels excluded for the process of the collaboration. Finally, the tool that gives the hints to solve the riddles has three difficult levels of support so that players can decide the level of support they need. This allows players to have a high level of decision making during the game. A point of weakness is that it can be used by max. 6 players/time so it can't be applied to big classrooms.

Additional Recommendations

First of all, it is important that one takes care of the space before the game starts. A table big enough that can support all the materials of the game.

If there is at least one person with disabilities in the group, the educator/facilitator is needed so as to support special needs. Facilitator doesn't need to have a special preparation, but it is good if he/she knows the flow of the game and the solutions to the riddles beforehand. During the game there is no need that the facilitator intervenes if it is not asked to do so, since there is already a helping tool (Giulia's telephone book) that players can use whenever they want to arrive gradually to the solution of the riddles. In case the group is composed exclusively by people with disabilities, maybe it can be useful if the facilitator supports the group to keep together all the elements of the game and remind from time to time (if needed) the aim.

During the game, the facilitator can observe different aspects and gather elements to use during the debriefing moment, according to their competencies, group's needs and educational aims. For instance, some aspects to be observed: how players collaborate, in which level each one of them expresses himself/herself and how listens to others, how one accepts others' ideas, if and how many times do players use the bell that means a sense of exclusion on behalf of somebody.

The debriefing guide includes concrete questions to facilitate the reflection time both as far as the group dynamics and the process is concerned both for the learning on the topic chosen for this escape adventure.

A Box

The format is a paper box adventure. The box itself will be used and will be needed to complete some of the challenges such as making use of double bottoms, hints for riddles printed on the box, using it as a tool, having to unfold it completely, etc. We've chosen it because we wanted to do something innovative that raises the interest of participants, and we have never seen something similar among the escape adventures that already exist. The format was developed and tested by La Milagrosa school (Spain) involving 83 students and 3 teachers.

It must be understood that when participating in the game of the box, the dynamics of the game is designed to be inclusive since it has tests that work on all multiple intelligences, in addition the tests themselves work on inclusion since the content of each test is designed so that learning is obtained from all social groups at risk of exclusion.

Therefore, at the level of participation, having assigned roles, none of the participants felt that they did not know what their role was within the game, although it is true, the use of roles is something autonomous and cannot be controlled. Therefore there were students who made good use of these roles, carrying them out until the end, and other students, who left the role a little apart until the end of the game.

In general terms, a very positive opinion was obtained regarding the manipulation of the box, that is, that the box itself was part of the game, since some tasks were hidden in double bottoms, in others you had to move a tab to see part of it, different formats of tasks were used (envelopes, boxes, photo albums, glasses cases, mirrors). Students found the escape box interesting, fun and original. There was active listening, inclusion and current issues have been worked on throughout the game.

Educators have observed that mostly all students were interested in this activity. Everyone participated actively and with great interest, high motivation. Teachers mentioned that some of the students could participate more actively in the riddles they had more knowledge about, but when it came to riddles in which they were not too good at, or didn't have knowledge enough, they were left aside a little. Some of them felt eclipsed by the students who are more experienced within the adventure or wanted to take the leading role.

The tool is useful itself, but it doesn't resolve some problems. Teachers have to think carefully about dividing students into groups, especially if some students are big leaders and are not allowed to participate actively anothers, this is solved through a good use of card roles.

The good side of the format is that it is reusable, portable, it can be used to treat any topic and it is easy to build. However the format takes a while to build (for the facilitator), it is very fragile, so a stronger material should be used, rather than cardboard. Teachers also felt that getting a good knowledge on how an escape adventure works, building up the box and learning how to facilitate it consumes an amount of time that because of their job, sometimes it is difficult to achieve.

Additional Recommendations

The negative aspects of the box is that it requires reinforced assistance from the facilitator and we needed to make the riddles more autonomous. Also the material was very fragile so a different material to build the box is needed. Explain the rules of the box very clearly.

A Card Game

This format was chosen because it is transportable, self-explanatory, not too expensive, and

adaptable for large and small groups. There's a card with instructions on how to play the game and an introduction to the narrative. The instructions can be read by the facilitator to explain them with examples and make sure it has been understood. However, the story of the game must be read by participants because it is a way to put them in the shoes of the characters. It is developed and tested by the NGO Promesas (Spain). The format was tested by 4 teachers and 11 youngsters, aged 16-18 years.

When analyzing the students` questionnaires, the majority of participants felt free, creative, safe, positive. All participants have confirmed the following statements: "I have felt respected", "Everyone has participated", "I could share my ideas", "I liked to work in a team". The main thing that participants did not like is related to the puzzles, they mentioned that they were quite complicated: "The complicated puzzle", "I didn't understand some puzzle". For English speaking participants it was complicated to listen to the audio in Spanish, it was an obstacle to fully participate in the game. Participants point out that they liked the final message of the cards game. They also liked the design of the cards. Few participants liked some specific riddles and riddles in general. The main learning of the card game is linked with the story: "Culture should be respected", "Don´t judge". They also enjoyed learning by playing: "Games are good to learn".

The use of different puzzles, the possibility of transporting it and being able to play anywhere and the use of new technologies (video puzzle, audio clues...) are

positively valued by the participants and is something to keep for the design of future games using this format.

The completed teachers` diaries reveal that the cards game was complicated at some parts for participants: "Participants were able to finish the game but they needed some clues at some points. The good part is that the narrative and the learning underneath was good enough and most of the players could understand the story without having to reach the debriefing phase, the learning output was clear and it opened several discussions among them." We consider that the card game is an inclusive tool for learning. It is always important to make sure that multiple intelligences are taken into account while creating this escape adventure. Furthermore, it is important to make texts, pictures big enough that everyone can be involved.

In the case of this specific card game, riddles should be simplified so that all types of players can be involved in the game.

Additional Recommendations

Some puzzles are very difficult, so they should be re-defined and the extra cards with clues are not really helping because the puzzle was not self-explanatory and they didn't understand what they had to do. Also, pre-game rules are needed so, for example, participants can bring their phones to be able to complete the challenge.

We recommend the introduction of other types of puzzles that cover the range of multiple intelligences so that everyone can collaborate. This can be made even easier if we know the group and the characteristics of the participants, and we can give cards with different profiles (with specific tools and devices) to each of them so that we ensure that they have to act and collaborate when the time comes without feeling inhibited or deprived of their opportunities by the rest of the group.

A Suitcase

The Suitcase format was chosen because this gives an opportunity to work with small and large groups of people at the same time. It is easy to replicate - several equal suitcases can be built around the same topic to suit the school's needs which normally relate to large groups of people. The suitcase is also easy to transport to different places. The format was developed and tested by NGO Promesas (Spain), in the first testing phase involved 37 students (21 completed questionnaires), aged 18+ years.

Majority of students have felt nervous and creative (both 13 replies). The second most common feelings were safe and positive (11 replies). They have also felt free (11

replies), confident (9 replies), inspired (7 replies). None of the students felt bored, irresponsible, weak and a center of attention. The escape adventure has definitely created positive feelings among participants. All participants have confirmed the following statements: "I have felt respected", "Everyone has participated", "I could share my ideas", "I liked to work in a team". Majority of students (19 answers) have confirmed the following statement: "Other participants have been respected", "I felt supported by others", "I have felt included".

Students were asked to describe briefly what the experience was like and how they participated in the game. Students enjoyed the experience, it was fun, interesting, and emotional, they considered that their participation was active. Some of the students mentioned that it was also a great learning experience for them and they mentioned that generally a suitcase is a tool with a great potential to use for learning purposes: "The experience has been very pleasant and satisfactory since the level of difficulty was not very high and the educational background was very powerful". 3 students mentioned that they were emotionally very connected with the story of the suitcase, therefore they were nervous or overwhelmed sometimes: "It was a great experience, the only thing was that I got really into the role and I was a little nervous. "

Majority of students enjoyed the riddles - solving one riddle after another, looking for new solutions, they enjoyed how the riddles were connected with the story, ambient. They enjoyed the dynamic and intrigue to find the final solution: "I liked the ambient of each elements of the game, the enormous sensibility how the game was designed… and of course, theme of the game"; "I liked that each coming riddle created more intrigue than the previous one and willingness to open it"; " I liked the settings of the riddles, the water decontamination test, which I found very original".

They also were surprised how many possibilities an escape suitcase can bring: "To include so many possibilities on one suitcase", "Seeing how with "four" things that we can have at home most of us can be able to set up an escape room, in attrition to the story that today unfortunately still happens in reality". Some of the students have linked their learnings with the game dynamic (opening riddles, looking for solutions), and other ones - with the story of the game. Regarding the game dynamic, students have mentioned the following: "You need to be patient and pay attention to everything", "Work in a group always helps", "Not to get frustrated in these situations", "You need to investigate everything." One of the students has learned that an escape suitcase can be a significant learning tool: "The usefulness of this educational tool and its highly motivating component.

Both educators who took part in the testing admit that it was a very successful experience: "These suitcases have been developed and tested before, therefore we

were quite sure and confident that they will work out very well. Aims were reached and participants enjoyed the experience, we received very positive feedback: enjoyable, boosts empathy, and playful". It was observed that participants were really involved, even those who normally aren't very active in team work.

We consider an escape suitcase is an inclusive tool for learning. The main benefit is that you can work with large groups, dividing them into smaller groups and providing a suitcase for each group. Small group work (4-6 people) ensures that everyone is involved in the game. It's important that a suitcase is built using multiple intelligences and it has different types of riddles. Depending on the target groups, it's also important to make sure that game elements are built in a way that they are easy to read, open, grab.

Additional Recommendations

The main concern and the improvement for the next time is to dedicate more time for each escape adventure so that participants can properly finish the adventure. This time there was 30 minutes for each suitcase. It is also recommended to dedicate proper time for reflection about each topic to deepen the learning outcomes. This time there was a short debriefing and explanation on how to run reflection time, but for the next time would be great to have a separate reflection for each suitcase. And finally, make sure that the escape suitcase is made using multiple intelligences, test is before, that you know how much time it takes to play it, dedicate enough time for reflection to make sure that this becomes a learning experience.

A Book

Escape book is a format that is quite challenging and exciting at the same time. Books are usually printed on paper, books start at the first page and end at the last, it is a very linear process. Books are composed of words only, on rare occasions, a few illustrations are added to help the imagination. Reading books gives the possibility to see new perspectives and discover new worlds. The format is chosen because it engages imagination and fosters this ability in other people. The format was developed and tested by the Youth Exchange Service (Netherlands).

The escape book was tested with European Solidarity Corps (ESC) volunteers in the Netherlands. The topic of the book is Youthpass competences, the aim of it is to give volunteers information on the key competences of 21-st century and support the awareness of the participant's learning process during their volunteering experience and help with their self-evaluation at the end of their projects. The escape book was given to

the volunteers during the On Arrival (OA) training and gathered their impressions at the Midterm (MT) evaluation training. In between they had 3 months to test the format. The book was given to more than 23 participants aged 18-28, but feedback received from 12, because the rest had quit or finished their volunteering meanwhile.

Learners were excited to start and explore it. Some managed to keep being interested and using it during their ESC. For the testing we decided to leave it all up to them, and not be involved in the support, just to see how that would work, and what they could mention as support that they would need. We did not connect to volunteers between OA and MT, and lacking an educator or supporter has been mentioned as a negative aspect, hence some people just forgot about it. So it definitely needs reminders and support. Whether that has to be the trainer of OA, or we are also still experimenting with mentors to see how they can try it out with their volunteers. We don't have results from that yet, so it is not possible to share the educators` reflections.

We found out that it does not feel so inclusive when people mostly do it by themselves. Though it has a lot of emphasis on inclusion aspects, on self-esteem, on solidarity and healthy interpersonal relationships. The group turns out to be an essential part for inclusion. Participants also asked for more time during OA to work on the escape book, and get really into it before they go home to their own projects. People also need to be able to read. We plan to make an audio version of it, for people who find it difficult to read.

The majority of the participants indicated that they felt inspired, more than half felt creative, half felt interested, almost half state positive, unsure and self-confident. Nobody felt uninterested, unsafe, weak or negative during the adventure. Half of the participants found the format consuming in terms of time and concentration. Two people didn't like that sometimes the tasks made them shift their attention from the book. One person finds the games too easy and another finds them too difficult. In general, they liked the story, the concept, the riddles and the challenges, the sections for reflection and freedom to answer questions. Most of them learned something about themselves or about their learning, common answers are that they learned about the competences.

Youthpass competences are abstract, and difficult to understand. People are often not well aware of their own learning and have difficulty managing it. This escape book gives a good possibility for young people to get into that process, at their own pace, focusing on those elements or aspects that are relevant for them. It allows people to go through the process as many times as they want or need and witness their own development.

Additional Recommendations

It has been identified that additional support is needed during the game - reminders and motivational talks, more explanatory input at the beginning. Probably, more time is necessary to complete the adventure. The format can also include a group work at the beginning, to create buddies or peer groups that support each other. Some codes should be made more easy, or the hint-page should be more clear and accessible. The escape book format works and it allows people to see their own development as an adventure of growth, and escape ignorance and egocentricity. The risk is that young people lose focus, interest or discipline to go through this adventure. It is a long term, so it requires a longer attention and time investment. Having support and presence of a group is essential for the feeling of inclusion.

A Folder

A folder is an adventure with different sources of information, all on paper. Everything is opened at once, so all the information is scattered across the table. This makes the folder a format mainly based on written texts, maps, and images, mostly made from paper, so therefore it is easily printable/downloadable for others. There are no locks to open or other 3d materials. The narrative is important. The folder facilitates communication because of the need to work together to get the information complete. Another specific feature is that players can work on different puzzles at the same time. The different puzzles laying around the table gives them time to individually choose something, but they need to cooperate later in order to solve the puzzle. Players who take a more observing role might have the best 'overview' and connect the dots. This way the format involves different types of players.

The format was chosen because it seemed to be a format that makes it possible to include a lot of different topics (school subjects, social topics) and it has a nonlinear playing style and possibilities. The format was developed by Democratic Secondary School De Vallei (Netherlands) and the testing was carried out by 15 people, aged 13-18, but 12 filled the form.

Analyzing the students` responses, it is visible that there are almost no negative emotions. Except for uncertainty, which is of no surprise with an escape adventure. The 6 most common answers are: safe, free, creative, positive, interested and inspired. Fun with friends, working together, everything, the puzzle solving, the teamwork, the story and illustrations, the way it used influences from many different subjects in order to test problem solving ability - these were the aspects students mentioned in the open response questions. All the students admitted they felt included, liked working in the

group, and they didn't receive any critics. Everybody responded that they had fun and they had to find out where the captain was by solving puzzles and working together.

4 people indicated that there was nothing that they didn't like or had bothered them during the game. Few people said that they weren't sure whether their answer was good, or what they had to do and one found the texts too hard to read. 4 people admitted that they have learned how to work together, one mentioned they learned how to order the information and solve the puzzle and one tried to have a bit more patience.

In their diaries, teachers mentioned that the format is inclusive, because of the diverse amount of puzzles, and their respective aim at different intelligences, there is always something to do for everybody. The folder itself has limitations because it is printed on paper and therefore relies heavily on visual and reading skills of participants. Although paper also has lots of other possibilities, think origami etc. It might be adapted using braille, but this makes it harder to reproduce.

It doesn't matter if participants know each other or if they differ in age. It encourages cooperation among all the participants to gain a full picture of the situation and the story. Activity was successful, although some students were confused about the goal and about the moment they had the answer (or not?). Most students seemed to enjoy playing and the game lasted about 50 minutes, as intended. Students who don't like reading become impatient (folder is a lot of text).

There was some cooperation between students. The different puzzles laying around the table gives them time to individually choose something, but they need to cooperate later in order to solve the puzzle. Some were diving into different puzzles, others were more observing and thus created a better overview of what was on the table and how to connect them.

Additional Recommendations

There should be considered the letter-type used, don't make it too small or too weird, as the readability is very important for the folder (unless a puzzle requires that it's hard to read). Make sure to include different types of puzzles so that there is something to solve for everybody. Think about making more than one copy of certain informational pieces, like maps, small folders, etc. So that more than one participant can have a look at certain information at the same time. For example, having a smaller map to go along with the bigger one so that a participant can have a closer look at it by themselves. Add hints instead of giving them (as teacher). First choose the story, then the puzzles. Also more effort has been put on making the goal more clear, some students wanted more information before checking the final answer.

A Map

An Escape map is a real adventure, and it is a great opportunity for participants to explore the environment outside the classroom. By using this format, the students are entertained while developing themselves. Participants are reading which can develop them mentally, by going/ running to checkpoints which can develop them physically, and by communicating and helping each other they can develop spiritually. The format was developed by Jaunpils Secondary School and tested by 55 students, 1 teacher, 1 youth worker.

The most common answers about how the participants felt during the escape adventure were - safe, free, positive, interested, excited, confident, inspired. There were a couple of participants who felt: bored, exhausted and tired. Mostly the participants disliked the amount of walking and running involved in the game. Some participants were complaining that they were thirsty during the activity. One participant said that he did not like that he did not get to hold the map. Another participant disliked the length of the game which made it boring.

The participants liked that the activity was outside and it involved searching for clues. Some participants liked that they had to go into "the jungle" which is a local forest. One of the groups did the game as a team and moved through the checkpoints together by listening to music from loudspeaker and enjoying the time together as a group. One of the participants liked that the clues were hidden in different ways.

The younger participant groups learned about the tree species around the school and how to read/use a map. The older participants learned how to use the app "Actionbound" and a bit more about the environment around them. The game has a lot of environmental information that is not very common knowledge. One participant noted that he/she did not learn anything.

Analyzing the diaries of teachers, the main takeaways are that it is very good that the game is outside and it has a positive impact on the teaching curriculum. One of the teachers noted that there is a lack of understanding about the subject and it could be improved by the game. Educators are open to do their lessons outside in order to change the environment and make lessons more immersive for the students.

Group work was one of the things that helped the educators to make the Escape map inclusive. As most participants have different skills and abilities it was easier for the educators to trust the process and let the participants figure it out on their own.

For younger participants the map can be drawn for the room or house they are in. If there are many participants, multiple teams can be made and the area can be extended as much as time allows it. The most important part might be the end discussion part of the game. This is where the educator asks if the participants have any thoughts about the environment they live in. In addition, the educator can ask if the situation in the game is in any way similar to our planetary situation. In order to lead a good discussion educators are encouraged to watch any of the documentaries or read any of the books suggested on the discussion card.

A Puzzle

It could consist of one big puzzle divided - into 2-6 parts for different groups, or of several puzzles - for each group separately. It is suitable for larger groups. Tasks can be on the puzzles, but it is possible to make tasks that students will do after they put together the puzzle. This tool enhances the motivation and attention of the students, encouraging them to get involved actively. It is also a great opportunity for improving cooperation skills and building an inclusive environment. The puzzle format was tested in 5 classes during Class lessons and Latvian Language lessons for students aged 8-11 years. 4 teachers and 89 students participated in the testing.

When summarizing the students` answers on a question - what did they like during the adventure, the most common mention was that they liked everything because it was easy, interesting and exciting. They also liked finding numbers and codes to open the safe, doing puzzles, working in teams and cooperation. It was often mentioned that they liked the fact that they could help others, that from the beginning the work was in smaller teams and only later everyone worked together. Some liked that they learned something new about trees and that there was candy in the safe. When answering the question about what was not liked, students mentioned classmates who were loud or disturbed. Some people were bothered by the fact that they could not remember everything - the names of trees, combinations of numbers or the fact that they did not know something.

When asked what the students have learned, very specific answers were given - about trees, types of mushrooms, about the forest, how to put a puzzle, how to behave in the forest, which shows that the learning tasks were clear and students were able to clearly formulate their newly acquired knowledge.

Summing up the emotional state during the lesson, the most answers are that they felt safe, free, creative, positive, confident, interested, inspired and responsible. The

average percentage of answers was for the statements - unsure, excited, noticed, strong. The excitement can be explained by the fact that when teams are putting together puzzles, students who have an important competitive factor want to put their team's puzzle together first. Insecure, negative, indifferent were the least marked.

When asking the students how they felt, in all questions there was an overwhelming majority with the answers "I felt included", "I helped others", "I felt respected", "Other students were respected", "All students could participate in the lesson", "I could express my thoughts", "I felt support from others", "I liked working in groups".

In the final part of the questionnaire, there has been left a free space so that participants could freely express comments or suggestions. In this part, only positive comments have been written, e.g. "thanks to teachers!", "to do this kind of activities more often", "it was nice to work in teams", "I would recommend this to all classes because you can get something unexpected from the safe! And it will bring closer relations with classmates.".

All teachers who tested a format agree that this activity was successful. It is possible to reach defined aims. Students understood the aims of this lesson. They didn't have any questions about the aims given in the presentation. They complete all tasks that were given during the lessons. The students discovered the magic number, opened the safe. At the end of the lessons, students gave positive feedback.

Analyzing the dynamic of the group it was evident that mostly all students were interested in this activity. There was good teamwork, cooperation between the groups. Students finished their tasks on time. The lesson was very dynamic. But in some testing groups some students didn't participate in group work very well. The reasons were that some didn't want to work in a group with concrete persons or when tasks were switched to more serious forms with information and worksheets, some students were losing attention. One student said that the time limit was very strict, she needed more time to learn.

Additional Recommendations

After first testing times, teachers decided to make some changes in tasks, riddles, crosswords and other elements. As an evaluation tool there can be used Quizizz games. In general it is expensive to make an escape puzzle. If the piece of the puzzle disappears, it will not be possible to use this puzzle anymore. It is possible to change the tasks but it isn't possible to change the puzzle. If one wants to make a high-quality puzzle, it should be done in specialized typography.

The teachers can use it easily in their classroom if they have ready-made or online escape puzzles and all the necessary materials. But if they must make the puzzle themselves, it takes a lot of time and it is very expensive. There has to be considered copyright of pictures too. It is difficult to find good-quality pictures that are suitable for puzzles.

Teachers have to think carefully about dividing students into groups. If a student doesn't feel comfortable in the group or there is not any friend, he/she will avoid teamwork. There should be a solution on what to do with a student who is not ready to work in the group by changing the group or by motivating. If the activity is organized at the end of the day, it can be tiring and not that enjoyable.

A Space Divider

The idea of a space divider gives students an unusual form of learning by changing classroom settings. The divider visually split the classroom in four small spaces, where students do tasks in small groups and then they work all together. Divider is a great opportunity for students to be present and get involved. Furthermore, this tool enhances teamwork and builds tolerance among them. The main aim is to give the opportunity and time for improving communication and reading skills, promoting teamwork and enhancing critical thinking.

The format was developed by Gulbene Municipality and tested in 4 classes during class lessons and geography lessons for students aged 12-16 in Gulbene Municipality Upper Secondary School. The space divider was also tested in the Youth Center "Bāze" with youngsters aged 13-17. 1 teacher, one youth worker and 43 students participated in the testing.

When summarizing the participants` answers regarding positive feedback, the most common mention was that they liked everything or liked working together, in a team, that they had to cooperate and the format was not too long and complicated. Although from time to time there were completely opposite opinions that it was too easy and that there could have been more complex tasks. This allows us to conclude that the students are different with different ambitions for the tasks to be performed. Also, when a student is interested, he/she is not afraid of difficult tasks. Of course, the answers that it was too easy were for older students, which makes it necessary to evaluate the differentiation of the tasks to be performed for different age groups. Regarding negative aspects, it was only mentioned that some classmates were too loud.

When asked what the students have learned, they answered both about acquiring specific knowledge - volcanoes, topographical signs, various facts about countries, Italy, what colors can be obtained by mixing them, how to write the sides of the sky with Latin letters, and others. Regarding social skills acquired, students noted working in a team, delving into the problem before solving it, etc.

Summarizing the emotional state during the lessons, the most answers are that they felt safe, free, creative, positive, confident, interested, inspired and responsible. The average percentage of answers was for the statements - unsure, excited, noticed, strong. Insecure, negative, indifferent were the least marked. However, these answers are probably related to the fact that the topic was not interesting or the tasks were too easy.

When asking the students how they felt, in all questions there was an overwhelming majority with the answers: "I felt included", "I helped others", "I felt respected", "Other students were respected", "All students could participate in the lesson", "I could express my thoughts", "I felt support from others", "I liked working in groups". In the final part of the questionnaire, there has been left a free space so that participants could freely express comments or suggestions. In this part, most positive comments have been written, to do this kind of activity more often, that it was nice to work in teams, it was a joyful process.

After testing, teachers agreed that the activity was successful, because all students were included. Tasks were at different levels and they needed to use different intelligences (visual, kinesthetic, logical). Everybody had an opportunity to help to solve the problem. The activity fostered to improve reading skills and cooperation skills.

Analyzing the dynamic of the group it was mentioned that mostly all students were interested in this activity. All students were interested in the space divider format. Some of them lost interest when they couldn't solve the tasks. They appreciated the different class settings and the story, the idea that there is one task for all the class and the opportunity to help groups who didn't manage to finish the puzzle as others. When all the groups finished all the puzzles they started to understand the big picture and work on the story. They all came together and they all more or less participated in the process.

Additional Recommendations

It is important to differentiate the difficulty and types or riddles and tasks according to the interests, age and abilities of the students. The possible risks are the bigger classes and the number of puzzles that they need to solve. There should not be a situation where some students are left behind the tasks, and become bored.

5.2. Testing the Activity Modules Based on Escape Adventure Formats

After creating, testing and presenting the formats to the project team, the project partners from the Gulbene Municipality, Jaunpils Secondary School, School La Milagrosa y Santa Florentina, Democratic Secondary School De Vallei and NGO Stranaidea continued to work on the creation of escape adventure modules, continuing to adjust either their own established formats or choosing new formats developed by colleagues. When creating the modules, it was important to integrate the themes of an inclusive society both in the story of the escape adventure itself and in the various tasks and puzzles.

Modules have been made for the partnership to share between our less experienced colleague educators. But these low-threshold escape adventure examples will also be available outside the partnership and can be used by any educator as a simple but complete escape adventure that can be copied-paste. They are tested, they are designed for both formal and non-formal education settings and they are described in detail in the project result "INS & OUTS". Additionally, all aspects are fully developed; the storyline, the game flow, the riddles, the visual materials, the possible debriefing questions, and the list of materials needed are available and freely downloadable for educational use/non-profit use.

There are developed and tested 8 modules within the project. The aim of the testing was to identify the assessment of students and teachers regarding the subjects included in the escape adventures, their relevance and the need for inclusion of the subjects both in school and in work with youth in everyday life. When analyzing the students questionnaires and teachers diaries we noticed that the results were quite similar to the first testing phase - the format testing. Thus, in this chapter we are focusing on the inclusivity aspects: how students find the topic, how the inclusion can be fostered during the module, what is the importance and actuality of the topic in their lives and in general in society. There will be listed below the modules showing details about the inclusion topics, testing data and students reflections regarding the inclusivity aspects.

- **"Lost in the woods"** is based on the space divider format, the main topic of this module is bullying, common understanding and acceptance. The module was developed and tested by Tirza Primary School in cooperation with Youth Initiative Centre "B.u.M.s.", and tested with 32 students and 1 teacher.
  When summing up the answers, the students' thoughts about the actuality of the topic came out. They noted that it is important that you are accepted

and listened to, it is a good feeling that you are going to help someone, acceptance is an actual topic, it is necessary to talk, discuss and think more about it. Several students admitted that older people should communicate more with young people, that it is necessary to talk with old people and find common interests. For young people, it is important to repeat all topics from time to time, because we often forget about others, but think about ourselves.

The teachers pointed out that this activity was successful enough and it reached the aims. Students did tasks and spoke about the topic. They didn't have any questions about the aims given in the presentation. At the end of the lessons students gave positive feedback. This format and lesson is very useful for the study process and enjoyable.

- "A Gift to Francisca" is based on the suitcase format. The main topic of this module is self-acceptance, subtopics: physical and emotional violence in family, among teenagers, low self-esteem. It is developed and tested by Gulbene Secondary School with 26 teachers and 26 students. When summing up the students' reflections it is evident that students find it necessary to talk, discuss and think more about it, because it is a reality that affects young people. Many admitted that the topic made them think about how everyone accepts themselves, how they accept others. Also, the lack of knowledge and understanding among young people about the dangers of using medicines, about health and nutrition was mentioned several times. It was also recognized that the method itself is a good approach for getting young people interested in reading something new, delving into the issues. Teachers assessed that the topic of self-acceptance and activity was successful, and the aim was reached. The narrative of the escape game was adapted from the story "Bitter chocolate" written by Mirjam Pressler. Fragments of the story were used in the letter, diary, and in correspondence on WhatsApp between Eva and Francisca. After the activity, a debriefing was held with students about the topic of the escape suitcase, about self-acceptance problems in real life and students were interested in it. Students gave positive feedback on the game. They liked resolving puzzles and working in a team. They suggested making the game longer and adding more locks and tasks. They were interested in the story of the game.

- **"From Sunrise to Sunset"** is based on the escape puzzle format, the main topic of this module is generation gap. It is developed and tested by Jaunpils Secondary School with 2 teachers and 19 students. The purpose of the module testing was to raise awareness of the changing characteristics of generations, to promote tolerance towards elderly people and to lead to a discussion on the topic of the gap between generations.

  Students revealed that they should be more open to talk to older people. Students agreed that the generations do not communicate that much, but it is an issue rooted in the attitudes of both generations. Teachers and youth workers unequivocally recognized that the topic of the generation gap is important, and discussions with young people about it need to be developed, but this should be done very thoughtfully due to the somewhat superficial attitude of young people towards older generations. Not only should they promote tolerance towards people of other generations, but also educators should be understanding and interested in the opinions of young people in the communication process about this topic.

- **"5 Elements"** is based on a map format, the main topic of this module is environmental inclusion and responsibility, subtopics - our fundamental needs: art, nutrition, communication, transportation, defence, shelter. It is developed and tested by Jaunpils Secondary School with 33 students and 2 teachers.

  It has been concluded that the discussion on the topic about the environment has not been very successful as the participants were more focused on the emotions they got from adventure and the mobility itself or what they saw during the task. Educators indicated that they have to learn more about the topic in order to lead a better conversation on how to be more environmentally inclusive. Students reflected that the module made me think, and it was interesting. Students and teachers enjoyed the outdoor learning process.

  As the topic is environmental inclusion, the participants were excited to explore the environment of their town and see how their community has taken care of it. None of the students used motor vehicles to move around. Learners did not litter or produce any other trash during the game therefore not harming the environment in any way.

- **"MonoMazi Game"** is based on folder format, the main topic of this module is on the ownership of young people. The module is developed and tested by VO de Vallei Democratic School with 5 students and 1 teacher.
  The topic of inclusivity (loneliness) is woven into the story and characters of the game. After playing during the reflection the students shared their experiences. The game taught them more about inclusion/loneliness and changed the way they look at people somewhat. In the beginning they latched onto the more superficial traits of the characters (angry, weird, desperate, grumpy) and took a disliking to these people, but when they learned more about them, they realized that these traits are driven by loneliness/exclusion and how such traits then also can increase loneliness/exclusion. This slow realization made them change their look on these characters (mostly: they still disliked the grumpy guy).

  Teachers admit that the students learned more about their cognitive skills (like English, Math, Biology), their social skills (like working together, organizing the information together), and some inclusive topics (such as loneliness and discrimination).

- **"Human Processor"** is based on space divider format, the main topic of this module is on self-inclusion/exclusion. The module is developed and tested by VO de Vallei Democratic School with 21 students and 1 teacher. Teachers assessed that most of the students thought it was a nice, interesting, cool, fun and fascinating experience, it was a great way to learn about biology and they didn't experience exclusion. Only one person stated that he/she experienced exclusion, because he/she was not involved in the problem solving of any of the puzzles.

  In general, we can assess that the inclusion topic in this module is not strong enough and has to be developed. High importance has to be given to the introduction before and after the game. This module can be used as a starter for other subjects regarding the topic.

- **"All included!"** is based on box format, the main topic of this module is on LGTBIQ+, the elderly, visual disabilities and food disorders. The module is developed and tested by La Milagrosa School with 3 teachers and 17 students.

Due to the fact that the box itself is established as an introduction to inclusion, both students and professors expressed that the topics are not covered in depth through the box, however, it helped them to get to know groups at risk of inclusion that they were unaware of and the reflections were very positive regarding the process of raising awareness of these groups through the game itself.

At the student level, the experience was very fun and surprising. They valued the dynamics of the game as very necessary in our society today, as well as the themes of group work and cooperation that stem from the characteristics of the escape adventure.At the level of the teaching staff, they expressed the importance of having adequate knowledge of the different groups in order to facilitate the box in an inclusive manner, since it is important to be able to resolve the doubts of the participants. In addition, they reflected on the time it takes to set up and get to know the game system and the difficulty that this implies in their professional lives. In general terms, they were pleasantly surprised by the innovation of the game and the learning in inclusion that the students did at the end of the adventure.

- **"Home alone!"** is based on board game format, the main topic of this module is on autonomy. The module was developed and tested by Stranaidea S.C.S. Italy, but only in the first testing phase as a format as the topic of inclusiveness appears already in the format.

SUMMARY

6.Summary

During the project innovative inclusive educational tools - escape adventures are developed by putting the topic of inclusion and inclusiveness on the agenda. Thus, educators - teachers and youth workers are equipped with practical tools to work on and deal with various inclusion topics in their schools and local communities. The project widens the perspective of inclusiveness - it goes beyond the inclusion of learners with disabilities, fewer opportunities, different backgrounds and issues by promoting an educational process that includes everyone with different learning styles and multiple intelligences.

The project offered a platform to develop and test totally innovative and inclusive learning approaches. Project activities cover 4 European countries - Latvia, Netherlands, Italy and Spain and involve 7 partner organizations. 9 different escape formats and 8 different escape modules were developed and tested by tackling such exclusion challenges as disabilities, food disorders, generation gap, self-esteem and many others. The variety of possible topics is wide, and our educators suggest tackling such aspects as gender equality and diversity, acceptance of people with special needs and disabilities, classism, linguistic, national, religious and racial discrimination etc.

Project in Numbers

In total 33 educators were involved in the creation of formats, modules and intellectual outputs, formats and modules were tested by 34 educators, 552 learners and 119 other stakeholders - mentors, seminar participants, observers, families and others.

Latvia

Project partners from Latvia (Gulbene Municipality and Jaunpils Secondary School) created and tested three formats (puzzle, spice divider and map) and 4 modules ("From Sunrise to Sunset", "5 Elements", "Lost in the woods" and "A Gift to Francisca"). In total 295 learners and 12 educators were involved in the testing, and 97 stakeholders were informed and could participate in the format and module testing.

Netherlands

The partners from the Netherlands (YES and VO de Vallei) have created and tested 2 formats (book and folder) and 2 modules ("Human Processor" and "MonoMazi game"). The formats and modules have been tested in total with 64 learners and 5 educators. 6 other stakeholders - mentors were involved in the testing phase and implementation.

Italy

Organisation Stranaidea from Italy developed and tested board game format (that in the same time was a module "Escape Home Alone". During the whole testing phase the adventure has been played by 60 learners and observed by 9 educators.

Spain

Partners from Spain (Promesas and La Milagrosa School) have developed and tested 3 formats (card game, suitcase and box) and 1 module ("All included!"). In total during both testing phases 133 students, 9 teachers participated, and 4 other stakeholders were involved.

The Quality Outcomes of the Project and Impact

The escape adventure testing results show that learners appreciate the opportunity to work in a team, find solutions and learn together using such innovative non-formal learning approaches. Many participants admitted that teamwork was one of the key elements that raised joy and challenged the cooperation. This makes us appreciate the importance of working in teams in creating an inclusive learning environment.

Learners enjoyed the participative aspect of the approach, the involvement when looking for answers and finding solutions, delving into the story and reflecting. Some learners reflected that the story and tasks could be even more complex - it shows that an adventurous learning experience raises the motivation and interest in the subject. Students' reflections show that they are willing to base their learning path using the escape adventures. Also educators observed the positive participatory moment that was fostered by the approach. They emphasize the importance to take enough time for reflections after the game.

Teachers mentioned the variety of inclusiveness topics that should be included in the formal and non-formal curriculum, such as generational diversity and agism, gender diversity, human rights, acceptance of people with special needs and disabilities, classism, linguistic, national, religious and racial discrimination etc. Special importance has to be allocated to the reflections after escape adventures. This is an integral part of the learning activity and fosters the awareness of the topic and importance of inclusion.

Also youngsters mentioned the significance of tackling such aspects and connecting them with the everyday situations of youngsters. The actualization of inclusive topics in the activities of schools and youth centers strengthens the depth of the dimensions of non-formal education, as well as creates a closer connection about the relevance of learning topics to real life and society as a whole.

The creation, implementation and testing of the formats and modules gave a chance:

- For students to experience a different way of learning that corresponds to the needs of the 21st century and creative learning environment;
- For teachers to enrich their educational methodology with game elements, to be more oriented towards the learners and foster their ownership and participation, to get acquainted with types of inclusive methods, tools and their use, as well as the implementation of inclusion in their educational practice, especially in inclusive education, to work at the international level and exchange of experience.

Naturally, the implementation of escape adventures in the daily curriculum requires extra time, planning, resources, and differentiation of the tasks according to learners' needs. To support it, our team has developed 3 intellectual outputs that fosters finding the most appropriate format for learning leeds (FIND YOUR WAY!), developing new inclusive escape adventures and implementing ready-made complete escape formats (INS & OUTS! - a STARTER KIT) and explaining benefits of the escape methods and giving extra recommendations based on the testing results (Research on Inclusive Classrooms). All the project results can be found in the homepage: https://lookingatlearning.net/escape/.

The project team believes that the creative learning environment is the best way to approach learners and bring the 21st century learning in classrooms and in youth centers.

Welcome!

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