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Konteksts

Informācija par projektu

Beneficiary organisation	Jūrmalas Vaivaru pamatskola
Beneficiary organisation OID	E10041331
Projekta numurs	2023-1-LV01-KA210-SCH-000165359
Projekta nosaukums	Inclusion and continuity in education (The best practice of continuing inclusive education after primary school)
Pamatdarbības veids	Small-scale partnerships in school education [KA210-SCH]
Field	School Education
Projekta sākuma datums	01/09/2023
Projekta beigu datums	31/08/2025
Piešķirtā dotācija	60 000,00 €

National Agency receiving the report	LV01 - Valsts izglītības attīstības aģentūra (State Education Development Agency)
Valoda, kurā aizpilda projekta pieteikumu	LV
Iesniegšanas datums	30/10/2025 11:04:03 (Brussels time)

Projekta kopsavilkums

Please summarise the information about your project in form of short answers to the following questions.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What were the needs you have addressed?

Jūrmalas Vaivaru pamatskola īstenojot šo Erasmus+ projektu vēlas risinātu nopietnu un ilgstošu problēmu — izglītības pēctecības nodrošināšanu skolēniem ar speciālām izglītības vajadzībām pēc iekļaujošas pamatskolas absolvēšanas. Neskatoties uz skolas lielo pieredzi iekļaujošās izglītības jomā, tā vairākkārt saskārusies ar izaicinājumiem skolēnu pārejas procesā — vairākiem absolventiem, tostarp ļoti spējīgiem neredzīgiem skolēniem, nav bijusi iespēja turpināt izglītību Latvijā, jo vidusskolas nebija gatavas šo skolēnu uzņemšanai un nepieciešamo pielāgojumu nodrošināšanai. Šī situācija izgaismoja sistēmisku trūkumu un mudināja mūs meklēt ilgtspējīgus risinājumus. Veidojot partnerību ar skolām no Čehijas, Itālijas un Spānijas, mēs vēlējamies apmainīties ar labās prakses piemēriem, stiprināt skolotāju un vadītāju kompetenci, kā arī izstrādāt ieteikumus, lai uzlabotu pārejas procesu šiem skolēniem. Projekts tiešā veidā risina kopīgu Eiropas mēroga nepieciešamību — mazināt diskrimināciju, veicināt iekļaušanu un nodrošināt profesionālus ar praktiskiem rīkiem, kas palīdzētu skolēniem un viņu ģimenēm šajā nozīmīgajā pārejas posmā.

Objectives: What did you want to achieve by implementing the project?

Šī projekta ietvaros mūsu mērķis ir stiprināt iekļaujošu izglītību, nodrošinot skolēniem ar speciālām izglītības vajadzībām vienmērīgāku pāreju no pamatskolas posma uz vidusskolu. Galvenais uzdevums bija izveidot ciešu partnerību starp četrām skolām no Latvijas, Čehijas, Itālijas un Spānijas, lai skolotāji un skolu vadības pārstāvji varētu apmainīties ar praktiskām metodēm un labās prakses piemēriem, kas palīdz šiem skolēniem un viņu ģimenēm. Jūrmalas Vaivaru pamatskola tiecās rast risinājumus ilgstošām problēmām, kad iekļaujošās pamatskolas absolventi bieži saskārās ar šķēršļiem, turpinot izglītību vidusskolās Latvijā. Apkopojot un izplatot labās prakses piemērus, mēs vēlējamies nodrošināt skolotājus ar efektīviem rīkiem, veicināt izpratni vietējā sabiedrībā un sagatavot ieteikumus izglītības pēctecības sistēmas uzlabošanai, īpaši Jūrmalas valstspilsētā. Tāpat vēlējamies veicināt izpratni par vienlīdzību un iekļaušanu, rīkojot seminārus un daloties ar labās prakses piemēriem plašākai sabiedrībai. Projekta virsmērķis ir nodrošināt to, lai katram bērnam, neatkarīgi no viņa iespējām vai izaicinājumiem, būtu pieejama iekļaujoša, nepārtraukta un kvalitatīva izglītība arī pēc pamatzglītības ieguves.

Implementation: What activities did you implement in your project?

Projekta ietvaros tika īstenotas daudzveidīgas aktivitātes, apvienojot starptautiskās vizītes, vietējos seminārus un darbu tiešsaistes platformās. Pirmais projekta tikšanās pasākums norisinājās Latvijā. Vizītes laikā tika aplūkots praktisks iekļaujošais darbs skolā, sadarbība ar vietējās pašvaldības institūcijām un universitātes ekspertiem, kā arī valstiska līmeņa politikas izprašanai, kas saistīta ar iekļaušanas un pēctecības jautājumiem. Projekta partneri kopīgi izstrādāja un tulkoja aptaujas skolotājiem un skolu vadības pārstāvjiem par iekļaušanas praksi. Spānijā dalībnieki vēroja iekļaujošas mācību stundas, tikās ar atbalsta komandām, kā arī piedalījās seminārā kopā ar vecākiem un izglītības profesionāļiem. Itālijā partneri iepazinās ar multikulturālās iekļaušanas prakses pieejām, tikās ar universitātes profesoriem un vietējo pašvaldību pārstāvjiem. Turpretim vizīte Čehijā parādīja iekļaujošās izglītības nepārtrauktību no agrīnās aprūpes centriem līdz universitātēm, ietverot tikšanās Čehijas parlamentā un Izglītības ministrijā. Noslēguma tikšanās Latvijā ietvēra plašu mēroga konferenci, izvērtēšanas sesijas un vizītes dažādās institūcijās, stiprinot sadarbību un nodrošinot projekta ilgtspēju.

Results: What were the concrete outputs and other results of your project?

Projekta īstenošanas laikā tika izveidota cieša partnerība starp Latviju, Čehiju, Itāliju un Spāniju, apvienojot izglītības iestādes ar kopīgu mērķi — veicināt iekļaujošu izglītību un nodrošināt vienmērīgu pāreju skolēniem ar speciālām izglītības vajadzībām no pamatzglītības uz nākamajiem izglītības posmiem. Projekta simbols ir oficiālais logotips I.C.E., kas tapis skolēnu un skolotāju konkursā un atspoguļo projekta vērtības — sadarbību, pieejamību un pēctecību. Tika izstrādātas un īstenotas divas aptaujas skolotājiem un skolu vadībai, analizējot iekļaujošās izglītības pieredzi un vajadzības, kā arī veikta skolēnu aptauja, lai noskaidrotu viņu attieksmi pret dažādību un iekļaušanu. Veiktas četras intervijas ar absolventiem, kā arī Spānijas partneri izstrādāja praktisku interviju ceļvedi, kas palīdz nodrošināt vienmērīgāku pāreju starp izglītības posmiem. Tāpat tika sagatavots pārskats par iekļaujošās izglītības sistēmām partnervalstīs. Noslēguma konference Jūrmalā pulcēja 73 dalībniekus un rezultējās ieteikumos Jūrmalas pašvaldībai iekļaujošās izglītības pilnveidei. Projektā īstenotās veicina iekļaušanu un pēctecību, kā arī iegūtie rezultāti veido pamatu turpmākai sadarbībai un praktisku rīku izmantošanai skolās un pašvaldībās.

Please translate your replies to English.

English translation: Why did you apply for this project? What were the needs you have addressed?

Jurmala Vaivari Primary School, as the project coordinator, applied for this initiative to address an urgent and long-standing need: ensuring continuity of education for pupils with special educational needs (SEN) after graduating from inclusive primary school. Despite its strong expertise in inclusive education, the school has faced repeated challenges in supporting pupils transitions—several graduates, including highly capable blind students, were unable to continue their education in Latvia because secondary schools were not prepared to accommodate them. This highlighted a systemic gap and motivated us to search for sustainable solutions. By forming a partnership with schools from the Czech Republic, Italy, and Spain, we aimed to exchange good practices, strengthen teachers' and principals' capacity, and create recommendations to improve the transition process for pupils with SEN. The project directly addressed the shared European need to reduce discrimination, promote inclusion, and equip professionals with practical tools to guide SEN students and their families through this vulnerable transition stage.

English translation: What did you want to achieve by implementing the project?

Through this project we aimed to strengthen inclusive education by ensuring a smoother transition for students with special educational needs (SEN) from primary to secondary school. Our main goal was to establish a strong partnership among four schools from Latvia, the Czech Republic, Italy, and Spain, allowing teachers and principals to exchange practical methods and share good practices that support SEN students and their families. As the coordinating school, Jurmala Vaivari Primary School aimed to develop solutions to long-standing challenges where inclusive primary school graduates often faced barriers to continue their education at highschools in Latvia. By collecting and disseminating successful approaches, we wanted to equip teachers with effective tools, raise awareness in local communities, and prepare recommendations to improve the system of continuity in education especially in Jurmala City. We also aimed to promote equality and non-discrimination by providing open seminars and making good practices available to the wider public. Above all, we would like to ensure that every child, regardless of disability, has access to supportive, continuous, and high-quality education beyond primary school.

English translation: What activities did you implement in your project?

During the Erasmus+ project, we implemented diverse activities combining international mobilities, local seminars, and online collaboration. The first meeting in Latvia, hosted by Jūrmala Vaivari Primary School, focused on inclusive classroom practices, cooperation with local authorities and university experts, and national approaches to supporting SEN pupils. Together, partners designed and translated surveys for teachers and school leaders on inclusion practices.

In Spain, participants observed inclusive lessons, met guidance and psychology teams, and joined a seminar with parents and professionals. In Italy, partners explored multicultural pedagogy, met university experts and local authorities, and learned to use social media for awareness-raising. The visit to the Czech Republic showed lifelong inclusion — from early care centres to universities — with meetings at the Czech Parliament and Ministry of Education.

The final meeting in Latvia included a large-scale closing conference, evaluation sessions, and visits to SIVA College and the inclusive preschool Podziņa, strengthening cooperation and ensuring project sustainability.

English translation: What were the concrete outputs and other results of your project?

The project built a strong partnership between Latvia, the Czech Republic, Italy, and Spain, focusing on inclusive education and smooth school transitions for pupils with SEN. An official logo — I.C.E. (Inclusion and Continuity in Education) — was chosen through a joint pupil and teacher competition.

Two survey tools for teachers and school leaders were created, translated, and implemented across partner schools, with data analysed in Jūrmala and shared in charts and summaries. A separate pupil survey (grades 5–9) explored students' attitudes toward inclusion.

Four graduate interviews were conducted and analysed, complemented by an interview guide developed by CEIP Francisco Pino to support smoother primary–secondary transitions. A comparative brief on inclusive education systems in CZ, IT, and ES was prepared.

The final conference in Jūrmala (73 participants) and a local seminar generated a recommendations document for Jūrmala Municipality, while the schoolwide art project "The Old Man's Mitten" celebrated inclusion and unity.

Together, these results strengthened inclusion, continuity, and cooperation, providing practical tools for teachers and policymakers.

Project Description

In this section you are asked to give information about the objectives and topics addressed by your project

Most relevant horizontal or sectoral priority according to the objectives of your project as defined at application stage.	HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport
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Did your most relevant priority change since application stage?

NO

Other relevant horizontal or sectoral priorities addressed by your project as defined at application stage.	SCHOOL EDUCATION : Supporting teachers, school leaders and other teaching professions
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Did your other relevant priorities change since application stage?

NO

Most relevant topics addressed by your project at application stage.	Inclusion, promoting equality and non-discrimination Disabilities Human rights and rule of law
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Did your most relevant topics change since application stage?

NO

What are the concrete outcomes and achievements of your project, and how do they link back to the project objectives? Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The project successfully achieved all its main objectives and, in several aspects, exceeded expectations. It addressed one of the educational challenges — ensuring a smooth and inclusive transition for pupils with special educational needs (SEN) from primary to secondary school.

The project's objectives were to:

1. Build a strong European partnership among schools from Latvia, the Czech Republic, Italy, and Spain;
2. Identify and share effective inclusive transition practices;
3. Strengthen teachers' and school leaders' professional capacity;
4. Raise awareness and prepare recommendations to improve educational continuity.

All of these were met, though several activities were refined during implementation to ensure higher relevance and local impact.

Here are concrete outputs and results:

The first project meeting, initially planned for September 2023, took place from 13–17 November 2023 in Latvia. The change of dates was necessary due to logistical constraints, yet the meeting's content was expanded significantly — partners visited nine educational institutions, the University of Latvia, and Jūrmala City Council, gaining an in-depth understanding of Latvia's inclusive education system and local transition support.

Through joint online collaboration, partners developed and translated two survey tools — for teachers and for school administration. Although parent respondents were initially planned, discussions concluded that focusing on education professionals would provide more targeted data. Both surveys were validated and implemented in partner schools, with Jūrmala Vaivari Primary School extending participation to other schools in the city.

Additionally, a pupil survey (grades 4–9) examined students' perceptions of inclusion, support, and diversity. The data was analysed in Google Forms and Excel, producing charts and summaries used in cross-country comparisons.

The project team conducted four in-depth interviews with Jūrmala Vaivari graduates with SEN, gathering their experiences and recommendations. The Spanish partner CEIP Francisco Pino created a structured interview guide — a practical tool to help schools collect essential information about SEN pupils and ensure smoother transitions between educational levels.

Other tangible results included a comparative report on inclusive education systems in the Czech Republic, Italy, and Spain; an official logo (I.C.E. – Inclusion and Continuity in Education); and several awareness-raising activities, such as the schoolwide creative project "The Old Man's Mitten" and the local seminar "Current Issues in the Continuity of Inclusive Education in Jūrmala."

The project culminated in a large-scale final conference in Jūrmala with 73 participants, representing schools, municipalities, universities, and policy experts. Using the World Café method, discussions focused on five key inclusion topics, forming the basis for a Recommendations Document for Jūrmala Municipality. Initially, the team had planned to submit recommendations to the Ministry of Education and Science (IZM); however, following the publication of the national Informative Report on the Development of Inclusive Education at All Education Levels (August 2025), it was decided to target the local level instead — ensuring practical applicability and direct community benefit.

Here are additional impact and sustainability:

The project went beyond expectations in several ways. Surveys and activities reached a broader local audience, and the Spanish partner's interview tool became a transferable product for other schools.

While social media visibility could have been more active throughout the project, this was effectively balanced by high engagement in in-person events — seminars, school visits, and the final conference — which reached a large and diverse audience in all partner countries, particularly in Latvia.

The project combined research, practice, and policy reflection into a coherent result. It strengthened teachers' and leaders' competence, produced practical instruments such as validated surveys and interview tools, and delivered a clear set of policy recommendations.

All original objectives were achieved, and several were surpassed through expanded scope, stronger collaboration, and measurable community engagement. The partnership's legacy lies in its lasting contribution to inclusive and continuous education — ensuring that every learner, regardless of ability, has access to supportive, inclusive, and high-quality learning pathways.

Please describe how the needs of the identified target groups were addressed and what were the benefits of cooperating with transnational partners.

The project effectively addressed the needs of its main target groups — teachers, school leaders, pupils with special educational needs (SEN), and local education authorities — by providing practical tools, international experience, and opportunities for professional dialogue.

Teachers and principals benefited from surveys, open seminars, and study visits that deepened their understanding of inclusive practices and transition processes. Pupils with SEN gained representation through interviews and surveys, ensuring their voices shaped the project's outcomes. Local authorities, including Jūrmala Municipality, received concrete recommendations to strengthen inclusive education continuity.

Cooperation with transnational partners from the Czech Republic, Italy, and Spain provided valuable insights into different national systems, allowing the exchange of good practices and innovative solutions. This international collaboration enhanced the project's quality, broadened perspectives, and helped adapt successful approaches to the Latvian context, ensuring long-term sustainability and real impact on inclusive education.

How was the progress, quality and achievement of the project activities monitored and by whom?

The progress and quality of the project were jointly monitored by the coordinator from Jūrmala Vaivari Primary School and partner coordinators in the Czech Republic, Italy and Spain. Our main strength in quality assurance was effective communication and collaboration. We worked in a respectful, loyal and supportive way, ensuring that every partner could contribute equally to decisions and planning.

Each new idea was first discussed in team meetings. During the project we held five in-person transnational meetings and more than ten online meetings to evaluate progress and agree on next steps. After each discussion, we created a shared Google document where all partners could edit, comment and improve content. Before finalising, a short poll or follow-up meeting was organised to confirm consensus. This open and transparent process kept everyone engaged and responsible for results.

Quality was also assessed through regular feedback from teachers, professionals and participants after each mobility or seminar. Two educational seminars were organised in Jūrmala for local specialists working with SEN pupils and both were rated highly by participants. The final conference in Latvia also received excellent feedback and was recognised as valuable and inspiring for educators and local authorities.

Project monitoring was based on Erasmus+ priorities — inclusion and diversity in education and support for teachers and school leaders — as well as Latvia's Education Development Guidelines 2021–2027 "Future Skills for Future Society." These frameworks helped us focus on teacher competence, early support for pupils with SEN and creation of emotionally safe, inclusive environments.

Through continuous communication, shared documentation, reflection after each activity and feedback collection, the project team maintained high quality, ensured effective progress tracking, and achieved all planned objectives successfully.

How did you evaluate the extent to which the project reached its objectives and planned results? Which activities did you carry out to assess the overall success of your project?

The achievement of project objectives was evaluated through continuous monitoring, reflection meetings, and final assessment activities during the closing conference in Latvia. Each project phase included feedback sessions, data analysis, and partner discussions to ensure that outcomes matched the planned goals.

The project's success was measured through concrete outputs — developed surveys, interviews, seminars, and recommendations — and by observing their practical use and relevance to the target groups. Meetings with education policymakers in all partner countries (Latvia, Spain, Italy, and the Czech Republic) confirmed the importance of the topic at a European level and validated the project's direction.

A key strength of the evaluation process was the direct involvement of pupils, including those with SEN. Their participation in surveys, interviews, and creative activities allowed the team to assess the project's real impact on learners' understanding of inclusion — a crucial step toward building a more inclusive future society.

Please reflect on the quality of the implementation of your project. What went well and what was more difficult? Which are the lessons that you learnt?

The overall quality of the project implementation was high, thanks to strong coordination, shared responsibility, and consistent communication among all partners. From the very beginning, each organization was actively involved in planning, decision-making, and evaluation, ensuring that the project developed as a genuine partnership. The cooperative atmosphere and professional attitude of all participants greatly contributed to achieving the intended results.

What went particularly well was the openness of partners to share experience and adapt ideas to their local contexts. The meetings, seminars, and online collaboration created a strong sense of trust and teamwork. The involvement of teachers, school leaders, and pupils — especially those with special

educational needs — made the project dynamic and deeply relevant to real educational practice. The main difficulties were related to balancing different national education systems and managing time between school duties and project responsibilities. Language barriers occasionally slowed discussions, but mutual patience and support helped overcome them. Another challenge was structuring the final recommendations for Jūrmala Municipality, which required extensive partner discussions to make them clear, realistic, and useful. An unexpected yet valuable development during the project was the release of the National Informative Report on the Development of Inclusive Education at All Education Levels by the Ministry of Education and Science. This comprehensive, long-term national study provided a strong evidence base that complemented our project goals and supported our planned recommendations. Consequently, we adjusted our focus and refined the recommendations for Jūrmala Municipality by aligning them both with the project experience and with the findings presented in this national document. The main lesson learned was that inclusion and educational continuity cannot be achieved in isolation — they require long-term cooperation, open dialogue, and the active participation of all stakeholders, from policymakers to pupils themselves.

What steps were taken (if any) to address the Erasmus+ horizontal aspects of project implementation (inclusion and diversity; digital transformation; green transition and environmental sustainability; participation in democratic life, common values and civic engagement)?

Inclusion and diversity:

This was the central focus of the project. All activities aimed to strengthen equal opportunities for pupils with special educational needs (SEN) and promote a deeper understanding of inclusion among teachers, principals, and policymakers. Training sessions, mobilities, and seminars focused on inclusive pedagogy, accessibility, and emotional well-being. The involvement of pupils themselves — both in surveys and creative activities — reinforced the project's message that inclusion starts with understanding and cooperation at every educational level.

Digital transformation:

Digital tools played a crucial role throughout the project. Partners used Google Workspace for joint planning and monitoring, conducted online meetings on Zoom, and created digital survey forms and dissemination materials. These tools made international collaboration efficient and strengthened participants' digital competences.

Green transition and environmental sustainability:

Environmental awareness was integrated into project management. Partners prioritised paperless communication, shared all materials digitally, and promoted sustainable travel choices such as public transport and walking routes during visits. Activities in Jūrmala also included outdoor learning sessions highlighting the connection between inclusion, well-being, and the natural environment.

Participation in democratic life, common values, and civic engagement:

The project was guided by democratic principles — equality, transparency, and shared responsibility. Decisions were made collectively, ensuring that every partner's voice was heard. Through open seminars and the final conference, the project encouraged civic participation by engaging parents, local authorities, and community members in discussions on inclusive education and shared European values.

Was the granted lump-sum amount sufficient to implement properly the activities? If not, please elaborate. Did the lump-sum approach make the management of the project easier and, if so, how?

The granted lump-sum amount was sufficient to properly implement all planned activities and achieve the project's objectives. The lump-sum approach proved highly effective, offering a clear and transparent financial framework that simplified management and reduced administrative workload for all partners. This allowed the project team to focus more on the quality, content, and sustainability of activities rather than complex financial reporting. All partners managed their budgets responsibly, ensuring that expenses related to mobilities, seminars, dissemination, and coordination were fully covered within the allocated funding.

Overall, the lump-sum system made project management easier, supported efficient planning, and ensured smooth financial cooperation among partners. It also encouraged flexibility, allowing minor adjustments to activity planning without additional administrative burden.

Iesaistītās organizācijas kopsavilkums

Role of the Organisation	OID of the Organisation	Name of the Organisation	Organizācijas valstis	Organizācijas veids	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	E10041331	Jūrmalas Vaivaru pamatskola	Latvija	School/Institute/Educational centre – General education (primary level)	01/09/2023	31/08/2025
Partnerorganizācija	E10117452	Istituto Comprensivo Don Roberto Angeli	Itālija	School/Institute/Educational centre – General education (primary level)	01/09/2023	31/08/2025
Partnerorganizācija	E10181667	Konzervator Jana Deyla a středni skola pro zrakove postizene	Čehijas Republika	School/Institute/Educational centre – Vocational Training (secondary level)	01/09/2023	31/08/2025
Partnerorganizācija	E10272953	Colegio de Educación Infantil y Primaria Francisco Pino	Spānija	School/Institute/Educational centre – General education (primary level)	01/09/2023	31/08/2025

Total number of participating organisations

4

Cooperation arrangements

What were the strengths that each partner brought to the project? Please describe how the tasks and responsibilities were distributed among the partner organisations.

Jūrmala Vaivari Primary School, as the project coordinator, ensured overall management, communication, and reporting. With long-standing experience in inclusive education, it led the development of interviews, surveys, and final recommendations for Jūrmala Municipality. The school also organised two major dissemination events — a local seminar and the final international conference — providing practical examples of inclusion and continuity in education.

Konzervatoř Jana Deyla a střední škola pro zřakově postižené (Czech Republic) contributed its century-long expertise in educating visually impaired and SEN students. As the only secondary school in the project, it provided valuable insights into the upper education level and hosted one of the most comprehensive mobilities, showcasing lifelong inclusion and cooperation between educational, social, and political institutions.

CEIP Francisco Pino (Spain) played a key methodological role, drawing on its strong background in early and primary inclusion. The Spanish team developed a practical interview guide for supporting transitions from primary to lower-secondary school, which became one of the project's key intellectual outputs. They also hosted a seminar involving parents and professionals, promoting dialogue between schools and families.

Istituto Comprensivo "Don Roberto Angeli" (Italy), which unites eight inclusive schools, provided expertise in multicultural and diverse classrooms. They supported the use of shared online tools and maintained the project's Google Drive system, assisting partners with technical and organisational questions. Their meeting focused on practical classroom inclusion and cooperation with universities and local authorities.

Together, all partners contributed equally to planning, implementing, and evaluating project activities, maintaining open communication, trust, and shared responsibility throughout the project's lifecycle.

How did you ensure sound management of the project and good cooperation and communication between partners during project implementation? If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them.

Project management and communication were ensured through regular online meetings (via Zoom and Google Meet), shared documentation on Google Drive, and transparent task distribution among partners. A clear timeline and responsibilities were agreed upon from the start, allowing smooth coordination of mobilities, surveys, and dissemination.

Communication was open and supportive — partners stayed in contact through email, WhatsApp, and shared progress updates. The Latvian coordinating team monitored deadlines and provided guidance when needed.

Minor challenges included balancing school duties with project tasks and occasional language barriers, but these were resolved through flexibility, teamwork, and mutual assistance. Regular evaluation and feedback after each mobility helped maintain quality and ensure that all partners stayed aligned with project goals.

Implementation

Overview of Activities

Activity title	Venue of the activity	Activity start date	Activity end date	Activity duration(days)	Grant amount allocated to the activity (EUR)
First project meeting in Latvia	Latvia	18/09/2023	22/09/2023	5	10 964,00 €
Homework - survey development	Virtual activity	16/10/2023	20/10/2023	5	70,00 €
Project meeting in Spain	Spain	20/02/2024	24/02/2024	5	12 764,00 €
Homework - survey process and data collection	Virtual activity	18/03/2024	22/03/2024	5	70,00 €
Project meeting in Italy	Italy	13/05/2024	17/05/2024	5	12 564,00 €
Interview development	Virtual activity	03/06/2024	07/06/2024	5	70,00 €
Project meeting in the Czech Republic	Czechia	24/02/2025	28/02/2025	5	12 464,00 €
Homework - Interview process and summary of results	Virtual activity	24/03/2025	28/03/2025	5	70,00 €
Project meeting in Latvia	Latvia	02/06/2025	06/06/2025	5	10 964,00 €
Kopā					60 000,00 €
Project Lump Sum					60 000,00 €

First project meeting in Latvia

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity ? If yes, please explain

The first project meeting in Latvia was initially planned for the period from 18/09/2023 to 22/09/2023, but it was actually held from 13/11/2023 to 17/11/2023. The change of dates was due to difficulties arranging the planned visits to individual institutions at the initially proposed time, as well as the high cost of flight tickets which did not correspond to the project budget.

During the meeting, participants visited 9 different institutions ranging from kindergartens to the University level, as well as the City Council and other important institutions involved in the inclusion and transition process for pupils with SEN. As planned, a visit to Jūrmala Vaivari primary school was carried out, where administration staff and students introduced participants to school life. The project team observed lessons and was involved in the learning process by interacting with pupils, carrying out planned activities, and observing teachers' work.

In addition, the programme included a visit to Majori Secondary school, where a presentation and an open seminar were organised, and to the University of Latvia to gain a deeper understanding of the development of inclusive education in Latvia and the transition process for pupils with SEN. A meeting was

also held at Jurmala City Council with representatives including the head of the City Council, a council member, and the head of the education board, where the importance of inclusive education was discussed.

At the end of the week, participants joined the celebration of Latvia's Independence Day, received certificates, and gave short interviews streamed live on YouTube, which were also broadcast in classrooms and made available to parents and local authorities.

In addition, the project logo contest was implemented in advance of the meeting. During the visit, sketches made by pupils and teachers from all partner schools were exhibited, and pupils from grades 4–9 voted for the most suitable logo. This provided additional opportunities for pupils to engage with project representatives and better understand the project's goals.

In conclusion, the activities closely followed the initial plan, but the scope of visits was extended and some additional elements were added, enriching the programme beyond initial expectations.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The target group of the implemented activity remained as planned: teachers and administration members of the participating schools, as well as teachers and administration members from local schools at both primary and secondary levels. In addition, pupils, parents, and representatives of the Jurmala City Council were also engaged in the activities, which broadened the impact of the meeting. This extension did not diverge from the initial target group but rather complemented it, ensuring wider involvement of stakeholders in inclusive education processes.

Explain how is this activity helped reaching the project objectives.

The main project objectives were to collect good practices of continuity in education after primary school with a focus on inclusion and the transition process for pupils with SEN (special educational needs), to share these practices among partner countries, and to prepare recommendations for the Ministry of Education and Science of the Republic of Latvia.

The implemented activities directly supported these objectives. By visiting a wide range of institutions – from kindergarten to secondary level, the University of Latvia, and Jurmala City Council – participants gained first-hand knowledge of how the inclusion and transition process is organised in Latvia. Special attention was paid to the transition from primary to high school for pupils with SEN, identifying both challenges and successful practices.

The programme also included visits to Jurmala Music School, Jurmala Art School and Jurmala Library, which are long-term cooperation partners of Jurmala Vaivari primary school. These institutions play an essential role in supporting pupils with SEN, providing them with alternative learning environments, creative opportunities and safe community spaces that act as important support points during the transition process.

Open seminars, discussions and meetings with local authorities allowed participants to exchange experiences and raise awareness of the importance of inclusive pathways. The University of Latvia provided academic insights into national practices and policies, strengthening the link between practical experience and policy recommendations.

In addition, the project logo contest and school-based discussions engaged pupils directly, helping them to better understand the project's aims and strengthening the involvement of parents and the wider community. Overall, the activity ensured that project participants not only understood but also experienced concrete examples of how inclusive transition support can be implemented in practice.

Describe the achieved results of the activity.

The implemented activity achieved and in some aspects exceeded the planned results. All project participants gained a clear understanding of their responsibilities and established goals. They became aware of the situation in Latvia, understood the assigned tasks, and engaged with pedagogues and students who provided valuable insights into inclusive education practices at Jurmala Vaivari primary school.

Additional results were achieved through the extended programme:

- Participants visited nine institutions, gaining a broader overview of inclusive education practices across different education levels.
- Discussions with Jurmala City Council representatives created a platform for dialogue between project partners and local decision-makers.
- The University of Latvia provided a national-level perspective on inclusion and transition processes for pupils with SEN.
- The celebration of Latvia's Independence Day, including certificates and live-streamed interviews, increased public visibility of the project and strengthened cooperation with parents and local communities.
- The project logo contest successfully engaged pupils and teachers from all schools, resulting in the selection of a common project symbol and furthering pupils' understanding of Erasmus+ activities.

As a result, the participants not only achieved the planned understanding and awareness but also developed stronger connections with local institutions, communities, and authorities, which will serve as a solid foundation for subsequent project activities.

Hometask - survey development

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The second activity focused on the development of questionnaires to analyse the knowledge, attitudes, and needs of school staff regarding inclusive education and the transition process for pupils with SEN. Two online meetings were organised on the Zoom platform where representatives from all partner schools collaborated in English to draft the surveys. After completion, the surveys were translated into the native languages of each participating country to ensure accessibility and comparability.

Compared to the initial plan, there was a divergence in the definition of target respondents. Originally, the surveys were meant for both teachers and parents of pupils with SEN. However, after discussions within the project team, it was concluded that parent feedback would not directly contribute to achieving the project objectives. Instead, the focus was shifted to teachers and school administration, who are directly involved in implementing inclusive practices and shaping the transition process. As a result, two separate questionnaires were created: one for teachers and one for school management.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The main target groups of the implemented activity were teachers and school administration staff from all participating organisations. This is a partial divergence from the initially planned target group, which also included parents of pupils with SEN. The change was made deliberately, as project partners agreed that collecting feedback from teachers and administration would provide more relevant, comparable, and actionable data in relation to the project objectives.

In addition, Jurmala Vaivari Primary School extended the scope by planning to distribute the questionnaires not only within their own school but also to other schools in Jurmala City, aiming to collect a broader overview of the local situation regarding inclusive education and the SEN transition process.

Explain how is this activity helped reaching the project objectives.

The activity directly contributed to the project's main objectives of promoting inclusion and supporting teachers, school leaders, and other education professionals. By developing and implementing the surveys, project partners created a tool to systematically gather information on how inclusive education is perceived in theory and practice, as well as to identify gaps in teacher training, resources, and support needed for a successful transition process for pupils with SEN.

This joint effort strengthened the partnership between the participating schools, as the survey development required collaborative decision-making and exchange of ideas across countries. The data collected will provide a strong evidence base for identifying good practices, shaping open seminars, and

preparing recommendations. In particular, the surveys help highlight the role of school staff as key actors in ensuring continuity in education after primary school for pupils with SEN, thus aligning fully with the project priorities.

Describe the achieved results of the activity.

The implemented activity achieved the expected results and went beyond them. Two questionnaires were created – one for teachers and one for school administration – instead of a single general questionnaire. Both versions were first developed in English and then translated into the native languages of all partner countries.

The final questionnaires were structured into four main sections:

- Demographic information;
- Inclusive education in theory;
- Inclusive education in practice;
- Future needs in training and support.

The surveys are now available for use in all partner countries and are being distributed locally. Jurmala Vaivari Primary School in particular took the initiative to extend the survey to all schools in Jurmala City, thus obtaining a more complete picture of inclusive education and the SEN transition process within the local context.

As a result, the activity produced high-quality, comparable tools that will provide valuable data for analysing current practices, raising awareness, and informing both project partners and decision-makers at national and local levels.

Project meeting in Spain

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The third project meeting was implemented in Valladolid, Spain, hosted by CEIP Francisco Pino Primary School. Activities followed the plan very closely, with no major divergences. On the first day, participants visited CEIP Francisco Pino, where they observed lessons, met students, staff, and administration, and participated in a workshop. On the second day, an open seminar was organised with the participation of school staff, specialists, parents, and other professionals. This was complemented by a meeting with the Educational Guidance Psychology Team and the Psychopedagogical Team of Motor Disability, who presented the current transition processes for pupils with SEN. The day concluded with a guided tour of local facilities. On the third day, participants visited IES José Jiménez Lozano Secondary School, a partner of CEIP Francisco Pino in the transition process, where they could see how inclusive practices continue at the secondary level. The agenda also included project dissemination discussions and planning of the next activities and final project meeting. Additional activities enriched the programme, such as a visit to the local library and civic centre, a meeting at the City Council with representatives responsible for inclusive education, and a visit to a specialised school for SEN students up to the age of 21, where participants saw practices in autonomy training, social integration, and preparation for adult life. Overall, the implemented activity went beyond the initial plan by including these additional visits and meetings, which further deepened the understanding of inclusive education in Spain.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The main target group was teachers and school administration members from the participating organisations, as originally planned. This group was actively engaged in school visits, observations, and professional discussions. In addition, the open seminar included parents, specialists, and local professionals, which allowed for a wider range of perspectives and ensured broader dissemination of the project's objectives within the Spanish context. There was no divergence from the initially planned target group; rather, the inclusion of additional stakeholders (local authorities, specialised institutions, and community representatives) strengthened the activity's impact and further contributed to the project's aims.

Explain how is this activity helped reaching the project objectives.

The activity strongly supported the project's main objectives: promoting inclusion and diversity in education, supporting teachers and school leaders, and sharing good practices related to the transition process for pupils with SEN. By visiting CEIP Francisco Pino, participants gained valuable insights into how the school manages transitions not only towards secondary school but also within the national system from infant education (ages 3–6) to primary education (ages 6–12). This stage is particularly significant for pupils with SEN, as well as their parents and teachers, since it is the first structured step where inclusive practices, family cooperation, and professional support services come together. CEIP Francisco Pino demonstrated how barriers are reduced through the use of assistive equipment, close collaboration with families and medical institutions, and tailored class organisation, with 3–4 SEN pupils integrated into each group of around 20 students. The subsequent visit to IES José Jiménez Lozano showed how inclusive practices continue at the secondary level, while meetings with the Educational Guidance Psychology Team and the Psychopedagogical Team provided detailed insights into professional structures that ensure continuity for pupils with SEN. The open seminar created a platform for dialogue with teachers, specialists, and parents, transferring knowledge to the wider local community, as foreseen in the project objectives. Additional visits to the City Council, the civic centre, and the SEN school until age 21 offered an expanded understanding of how inclusive education is embedded in local policy and community life. This reinforced the importance of multi-stakeholder cooperation and demonstrated how different institutions can act as support systems throughout the transition process. These experiences provided valuable examples of good practices and challenges, enriching the knowledge base for all project partners and strengthening the transnational partnership.

Describe the achieved results of the activity.

The activity achieved all planned results and exceeded expectations. A strong partnership between participating organisations was further consolidated through shared experiences and professional exchanges. Project participants were exposed to a variety of practices, including cooperative classroom models where SEN pupils worked alongside their peers, structured transition pathways between primary and secondary schools, and extended support options for pupils with SEN up to age 21.

The open seminar successfully transferred information on inclusion and transition to local professionals and parents, ensuring dissemination beyond the project team. Meetings with educational specialists and local authorities strengthened awareness of the importance of inclusive education at institutional and community levels.

As a result, project participants gained new insights, shared examples of good practice, and developed a deeper comparative understanding of the transition process for pupils with SEN across different European contexts. These outcomes will directly inform the remaining project activities, the final dissemination, and the preparation of recommendations.

Homework - survey process and data collection

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The fourth activity focused on carrying out surveys in all partner countries to better understand the current state of inclusive education and the transition process for pupils with SEN. Two questionnaires were developed in English during joint online meetings and translated into each national language. They were distributed digitally, mostly via Google Forms.

The surveys explored several aspects: whether schools provide inclusive settings and sufficient support for SEN pupils and their families, the availability

of training and support for teachers, previous experience of working with SEN pupils, cooperation between colleagues and other schools, and the motivational factors needed for teachers to work effectively in inclusive settings. There was some divergence from the initial plan. Originally, surveys were supposed to be conducted with teachers, pupils, and parents in each country. In practice, the surveys were implemented mainly with teachers and school administration staff, and their scope varied across countries. In Latvia, the survey was distributed to eight schools across Jurmala, while in Spain, Italy, and the Czech Republic, it was carried out only within the partner schools. Due to a low response rate in Latvia, the collected data was not representative. As a result, the project team decided to refine the questionnaire and repeat it in cooperation with the University of Latvia and the Jurmala City Council to ensure more reliable and representative data.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The intended target group was teachers, pupils, and parents from partner schools. In reality, the main respondents were teachers and school administration staff, as these groups were identified as the most relevant for achieving the project objectives. Parents and pupils did not participate, which marks a divergence from the initial plan.

Additionally, in Latvia the target group was broadened to include teachers and administrators from eight different schools across Jurmala City, not only the partner school. This allowed for a wider perspective, although the response rate was lower than expected. Thus, while the core idea remained aligned with the project objectives, the focus shifted towards the professional staff who are directly responsible for implementing inclusive practices and supporting the transition process.

Explain how is this activity helped reaching the project objectives.

The survey activity supported the project objectives by initiating a structured process to collect information about how inclusive education and transition for pupils with SEN are organised in partner schools. It highlighted both strengths and weaknesses in current practices, provided insights into the support available for teachers, and identified areas where further training and resources are needed.

Although not all initially planned respondent groups were included, the data still served as a valuable baseline for comparing approaches across countries. The Latvian experience, in particular, underlined the need for closer collaboration with local authorities and researchers to ensure representative and reliable results. This process of reflection and adjustment is itself a step forward, as it strengthens the methodological foundation for preparing recommendations and for sharing meaningful examples of good practices among partners.

Describe the achieved results of the activity.

The activity achieved several important results:

Two surveys were designed, translated, and implemented across all partner countries.

Over 50 school management members and more than 400 teachers in Jurmala were invited to participate, with a lower than expected response rate, which highlighted the challenges of data collection in wider networks.

In Spain, Italy, and the Czech Republic, the surveys were successfully carried out within partner schools, providing a reliable picture at school level.

The project team jointly analysed the collected data during online meetings, comparing results and discussing the quality and reliability of the information.

The need for refining and repeating the survey in Jurmala, with the involvement of the University of Latvia and the City Council, was identified. This will ensure more representative results and strengthen cooperation with academic and municipal partners.

Overall, the activity provided useful data, revealed methodological challenges, and set the stage for improved, evidence-based analysis of inclusive education and the SEN transition process, which will feed into the final project outcomes and recommendations.

Project meeting in Italy

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The fifth project meeting took place in Italy, hosted by the Istituto Comprensivo "Don Roberto Angeli." The programme followed the application plan but was enriched with several additional elements. On the first day, project partners observed lessons in inclusive and multicultural classrooms and took part in workshops with pupils, teachers, and the school administration. Participants were also introduced to the school's special education catalogue, which contains a wide range of resources – software, technical aids, and teaching materials – that support teachers and pupils with SEN in ensuring a high-quality learning process.

On the second day, an open seminar was organised with teachers, school leaders, local professionals, and representatives of local authorities, who shared perspectives on inclusion in the region.

On the third day, partners visited a secondary school in Livorno, where they observed inclusive practices and continuity in the transition process. A highlight of this visit was a discussion with five high school students whose classmate with severe disabilities is fully included in their class. This exchange demonstrated the positive impact of inclusion, showing how such experiences help peers develop empathy, responsibility, respect, and new perspectives.

Additionally, a meeting at the University of Pisa with Professors Fantozzi and Fanucci added academic insights. The Latvian team delivered a presentation on inclusive education and the SEN transition process in Latvia, followed by discussions on how to improve practices internationally. There were no significant divergences from the planned activity, only valuable enrichments that broadened its scope.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The primary target group was teachers and school administration staff from the partner organisations, who benefited directly from observing lessons, learning about the use of the special education catalogue, and participating in workshops.

The open seminar expanded the audience to include local teachers, professionals, and local authority representatives. The University of Pisa meeting also brought in researchers, strengthening academic-professional links. Importantly, discussions with five high school students provided direct youth perspectives on inclusion.

This represented not a divergence but an expansion of the target group, offering a more holistic view that combined professional, academic, and student voices.

Explain how is this activity helped reaching the project objectives.

The Italian meeting directly supported the project's objectives of strengthening partnerships, supporting teachers, and sharing good practices in inclusive education and the SEN transition process.

At Don Roberto Angeli, participants saw practical classroom inclusion in action and learned how schools can systematically support SEN pupils through tools offered in the special education catalogue. These resources – software, assistive technologies, and teaching materials – illustrated how teachers are equipped to ensure a quality learning process and how families can also benefit from accessible support.

The visit to Livorno secondary school showed how continuity is organised for pupils with SEN, while the conversation with five high school students highlighted the social dimension of inclusion: classmates learn empathy, responsibility, and respect while broadening their perspectives through daily interaction with a peer who has significant disabilities.

The University of Pisa meeting connected practice with academic research, stimulating deeper discussions and providing evidence-based strategies. The Latvian team's presentation further advanced the exchange of experiences across countries.

Together, these activities not only showcased good practices but also created strong links between schools, communities, and universities, fully aligning with project objectives.

Describe the achieved results of the activity.

The activity achieved and exceeded its planned results:

Participants observed and discussed inclusive classroom practices, transition pathways, and SEN support at both primary and secondary levels.

The introduction to the special education catalogue demonstrated how structured resources – including software, technical aids, and adapted materials – can effectively support inclusive teaching and learning.

Meetings with local authorities clarified regional policies, and the University of Pisa session provided academic expertise and practical strategies.

The Latvian team's presentation promoted transnational exchange and constructive dialogue.

The open seminar ensured broad dissemination to the local community.

The meeting with the five high school students illustrated the added value of inclusion for peers, who described how it fosters empathy, responsibility, and respect within the class community.

As a result, the Italian meeting reinforced the transnational partnership, deepened professional and academic knowledge, and delivered concrete practices

Interview development

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

During this phase, the project team focused on the preparation and development of interviews and pupil surveys related to the topic of inclusion and transition between educational levels. Together with project experts, the team designed interview questions for graduates of Jūrmala Vaivari Primary School who have special educational needs (SEN). The questions were created to explore their experiences, difficulties, and recommendations regarding the transition process and inclusion in general.

In addition, a survey was developed for pupils in grades 4–9 to understand their perception of inclusion at school — how accepted and supported they feel, and how open they are to diversity.

Compared to the initial plan, there was a slight adjustment in focus: instead of interviewing secondary school teachers, the project team decided to collect first-hand insights from former SEN pupils. This change was made to obtain a more authentic and experience-based understanding of the transition process.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The initial target group in the project proposal consisted mainly of primary and secondary school teachers. However, during the planning phase, the project team identified a more suitable new target group — graduates with special educational needs who had previously studied at Jūrmala Vaivari Primary School. Their direct experience of transitioning to higher levels of education provides valuable, practical perspectives that can later inform teachers and policymakers.

A secondary target group — current pupils (grades 4–9) — was also defined for the survey component. They represent the future generation who will experience inclusion in practice and whose opinions can guide schools in creating a more supportive environment.

Explain how is this activity helped reaching the project objectives.

This preparatory activity has laid the foundation for achieving the project's main objectives: to explore good practices in inclusive education and to strengthen educational continuity after basic school. By designing structured interview and survey tools, the project team ensured that future data collection would capture real experiences, attitudes, and needs related to inclusion and transition.

The activity also fostered collaboration among partner institutions, particularly in methodological alignment, helping to ensure that the tools reflect both local and international perspectives on inclusion. This groundwork guarantees that the upcoming interviews and surveys will produce meaningful results to support policy recommendations for Jūrmala Municipality.

Describe the achieved results of the activity.

As a result of this activity, the project team has:

1. Developed and finalized interview questions for graduates with SEN, in cooperation with project partners and experts.

2. Designed a pupil survey for grades 4–9 to measure attitudes and perceptions towards inclusion.

3. Prepared methodological guidelines for conducting interviews and surveys to ensure ethical and qualitative data collection.

4. Strengthened collaboration among partner schools by exchanging approaches on inclusive practices and pupil support systems.

The tools are ready to use. They will provide essential data to support the development of practical recommendations for improving inclusive education and ensuring smooth educational transitions in Jūrmala.

Project meeting in the Czech Republic

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The seventh project meeting took place in Prague, Czech Republic, from 24 to 28 February 2025, hosted by Jan Deyl Conservatory and Secondary School. The visit followed the planned agenda and was further enriched with several additional activities that provided deeper insight into the Czech system of inclusive education.

The programme started with an introductory meeting at the host school, where the full agenda and common project tasks were discussed. Participants observed lessons at Jan Deyl Conservatory and learned about the school's inclusive teaching methods for students with visual impairments and other SEN. The project team also visited the school dormitories and facilities and attended a concert prepared by the students. The school presented its individualised support approach, where special educators collaborate closely with specialised centres to create individual learning plans for each SEN student. Notably, around 10% of the school's staff are visually impaired themselves, demonstrating inclusion in practice and providing powerful role models for students.

The programme also included visits to several key institutions:

- Early Care Centre, which provides state-funded early intervention and family support from birth to 7 years of age;
- Special Education Centre for the Visually Impaired, where participants observed assistive technologies such as magnifying screens and other adaptive equipment;
- Pedagogical-Psychological Counselling Centre, offering free assessment, afterschool programmes, and emotional support for families;
- Centre for University Students with Specific Educational Needs at Charles University, which provides comprehensive assistance, peer mentoring and adapted study materials for students with disabilities.

Participants also met with Ing. Věra Kovářová, Deputy Speaker of the Chamber of Deputies, and representatives from the Czech Ministry of Education, to discuss national and European policies in the field of inclusive education and teacher training.

One of the most inspiring elements was meeting a Latvian graduate of Jūrmala Vaivari Primary School, now studying at Jan Deyl Conservatory, which highlighted the project's long-term impact on real individuals.

Finally, participants held evaluation and dissemination meetings, discussed the re-design of the project survey, and agreed on preparing interviews for the final conference in Latvia.

There were no significant divergences from the initial plan; additional visits and meetings further enriched the professional and political context of the activity.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The main target group consisted of teachers and school administration representatives from partner organisations, as initially planned. They benefited from classroom observations, professional discussions, and institutional visits.

However, the target group was effectively expanded to include university professionals, government representatives, early care specialists, and policy-makers, providing a comprehensive, multi-level perspective on inclusive education—from early childhood support to higher education. This expansion did not deviate from the project's aims but enhanced the experience, allowing participants to see how inclusive education is supported through collaboration between schools, universities, and state institutions throughout a student's life cycle.

Explain how is this activity helped reaching the project objectives.

The main target group consisted of teachers and school administration representatives from partner organisations, as initially planned. They benefited from classroom observations, professional discussions, and institutional visits.

However, the target group was effectively expanded to include university professionals, government representatives, early care specialists, and policy-makers, providing a comprehensive, multi-level perspective on inclusive education—from early childhood support to higher education. This expansion did not deviate from the project's aims but enhanced the experience, allowing participants to see how inclusive education is supported through collaboration between schools, universities, and state institutions throughout a student's life cycle.

Describe the achieved results of the activity.

The implemented activity achieved all planned results and went beyond initial expectations. Key outcomes include:

A deeper understanding of inclusive secondary education models, especially in schools integrating visually impaired students.

First-hand insight into how cross-sector cooperation (between schools, early intervention services, counselling centres, and universities) ensures a lifelong inclusive approach.

Recognition of the importance of trained support staff, as discussed during the Ministry meeting, reinforcing one of the key areas for future improvement across partner countries.

Exchange of practical methods and tools for SEN support, including exposure to specialised equipment and adaptive materials.

Strengthened international and political dialogue on inclusive education, evidenced by meetings with Parliament and Ministry representatives.

Inspirational example of a former Latvian student's academic success abroad, demonstrating real project impact and continuity of education beyond borders.

Agreement among partners to improve survey methodology and design interviews for the project's final conference in Latvia.

Overall, the meeting significantly deepened the partnership's professional competence, reinforced the understanding of inclusive education from early years to higher education, and provided concrete examples and strategies

Homework - Interview process and summary of results

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity ? If yes, please explain

During this phase, the project team conducted four in-depth online interviews with Jūrmala Vaivari Primary School graduates and a pupil survey involving 77 students from grades 4–9. The interviews were held via the Zoom platform to ensure flexibility and accessibility for participants. Each interview was recorded, transcribed, and analyzed to identify key insights, barriers, and examples of good practice related to the transition from primary to secondary education.

The pupil survey was implemented through Google Forms, and responses were later summarized and visualized in Excel, using charts and descriptive analysis to interpret pupils' attitudes towards inclusion, belonging, and support in school.

Additionally, the Spanish partner school CEIP Francisco Pino developed a practical interview document aimed at helping teachers and school management teams collect relevant information about pupils with special educational needs (SEN). Based on their extensive experience in inclusive education, this document provides guiding questions to identify students' strengths, needs, and required support measures, ensuring smoother and more inclusive transitions between educational stages.

There were no major differences from the revised plan. However, additional attention was paid to data visualization and comparative reflection during the partner meeting, ensuring that all project partners could provide feedback on the analysis and interpretation of results.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The main target group for this activity included graduates with special educational needs (SEN) who had previously studied at Jūrmala Vaivari Primary School. Their personal stories provided authentic, experience-based insights into the challenges and success factors influencing educational continuity. A secondary target group consisted of current pupils from grades 4–9, whose opinions and perceptions of inclusion contributed valuable comparative data from the current school environment.

This approach maintained the previously adjusted focus (from teachers to pupils and graduates) and proved highly effective in revealing both retrospective and present-day perspectives on inclusion within Jūrmala's educational context.

In addition, the interview framework created by the Spanish partners offered a valuable methodological resource that could later be adapted for broader use across different target groups and educational stages.

Explain how is this activity helped reaching the project objectives.

This activity directly supported the project's main objectives by gathering first-hand evidence on how inclusion and educational continuity are perceived and experienced by learners. The combination of graduate interviews and pupil surveys allowed the team to compare past and present inclusion practices, providing a deeper understanding of progress and persisting challenges.

The Spanish partner school's contribution — the development of an interview guide for identifying students' needs and support measures — enhanced the project's methodological base, ensuring that the collected data could be applied not only locally but also in other partner countries.

The findings created a factual and emotional foundation for formulating recommendations to the Jūrmala Municipality and contributed to developing a comprehensive overview of inclusion at the local level. Furthermore, the partner discussion on the results promoted international reflection, allowing schools from Italy, Spain, and the Czech Republic to identify transferable elements of good practice.

Describe the achieved results of the activity.

The main results of this activity include:

1. Successful implementation of four structured online interviews with graduates who have special educational needs;
2. Completion of a pupil survey with 77 participants, providing quantitative and qualitative data on inclusion and attitudes towards diversity;
3. Transcribed and thematically analyzed interviews, identifying key findings, barriers, and success factors in inclusive education transitions;

4. Visualized data analysis using Excel charts and summaries, ensuring clear and accessible interpretation of survey results;
 5. Partner feedback session via Zoom, during which all partner schools reviewed and discussed the analysis;
 6. A synthesized summary of findings that now serves as an evidence base for the next project stage — developing recommendations for local educational authorities;
 7. Preparation of an interview document by the Spanish partner school CEIP Francisco Pino, designed as a practical support tool for teachers and management teams to ensure smoother transitions for SEN pupils and promote inclusion across educational levels.
- Together, these results have created a strong empirical foundation for the project's final outputs, connecting personal experiences, quantitative data, and policy-oriented insights.

Project meeting in Latvia

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain.

The final project meeting took place in Latvia, hosted by Jūrmala Vaivari Primary School. The activity included a variety of professional, educational, and cultural events aimed at consolidating project outcomes and promoting inclusive practices across educational levels.

The week began with a team meeting at the school, followed by a visit to the Jūrmala Youth Initiative Center, where participants learned about opportunities for young people to engage in creative and social inclusion activities. The group also experienced traditional Latvian culture through a folk music performance and workshop, symbolizing unity through cultural heritage.

Further visits were organized to SIVA College (Social Integration State Agency), where the management introduced their inclusive vocational training programmes for youth and adults with special needs, and to the inclusive preschool "Podziņa", where partners explored innovative early intervention and sensory learning methods.

The central event of the visit was the final conference "Inclusive Education – an opportunity or an obligation?", held at Jūrmala City Library. It featured guest lecturer Professor Dita Nīmanīte from the University of Latvia, who presented national insights from the 2025 "Informative Report on the Development of Inclusive Education at All Education Levels." The conference included World Café discussions and group presentations that informed the creation of final recommendations for Jūrmala Municipality.

The final days were dedicated to evaluation sessions, feedback discussions, and cultural visits, including Aspazija Museum and P. Jaunzems Stone Sculpture Park.

The only divergence from the initial plan was the decision to address recommendations to Jūrmala Municipality instead of the Ministry of Education and Science, following the release of the national policy report that already covered state-level perspectives.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The target group included teachers, school administrators, and support specialists from Jūrmala Vaivari Primary School, project partner schools, and other local educational institutions, as well as representatives of Jūrmala Municipality and the Pedagogical Medical Commission.

Participants also included teachers from various Jūrmala schools who attended the open conference and workshops, enabling wide professional exchange and community engagement.

This target group remained largely consistent with the original plan. However, the inclusion of representatives from special education and vocational integration institutions (SIVA College) and preschools broadened the scope of cooperation, providing valuable insights into inclusion at multiple educational levels — from early childhood to adult education.

Explain how is this activity helped reaching the project objectives.

This final meeting effectively fulfilled the project's objectives by providing a comprehensive reflection on achievements, sharing good practices, and consolidating knowledge gained throughout the project.

The final conference and World Café sessions served as a platform for meaningful discussion among educators, policy representatives, and experts on how to ensure continuity in inclusive education. The participation of Professor Dita Nīmanīte provided academic and policy-level validation of the project's relevance and strengthened links with national strategies.

The activity also ensured sustainability — by redirecting efforts toward preparing practical recommendations for Jūrmala Municipality based on the project's findings, international experience, and the 2025 national report. The event fostered future cooperation among schools, municipal institutions, and social partners, ensuring that the project's results continue to influence local educational development beyond its lifetime.

Describe the achieved results of the activity.

The final meeting in Latvia achieved all intended results and provided tangible outputs:

1. Organization of the final international project conference with 73 participants representing schools, municipalities, and educational policy bodies;
2. Presentation and discussion of the final recommendations document for Jūrmala Municipality, focusing on inclusive education and transition continuity;
3. Strengthened cross-sector collaboration between schools, local authorities, and social integration institutions (e.g., SIVA College);
4. Demonstration of inclusive extracurricular practices through cultural, creative, and social workshops;
5. Wide professional exchange among partner schools from Latvia, Italy, Spain, and the Czech Republic;
6. Evaluation of project achievements and planning of sustainability actions for continued cooperation.

The event concluded the Erasmus+ collaboration by bringing together research findings, educational practice, and policy discussions in a single, well-rounded outcome.

Impact and Follow-up

What was the impact of the project on the participants, participant organisations, target groups and other relevant stakeholders? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The project has created a lasting and multidimensional impact on pupils, educators, and partner institutions. For pupils, it encouraged reflection on equality, inclusion, and cooperation — values that now shape their daily school experience. Classrooms at Jūrmala Vaivari Primary School still hold souvenirs and gifts from partner schools, serving as reminders of friendship, diversity, and shared European values.

For teachers and school leaders, the project strengthened professional competences through observation of inclusive practices abroad, practical workshops, and institutional visits. The exchange of experiences also raised awareness in organisations that are not yet fully inclusive, fostering dialogue and gradual change.

A major achievement was the Recommendations for Jūrmala Municipality, which will be submitted in November 2025 to support ongoing improvements in local inclusive education. Another milestone was the set of interviews with SEN graduates — the first of their kind in Latvia's history. These interviews have attracted the interest of the University of Latvia and may be used for public awareness and further research on educational continuity and inclusion. The project also strengthened cooperation with the Czech Ministry of Education, as well as representatives of Valladolid and Livorno city councils, expanding the network of institutions committed to inclusive education. The Spanish-developed interview guide remains a practical tool for supporting smooth school transitions, while all partners plan to continue using the project's results and maintaining the collaborative network built through Erasmus+.

What was the impact of the project at the local, regional, European and/or international levels?

The project had a tangible and lasting impact at local, regional, national, and European levels. Locally, it strengthened cooperation between Jūrmala's schools, the City Education Department, and support institutions, raising awareness of inclusive education and continuity challenges. The developed Recommendations for Jūrmala Municipality are expected to directly influence local education policy and improve the support system for pupils with SEN. Regionally, the project promoted collaboration between schools, municipalities, and educational centres, encouraging dialogue on inclusive practices and the importance of interinstitutional cooperation. Similar regional impact was seen in partner countries, where teachers and administrators applied shared ideas to their own educational contexts. At the national level, the project sparked academic and policy interest — especially through Latvia's first-ever interviews with SEN graduates, which drew attention from the University of Latvia and may inspire further research and policy discussion. At the European level, it fostered strong partnerships between Latvia, the Czech Republic, Italy, and Spain, enabling valuable professional exchange and shared methodologies. The collaboration strengthened mutual understanding of inclusive systems, demonstrating how European cooperation can create practical solutions that promote equality, continuity, and lifelong inclusion.

How did you disseminate the results of your project inside and outside your partnership? Who were the main target groups and what channels did you use to share your results with them?

The dissemination of project results took place through a combination of digital platforms and direct communication activities. The main online channels used were the official websites and Facebook pages of partner schools, which regularly shared updates, photos, and reflections from project meetings and events. The most comprehensive overview of the project is available in English on the Czech partner school's website:

<https://jandeylconservatory.cz/index.php/en/erasmus-en/erasmus-for-teachers-en>. However, this project was characterized mainly by face-to-face dissemination. Results, insights, and good practices were shared through numerous in-person events — including visits to preschools, primary and secondary schools, universities, and ministries across all partner countries. Open seminars, teacher meetings, and the final international conference in Jūrmala provided valuable opportunities to exchange knowledge directly with educators, policymakers, and local communities. Project outcomes are also publicly available on the European Commission's Erasmus+ Results Platform, ensuring visibility at the international level. Further references to the project are expected, as the team plans to continue work on graduate interviews and the implementation of practical improvements in Jūrmala City, ensuring lasting impact beyond the project's lifetime.

Did you use Erasmus+ platforms (e.g E+ project result platform, Europass, Epale...) for preparation and implementation of the project, and do you plan to further use them for follow-up? If yes, please describe how.

Yes, the Erasmus+ Project Results Platform was used as the main channel for publishing and sharing project outputs, such as surveys, interviews, conference materials, and recommendations, ensuring visibility and accessibility for a wider European audience.

In addition, the project team plans to use EPAL to share professional experiences, reflections, and good practices gained during the project. The platform will also be used to connect with like-minded institutions and professionals across Europe, fostering new partnerships and future cooperation opportunities in the field of inclusive education and educational continuity.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. How have you ensured that the project's results will remain available and be used by others? In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation. How have you ensured that the project's results will remain available and be used by others?

All tangible results of the project have been made freely accessible to the public. They are uploaded to the European Commission's Erasmus+ Project Results Platform, ensuring long-term availability and open access to all key materials — including surveys, interview summaries, conference results, and recommendations.

Additionally, the full set of project outputs is or will be published on the Jan Deyl Conservatory's official website (the Czech partner school), where information is available in English for international audiences. After the official review process, the recommendations developed for Jūrmala Municipality will also be shared publicly, allowing local educators, policymakers, and residents to use them as a resource for improving inclusive education practices. All partners have agreed to maintain open access to project materials and continue sharing them during future seminars and professional networks to ensure the results remain visible, usable, and beneficial beyond the project's lifetime.

The following question represents your feedback to the European Commission about application, implementation and reporting procedures for your Erasmus+ project. When answering this question, please take into account the opinion of organisations involved in your project.

Do you consider that the procedures applicable to your project were proportionate and simple?

NO

The following questions should be addressed taking into account effects on the coordinator organisation and partner organisations (including associated partners, if any).

Do you consider that your organisations have developed high-quality practices as a result of their participation in Erasmus+ Key Action 2?

YES

Please provide more information about your reply: what type of high-quality practices you developed or did not manage to develop? Why?

Through our Erasmus+ Key Action 2 partnership, all participating schools developed higher-quality practices in inclusive education and cooperation. The project strengthened teachers' and leaders' professional skills, improved understanding of how to ensure smooth transitions for SEN pupils, and encouraged evidence-based and collaborative decision-making.

Partners from Latvia, the Czech Republic, Italy, and Spain exchanged effective methods, created practical tools such as surveys and interview guidelines, and learned from each other's systems. This international exchange helped integrate inclusive values more deeply into daily school practice.

While social media outreach could have been stronger, the overall quality of implementation, cooperation, and produced materials exceeded expectations and will continue to benefit schools and local communities.

European Language Label

The European Language Label is an award set up by the European Commission as part of the Erasmus+ programme. Its objectives are to recognise excellent projects in the area of multilingualism, to help sharing their results, and to promote public interest in language learning.

European Language Labels are awarded in each EU member state and in third countries associated to Erasmus+. The labels are awarded either on annual or biannual basis, depending on the country. You can learn more about the European Language Label on the Europa web, here:

European language initiatives

Thanks to having completed a Key Action 2 small-scale partnership project, your organisation has the opportunity to apply for the European Language Label.

Please note that applying for the European Language Label will not influence the evaluation of your final report in any way. All the information provided in replies to questions in this section will be used exclusively in the selection procedures for the European Language Label.

Would you like to apply for the European Language Label?

NO

To address the above requirements, please reply to the following questions:

Pielikumi

Maksimālais viena faila lielums ir 15 MB, un maksimālais kopējais lielums ir 100 MB.
The maximum number of all attachments is 100.

Deklarācija

Please download the declaration on honour, print it, have it signed by the legal representative and attach.

Citi dokumenti

Please attach any other relevant documents. Only upload the relevant documents additional to the ones uploaded in the Erasmus+ Result Platform
Ja rodas jebkādi jautājumi, sazinieties ar savu nacionālo aģentūru. Viņu kontaktinformāciju var atrast šeit: Nacionālo aģentūru saraksts

List of documents

Nē	Name	Faila izmērs (kB)	Type of document	
1	Beneficiary_report.html	300	Other document	
2	declaration_of_honour.pdf	28	Deklarācija	
	Kopējais faila izmērs (kB)	328		

Pārbaudes lapa

Conditions for the Final report submission

Before you can submit your report all mandatory fields in the report must be filled in and all sections of the Beneficiary Module must be correctly completed

PERSONAS DATU AIZSARDZĪBA

Lūdzu, izlasiet mūsu paziņojumu par konfidencialitāti, lai saprastu, kā mēs apstrādājam un aizsargājam

jūsu personas datus