

Inside and beyond the glass rooms in Portugal (Aquém e além das salas de vidro)

1. Need/challenge addressed

- Language
- Multiculturalism

2. Level of intervention

- This initiative is targeted to a selected group of pupils at risk.

3. Intensity of the intervention

- This is an ongoing intervention with specific input for 3 hours a week.

4. Target group and age group

- The main target group is children under 6 years old, with a particular focus on those between 3-5 years of age) and their families from two Roma neighbourhoods.

5. Conditions and different steps necessary for the implementation of the measure

There are a range of conditions and different steps that are necessary to support the successful implementation of the measure. These include:

- Creation of the multidisciplinary team;
- Training of the intervention team;
- Developing of activities in the neighbourhood in order to understand the needs of the community better and to undertake a diagnostic evaluation for assessing the development level of oral language competences;
- Planning the intervention;
- Monitoring of the activities; progress made by the children, the level of the families engagement in the activities and the evolution of the trust-closeness between families and the team;
- Adjusting the measure to take into account the needs of the community and the assessment conclusions.

6. Decision makers on the type of support and possible adaptations

The school cluster headmaster, the coordinator of the TEIP (Priority Intervention Educational Areas) Programme, the measure coordinator and the team responsible for the implementation.

7. Delivery of the measure and stakeholders

The measure is implemented by a multidisciplinary team - a kindergarten teacher, a social worker and a social educator. The implementation also involves local partners and the Street Project (Projeto Rua) from the Institute for Support to Children (Instituto de Apoio à Criança) that provides specialized counseling and collaborates in specific activities.

8. Overall responsibility for implementation

The school cluster headmaster has overall responsibility for the measure.

9. Obstacles in introducing the 'Inside and beyond the glass rooms' measure

It was important to have a multi-disciplinary team in place who were experienced in dealing with key challenges that are often attributed to disadvantaged neighbourhoods. This may include negative or indifferent attitudes towards learning and school, families with low or no academic competences.

10. Monitoring and assessing the measure

The measure is evaluated at three points during the school year. Once within the school self-evaluation process and the other two are carried out as part of the evaluation reports required by the TEIP Programme. The implementation team is responsible for monitoring the measure.

11. Results of the 'Inside and beyond the glass rooms' measure

In 2013/14, the results were very positive: 100% of children attended the activities and 100% of the families participated. Moreover, 100% of the 3-6 year olds were enrolled in the kindergarten.

Improvements were also identified in the behaviour at the 1st year of the primary level - children that were involved in the measure adapt easily to being in a class and are less involved in conflicts with their peers.

12. Resources and funding

The multidisciplinary team (a kindergarten teacher, a social worker and a social educator) is financed by the Human Potential Operational Programme.

13. Current status of the measure

The Glass Rooms started in 2009/10 and were implemented until 2013/14. In the current school year there was a need to adjust and create the Beyond the Glass Rooms that reflects the success of the first measure: 100% of the children, involved in the measure in the previous school year, enrolled in the kindergarten.

14. Contact

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