



# ALL TOGETHER WE CAN READ

A program that facilitates inclusion in  
Portuguese school libraries

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Rede de Bibliotecas Escolares - Portugal



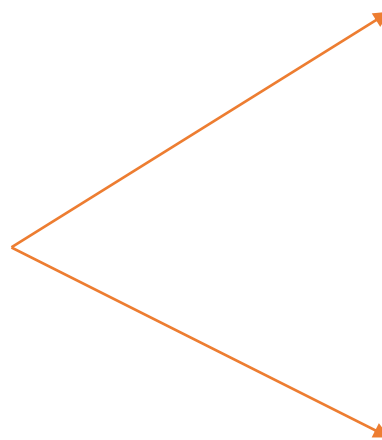
# Agenda

1. Inclusive education in Portugal
2. The project «All together we can read»: how the school libraries can help
3. Analysis of the impact of the project
  - 3.1. Collected data
  - 3.2. Results



# 1. Inclusive education in Portugal

Inclusion is a dynamic process that aims to promote quality education for all and eliminate all forms of exclusion.  
(UNESCO, 2019)



Portugal has:

1. published legislation that induces changes in schools and educational communities.
2. promoted the development of inclusive practices, which are readjusted according to the emerging contexts.



# Inclusive education in Portugal

Decree-Law  
n. 54/2018, of 6  
July

Integration of  
students with  
Special  
Educational Needs  
in regular schools



Multi-level  
approach to  
curriculum access:  
adoption of learning  
support measures with  
different levels of  
intervention



Monitoring of the  
measures  
(Multidisciplinary team  
supporting inclusive  
education)



# Inclusive education in Portugal

In the school year 2019/2020, the number of pupils of foreign nationality enrolled in primary and secondary education was 68 018, representing 6.7 per cent of all pupils in Portugal.





# Inclusive education in Portugal

## Recommendations:

### UNICEF, 2019

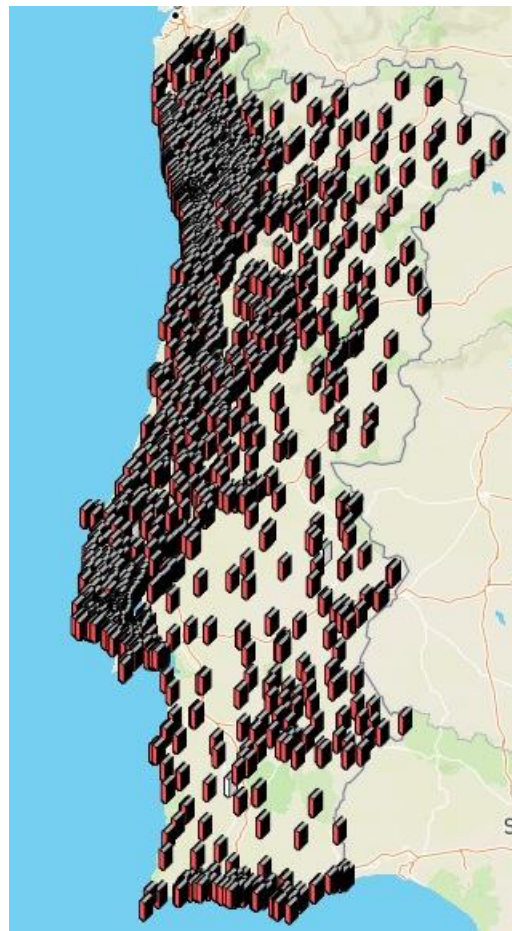
- "full and equal access for all children to inclusive and quality education in the formal education system, including access to catch-up programmes and accelerated learning opportunities, regardless of their asylum or migration status."

### National Educational Council, 2022

- "appropriate training for inclusion and the promotion of language teaching."



# Inclusive education in Portugal



## **Portuguese School Library Network (1996 – 2023)**

811 school clusters

2541 school libraries

1 national coordinator

43 intercity coordinators

8 graduate staff

1373 teacher librarians

Source: [Rede de Bibliotecas Escolares](#)



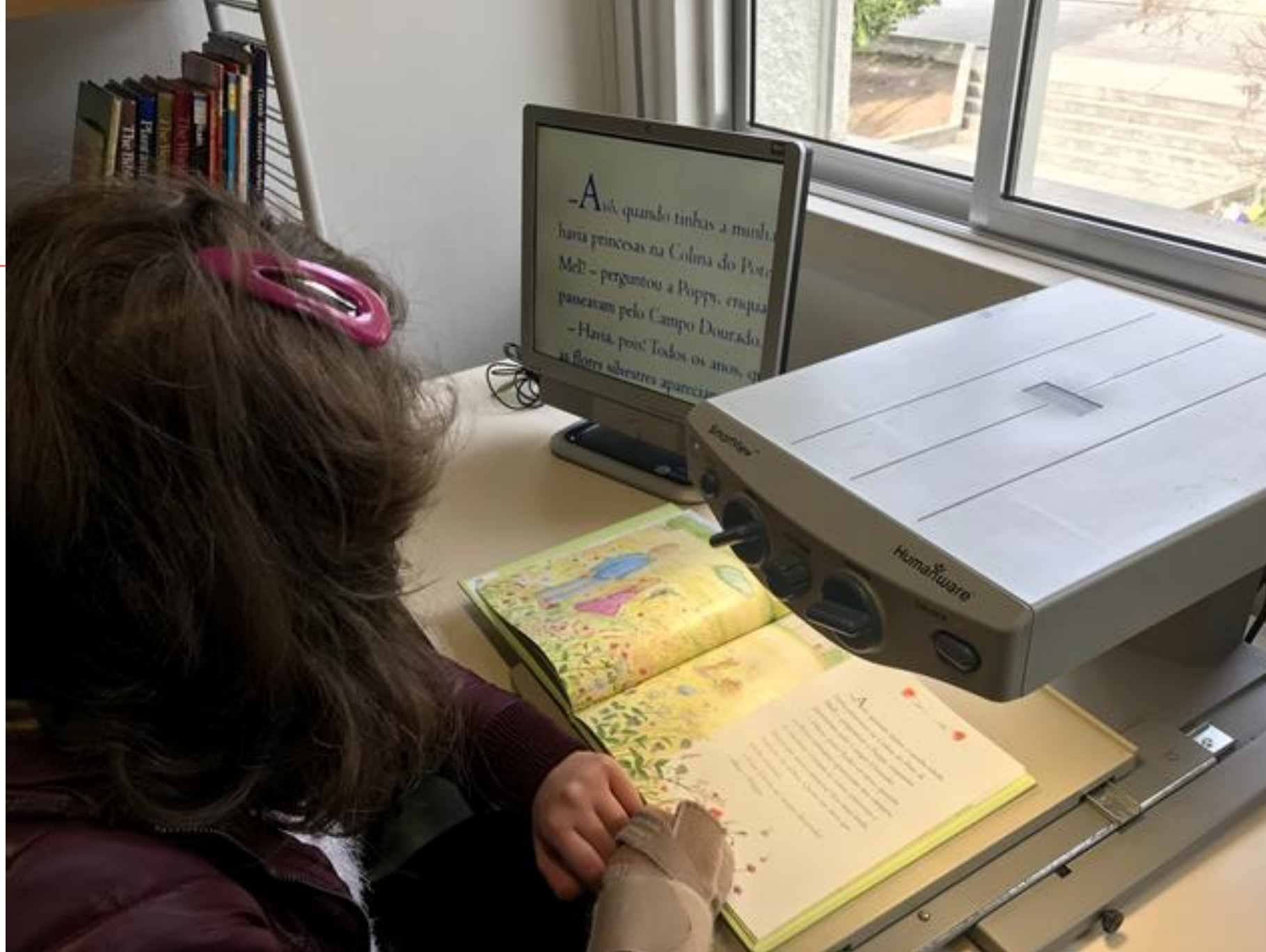


# Inclusive education in Portugal

## School libraries

Inclusive physical and digital spaces – adaptation of furniture, equipment, collections, services

Reading programmes – alternate reading materials, special reading devices, specialized teachers



Child with vision impairment reading | Raquel Ramos



## 2. «All together we can read»

A project that facilitates inclusive reading and writing in school libraries, implemented with different partners.



## 2. «All together we can read»

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The pilot project started in 2011/2012 in 5 school clusters. – Aims: To provide school libraries with appropriate resources, in different formats accessible to pupils with special educational needs.

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2011

-

2023

After the success of the first year, the SLN launched an application for funding.– Schools can request money to buy books, specific software and equipment and consumables.

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Over time, the project broadened its scope of action. – Schools began to work with immigrants, refugees and students of Roma ethnicity.

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## 2. «All together we can read»

### School clusters/libraries covered by the project “All Together We Can Learn”

School year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
School clusters	5	10	22	20	15	15	11	10	12	10	130
School libraries	17	41	80	73	53	51	32	40	27	26	440
Number of pupils	557	938	2331	2284	1199	1723	645	642	716	1197	12232



Children reading braille during a meeting with a writer | Raquel Ramos



## 2. «All together we can read»

### Application procedure

A project for 2 years with the following **information:**

diagnosis, summary, team, students, objectives, actions, strategies, impacts, partnerships, dissemination, budget, support of the headmaster.

**Criteria** for the selection of the projects:

quality of reading and writing practices to promote inclusion and equity; coverage of different levels of education; multidisciplinary team; involvement of different actors; existence of partnerships.

**Evaluation** of the project: achievement of objectives, implementation of actions, evaluation of impacts, ways of dissemination.

# 3. Analysis of the impact of the project

## Strengths and weaknesses



Last five school years

62 applications of schools/school clusters





## 3.1. Collected data

Documents	Collected data
<b>Applications from schools/ school clusters</b>	<ul style="list-style-type: none"><li>- Objectives</li><li>- Actions</li><li>- Methodology</li><li>- Expected impacts</li><li>- Required resources</li></ul>
<b>Schools/school clusters' reports</b>	<ul style="list-style-type: none"><li>- Objectives: achieved; not achieved</li><li>- Actions: accomplished; not accomplished</li><li>- Project effectiveness:<ul style="list-style-type: none"><li>• Contribution for learning improvement</li><li>• Stakeholders' participation</li><li>• Involvement of the school community</li><li>• Affirmation of the library as a structure of pedagogical innovation and inducer of knowledge</li></ul></li></ul>

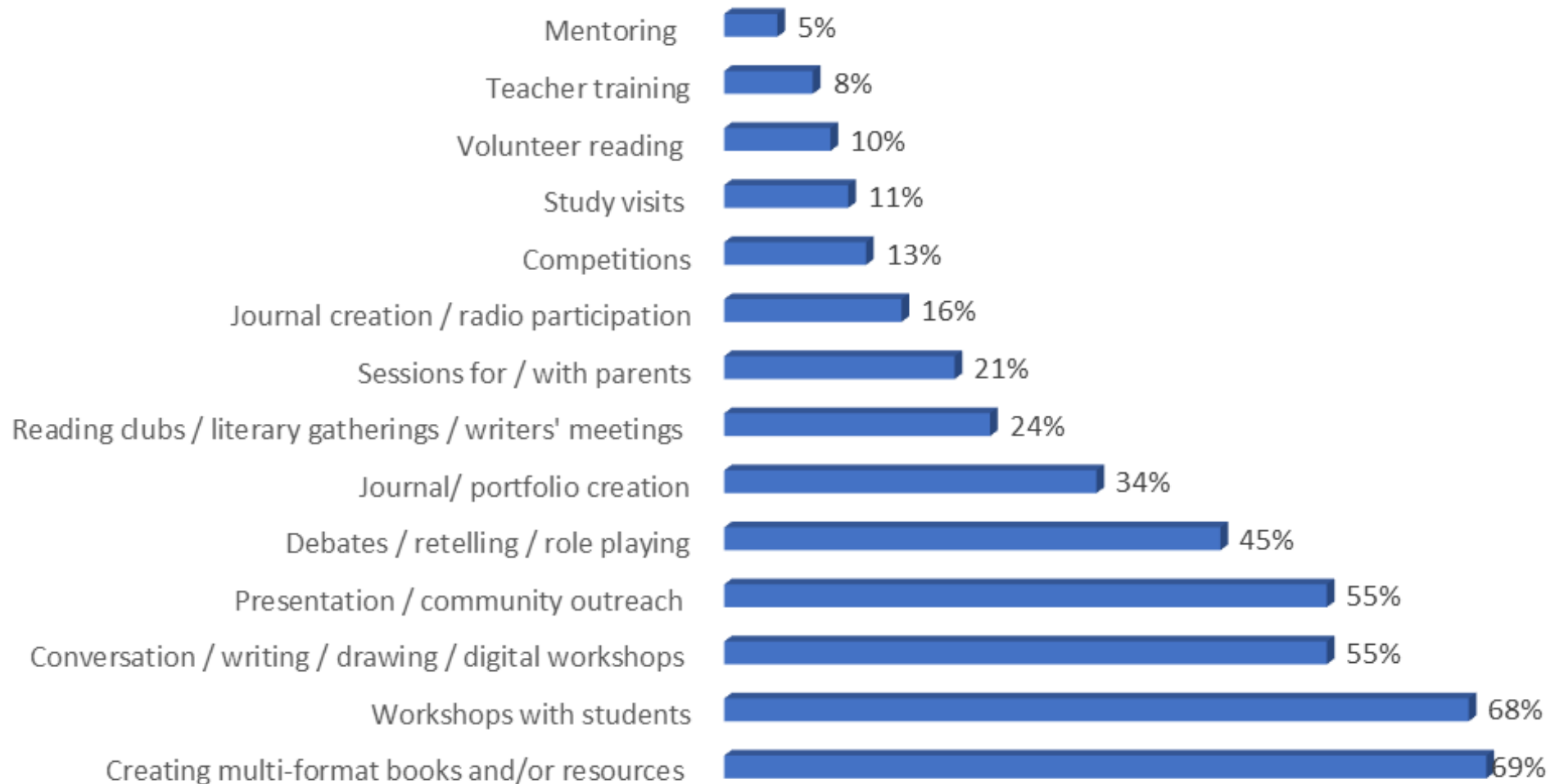


# Objectives of applications





# Types of actions defined by schools







# Stories transformed into SPC language



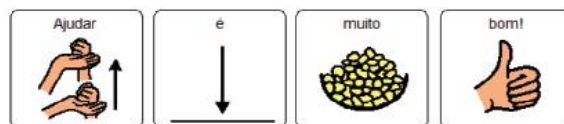
Stories created by the pupils of AE António Rodrigues Sampaio

Each class of pupils was invited to produce and illustrate a short story for their classmates with Special Educational Needs (SEN).

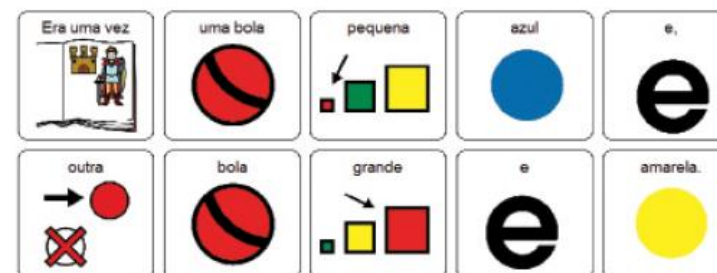
The pupils engaged in an act of generosity and created stories for their classmates to read.

The teachers of the Autism Structured Teaching Unit transformed the stories into SPC language (Pictographic Symbols for Communication).

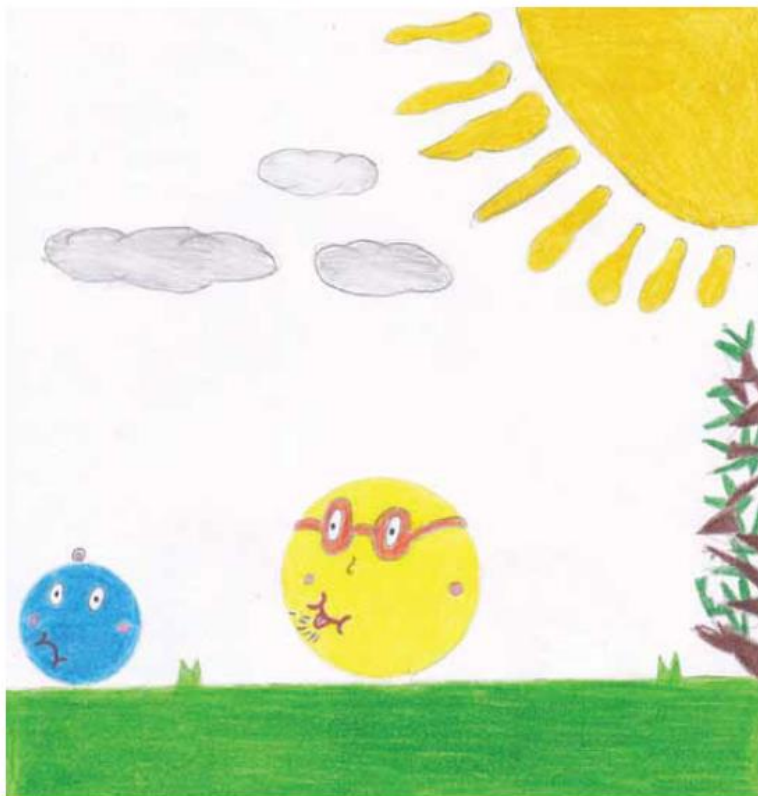
# AJUDAR É MUITO BOM!



ERA UMA VEZ UMA BOLA PEQUENA AZUL, E OUTRA BOLA GRANDE E AMARELA.



A BOLA GRANDE ESTAVA SEMPRE A RIR-SE DA BOLA PEQUENA.



A bola	grande	estava	sempre	a rir-se
da bola	pequena.			

A BOLA GRANDE VIROU-SE AO CONTRÁRIO; A BOLA PEQUENA AJUDOU A BOLA GRANDE.



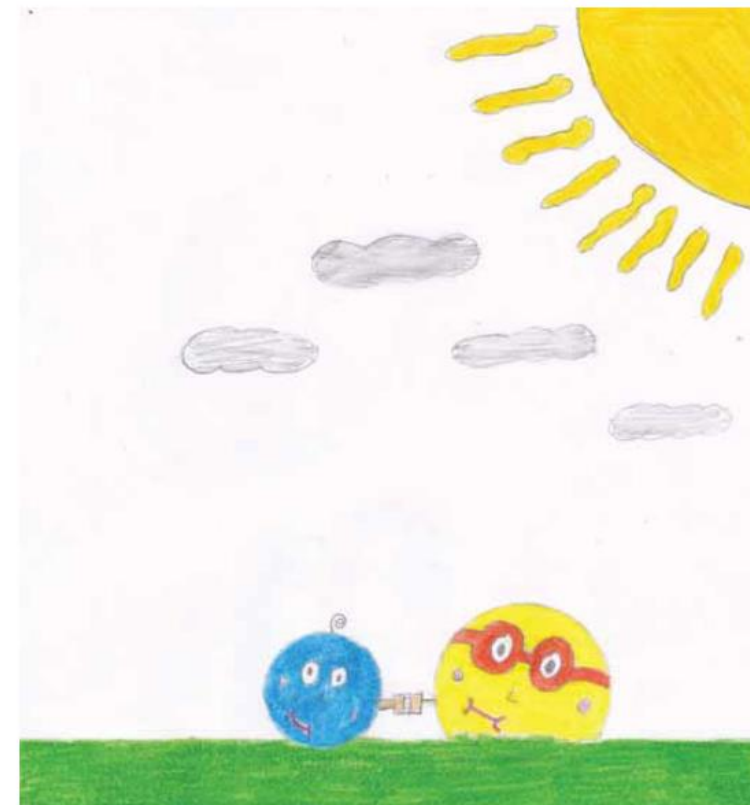
A bola	grande	virou-se	ao contrário;
A bola	pequena.	ajudou	a bola grande.

VEIO O VENTO E EMPURROU A BOLA GRANDE CONTRA OS PICOS.



<p>Veio</p>	<p>o vento</p>	<p>e</p>	<p>empurrou</p>	<p>a bola</p>
<p>grande</p>	<p>contra os picos.</p>			

A BOLA PEQUENA AJUDOU A BOLA GRANDE A ENCHER.



<p>A bola</p>	<p>pequena</p>	<p>ajudou</p>	<p>a bola</p>	<p>grande</p>
<p>a encher.</p>				





A BOLA GRANDE PEDIU DESCULPA À BOLA PEQUENA. A BOLA GRANDE APRENDEU A NÃO RIR DOS OUTROS.

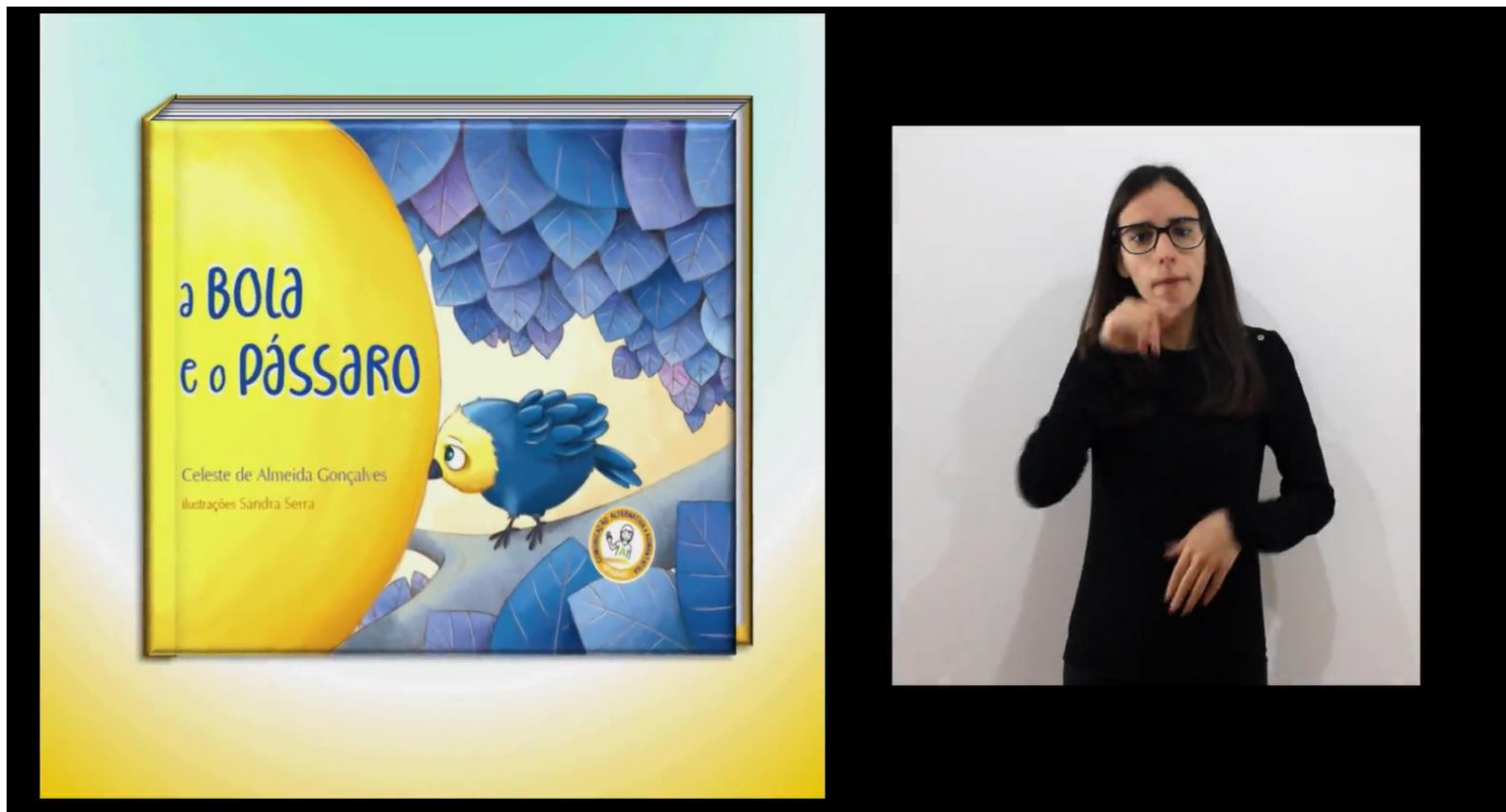


The stories were compiled and turned into a book.

The book won the 2017 António Sérgio Cooperation and Solidarity Award.

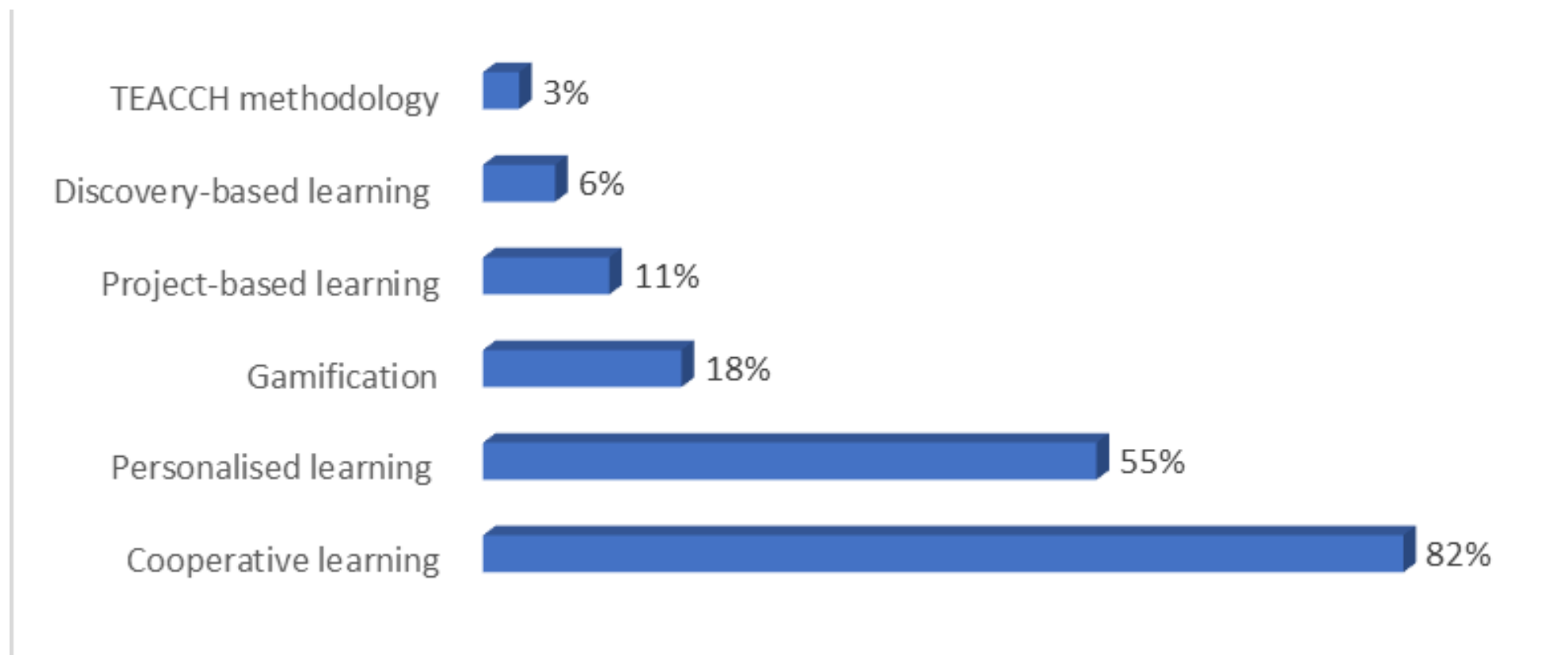


# Book in sign language



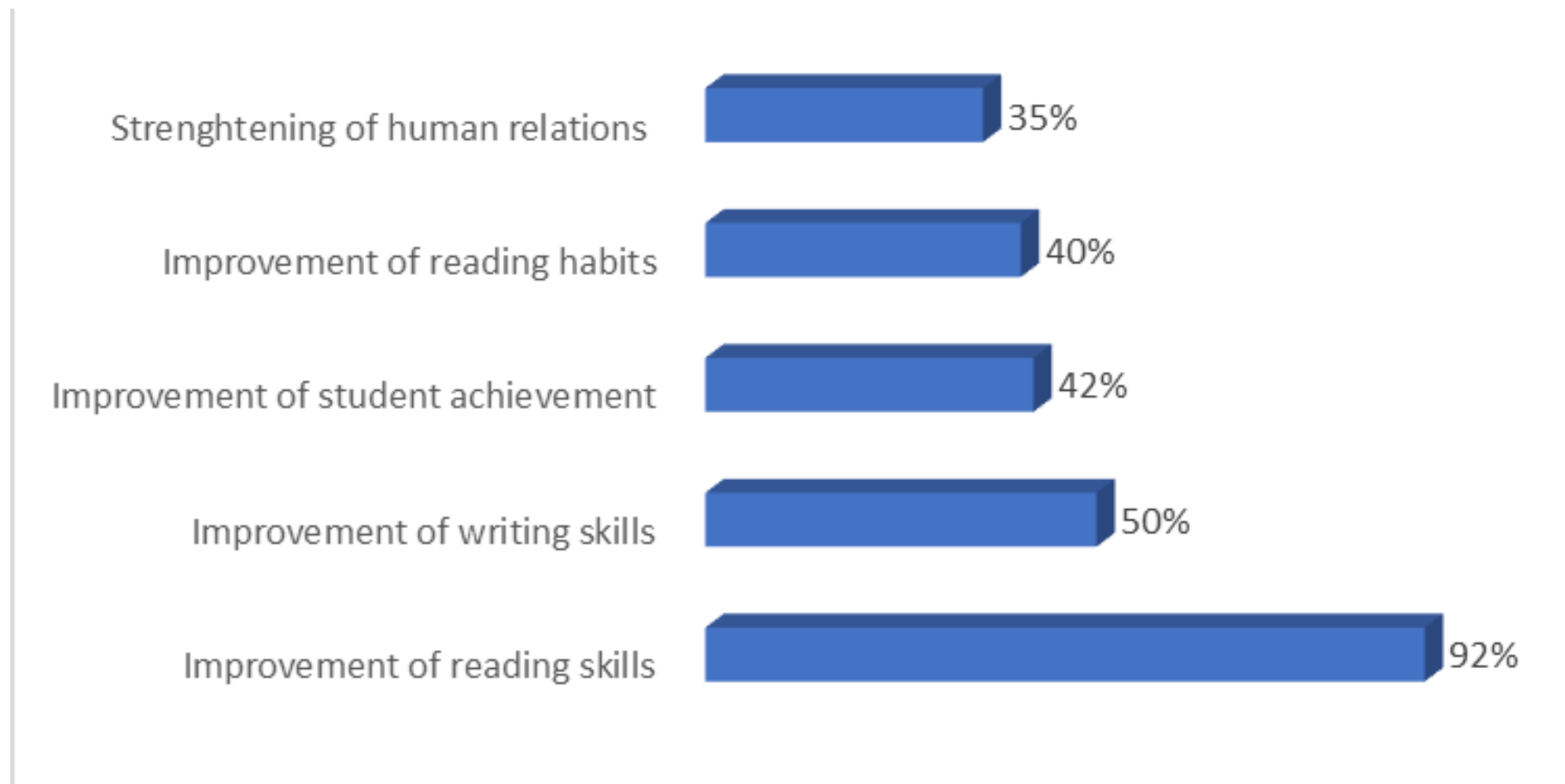


# Methodology implemented



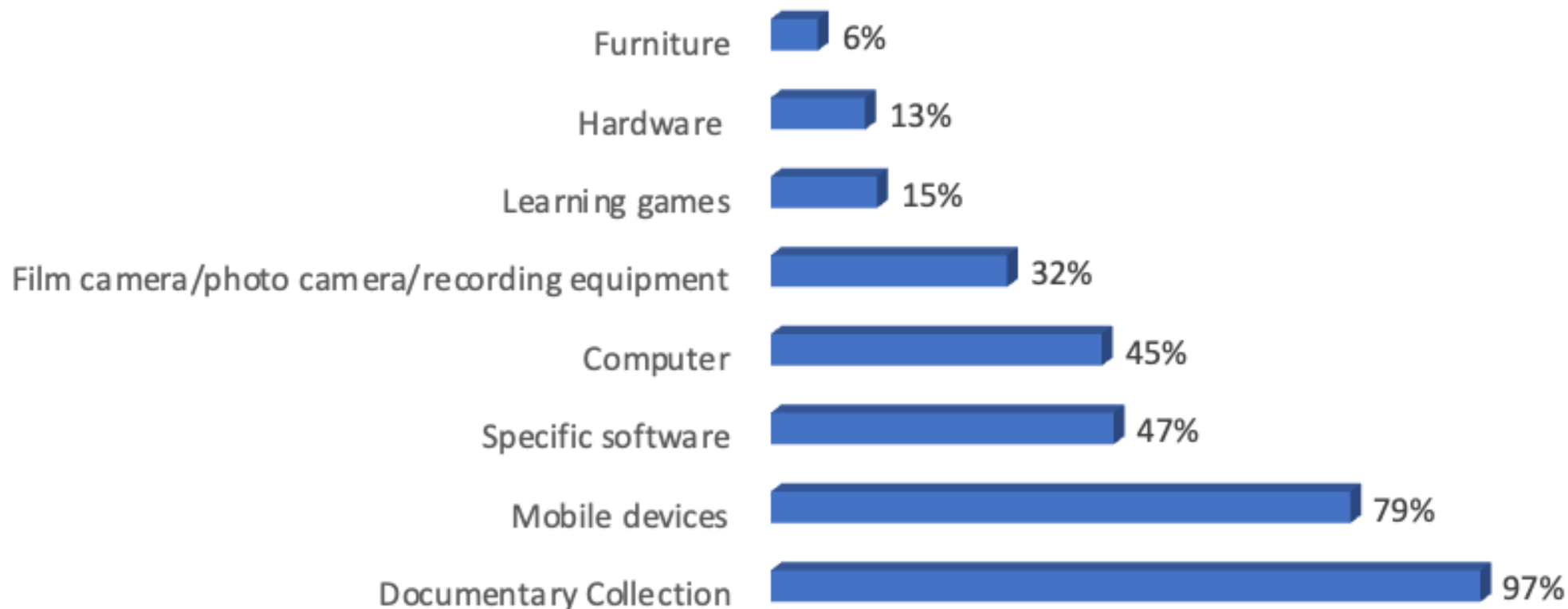


# Expected impacts from project implementation



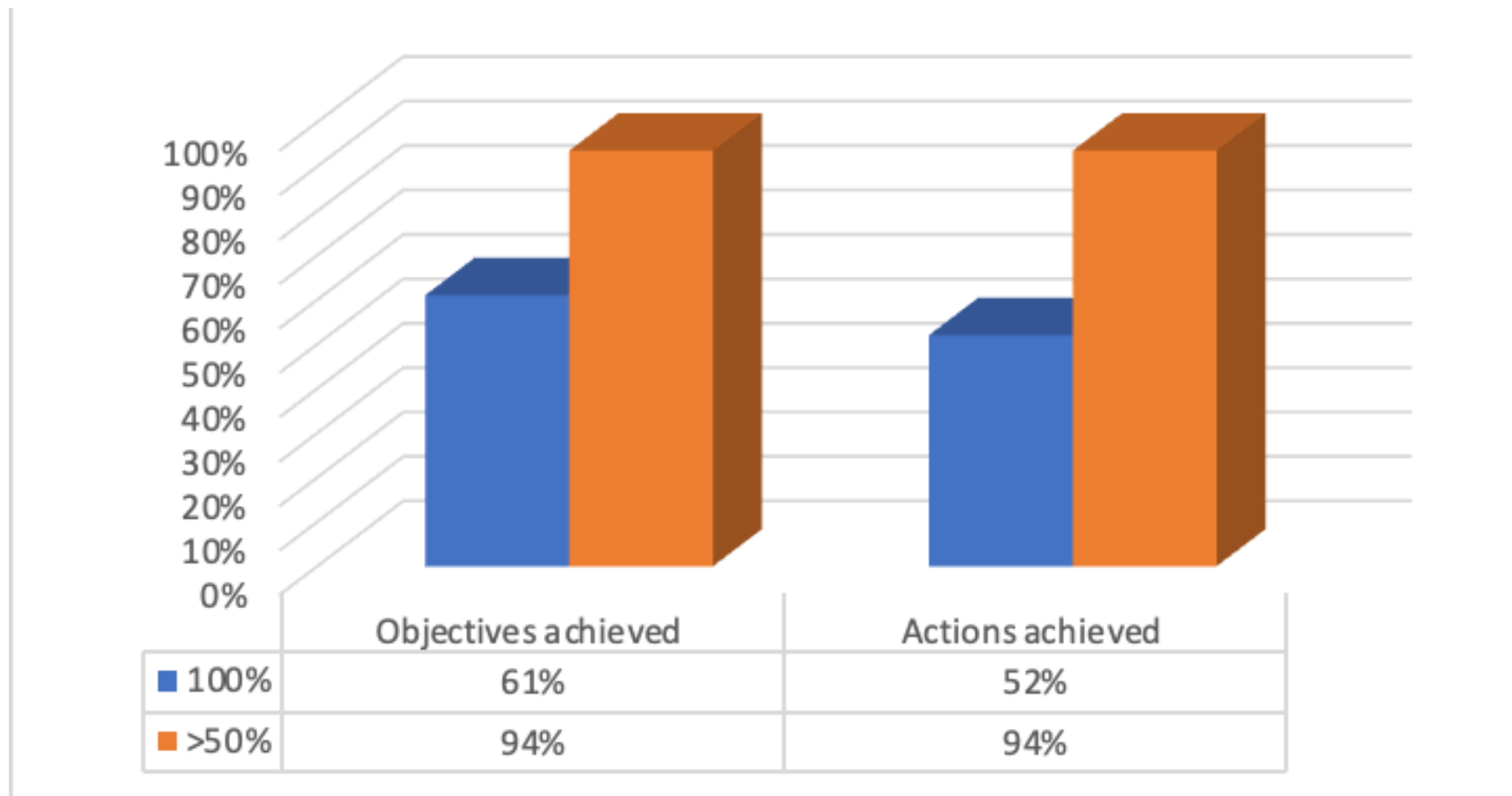


# Resources schools need to implement the projects



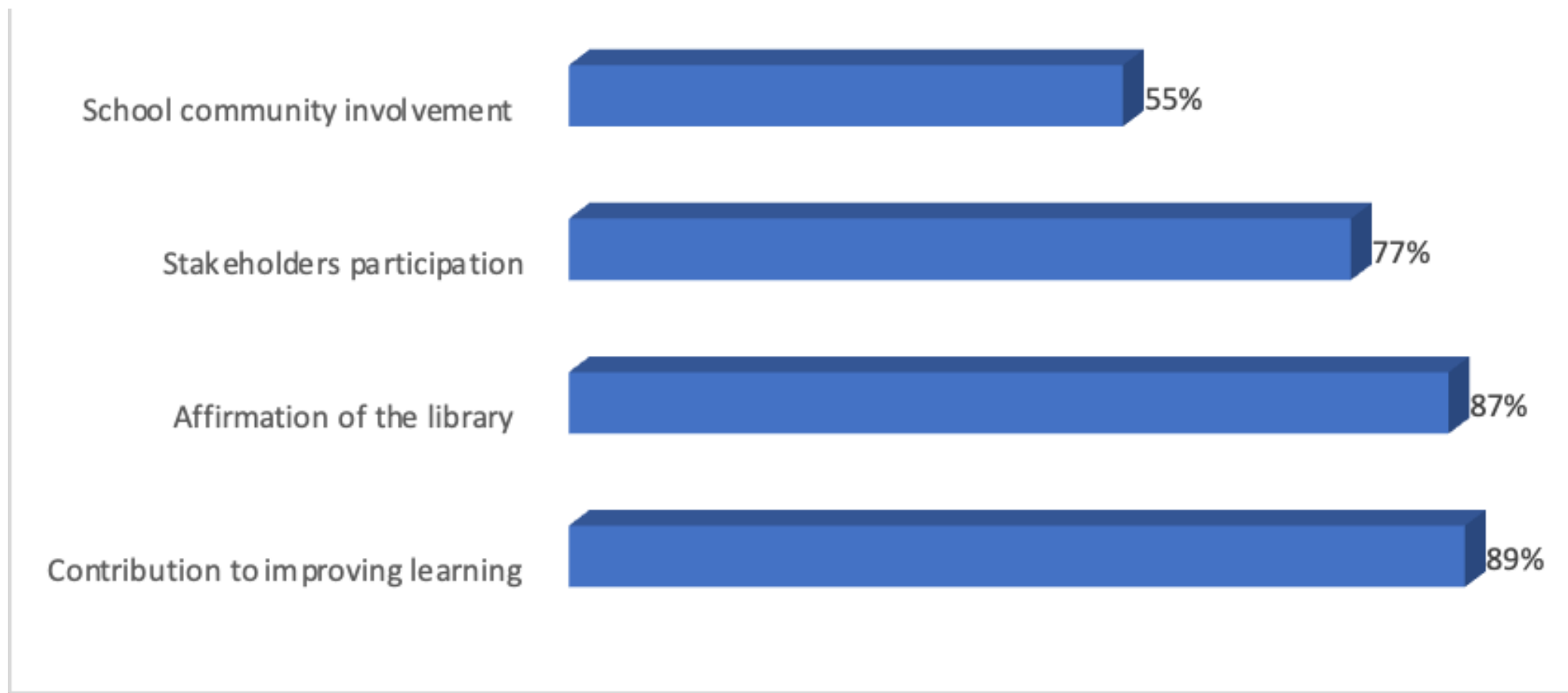


# Objectives achieved and actions carried out





# Project efficiency





# Conclusions

Potential of this project in three central aspects:

## Inclusion and equal opportunities

The projects promote inclusive policies and practices, recognising the diversity of students and the need to ensure accessible and equitable education for all.

## Positive impact on students' learning

The projects had a very positive impact on students' learning, especially on the development of reading and writing skills.

## Library at the heart of the educational process

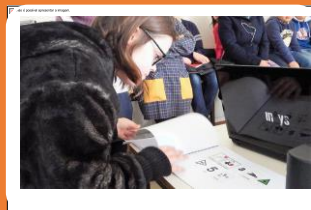
The projects revealed the importance of the school library as a central element in the educational process, a pioneer in the diversity of practices and work methodologies.





# Conclusions

## Weaknesses of the project



A high number of unfinished actions



The non-diversification of educational methodologies



The low involvement of the school community



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Thank you!

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