



Cap sur l'école inclusive
en Europe



Best practice

How to promote inclusion preventing absenteeism and school failure with the help of the project MUS –E

Section of the module/ R

Contact :

OMNES PRO UNO

1 /Context

This good practice developed in some schools in Évora, in the region of Odemira and Oeiras. The existence of some violence, racism, school and social exclusion situations may lead to school drop out, absenteeism and school failure of very young children. Therefore, MUS - E also contributed to the prevention and resolution of these problems.

The schools where MUS-E works are chosen because they serve socially disadvantaged groups where there are children coming from cultural minorities, especially African, Gypsies and from Eastern European countries.

2 /Objectives.

- Develop dominions of artistic expression in public schools of the first cycle and pre-schools.
- Raise awareness of children to the pleasure of the art allowing them to have access to different forms of expression and communication.

3/ Development of the good practice

The methods used should be according to the objectives of the project and therefore, they should be based on a pedagogy of interventional and creative participation of all the children in the activities, as well on cooperation, respect for the differences and for the individual responsibility.

The regular sessions of the project MUS –E will be integrated in the school activities. They take about 10% of the time during the school year. These sessions are divided into three main areas: drama, music, movement and dance and sometimes other artistic areas. The sessions correspond to the cultural diversity of the students of each school, integrating artistic activities of the cultures of origin of all the students.

4/Evaluation of the Activity

It is measure on the ability to:

- Confirm that drama, music, movement and dance can convey emotions and make the school life of these students richer.