



Accreditation Code: 2025-1-MT01-KA121-SCH-000319621 TESTIMONIAL

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Empowering Educators in Dyscalculia: Understanding, Intervention and Instruction

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Recently I had the opportunity to attend a 3-day enriching, highly practical professional development training on dyscalculia, mathematics learning difficulties, and maths anxiety. Rob Jennings and Cat Eadle delivered a clear, comprehensive grasp of dyscalculia's definition and impact, alongside the wider challenges students face in maths.

The standout feature was its emphasis on actionable, classroom-ready strategies tailored for primary education. Hands-on workshops shone brightest, showing how manipulative resources build conceptual understanding and forge vital links between numbers, symbols, and ideas for struggling learners.

The programme enriched us further with a study visit to the University of Luxembourg, featuring an engaging talk by Prof Christine Schiltz, on multilingualism's role in maths achievement. This research-backed insight illuminated how language shapes learning in diverse settings.



Our cultural highlight—a tour of the European Parliament in Luxembourg City—offered a fresh perspective on Europe's educational collaboration. Beyond academics, the training

sparked invaluable connections with educators from Luxembourg and the Netherlands, fueling rich exchanges and lasting networks.

This transformative opportunity, enabled by the Erasmus+ Accreditation Project, underscores its power to drive professional growth, collaboration, and innovation in education.

