



*Changing lives.  
Opening minds.*



# Inclusive schools practices



2021

Material made with the financial support of the European Commission.  
The content of this material represents the exclusive responsibility of the authors and the National Agency and the European Commission are not responsible for the way in which the content of the information will be used.



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**ERASMUS<sup>+</sup> school exchange partnership  
“Get in shape for Europe” (GISE)**



**Partners:**

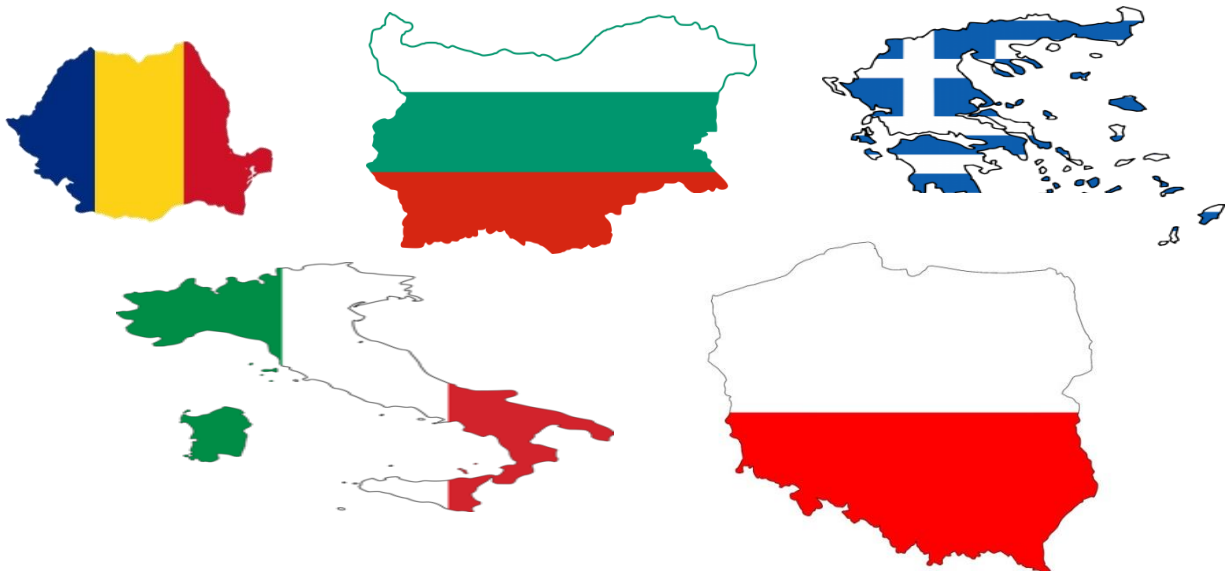
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**Foreign Language Secondary School (Pleven, Bulgaria) - partner**

**5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner**

**The High School of Economics and Gastronomy (Tarnów, Polonia) – partner**

**I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy) - partner**



<http://lspvs.ro/erasmus-gise/>

# Inclusive school practices

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## I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
- Foreign Language School (Pleven, Bulgaria)-partner
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
- The High School of Economics and Gastronomy (Tarnów, Poland)-partner
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that here is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

### **SPECIFIC OBJECTIVES:**

- O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
- O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
- O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- O4–institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

### **RESULTS AND IMPACT**

#### **a)intangible results: teachers and students will:**

- improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
- improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)
- develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic

diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

**b)tangible results:**

- 5 short-term exchanges of groups of pupils, 5 short-term joint staff training events,
- 5 European clubs, 6 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

## **PROJECT PARTNERS**

### **The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator**

Web site: [www.lspvs.ro](http://www.lspvs.ro)

Telephone: +40235318614x123, +40235318122x123

Email: [lspvs@yahoo.com](mailto:lspvs@yahoo.com)

Address: Castanilor Street, no. 3, Vaslui, Romania

"Stefan Procopiu" High School is teaching pupils in high school education. In this year, there are 1,765 students distributed in 68 classes: -23 with theoretical profile: 660 students -31 with service and technical profile: 680 students 14 vocational school classes  
Number of Teachers: 120 We want to participate in this project because we believe that in our school it is necessary to create a conducive environment to the promotion of inclusive school principles, a friendly

and democratic school where all children are respected and integrated without discrimination and exclusion from ethnic origin, disability, special educational requirements, the socio-economic status of the families, the residence environment or the students' school performance. Many of our high school students face various difficulties: -educational difficulties. The school results of our school students are modest.-social and economic difficulties. Over 60% of our students come from socially disadvantaged backgrounds. More than 400 students receive scholarships because of low parents' incomes. 956 students are from rural areas and 856 students commute daily. -personal difficulties. Many students have difficulties in social integration, communication, do not have critical thinking skills, are intolerant, and sometimes even violent towards others. Involving students in the activities of this project is an opportunity for their personal development. Since 1999, our high school has implemented about 40 projects. We have particularly promoted environmental responsibility



("Energy for Tomorrow" project), gender equality ("Everybody can do it"), European Citizenship ("Ambiance" project), education for all (project "A friendly school"). In the school year 2017-2018, our high school is running for the title of "Ambassador School of the European Parliament". The teachers and pupils involved have gained an experience that they can use in this project.

### **5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner**

Telephone: +302105982416

Address: Souliou and Peloponnesou,35, Aigaleo, Greece

The 5th Senior High School is situated in the city of Aigaleo, which is suburb near Athens. The total number of our students is 270, aged from 15 to 18, and as for our teaching staff, there are 30 teachers, specialized in different scientific areas. The subjects taught are: Greek Language and Literature, Biology, Mathematics, History, Chemistry, Physics, Physical Education, Religious Education, Project, Social and Political Studies, the English Language, Computer Science. The main aim of our school is to offer our students general education on the subjects mentioned above and to prepare our 3rd-



grade students for the University entrance exams since the Greek Educational System is mainly focused on that direction. Due to the economic crisis that has been plaguing our country since 2010, a lot of our students are facing certain social and economic difficulties, since the percentage of unemployment is quite high in our region. Therefore, this has a negative impact on the educational level of the students as well, who definitely need extra support and help by the teachers to respond to the high needs of school. In this context, the teachers try through combined efforts to involve students in projects and assignments in order to broaden their horizons, to raise students' about issues of world interest and violation of human rights and to enhance their team spirit and creativity through theatrical performances and extra-curricular activities, in order to promote social inclusion and tolerance. Our school has experience in running thematically-related projects: Youth Parliament, Visit to the Greek Parliament, 1974: Restoration of Democracy in Greece, Rhetorical strategies and debate, Human rights, European Youth Parliament, Euroscola, Model United Nations.

### **Foreign Language School (Pleven, Bulgaria)-partner**

Web site: [www.gpche-pl.com](http://www.gpche-pl.com)

Telephone: +359887428487

Address: 22 Alexander Stamboliyski, Pleven, Bulgaria



High school of Foreign Languages-Pleven has a 167-year history-celebrations and workdays, traditions and memory, a symbol of a great past and present, worthily walked path, filled with a sense of responsibility when educating the youth about universal values. Path of founders, artists, professionalists, innovators. Path of growth and rewarded prestige. Path of winners. High school of Foreign Languages-Pleven is a school with traditions in foreign language education. High school of Foreign Languages-Pleven is a heir of one



of the first ten schools in Bulgaria, founded in the school year 1849/1850. The studied languages are: English, German, French, Spanish and Russian. Our motto is: "More languages- more cultures- more worlds". There are 64 teachers teach 834 students. We have students with various social background so we aim to provide equal opportunities for education and career development. The high school is an active member of NABEK for 9 years. The school is associated with UNESCO, it is a member of the National Association "SEIGE". Our school is a licensed exam center for English Language Certificates for the Central North Bulgaria. We also work with BACEE Fulbright and we have had American teachers for 5 years. We have students who are National Laureates at Olympiads of Ministry of Education, winners at Multilanguage National Competitions, Prize-winners at Literature and Theatre Contests, which is a proof for the quality of education. This European project is interdisciplinary and transversal. It involves languages, science, history, geography, ICT and all subjects which will help us attain our priorities. The project addresses themes that are important to us (democracy, European values, rights, inclusion, active European citizenship). The project contributes to the development of skills and abilities that are extremely important for the current European society. This is our motivation for participating in this project.

### **The High School of Economics and Gastronomy (Tarnów, Poland)-partner**

Web site: [www.zseg.tarnow.pl](http://www.zseg.tarnow.pl)

Telephone: +48146361076, +48146361077

Address: Gen. J. Bema 9/11, Tarnów, Poland

Zespół Szkół Ekonomiczno-Gastronomicznych (The High School of Economics and Gastronomy) is one of the oldest and largest vocational schools in Tarnów. The school was founded on 6th November 1911. The school offers students both general and vocational education within two types of school: technical school and vocational school. The students may choose from the following specializations: economic technician, hotel industry technician, tradesman technician, technician of gastronomic services and catering, salesman, confectioner, cook, and waiter. The fields of



study we offer are based on the current core curriculum and a modern didactic basis, which guarantees the possibility of obtaining the highest qualifications in a given field. The school employs 74 teachers who have high professional and general qualifications. 721 students attend the school, including 527 girls and 194 boys. About 70% of our students are commuters and live up to 50 km from the school. Participation in the project will give us the opportunity to broaden our knowledge on basic European values: respect for human dignity, freedom, democracy and equality. During short-term study visits and workshops, we would like to exchange knowledge and experience with other schools regarding integration, non-discrimination, equality of rights of all European citizens, regardless of gender, origin, religion, in order to develop the figure of a conscious and committed citizen. Our school has experience in the implementation of various projects. In 2005-2006 we were the coordinator of the Socrates Comenius language project "We enter the labor market - a comparative analysis of application documents in Poland and Bulgaria." In 2009-2011 we participated in the Multilateral Comenius Project "I want to tell you a fairy tale ..." with the schools from Greece, Turkey, Bulgaria and 2 schools from Romania. In 2012-2014, we were a participant in 2 Polish historical projects about: "Remember the past events. History and culture of two nations" and "You cannot forget about this". In 2009-2010 we implemented 19 e-Twinning projects, 3 of which received both National and European Quality Labels.

## **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner**

Web site: [www.itispiazza.gov.it](http://www.itispiazza.gov.it)

Telephone: +390935683659

Address: Piazza Sen. Marescalchi, 2, Piazza Armerina, Enna, Italy

The I.I.S. “E. Majorana-A. Cascino” of Piazza Armerina is a large high secondary school with a very long tradition and experience: it has been operating in our area for about 150 years. Over the years it has changed courses and specialization to keep pace with modern demand. Today it covers different programs of education: technical education (with specializations in I.T., Mechanic, Electronics, Chemistry), vocational education (with specialization in Tourism), theoretical education (with specialization in classic and scientific studies). After a five-year-course our students get a diploma and they can choose to look



for a job or attend university. The total amount of the students is 1066 divided into 58 classes. The school employs 115 teachers with high professional and general qualification. 70% of our students are commuters who come from small centres in the neighbourhood. The social and cultural background of the students is mixed: a great part of the students’ families face economic problems due to the high percentage of unemployment in our territory and don’t have opportunities to travel abroad. A smaller part of the students have good economic conditions. This diversity is an advantage that gives the opportunity to be in contact with different realities and to learn the respect of diversity. The project GISE fits with our educational syllabus whose main goal is, among the others, the promotion of an intercultural education, of the respect of differences and the dialogues among different cultures. The short term visits and workshops will give our students the opportunity to exchange experience and knowledge with students from other countries and to learn how to be a real European citizen. Furthermore the presence in our territory of organizations which deal with migrants gives us the opportunity to organize meetings and discussions with the students in order to promote the ideals of social inclusion and non discrimination. Teachers in foreign languages have been involved in Leonardo Projects; they have coordinate many language stages in England, France and Spain (PON FSE from 2008 to 2014) involving about 300 students. We usually organize courses in our school to get the most important certifications: Trinity, Delf and Dele.

**Due to the pandemic, the implementation period of the project was extended by 12 months until 31.08.2021.**

## II. Short-term joint staff training events – Inclusive school practices

**Type of the activity:** Learning/teaching/training activity - Short term joint staff training events

**Activity Title:** Inclusive School Practices

**Duration of the activity:** 3 days: 11-13 May 2021

**Learning/teaching/training activity goal:** sharing best practices and experiences among teachers in partner schools on promoting inclusive school practices

**Host partner:** The High School of Economics and Gastronomy, ul. Bema 9/11, Tarnów, Poland

**Activities/tasks carried out:**

**a) debates and presentations.** Topics discussed:

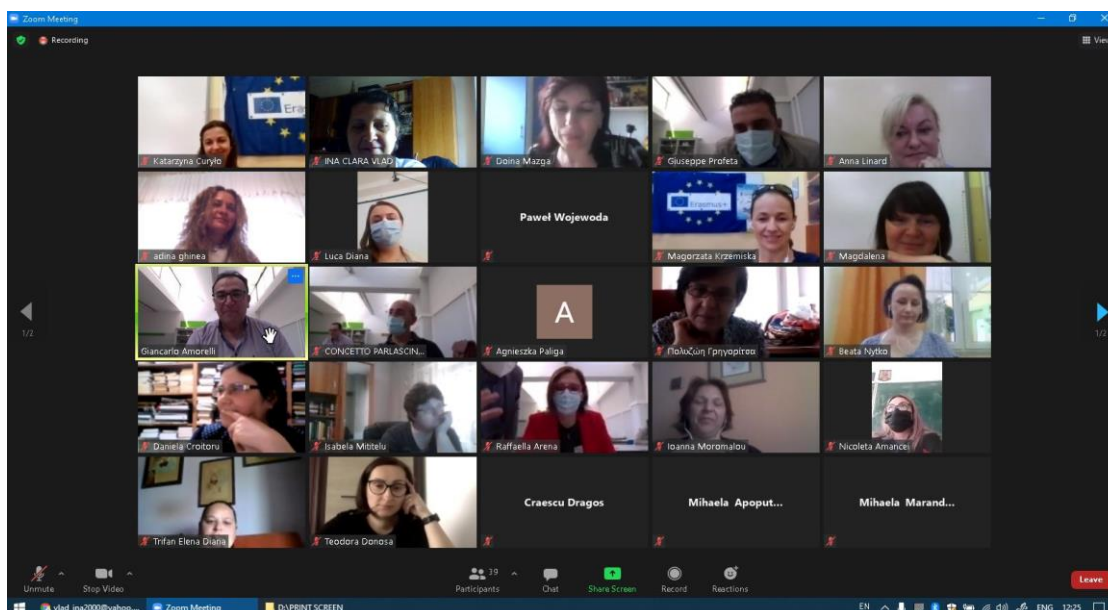
- Erasmus+ - opportunities and challenges;
- Inclusion and non-discrimination (European and national policies on inclusion, the role of teachers in promoting inclusive practices, the role of civic competences in combating discrimination and ensuring inclusion, Arguments for inclusive education, how teachers can help eTwinning to create an inclusive atmosphere for their students?, Theoretical Background and Justification for Inclusive Education, Teachers attitudes toward Inclusive Education, Social Implications of Inclusive Education)

**b) Seminars, workshops practical exercises, discussions and reflections in mixed transnational teams:**

- ✚ Presenting examples of good practice in promoting inclusion and non-discrimination, Supporting successful inclusive practices for learners with disabilities in high schools, Challenges in Implementation of the Inclusive education, discussions;
- ✚ Learning activities to promote inclusion and non-discrimination, analyzing our own school from the perspective of inclusive practices, identifying good practices and issues that should be improved, realize a plan to develop an inclusive school
- ✚ Working on the eTwinning platform-Project Twinspace, brochure "Inclusive school practices".

**c) workshops, practical exercises and debates in transnational mixed teams:** learning activities that contribute to the promotion inclusive school practices, and analysis of inclusion in partner schools, identifying good practices and issues that should be improved.

**d) reflection and evaluation activities** (comments and feedback, peer evaluation, filling in questionnaires)



# Inclusive school practices (11-13 May 2021)

**RELATIONSHIPS WITH PEERS**

★ POSSIBILITY OF SHARING NEW EXPERIENCES

**SOCIAL AND ADAPTIVE BEHAVIOURS**

★ HIGHER SELF-ESTEEM AND MORE SUCCESS IN LATER LIFE

**CLASSROOM AND SCHOOL COMMUNITY**

★ REMOVAL OF SOCIAL PREJUDICE

**Pros and cons of inclusive education**  
from teachers' and school's perspective

Advantages for teachers	Disadvantages for teachers	Advantages for school	Disadvantages for school
<ul style="list-style-type: none"> <li>collaboration among teachers</li> <li>a better relationship between teachers</li> <li>satisfaction</li> <li>rewarding</li> <li>respect/selfrespect</li> <li>satisfaction with working</li> <li>a chance to develop new methods of teaching</li> <li>better collaboration between teachers</li> </ul>	<ul style="list-style-type: none"> <li>sometimes has to force students into cookie-cutting model of learning</li> <li>forces the teachers to have a practical understanding of each disability (teachers do not have medical education)</li> <li>it's a big challenge for all the teachers to face up with</li> <li>you need to know ways to interact with all categories of students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Pros: people with disabilities should be viewed as a minority group</li> <li>cons: support for inclusion stems from it being a less expensive, as opposed to more effective method of serving students with special needs</li> <li>more friendly school</li> <li>equipping the school with the necessary equipment</li> <li>school open to every student and their needs</li> </ul>	<ul style="list-style-type: none"> <li>lack of equipment at school</li> <li>lack of specialists</li> <li>lack of special courses</li> <li>lack of funds</li> <li>lack of money for the necessary equipment</li> <li>some physical disabilities require a special classroom configuration</li> <li>it can encourage some students to increase their acting out behaviours</li> </ul>

# Inclusive school practices (11-13 May 2021)

The slide features a cartoon character on the left and three numbered points on the right:

- 1 Equal is not the same as equitable
- 2 Different grouping techniques
- 3 Consider your students' interests

The Padlet board displays the following survey question and responses:

**What problems do you see in inclusive education because of the pandemic era?**

Bulgaria	Greece	Italy	Poland	Romania
isolation	feelings of isolation, depression, loneliness, agoraphobia	distance in laboratorial activity	isolation	<b>Alina Popa say:</b> The pandemic contributed to the deepening of the already existing structural inequalities in most Council of Europe member states. It is difficult to build an inclusive school in a non-inclusive environment. And I say this because COVID-19 crisis struck at a moment when Europe faced political, human rights and environmental challenges, and most of the educational systems were not ready - neither to focus on human rights and anti-discrimination education, nor for the switch in a blink of an eye to the world of digital learning. To be able
having to do with study problems on your own	falling behind in subjects, psychological problems, internet addiction, no development of personality since there is no interaction with peers or teachers, no involvement in socialisation process	isolation	students with disabilities don't attend school	
internet issues		difficulties to learn technical subject	loneliness	
psychological issues may occur		loneliness	lack of individual support	
lack of concentration and motivation	Isolation, lack of motivation, helplessness, little chance for communication	lack of concentration	lack of motivation	
loneliness		depression	lack of face-to-face meetings with friends	
			depression	

# Inclusive school practices (11-13 May 2021)

The screenshot shows a Zoom meeting window with a Padlet board shared on the screen. The Padlet board is titled "In my country." and has several columns for different countries. The responses are as follows:

- Bulgaria:**
  - 2.
  - 1.No
- Greece:**
  - 1. It depends on the seriousness of the disability.
  - 2. There is this provision for students in special needs schools (not always though)
  - 3. Unfortunately, there is no lift in our school, although there is a ramp
  - 4. Yes, there are assistant teachers, depending on the case
  - 5. We don't have psychologists at school, bi
- Italy:**
  - 1 In italy they attend mainstream schools
  - 2 They have a support teachers
  - 3 Yes, schools must provide these facilities for law
  - 4 Yes, they have a support teacher and i some cases special assistance sent by municipality
  - 5 there is a team made up of psychologists and teachers of the class who follow the path of the students and who meet regularly
  - 6 No, they aren't
  - 7 Yes, even if
- Poland:**
  - 6.Are the students provided with any special equipment they need in their studies? In Poland the situation isn't good enough. Students aren't provided with
  - 5 Only about 50% schools employ psychologists.
  - 2. Some schools arrange that, others don't
- Romania:**
  - 7. ye, we participate in
  - Alina say: only some of our students benefit from inclusive education, other students go to special schools, and others are not integrated
  - Students with disa

The screenshot shows a Zoom meeting window with a virtual classroom background. The chalkboard displays the following text:

Activity time:)

[HTTPS://WORDWALL.NET/RESOURCE/15851369](https://wordwall.net/resource/15851369)

[HTTPS://WORDWALL.NET/RESOURCE/15654409](https://wordwall.net/resource/15654409)

The virtual classroom includes a blue armchair, a lamp, a bookshelf, and a potted plant. The Zoom meeting controls at the bottom show several participants: Magdalena, INA CLARA VLAD, Georgiana Cosaru, Daniela Croitoru, Raffaella Arena, and Giuseppe Profeta.

## Bulgaria

Anonymous 17m

1. Depends on the severity of the disability.
2. Yes, they do provide assistance.
3. Depends on the school.
4. The principal of each school decides for each case personally.
5. Yes, they do. There are psychologists in every school in Bulgaria who help students with or without disabilities.
6. Students are provided with everything they need. Ministry of Education and Science provides extras on the schools budget in order to compensate.
7. There are special resources teachers who deal with students with SEN.
8. Teacher talk with students on subjects like tolerance since this is part of the nation's moral and principles.
9. Parents are always included in the specific child curricula and therefore, teachers and school administration provide any help needed.
10. We should be more empathetic, work with students, parental community, institutions and the students with SEN should be more included in afterschool activities.

Anonymous 17m

2.

Anonymous 17m

1.No

## Greece

Anonymous 18m

1. It depends on the seriousness of the disability. We have students with special needs in our school but there are special schools too.
2. There is this provision for students in special needs schools (not always though)
3. Unfortunately, there is no lift in our school, although there is a ramp
4. Yes, there are assistant teachers, depending on the case
5. We don't have psychologists at school, but this is expected to happen shortly. We have one teacher who is the Counsellor of School life
6. I don't think so, in mainstream schools, perhaps in special schools.
7. There are a few seminars, but they are not enough and not systematically done, mainly it is the teachers who struggle to find solutions alone
8. In some subjects there is more discussion, mostly in the humanitarian studies
9. We have scheduled meetings with parents, so we become aware of the problem but we feel inadequate to come up with solutions
10. We need help from the local authorities, as well as the State to have psychologists and facilities at schools.

## Italy

Anonymous 18m

- 1 In Italy they attend mainstream schools
- 2 Disabled students have a support teacher but SEN students don't
- 3 Yes, schools must provide these facilities for law
- 4 Yes, they have a support teacher and in some cases special assistants sent by municipality to help them with physiological needs
- 5 there is a team made up of psychologists and teachers of the class who follow the path of the students and who meets regularly
- 6 No, they aren't
- 7 Yes, even if they are few and sometimes not all the teachers attend them
- 8 We should because it's part of the curriculum of the Civics education
- 9 the referent for disabled/sen students has regular contact with the families but the school cannot offer any kind of help a part for its availability
- 10 more collaboration among teachers, more activities that offer opportunities of socialization between disabled and non disabled students, the constant presence of a psychologist at school both for every students and for the teacher

## Poland

Anonymous 18m

6. In Poland the situation isn't good enough. The disabled students aren't provided with for example: special laptop computers with special keyboards, in the classrooms there aren't any special interactive boards for the disabled students.

Anonymous 13m

5 Only about 50% schools employ psychologists.

Anonymous 13m

2. Some schools arrange that, others don't

Anonymous 20m

4 Mainstream schools do not employ teacher assistants to help special need students. However special education schools and integration classes within mainstream schools provide such assistance for their students.

Anonymous 10m

3. Most primary schools but only a few secondary schools in Poland provide basic facilities such as ramps, lifts etc. for students with special needs.

malczem 11m

1 In Poland students with disabilities usually attend special schools.

## Romania

Anonymous 18m

Georgiana Cosaru. 4. Schools have the possibility to employ a teacher assistant if there are at least 8 students with special needs

luminita vlonga 18m

10. Another construction, another building, teacher training

luminita vlonga 20m

9. Average contribution

luminita vlonga 20m

3. Our school offers facilities for these students such as: compliant bathrooms; ramps, space-saving, natural lighting, heating.

Anonymous 11m

many students with disabilities come from families without material possibilities, and children cannot be helped

Anonymous 10m

7. yes, we participate in courses about inclusive education but many of these courses are formal. We are not really trained to deal with the needs of every child.

Anonymous 13m

Alina say:

only some of our students benefit from inclusive education, other students go to special schools, and others are not integrated

Anonymous 18m

1. Students with disabilities usually attend integrative schools because lack of resources
2. no
3. no
4. no, usually the parents are those who hire shadow teachers

Anonymous 15m

1. 46% students with special educational needs in special schools and 54% students in mainstream schools

Anonymous 18m

Trifan Diana

1. the students with disabilities usually attend mainstream but depends on the disability
2. no
3. no
4. we have only ramps
5. we have 2 counsellor
6. no, he doesn't get it from school
7. yes, teachers take part in training workshops to learn how to deal with these students
8. yes teachers promote tolerance and inclusion of students with disabilities both among themselves and with their own students
9. Yes sometimes
- 10.

Anonymous 18m

1. SPECIAL SCHOOLS FOR THOSE WITH HEARING, SPEAKING PROBLEMS
2. NO/ MORE THE PARENTS
3. NO/THERE IS THE POSSIBILITY TO HIRE SUPPORT TEACHERS TO 8 STUDENTS 1 TEACHER
4. ONLY RAMPS/NOT WHEELCHAIRS
5. SCHOOL COUNSELLOR/NOT SPECIALIZED ON SPECIAL NEEDS
6. NO SPECIAL EQUIPMENT, THEY STUDY IN CLASSROOMS ON THE GROUND FLOOR
7. YES, THERE ARE SPECIAL

## INCLUSIVE EDUCATION IN MY COUNTRY

padlet

malikzen • 24 • 1m

## Tips for teachers for an inclusive classroom

GISE project

**Anonymous 1m**

**Daniela Croitoru**

1. Define clear minimum standards for behaviour, establish clear ground rules
2. Deal with students who misbehave in a sensitive way to all children
3. Create opportunities to listen to all children
4. Be aware of the specific needs of every child in your class
5. Vary your teaching style

♥ 0

Add comment

**Anonymous 13m**

1. show attention to our students when they talk, so as to be a model for their classmates
2. Use differentiated teaching methods

Ioanna Moromaiou Greece

♥ 5

Add comment

**Anonymous 15m**

**Luca Diana - România**

♥ 4

2 comments

**Anonymous 14m**

diversity

**Anonymous 14m**

diversity strategies

Add comment

**Anonymous 15m**

**TEODORA-ROMANIA**

TAKE TIME WITH EACH STUDENT

CREATE MATERIALS FOR EACH STUDENT WITH SPECIAL NEEDS

USE VIDEO MATERIALS MORE

♥ 4

Add comment

**Anonymous 15m**

**Georgiana Cosaru - Romania**

- equitable tasks
- interactive techniques
- listen to the students needs
- learn from examples of good practise

♥ 2

Add comment

**Anonymous 12m**

1. collaborate with other teachers to find solutions
2. Use differentiation techniques based on students' needs and preferences
3. show your students that you want to help and that you really care
4. proper class arrangement to meet the needs
5. careful use of language
6. include all students in extracurricular activities, projects and offer them the opportunity to choose for themselves which activity they prefer

Marina Greece

♥ 5

1 comment

**Anonymous 16m**

remember that each student is different

Panel from Poland

Add comment

**Anonymous 4m**

**Rozaliya Danova**

Learn and use your students names

Do not ignore any child!

Use alanguage of respect and love

♥ 0

Add comment

**Anonymous 15m**

**Italian Team**

Use Role Paly

♥ 5

Add comment

**INA CLARA VLAD 13m**

**Ina Clara Vlad - Romania**

Adapts teaching to the students' learning style

♥ 4

Add comment

**Anonymous 15m**

**Italian team**

split the class in groups

♥ 6

Add comment

**Anonymous 15m**

**Adina Ghinea**

give everybody the chance to express in his own way

♥ 4

Add comment

**Anonymous 14m**

**Marandescu Mihaela**

teach the material in a variety of ways

♥ 2

Add comment

**Anonymous 15m**

**Magdalena Borszowska - Poland**

Vary teaching strategies.

♥ 3

Add comment

**Anonymous 15m**

give each student the opportunity to

♥ 3

Add comment

**Anonymous 9m**

**Greta Dimova - Bulgaria**

♥ 0

2 comments

**Anonymous 7m**

- Get to know the needs of every student

**Anonymous 7m**

- Use personal response device

Add comment

**Anonymous 13m**

**Magdalena Borszowska-Poland**

Get to know the needs of every student.

♥ 4

Add comment

**Anonymous 15m**

**Alina Popa Romania**

To promote equality

♥ 3

Add comment

**Anonymous 13m**

**Mihaela Apoptoiaie - Romania**

- give each student the opportunity to show what he is able to do
- training courses for teachers

♥ 6

Add comment

**Anonymous 15m**

**Katarzyna Curylo - Poland**

Use a variety of working methods in the Lesson :)

♥ 4

Add comment

**INA CLARA VLAD 13m**

**Ina Clara Vlad - Romania**

Treat students in a way that everyone can understand

♥ 4

Add comment

**Anonymous 14m**

**Trifan Diana (România)**

Make sure your notes ar accessible to the all students. Allow your students to develop their own projects.

♥ 4

Add comment

**Anonymous 12m**

**Alina Popa Romania**

To use all oportunities, to learn

♥ 3

Add comment

**Anonymous 14m**

**Use your students names**

Rozaliya

♥ 5

Add comment

**Anonymous 15m**

**Beata Poland**

be flexible

♥ 5

Add comment

**Anonymous 13m**

**Luminița - România**

Trebuie să empatizezi cu ei și atunci totul vine de la sine

♥ 3

Add comment

**Isabela Mititelu 14m**

**România**

1. Better collaboration with family
2. Take time with each student

♥ 6

Add comment

**Anonymous 15m**

**Ciulei Maria**

Romania

Use different methods and techniques. Works into small groups ...

♥ 6

Add comment

**Anonymous 16m**

**Mazga Doina România**

To promote equitable education

♥ 5

Add comment

**Anonymous 17m**

**Italian team**

Use differents teaching strategies

♥ 5

Add comment

**malikzen 12m**

**Malgorzata Krzemińska - Poland**

Don't compare the progress of one child to another, personal progress is key.

♥ 4

1 comment

**Anonymous 18m**

have more group/pairwork

Add comment

# TIPS FOR TEACHERS FOR AN INCLUSIVE CLASSROOM



## DIGITAL RESOURCES USED

### PADLET

1. What problems do you see in inclusive education because of the pandemic?

<https://padlet.com/PWojewoda/najutro>

2. Do you feel like a specialist teacher in inclusive education? Why?/Why not?

<https://padlet.com/PWojeDo you feel like a specialist teacherwoda/najutro2>

3. In my country

<https://padlet.com/agnieszkapaliga2014/rhxllkjii0niwpx2>

4. Pros and Cons of inclusive education

<https://padlet.com/bnytkozseg/lonyawecigp5dw0>

5. Tips for teachers for an inclusive classroom

<https://padlet.com/malkrzem/rvnezjleqrmf7v6s>

### CANVA

6. Inclusive education. Benefits and Challenges for students without special needs.

[https://www.canva.com/design/DAEdWKDXHZw/ME-](https://www.canva.com/design/DAEdWKDXHZw/ME-6fhEhOppHylryWtnjVw/view?utm_content=DAEdWKDXHZw&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent)

[6fhEhOppHylryWtnjVw/view?utm\\_content=DAEdWKDXHZw&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishpresent](https://www.canva.com/design/DAEdWKDXHZw/ME-6fhEhOppHylryWtnjVw/view?utm_content=DAEdWKDXHZw&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent)

7. Inclusive education. Benefits and challenges for students with special needs.

[https://www.canva.com/design/DAEdP0RpxzQ/FIZXkNtJc7UZHsQY1CL59A/view?utm\\_content=DAEdP0RpxzQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishpresent](https://www.canva.com/design/DAEdP0RpxzQ/FIZXkNtJc7UZHsQY1CL59A/view?utm_content=DAEdP0RpxzQ&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent)

### YOUTUBE

8. Inclusive Education by Kaitlenn Shaw

<https://www.youtube.com/watch?v=M1znlnmhGnc>

9. Inclusive education benefits everyone

[https://www.youtube.com/watch?v=1YHNEWeJ\\_QY](https://www.youtube.com/watch?v=1YHNEWeJ_QY)

10. Tips for an inclusive classroom

<https://www.youtube.com/watch?v=-kZleQM6vG0>

### LEARNING APPS

11. What are benefits of inclusive education for students?

<https://learningapps.org/display?v=poc39bby321>

### WORDWALL

12. tips for students without special needs

<https://wordwall.net/resource/15633094/tips-students-without-specials-needs>

13. Benefits and challenges for students with special needs

<https://wordwall.net/resource/15851369/benefits-challenges-students-special-needs>

14. Inclusive education

<https://wordwall.net/resource/15654409/inclusive-education>

# LEARNING/TEACHING/TRAINING ACTIVITY ACHIEVEMENTS

## Tangible results

### 1. KNOWLEDGE

- about the gender equality and Equal Opportunities, addressing these concepts in each European country, legislation in the field;
- about the inclusive education, addressing these concepts in each European country, legislation in the field;
- exchange of experiences and best practices on the implementation of European projects.

### 2. LANGUAGE SKILLS

- Improvement of English communication (speaking and listening skills)

### 3. PEDAGOGICAL SKILLS, LEARNING TO LEARN COMPETENCE, TRANSVERSAL SKILLS

- enriched skills in designing and implementing learning activities centered on the development of civic competences and promoting gender equality and equal opportunities, about promoting inclusive education
- knowledge and skills regarding the design and the implementation of the European project
- practical skills (e.g. planning and organizing, project management etc.), problem-solving skills and taking decisions abilities, digital competences.

### 4. CIVIC, SOCIAL AND INTERCULTURAL COMPETENCES

- teamwork skills in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, express and understand different points of view, negotiate and to empathize
- better understanding of cultural and linguistic diversity, cultural awareness and expression competence, respect and empathy towards other cultures, more tolerance towards other persons' values and behavior
- citizenship competences, emotional skills (e.g. having more self-confidence).

### 5. NEW ATTITUDES

- positive attitudes towards cultural and linguistic diversity, positive attitude toward oneself and others, awareness of one's own attitude towards other ethno-linguistic groups
- increasing motivation for new activities and projects, increasing self confidence. .

### Tangible results of this learning/teaching/training activity:

- the brochure "European values: Gender Equality and Equal Opportunities"
- the brochure "Inclusive school practices".

### III. Inclusion and non-discrimination in my country

#### III.1. “Ștefan Procopiu” High School (Romania, Vaslui)

## Inclusion implies:



**Inclusive education has been adopted in Romania since the 1990s by respecting diversity, initiating and practicing access to and participation in education and social life for all categories of children.**

**Inclusive school focuses on each individual. Struggling with teachers and parents to help children get out of school as people with a strong character and at the same time to prepare the ground for their integration into society.**

**In Romania, special education is organized at all levels of pre-university education, depending on the type and degree of disability, as follows: mental, hearing, visual, locomotor, associated.**

**Types of difficulties: sensory or physical difficulties, communication and relationship difficulties, emotional and behavioral difficulties, major writing-reading-calculation difficulties, low level of acquisitions, etc.**



## TYPES OF LEARNING DISABILITIES

Disability	Learning Field	Problem
<b>Dyslexia</b>	reading	reading, writing, spelling, speaking
<b>Dyscalculia</b>	math	solve math problems, use and understand time, money
<b>Dysgraphia</b>	writing	handwriting, spelling, organizing ideas
<b>Dyspraxia (Sensory Integration Disorder)</b>	motor skills	hand-eye coordination, balance, manual dexterity
<b>Dysphasia/Aphasia</b>	language	spoken language, poor reading comprehension
<b>Auditory Processing Disorder</b>	hearing differences between sounds	reading, comprehension, language
<b>Visual Processing Disorder</b>	Interpreting visual information	reading, math, maps, charts, symbols, pictures



Children with special educational needs (CES) learn in public schools but also in schools for inclusive education which are monitored by **County Center for Educational Resources and Assistance (CJRAE)** and the County school inspectorate.



**In Romania, more than half of children with disabilities study in mainstream schools.**

**Total students with special educational needs: 63 181**

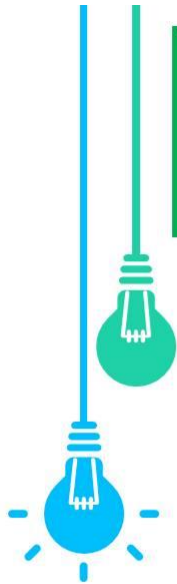
**Students with special educational needs in special schools: 29 433 (46%)**

**Students with special educational needs in mainstream schools: 33 748 (54%)**

**There is a close collaboration between this institution and schools regarding the activities related to children with special educational needs.**

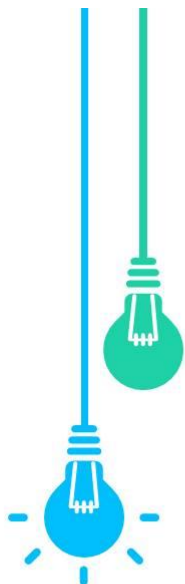
**Educational services offered by County Center for Educational Resources and Assistance:**

- School and professional assessment and guidance service (SEOSP)
- Psycho-pedagogical counseling services, specific therapies
- Language disorder therapy services;
- Support services for children with SEN;
- Complex psychological assessment services;
- Social work services;
- Information and counseling services for teachers, parents, other members of the community.



**The school center for inclusive education** represents the institutional framework of action that ensures access to education for all children, through formal education and educational services provided to children with special educational needs, schooled in both special and mainstream education, as well as staff involved in their education.

**In our county there are 5 schools for students with special education.**



**The students with more serious special educational needs who are integrated in regular schools, according to Romanian legislation, must benefit from a support teacher.**



**But, in Romania, there are about 1500 support teachers, for the approximately 64,000 children with disabilities.**

#### **Support teacher activities:**

- ❖ Participates during the teaching hours in the activities carried out in the classroom by the teacher.
- ❖ Organizes personalized intervention activities in the classroom as well as outside them.
- ❖ Develops personalized intervention plans, depending on the student's learning difficulties.
- ❖ Adapts the school curriculum in collaboration with the teacher in the classroom.
- ❖ Evaluate the results of the application of adapted curricula.

**In recent years, the Ministry of Education has approved a methodology for ensuring equal opportunities for students with certain disabilities (visual impairment, hearing impairment, autism spectrum disorders, specific learning disorders) who participate in the exams at the end of the eighth grade, respectively the 12th grade (baccalaureate exam).**

#### **Among the adaptations meant to ensure equal opportunities we mention:**

- the increase of time for the administration of the test by 1-2h
- the presence of a therapist / support teacher with the student in the exam room
- dictation of answers by students with disorders involving motor deficits, etc.



**Students with special educational needs benefit from a differentiated curriculum. The curriculum is personalized / adapted to the learning peculiarities of the students by the teachers.**

**But, unfortunately, at the final exams, these students receive the same unique subjects at the national level.**

**We believe that at least students with autism spectrum disorders or severe learning difficulties should benefit from different subjects.**

### **Admission of children with CES in High School!!!**

We think of students with Special Educational Needs and their right to learn in mainstream schools. Therefore, for the first time in Romania, there are places specially dedicated to them in high schools.

The National Authority for the Rights of Persons with Disabilities, Children and Adoptions (ANDPDCA) concluded in **2020** a partnership with the Ministry of Education **for the allocation of separate places in high schools.**






## Admission of children with CES in High School!!!

Following this partnership, the Minister of Education issued an order regulating these distinct places for students with CES in schools, over the number of places in the respective educational units. (1/2 places in each class / branch / profile / specialization)

The registration is made on the basis of **the certificate of school and professional orientation** of the student issued by County Center for Educational Resources and Assistance (CJRAE).

**In Romania, displaced students with chronic illnesses or illnesses that require long periods of hospitalization, with or without other associated deficiencies, who, temporarily or permanently, are unable to attend school have the opportunity to study at home or in hospital.**



**In Romania, the law provides for a smaller number of students in a class in which students with special educational needs are integrated. But the law is not respected and many of the classes are overcrowded.**



**The whole Romanian educational system based on competition and the accumulation of theoretical knowledge and not having the necessary support structure (punctual adaptation of the curriculum, well-trained professionals, compliance with laws, etc.) creates difficulties for a true inclusion of children with special educational needs in normal classes / schools.**

**Effective inclusion also depends on the cooperation of teachers-parents-specialists, as well as on the support provided by the authorities from the point of view of legal provisions.**

**Unfortunately, practice shows us how difficult it is to achieve this partnership in the Romanian school.**

**Romanian teachers need specific training in this field and the support of specialists to better understand each need.**

**It is obvious that Romanian teachers need:**

- ❖ a more efficient support from specialists;
- ❖ specialized courses;
- ❖ application of legal provisions (for example, smaller number of students in a class)
- ❖ an important reform of the curriculum, more flexible and more adapted to the particularities of the students;

**The Ministry of Education should be more active in supporting teachers and parents and get involved in creating a true environment of inclusion, because a simple policy statement is not enough.**

**Inclusive education does not just mean placing a child with special educational needs in a group of typical children, waiting for integration and progress to take place on its own. There is a need for firmly applicable legislation, specialized support, interdisciplinary team, material and human resources. It takes time for things to be done well, professionally, and it takes consistency.**

**No matter how informed, sensitized and motivated a mass education teacher may be in order to do inclusive education, his approach will be doomed to failure if he does not benefit from the support of specialists, he does not have the necessary material resources.**



Within the "Stefan Procopiu" High School there are about 30 students with Special Educational Needs who have a certificate issued by **County Center for Educational Resources and Assistance (CJRAE)** as follows:

- one schooled at home
- two diagnosed with autism, one has a companion
- two with hearing loss
- the rest with various conditions (epilepsy, obsessive-compulsive disorder) or only with low IQ.



In reality, the number of students with certain learning difficulties or with problems of adaptation, integration or behavioral disorders is much higher in our school. But often these students come from disadvantaged backgrounds and often parents are not interested in developing their own children or they do not have financial means to do this.



## Examples of good practice

Within the "Stefan Procopiu" High School Vaslui, a series of Governmental, national and local projects dedicated to students with disabilities, with a low IQ or from underprivileged areas for equality of opportunity and combating discrimination are carried out as follows:

- **Secondary Education Project (ROSE)**
- **Future Citizens 2.0** project carried out by the Romanian Association of Debates, Oratory and Rhetoric - **ARDOR** in partnership with **Funky Citizens**, with financial support from the **United States Embassy in Bucharest**
- The charity project "Giving You Will Acquire"
- The charity project "Shoe box"
- „Week of donated vegetables and fruits” - activity within **SNAC Romania**



# Examples of good practice

- The campaign "No hatred, tolerance!"
- The educational project "Stop bullying" Stop cyberbullying! "
- Between September 1st , 2017- December 31st , 2018, "Stefan Procopiu" High School implemented the Mobility Project in the field of school education (KA1 action) with the title "A friendly school", which aimed at the participation of 28 teachers in 5 courses.



**The project on Secondary Education - ROSE** is a project that aims to contribute to reducing dropout in secondary and tertiary education and increasing the rate of passing the baccalaureate exam. The project is implemented by the Ministry of National Education in the period 2015 - 2022.



The "Stefan Procopiu" High School Vaslui is the beneficiary of a grant within the Secondary Education Project / Romanian Secondary Education Project - ROSE.



**The subproject "Steps to success!" (PASS)**, implemented between October 2018-October 2022, has as a **general objective** the support of students from high school, the technological chain, in order to increase the chances of success in school, and on the personal, professional level.



## The final specific objectives of the PASS Project:

O1. Reduction of the dropout rate for 12th grade students from 4.02% to 3.00% by October 2022

O2. Reduction of the high school dropout rate from 5.96% to 4.10% by October 2022

O3. Increasing the graduation rate of the final classes from 99.01% to 100% by October 2022



O4. Increased participation rate in the baccalaureate exam from 80.39% to 85.39% by October 2022

O5. Increased the rate of passing the baccalaureate exam from 64.05 to 71.50% by October 2022



**The target group of the project is made up of 200 students / year in years 1 and 2, respectively 150 students in years 3 and 4, from classes IX-XII, from the technological chain, from the technical profiles and services of the "Stefan Procopiu" High School Vaslui.**

About 90% of the students participating in the project activities are selected from those who belong to the disadvantaged groups (coming from rural areas, financial difficulties, with one or both parents abroad, from disorganized families, divorced or placement parents, with difficulties of learning and poor results both at the national assessment and at the class, orphans, gipsie, etc.).





## Pedagogical and support activities

### ✓ "I can to!" (Remedial activities)

The remedial activities are carried out in groups of about 25 students, outside the class hours:

- ✓ one hour of mathematics and Romanian language per week in classes IX-X
- ✓ 2 hours of Romanian language and literature and mathematics at the eleventh grade
- ✓ 2 hours per week for students in the 12th grade in mathematics, Romanian language and literature and in the optional subject at the baccalaureate (biology in the technical profile, logic or geography in the service profile)

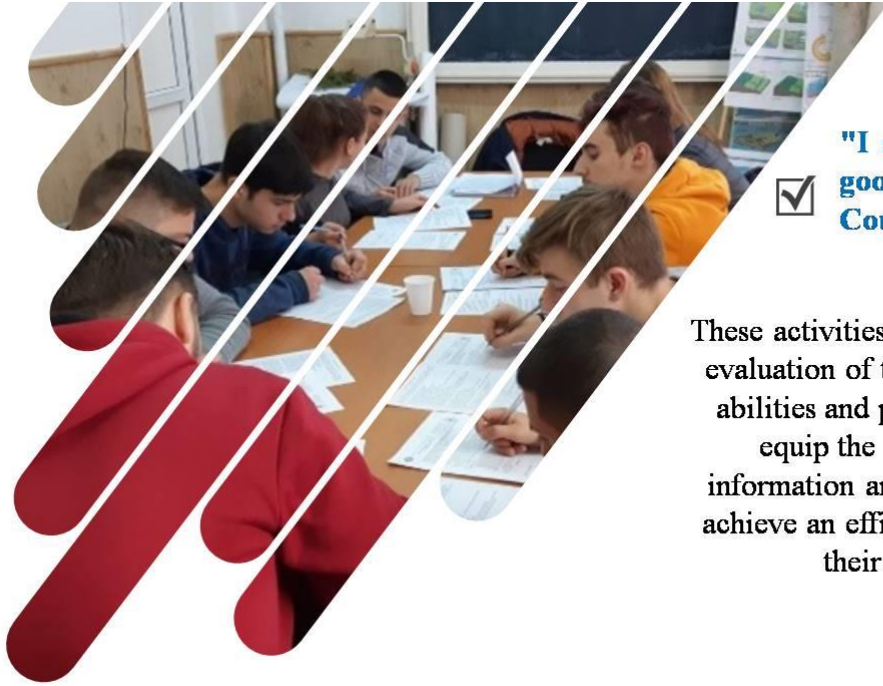


### ✓ "Steps to personal development" (Psychological counseling and personal development activities)

The improvement of self-awareness, socio-emotional and learning management skills contributes to the achievement of the objectives of the PASS project, as they have positive effects on school performance and improve school outcomes.

Each year, the students (organized in groups of about 20 students) participate in 3 sessions of psychological counseling and personal development supported by 2 psycho-pedagogical counselors.

Each year, about 100 students from the target group participate in outdoor activities (combating school violence and personal development through sports activities).



**"I am informed, I make good decisions!" (Career Counseling Activities)**

These activities contribute to the self-evaluation of the students' abilities, abilities and personal interests, to equip the students with the information and skills necessary to achieve an efficient management of their own career.



**"I am informed, I make good decisions!" (Career Counseling Activities)**

Groups consisting of about 18-21 students from grades XI-XII (5 groups in years 1 and 3, 6 groups in year 2 and 4 groups in year 4) will hold 3 sessions of 2 hours each year. The activities will be supported by 2 psycho-pedagogical advisers.





# Extracurricular activities

Approximately 184 students from the technological chain, technical profiles and services, classes XI-XII (46 students / project year) participate in one-day study visits at the Universities of Iași.

In each year of project, there will be organized 2 activities of the type "Public cafe", which will contribute to the awareness of the students that their harmonious development can be achieved by observing some principles of healthy life. students from classes IX-XII, from the technological chain, technical profiles and services.

"I make informed decisions!"

"Decisions for a healthy lifestyle"

"Non-formal learning!"

"Education through reading"

In years 2, 3 and 4, the students will participate in non-formal learning activities that contribute to the consolidation of the students' theoretical knowledge, to the personal development of the students, to the formation and consolidation of the social, cultural and spiritual identity of the students.

4 groups of approximately 25 students will participate each year in two non-formal education workshops, focused on the application of strategies and methods of reading optimization, of text comprehension.



Due to the epidemic, some activities planned for the period 2020-2021 have not taken place (for example, trips, sports activities, study visits to universities). But, it is possible that the implementation of the project will be extended by one year.



Another project carried out at the "Stefan Procopiu" High School within the national program of alternative education in debates and democratic citizenship is "Future Citizens 2.0", a project carried out by the Romanian Association of Debates, Oratory and Rhetoric - ARDOR in partnership with Funky Citizens, with financial support from the United States Embassy in Bucharest.

The project is one of creating basic skills in debates and oratory and informing young people about the basic notions of democratic citizenship. The project is mainly addressed to rural high schools and urban high schools with average and below average educational results from 9 counties, including our county Vaslui.

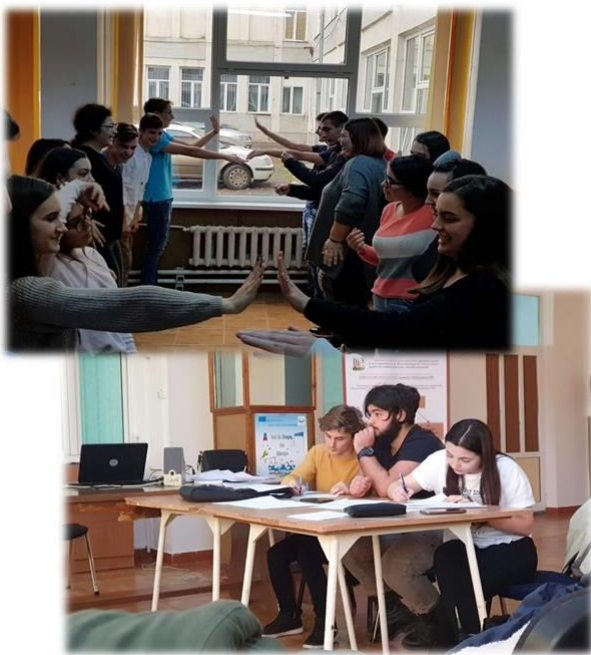


**As part of this project, in our high school, a club of democratic debates and education was opened, coordinated by the teacher Mrs. Mărăndescu Mihaela.**



**The mission of the Program is to educate young people in Romania through debates, thus providing them with tools for effective involvement in the progress of an increasingly democratic and tolerant society.**





The values promoted by ARDOR are: democratic values, inter-human communication, understanding and tolerance towards other points of view than personal ones, team spirit, professionalism, self-confidence and safety, these resulting from the cultivation and development of self-control and self-control skills. critical, logical and independent thinking.



At the local level, students and teachers from „Stefan Procopiu” High School Vaslui have been involved in a series of volunteering activities within the charity program **“Giving You Will gain”**. The objectives of the activities were:

**cultivating the idea of social solidarity among students**

**diversifying volunteer and charitable activities in which students can get involved**

**developing the capacity for knowledge, understanding and acceptance of diversity**

**exercising communication skills through contact with various social environments**



## “Giving You Will gain”

The beneficiaries are the elderly from a community center. The students distributed packages with food, sweets and fruits and presented a brief artistic moment interpreting carols and other Christmas songs.



## „The shoe box”

In recent years, around the Christmas holidays, students and teachers in our high school are involved in the “The shoe box” activity.

The beneficiaries are the poor students from a village in Vaslui County about 42-45 students each year)





## „The week of donated fruit and vegetables”



The National Strategy for Community Action (SNAC) is a national association that develops and promotes the volunteering activities carried out by students and teachers in the local communities in Romania, in order to facilitate the social integration of all disadvantaged persons.



## „The week of donated fruit and vegetables”

Each year, the High School „Stefan Procopiu” Vaslui supports through his projects the volunteering promoted by National Strategy for Community Action!

- Through this extracurricular activity, the students had the opportunity to give with much love and joy autumn fruits to children who need more help from the community.





## „The week of donated fruit and vegetables”

On December 4, 2019, the students donated vegetables and fruits to the family of the student Loghin Alexandru, from Dumești, Vaslui County, whose home burned down on the night of October 30, 2019.



By organizing and conducting the campaign "Week of donated vegetables and fruits" we aimed at:

- ✓ raising awareness among students and teachers about the difficult situation of people affected by food shortages
- ✓ enhancing children's abilities to live together with others in a united and supportive society, in which humanitarian values, involvement, commitment, responsibility



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## THE CAMPAIGN "WITHOUT HATRED, WITH TOLERANCE" (NOVEMBER 16TH, 2019-8TH MARCH 2020)

➤ is marked by important days in the European and world calendar:

- November 16th - World Tolerance Day
- November 20th - World Day for the Rights of the Child
- November 25th - International Day for the Elimination of Violence against Women
- December 3rd - International Day of Persons with Disabilities
- December 10th - World Human Rights Day
- December 18th - International Day of Migrants
- December 20th - International Day of Human Solidarity
- January 27th - International Holocaust Remembrance Day
- January 30th - International Day for non-violence in school
- February 13th - Internet Safety Day
- March 8th - International Day for Combating Hate Speech against Women

*Motto: "No one is born hating another person for the color of their skin, the environment in which they live or the religion. In order to hate, you must learn to hate, and if hate can be learned, then love can be learned. Because love is closer to the heart of man than hatred" (Nelson Mandela)*



Within the campaign "No hatred,with tolerance!" there were organized:

- ✓ 15 activities on hate speech and freedom of expression, attended by 11 teachers, 281 students
- ✓ 2 activities to mark the Internet Safety Day (3 teachers, 55 students)
- ✓ 21 activities "Stop Bullying!" (25 teachers, 467 students)
- ✓ 16 activities with the theme "Stop CyberBullying!" (17 teachers, 16 classes, 374 students)



## III.2. Foreign Language Secondary School (Pleven, Bulgaria)

### Inclusive education – theoretical aspects

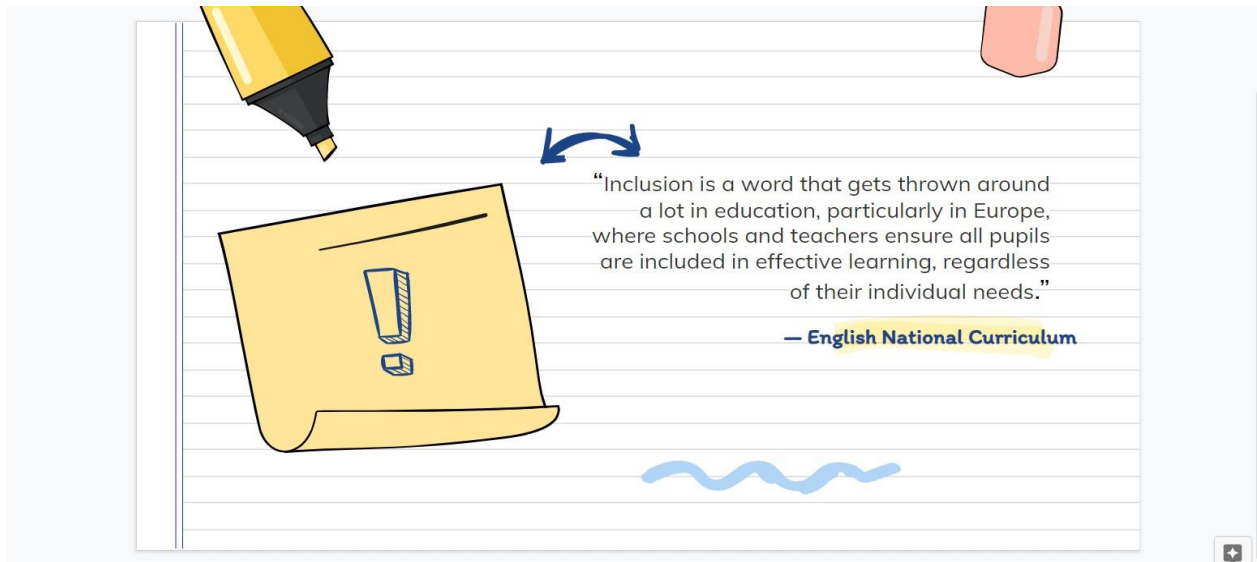


Hello everybody! Today we'll see a short presentation summarizing the most important aspects of inclusive school practices as well as a short video on how to create an inclusive classroom environment.



In this presentation we will learn what inclusion means, how it works and most importantly why it works and how all types of students benefit from it.





But what does inclusion actually mean, in the context of schools and education? What does inclusion look like in the classroom? And most importantly, how can teachers create an inclusive classroom that benefits all students, no matter what their individual needs are? In the simplest terms, inclusion in education means ensuring every child, no matter what their individual needs or barriers to learning, has equal access to learning and the same opportunities to achieve.



Inclusion in schools is not just about providing additional support to children with special educational needs. It's about creating a learning environment that works for all pupils, whether they have a disability, speak English as an additional language, are a member of a minority community, come from a low-income family – or find it harder to learn and achieve for other reasons. This creates a problem for teachers: how do you ensure inclusion for all of these children with their diverse needs and barriers to learning? While it is usually necessary to put specific plans in place to meet the specific needs of children in your class, there are a number of things that all teachers can do to create a safe, happy and inclusive environment.

## Maybe We Need to Divide into:

### European policies

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Promoting equity, social cohesion and active citizenship is one of the strategic objectives for cooperation in education and training at the EU-level. The Commission and the Council’s 2015 joint report on implementing the ET 2020 strategy has established ‘inclusive education, equality, equity, non-discrimination and the promotion of civic competences’ as priority areas for European cooperation in the field of education and training. The Europe 2020 strategy and ET 2020 have set two main targets to be achieved across Europe by 2020:

- the rate of early leavers from education and training aged 18-24 should be below 10%
- at least 40% of people aged 30-34 should have completed some form of higher education.

## Our Services

**EEA**

Good quality

Inclusive education

Social mobility

Equitable society


**Adopted policies**

Key competences for Lifelong learning

Common values, inclusive education & European dimension of teaching

**Erasmus+**

Opportunities for millions more European students

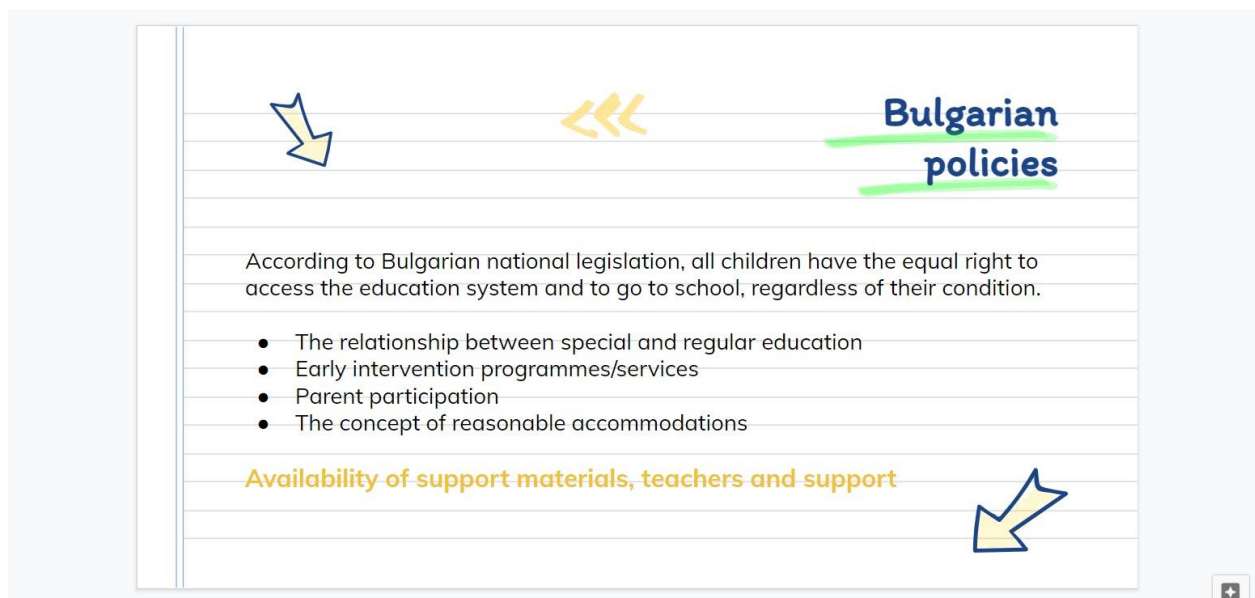


In its contribution to the Gothenburg Social Summit, the European Commission set out its vision for a European Education Area. This initiative stresses the value of good quality, inclusive education from childhood in laying the groundwork for social cohesion, social mobility and an equitable society. This vision was further supported in a Commission Communication on the role of youth, education and cultural policies in building a stronger Europe, which stated that one of the objectives of the European Education Area should be to support EU Member States in improving the inclusive nature of their education and training systems.

Following proposals from the Commission, several policy initiatives have already been adopted:

- Council Recommendation on Key Competences for Lifelong Learning
- Council Recommendation on promoting common values, inclusive education and the European dimension of teaching

In May 2018, the Commission adopted a proposal for a new Erasmus+ programme, doubling the programme's budget. It is expected to enable millions more young Europeans from all social backgrounds to study, train and learn abroad and will also include a European inclusion framework and national inclusion strategies.

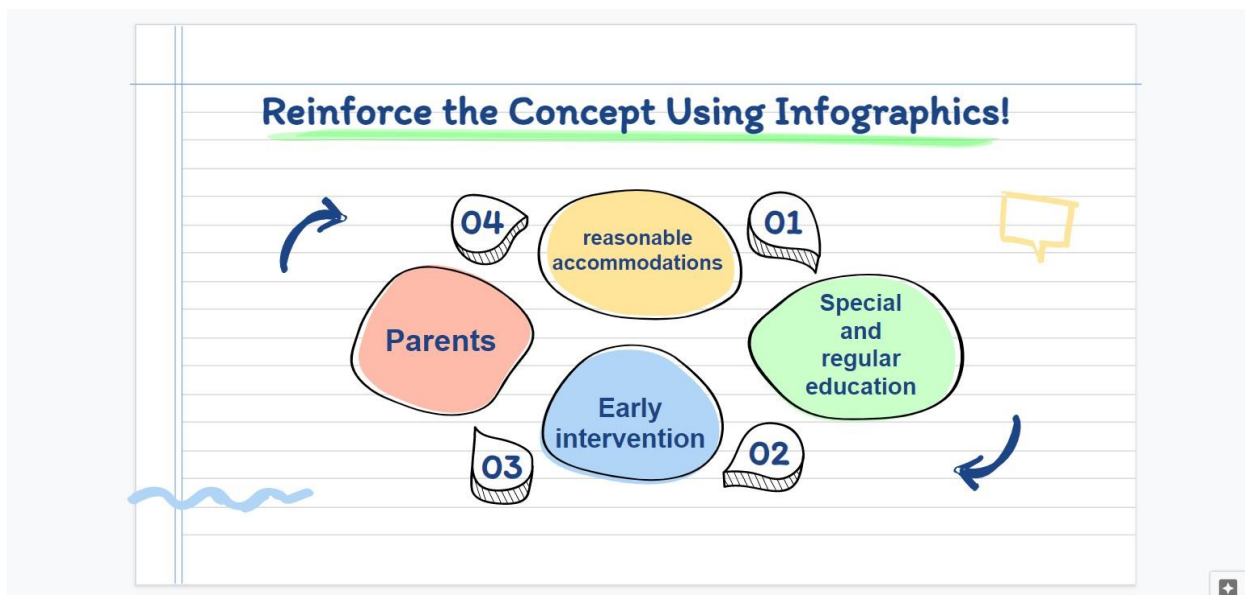


In 2015 Bulgaria implemented a new legislation on inclusive education. This legislation regulates education for children with special education needs at both school and classroom levels. Inclusive education is part of the Pre-school and School Education Act.

Accordingly, in schools and kindergartens there is general and additional personal support for kids with SEN, kids at risk, gifted children and kids with chronic illness. For each school subject there is a developed curriculum and a state educational standard for the class.

Children with special needs that do not meet the standard are trained on individual curricula that is made specially for their individual needs. There is a significant change of teaching strategies that has to go along with a complete transformation of the teachers' role in the classroom.

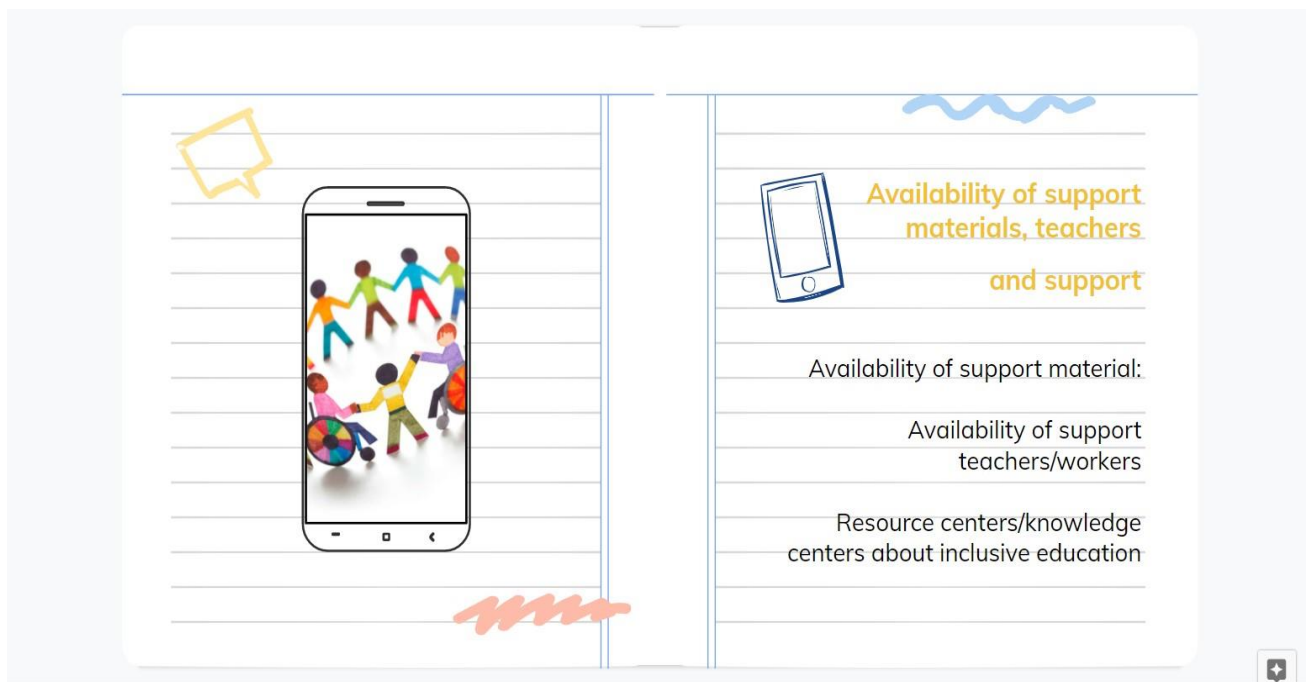
Special attention is paid to the methodological support and training of teachers so that the transition of mainstream schools towards inclusion can be as smooth and competent as possible, for school staff as well as for students. The success of inclusive education requires an effort, not only of teachers and school staff, but also of peers, parents, families and volunteers.



Each parent has the right to decide where to educate his child. Irrespective of the severity of the disability, each child has the right to attend school. There are two types of special schools in Bulgaria - for children with hearing impairments and for children with impaired vision. All other children are enrolled in general education schools. However, for some of them, whose condition is an obstacle for attending the general educational environment daily, after a special request from their parents - they are redirected to special classes in centers for special educational support. There, special pedagogues and other specialists support the child. The teams in the mainstream school and the staff from the specialized centers work together to develop a support plan for the student.

In many municipalities, community centers have been established. Their aim is early intervention for children from 0 to 7 years of age. Many of the children using the early intervention service are also trained in mainstream kindergartens, supported by resource specialists. The new legislation does not allow duplication of service for professionals from the educational and social spheres in the community centers. Parents are actively involved in the process of inclusive education of the child with special needs. In order to make an assessment, the parent must submit an application for assessment of individual needs. Without this specific consent, no further support can be provided. In addition, parents are part of the child's personal development support team and are actively involved in developing the support plan and individual curricula.

In Bulgaria, pupils are trained in curricula for the relevant class, which are approved by the Ministry of Education and Science. Pupils with disabilities are trained in individual curricula that are relevant to their individual needs. The School Development Support Team develops a corresponding support plan for each pupil with special needs as well as a corresponding individual curriculum on the subject in which the pupil does not meet the standard. There are cases, when an individual curriculum, in which the presence in the classes is reduced, can be developed.



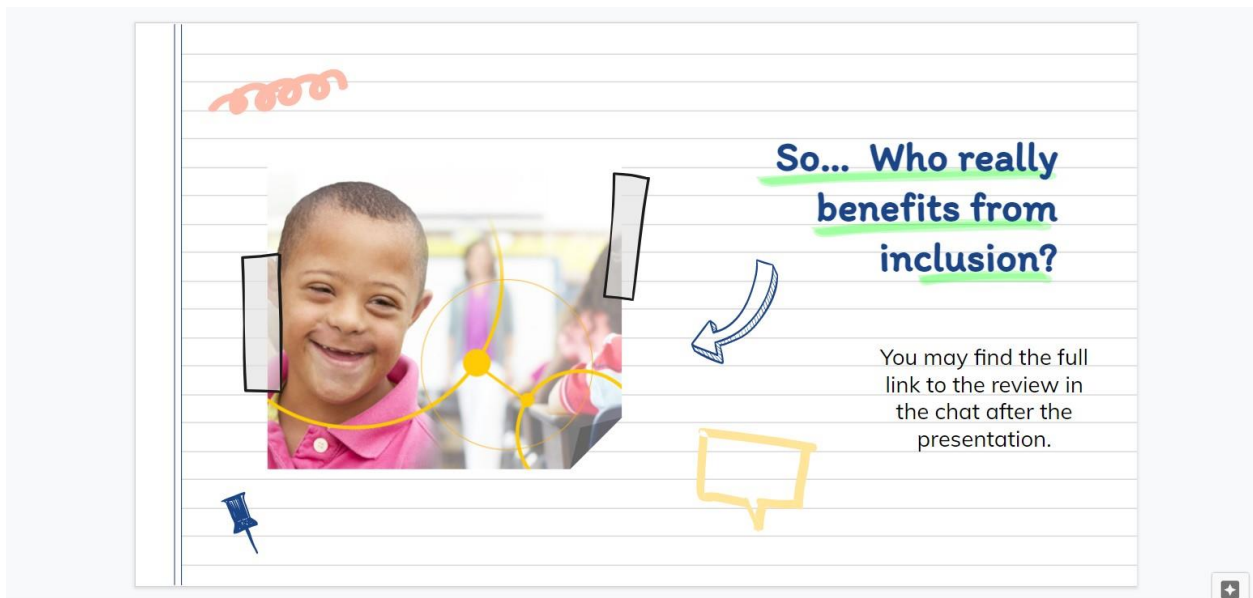
Each school, where a pupil with special needs is trained, receives a certain amount above the fixed standard cost, to provide materials and specialists. The school is obliged to use the means for the specific purpose. In addition, if a child has a certain disability percentage, he or she also has the right to receive additional aid such as shoes, strollers, and so on.

Any child with special needs, who receives additional support in the school or kindergarten, has the right of resource support from a resource teacher or other specialist, who is identified by the Personality Development Team.

If a resource specialist is not assigned to the school, the Principal has the right to request such a specialist from a personal development support center or a regional center to support the inclusive education process.

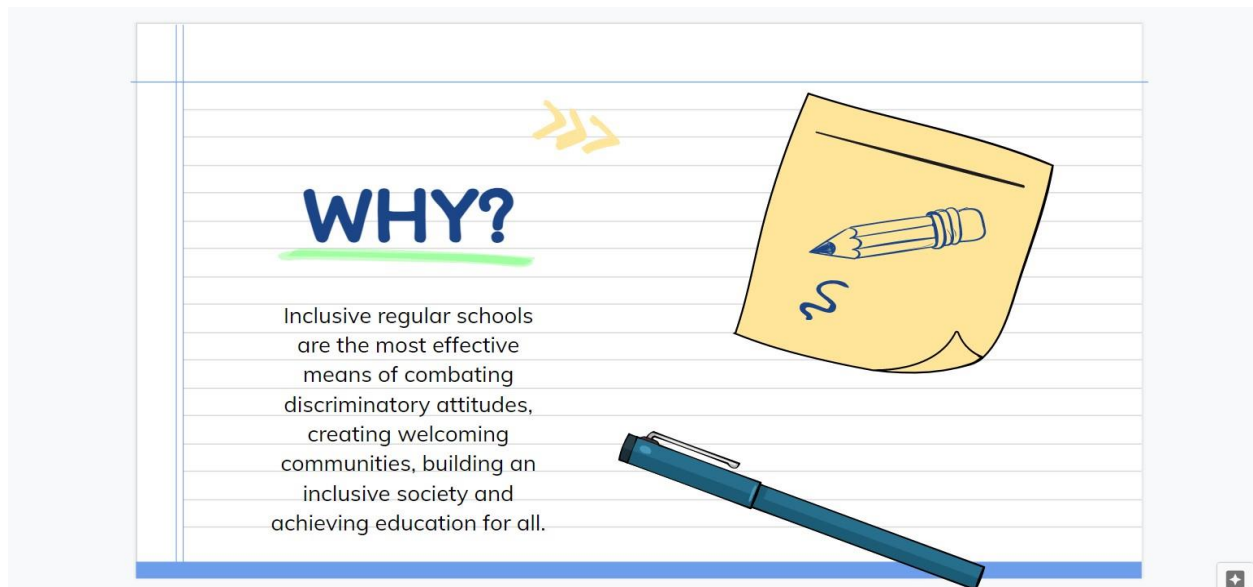
The regulations also stipulate the use of a teacher's assistant, who can be appointed by the respective educational institution. This is written in the support plan and the Principal decides whether to appoint such an assistant or not.

In 2006, Resource Centers for Integrated Learning have been established in Bulgaria. They are unit of the Ministry of Education, which carry out the policy of inclusive education. Specialists provide methodological support on inclusion issues, conduct information campaigns, make trainings related to inclusive education.



There is a comprehensive review of the impact of inclusive education which found that the vast majority of learners without additional needs were either not impacted at all, or actually benefited, by the provision of inclusive classroom strategies. Effective inclusion benefits all students because they can take advantage of some of the additional support. Provide students with multiple ways to engage with classroom material, multiple representations of curricular concepts, and multiple means for students to express what they have learned. This type of thoughtful, universally designed approach to learning benefits disabled and non-disabled students alike.

[https://alana.org.br/wp-content/uploads/2016/12/A\\_Summary\\_of\\_the\\_evidence\\_on\\_inclusive\\_education.pdf](https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf)

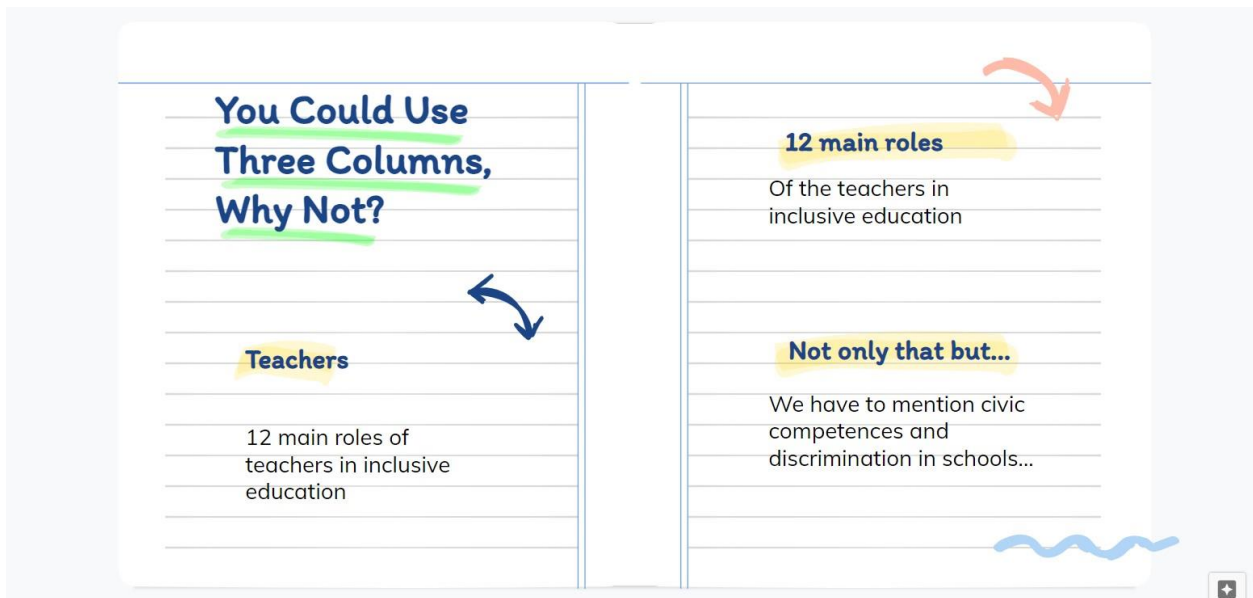


So why does inclusion work? Supporting and celebrating diversity and inclusion in school works because it gives all children the potential to achieve, and creates an environment where those with additional needs are not segregated and seen as 'other'; they are part of the same community of learners. Inclusion addresses negative cultural attitudes and misconceptions about people with disabilities, or those who are members of minority communities.



Inclusion works because it gives children what we all want and need: a sense of belonging. Creating an inclusive **вся** classroom where everyone feels valued is incredibly powerful. You might not consider yourself to be the greatest teacher in the world, but you can be the greatest teacher in a child's life — the one they always remember, who had the greatest impact on them — by including them and making them feel safe and valued.

**Wouldn't that be nice?**



Inclusive education system views that if a child is not learning, the problem lies in the education system and not in the disabled child. The difficulties arise because of rigid methods and curriculum, inaccessible environment, untrained teachers and poor quality of teaching, lack of proper attitudes on the part of the teachers, lack of support from public agencies etc. thus, the focus shifts from making the education system responsible. The abilities of children vary, some learn fast while some are slow understanding things. The understanding of various subjects also varies from student to student. Some children can understand the concept of mathematics much faster than their counterparts while other may be good in language skills. The teacher's role is not only to teach the subject but also to provide other training such as mobility training, self-

care training, preparation of teaching material according to the needs of the disabled children, training in use and maintenance of aids and so on.

Roles of Teachers in Inclusive Education are:

1. Identification of the children with disabilities in the classroom.
2. Referring the identified to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing a positive attitude between normal and disabled children.
5. Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
6. Removing architectural barriers wherever possible so that children with disabilities move independently.
7. Involving the children with disabilities in almost all the activities of the classroom.
8. Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
9. Preparations of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.
10. Parental guidance and counselling and public awareness programme through school activities.
11. Collaborating with medical and physiological pannals, social works, parents and special teachers.
12. Construction of achievement and diagnostic tool.
13. Adaptation in evaluation for children with special needs.
14. Providing remedial instruction to the children who require it.

Saying all that we have to mention one of the biggest issues in schools and society nowadays which is discrimination.



Discrimination is a human rights violation which can have a damaging effect on all learners, especially those who are targeted. Schools can tackle discrimination by promoting democracy, respect for human rights and citizenship.

To ensure that all students' needs are met equally, schools need to prioritise language and cultural competences, multiperspectivity in history and gender equality. In this way, students can acquire competences for democratic culture, to fulfil their potential in school as well as in society.

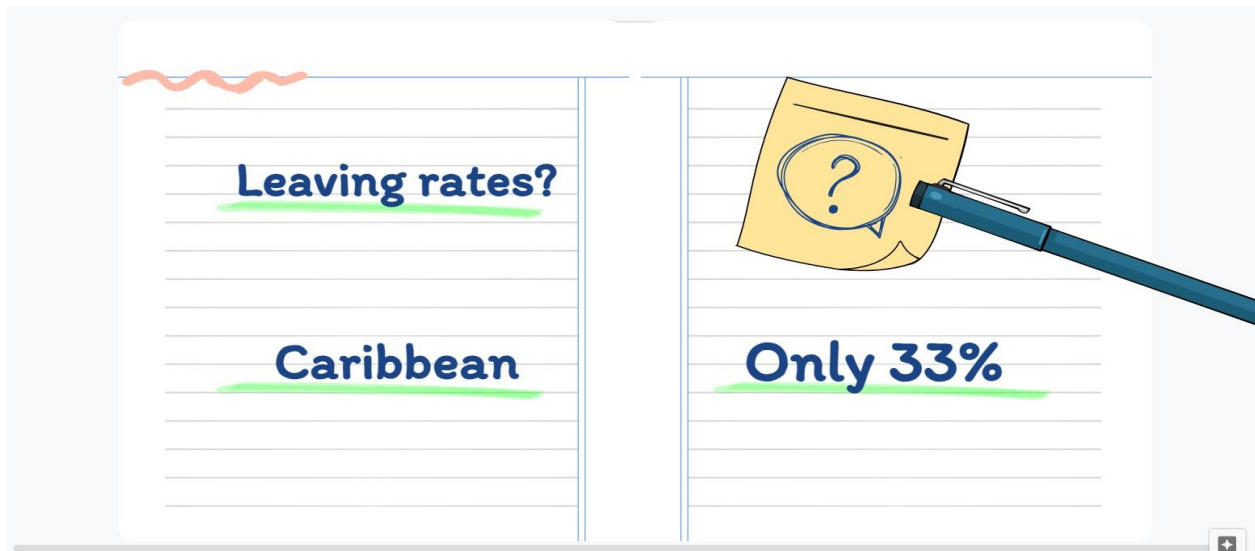
Children and young people who are treated unfairly or discriminated against are more likely to have:

- negative attitudes to school
- lower levels of motivation and academic achievement



- a higher risk of dropping out of formal education
- experience of bullying
- mental health problems.

Feeling different or ‘less’ than others can be an isolating experience. Over time it undermines an individual’s capacity for participation in society, e.g., their sense of self-efficacy, openness to other cultures and beliefs, tolerance of ambiguity and flexibility and adaptability - all of which lie at the heart of the Council of Europe Reference Framework of Competences for Democratic Culture. Lack of opportunity due to discrimination in school also damages society. It intensifies social divisions, fuels xenophobia and intolerance and undermines social cohesion.



Now, let's check some facts you possibly didn't know. Did you know that:

- Students with disabilities in Europe have higher early-school leaving-rates than their same-age peers.
- Black Caribbean students are three times more likely to be excluded from English schools than white pupils.
- A survey of nine EU countries showed that 33% of Roma students were in schools where most pupils were Roma, with 13% in Roma-only schools.



Phew! We've almost made it to the end of the presentation. And we've covered just the tip of the iceberg. We know there are TONS of amazing ideas about diversity and inclusion in education which all you other teachers and educators have.

We bet you've got some ideas of your own, too. What does inclusion mean to you, and how will you change your classroom to be more inclusive? Think about it.



If you are not sure about the answer of the previous question, let's check these 10 reasons which may form a stronger opinion in your head.



Like all students, those with disabilities have the right to attend regular schools and general education classes. Inclusion is a civil rights issue. In a democratic society, every person is to be afforded equal opportunities; segregated settings and marginalization from mainstreamed experiences. Participation in inclusive schools and communities provides students with and without disabilities the experience of a society that values and includes all its citizens.

A primary goal of K-12 education is successful integration of individuals with disabilities into postsecondary education, community living, and competitive employment. Inclusive practices are predictive of better post-school outcomes in adulthood. Segregated and homogenous educational settings do not lead to integrated, heterogeneous community life. By growing up and learning together in school, students with varied abilities, interests, and backgrounds experience diversity as a community norm. Many people in our society have misconceptions about persons with disabilities. The best way to overcome these misconceptions is to bring people with and without disabilities together in shared activities. Inclusive schools provide the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society.

Belonging is a human need for all people. However, the practice of sorting, tracking, and separating students is still institutionalized in much of public education. This is especially the case for students with the most significant cognitive disabilities, in spite of IDEA's legal presumption that an education in the general education classroom is preferable for all students. An education in more restrictive environments (less time with nondisabled peers) should only occur under the law if the student cannot be satisfactorily educated in the general education classroom even with supplementary aids and services. An inclusive approach to education challenges practices of separating students and their underlying assumptions. As educators become more successful implementing inclusive practices, fewer students are at risk for experiencing segregation and its potentially devastating effects on learning. By attending their local schools and being included in all aspects of general education life, students with disabilities are included in the communities where they live and can make friends and learn with other children. Inclusive education promotes a positive school and postschool climate for students of all abilities and backgrounds.

Inclusive educational settings offer many varied opportunities to grow socially and academically. There are a wide range of curricular opportunities in general education that cannot be replicated in a separate system of special education. This is important because both IDEA and the Every Student Succeeds Act (ESSA) require that all students, including students with disabilities who take alternate assessments (i.e., those with the most significant cognitive disabilities), should be included in and make progress in the general education curriculum for the grade in which they are enrolled.

All children grow from encountering a variety of experiences. Inclusive settings also offer students many incidental opportunities to learn useful skills and repertoires, such as following typical daily routines, figuring out multiple ways to solve problems, using humor and sharing stories, and communicating effectively. Peers with and without disabilities model and teach each other socially valuable behavior.

With an increasingly wide range of abilities, interests, and backgrounds in the general student population, educators are beginning to design curricula and provide instruction, materials, and assessments that meet the needs of the widest range of learners from the outset. By working together, educational team members can creatively design grade-level instruction to better meet the needs of all students. Universal Design for Learning is a framework that can be used proactively to help guide practices so that instruction and assessments are presented in ways that permit the widest range of students to access information. Using UDL, educators can incorporate multiple and flexible means of engagement, representation, and expression in the planning stages of activities and lessons for all students. Then, if additional adaptation is needed, teachers can use Specially Designed Instruction, which is making specific adjustments based on a student's Individualized Education Program to further personalize learning. It is important to note that regulations for IDEA state that "a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum." Even if some changes in materials are needed, instruction must be aligned to grade-level content standards. Both UDL and SDI involve appropriately varying the ways in which individual students go about learning.

Students with disabilities may require an educational program that is individualized for most of the school day. This is done by first identifying the priority learning objectives for an individual student with disabilities that will help the student make progress in the general curriculum and using these as goals in the student's Individualized Education Program (IEP). Then it is critically important to carefully determine the times, places, and activities in which the IEP goals can be addressed in the general education environment alongside their peers without disabilities. In this way, the IEP for a student with disabilities meshes with the instructional goals of peers while still meeting individual educational needs. The natural flow of productive interactions and learning in general education environments makes them ideal places in which to expect

active student participation and high levels of student accountability for their performance. Students with disabilities can practice skills in these supportive learning contexts even though specific goals and objectives aligned to the grade level content may vary greatly among students.

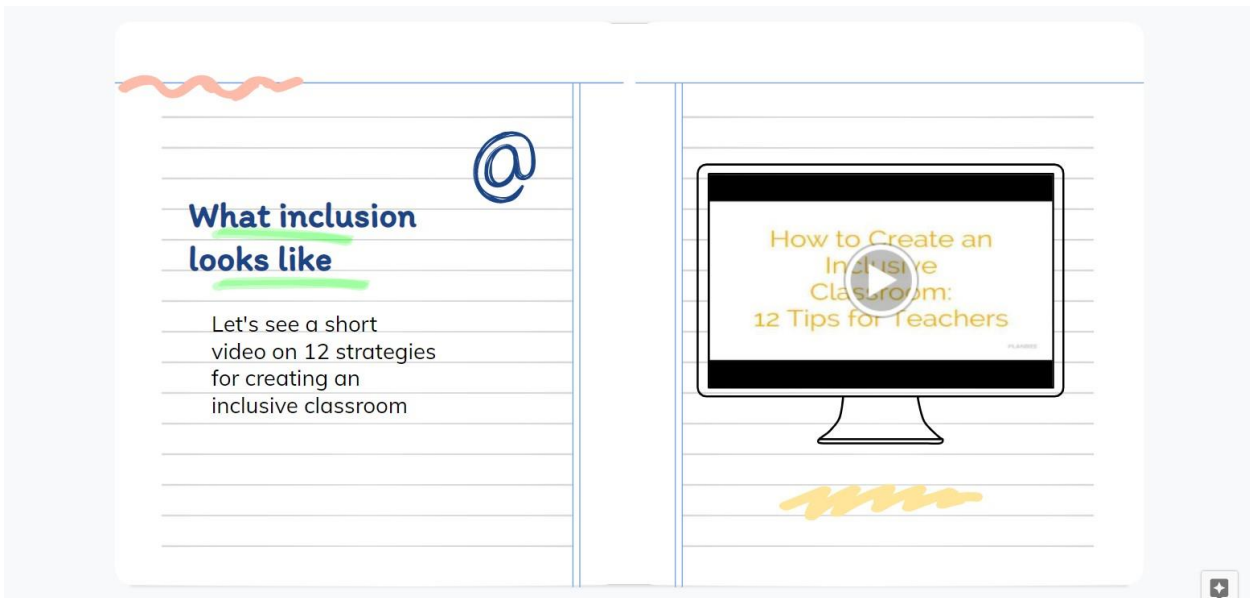


Inclusive learning environments provide students with and without disabilities many opportunities to establish relationships with their peers. Such relationships form the beginnings of friendships that are a source of fun and enjoyment, and an essential source of emotional support during challenging times. When considering what contributes most to one’s quality of life, “friends” often appears toward the top of the list. Therefore, the opportunity to connect with a diverse group of peers is an important outcome of inclusion for all students.

In inclusive schools, resources—especially instructional personnel—can be leveraged to create more effective and efficient learning opportunities for all students. When students with disabilities are educated in general education classes, special educators and specialized instructional support personnel provide support in those settings. This results in general education teachers and students having additional expertise more available. For example, additional personnel can result in smaller instructional groups during language arts and math, which allows for more frequent and individualized interactions between teachers and students. In addition, general educators have often remarked that their instructional repertoire has expanded as a result of team-teaching with special educators. In this way, special educators and general educators support each other in meeting the educational needs of all children.

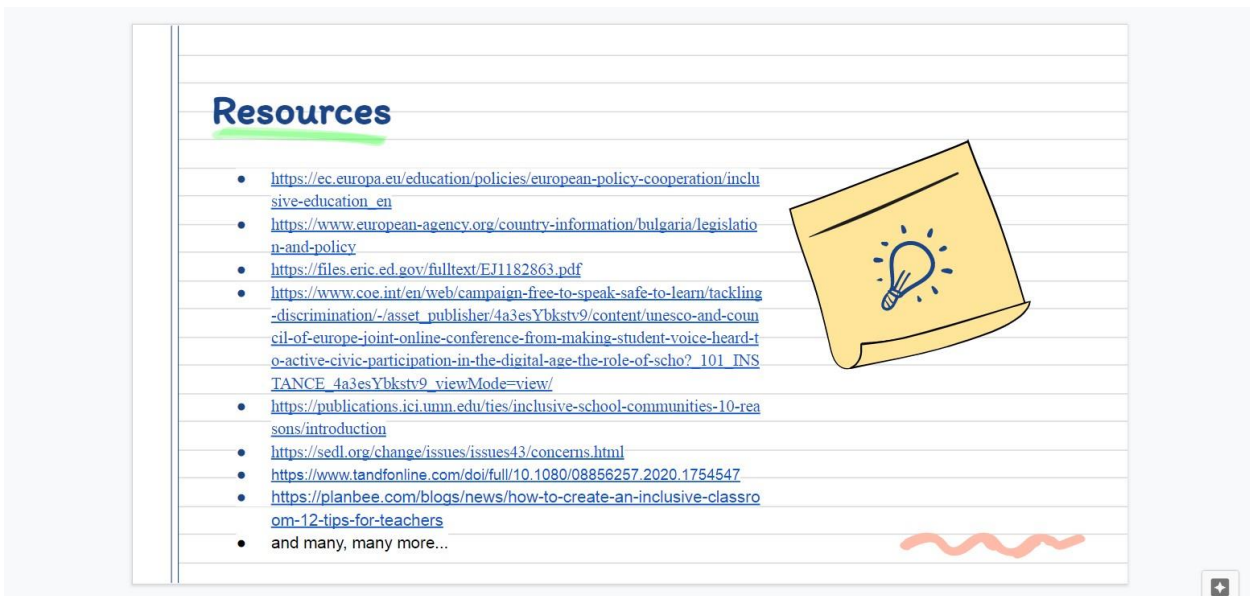
A cornerstone of effective special education has always been collaborative teamwork. An inclusive approach to service provision requires an even greater amount of collaboration among an even greater number of education professionals. Teamwork not only results in improved instruction for students, it also brings about increased esprit de corps and support among a critical mass of educators in a school building. Positive working relationships and a sense of shared responsibility for students are now recognized as cornerstones of successful school-wide improvement efforts. Relationships established among staff involved in creating inclusive learning experiences can support such initiatives, resulting in increased learning for students throughout a school.

When children with disabilities are included in their local schools, their parents can participate to a greater extent in that school and in the community where the school is located. Parents of included students can be a part of a support network of parents of other children with disabilities, as well as parents of children without disabilities. Such support is more difficult to access when a child’s school is a long distance from home or when families do not feel welcome.



We have reached the last theme in this presentation which includes a short video on how to create an inclusive classroom. Enjoy the video!

[https://www.youtube.com/watch?time\\_continue=9&v=CV5MmTIRHr8&feature=emb\\_title](https://www.youtube.com/watch?time_continue=9&v=CV5MmTIRHr8&feature=emb_title)



## **Inclusive Education – Practical Aspect** **Rozaliya Danova – Pleven, Bulgaria**

A presentation based on the methodology and principles  
of Suggestopedia in Honor of Professor Doctor Georgi Lozanov (1926 - 2012)

### **The seven laws of suggestopedia**

- Love for Students and Subject
- Freedom of Self and Expression
- Extraordinary Magical Expectations
- Manifold Increase of Input Volume
- Partial through Global Principle
- The Golden Proportion Rule
- Classical Art and Aesthetics Usage



Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school.

Inclusive education is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved.

As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life.

### **Beliefs and Principles**

- All children can learn
- All children attend age appropriate regular classrooms in their local schools
- All children receive appropriate educational programs
- All children receive a curriculum relevant to their needs
- All children participate in co-curricular and extracurricular activities
- All children benefit from cooperation, collaboration among home, among school, among community

### **Does Inclusive Education Mean That All Children Should Never Leave Their Regular Classrooms?**

Inclusive education means that all children are educated in regular classrooms. It does not, however, mean that individual children cannot leave the classroom for specific reasons. For example, a child may require one-on-one assistance in a particular subject.

This may or may not be happening during regular class time. Once schools are inclusive, serious thought is given to how often a child may be out of regular classroom and the reasons that this may be happening. It does not mean that children with certain characteristics (for example, those who have disabilities) are grouped together in separate classrooms for all or part of the school day.

## Key Features of Inclusive Education

Generally, inclusive education will be successful if these important features and practices are followed:

- Accepting unconditionally all children into regular classes and the life of the school.
- Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- Looking at all children at what they can do rather than what they cannot do.
- Teachers and parents have high expectations of all children.
- Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
- Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).
- Having strong leadership for inclusion from school principals and other administrators.
- Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
- Having principals, teachers, parents and others work together to determine the most affective ways of providing a quality education in an inclusive environment.

## The Benefits of Inclusive Education

Over the years, the benefits of providing an inclusive education to all children have been shown. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
- The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.
- It allows children to work on individual goals while being with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

## Inclusion Is a Value and a Way of Thinking

So where do we start with achieving social inclusion through teaching? One important starting point is to recognize that inclusion is a value that must guide our beliefs and actions as education providers. Here is what is meant by this:

In the days before inclusion was a widely held idea in the fields of education and employment specialists spoke about the need to find ways to integrate people with disabilities into the mainstream of society. The focus on integration was about ensuring that people were present – and that their right to access “regular” things (such as classrooms) was respected.

During the last 25 years individual rights have further evolved through laws policies that require service providers to provide accommodations so that people are able to participate. These rights are important as they provide ways for people to open doors that had previously been closed. But, laws and policies cannot guarantee true social inclusion on their own.

Over time, it became clear that “integration” — making a place in an existing system for people who had previously been excluded – was not enough. “Integration” tended to retain the notion that there were two kinds of people: “regular” or “normal” people, and those who were “integrated”. Schools and other

programs thinking “integration” also tended to retain old ways of doing things, and many of these did not work well with the more diverse population. This taught us that a new way of thinking and acting was needed.

Inclusion as a value and way of thinking requires something more. Inclusion is about people gaining “social acceptance”, having positive interactions with one’s peers and being valued for who they are. As such, it must be “internally motivated” and stem from embracing the belief that all people have value and the right to belong. Inclusion values diversity and allows for the real opportunity for people (both with and without disabilities) to have meaningful relationships.

In this respect, teachers must be willing to look at their beliefs, missions, messages, and operations to determine what they must do to be fully inclusive. There is an important question that must be asked on a regular basis:

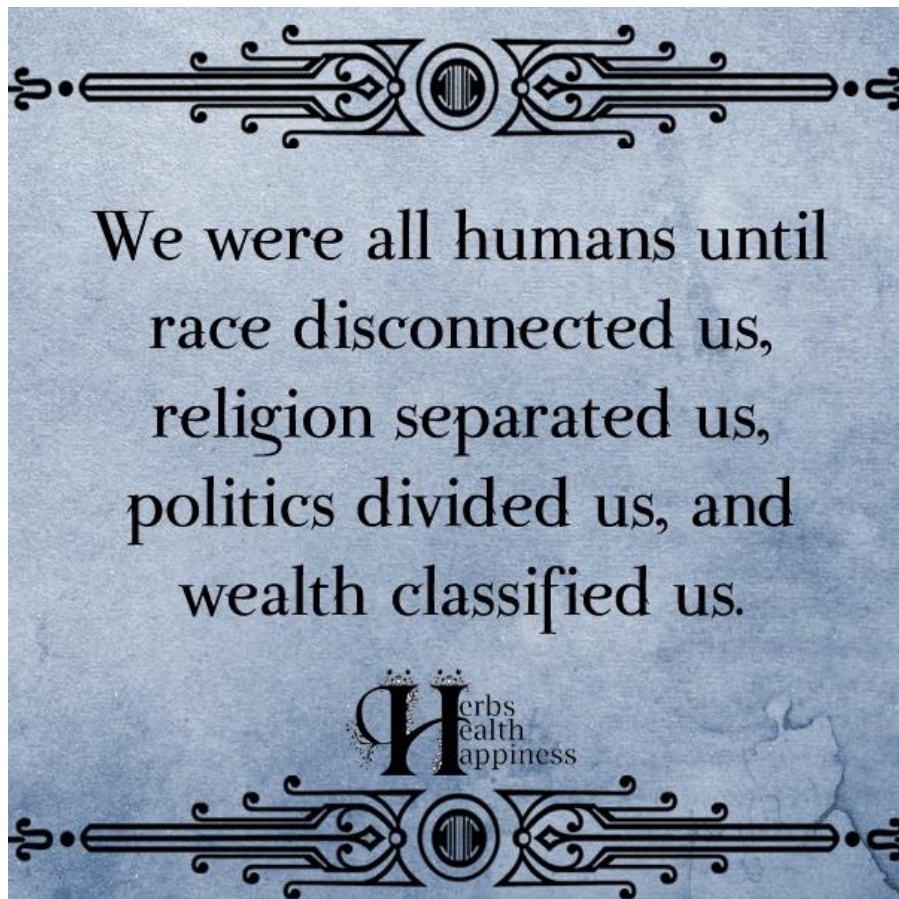
How do we develop, organize and operate our curriculums, syllabuses, lesson plans to ensure that all students are able to participate and enjoy the benefits of what we have to offer?

From *Best Practices for Inclusion*, New Brunswick Department of Education, 1994

Examples from Life

1. Maria’s Case (a disabled child with CAE certificate)
2. A Roma Family Case (the early marriage problem)
3. An Adopted Child – Gina (social acceptance)
4. Danny / Emma Case (various types of inclusion)

#### Conclusion:

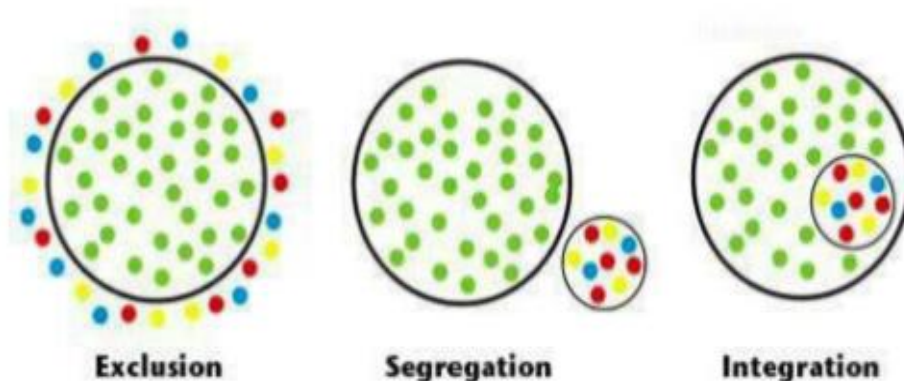




### III.3. 5th General Senior High School of Aigaleo (Aigaleo, Greece)

#### What is inclusion?

A good question! Inclusion is a concept difficult to define. Initially, it would be easier to consider what is not inclusion, rather than what it is, mostly regarding education: Inclusion is not one of the following:



(Πηγή: [www.thinkinclusive.us](http://www.thinkinclusive.us))

**Exclusion:** some children and young people are excluded from access to quality education.

**Segregation:** some children and young people receive education separately from other children, for example

- ✓ in different classrooms but in the same school or
- ✓ with a continuous 'creation' or 'management' of groups throughout the curriculum.

**Integration:** children and young people seem to be all involved in the learning process, but in reality receive their education separately. For example, a child attends classes in the same room as the other children but receives separate, individual help from an adult and does not interact with other children. The student participates, but is not included.

**Inclusive education** aims to **maximize**

- acceptance and participation,
- the psychosocial development and personal success of children and
- to **minimize** discrimination.“

*strives to respond to all students by treating them as autonomous individuals.*

Inclusive education aims at equality,  
social justice,  
participation and  
an active role in the community.



It is based on a positive view of diversity. Priority is given to the struggle for change, with emphasis on the importance of familiarisation with the concept of coexistence and the recognition of our common human nature.



Inclusion **focuses** on **all students** and not just some.

Historically, inclusion is considered the education of children with sensory and / or physical disabilities or of children referred to as "children with special learning disabilities".

Nowadays inclusion is linked to a much wider range of differences that are found in all individuals in the school community, including adults, such as:

- ways of acquiring knowledge
- ways of communicating or interacting
- sensory or physical factors
- social, emotional factors  
or factors related to mental health
- socio-economic conditions
- marital status
- cultural beliefs or expectations
- language spoken at home
- gender
- sexuality.....



**Goals of an inclusive school** could be, according to its needs :

- Practically applying the **values** of inclusion.
- **Supporting** all people in order to feel they belong to the community.
- Enhancing **participation** in learning and teaching activities, relationships and local school communities.
- **Improving** schools for staff and parents / guardians, as well as for children.
- **Reducing** exclusion, discrimination, barriers to learning and participation.
- **Sharing experience** from lifting barriers for some children so that even more children can benefit.
- **Restructuring** the culture, policies and practice so that they embrace diversity and treat everyone equally.
- Recognizing that **inclusion in education is an aspect of inclusion in society**.



### Values of inclusion

participation  
compassion  
beauty  
rights respect  
courage  
hope joy trust  
for sincerity diversity  
Equality wisdom  
optimism  
community  
nonviolence  
sustainability

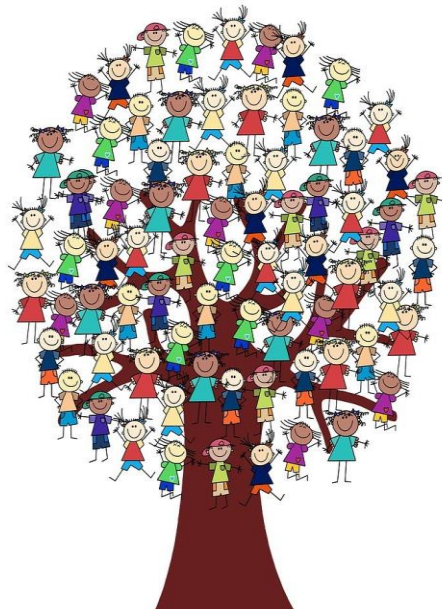
#### **Does our school community recognize the value of inclusion and diversity?**

- ▶ We are trying to play an important role in shaping future educational practices through the Inclusive Schools program.
- ▶ The Inclusive Schools program encourages schools across Europe to develop inclusive education practices aimed at actively engaging and challenging their school community.



Within the Inclusive Schools program, the following activities are implemented in which schools will play an important role.

- Development of diversity research and mapping tools as well as strategy planning
- Creation of practical guidelines
- Training of teachers and
- Establishment of a school certification system



- ▶ The program includes an innovative information campaign, a plan to create a communication channel between the school community and policy makers, thereby creating a dialogue channel between the two sides on inclusion and diversity.



### SEMINARS ON INCLUSION

The members of the pedagogical team of Erasmusplus of our school participated in a seminar organised by the third Directorate of Secondary education through the Environmental Education, Health Education and Cultural Affairs Officers in collaboration with the British Council to inform School Teachers and Principals of the "Participation Schools" program and educational material.

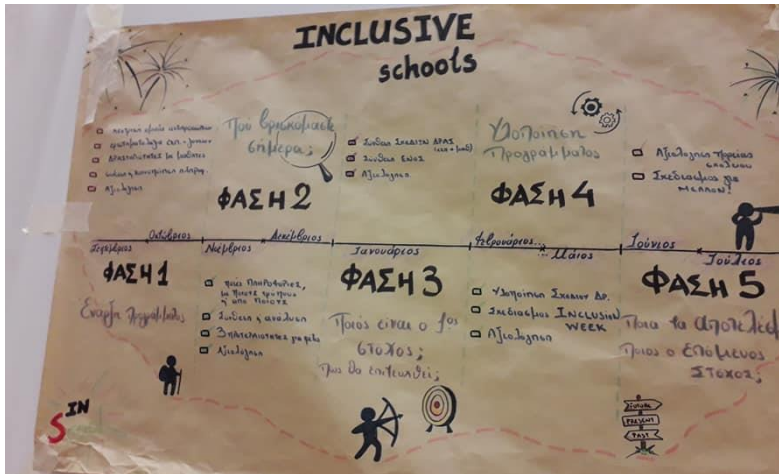
#### SUBJECT: **Experiential seminar "Inclusive schools: practices of inclusive education"**

(<https://www.britishcouncil.gr/programmes/education/schools/inclusive-schools>)

- ▶ The program supports the creation of a school environment where teachers and young people embrace and accept the challenges and benefits of diversity.
- ▶ Adopting an inclusive approach involves developing a learning environment where every student has equal opportunities to succeed.



The "Inclusive Schools" educational program is aimed at thousands of students and young people from Greece and other partner countries, coming from different backgrounds - irrespective of gender, learning needs, socio-economic status, religion and ethnic origin and its aim is to support their integration into the school community.



## SCHOOL ACTIVITIES ON INCLUSION

### 1<sup>ST</sup> ACTIVITY

#### SHALL WE PUT OURSELVES INTO THE OTHERS' SHOES?

On Wednesday, February 12<sup>th</sup> 2020, the students of the Erasmus+ Program put themselves in the place of people experiencing difficulties due to ethnicity or disability.

The students had to follow simple instructions to perform certain tasks. Initially the instructions were read in Spanish, so no one knew what to do (for example, being in the position of a refugee in a foreign country, not knowing the language of the host country).

The instructions were then given again in Spanish. During this phase, students understood what they had to do better, making use of more facts (eg the intonation, having knowledge of other languages, body language).

Then they followed the same instructions with their eyes closed (as if they were blind) and with one hand behind their backs (as if they were disabled).

At each stage, students discussed how they felt being excluded from a group

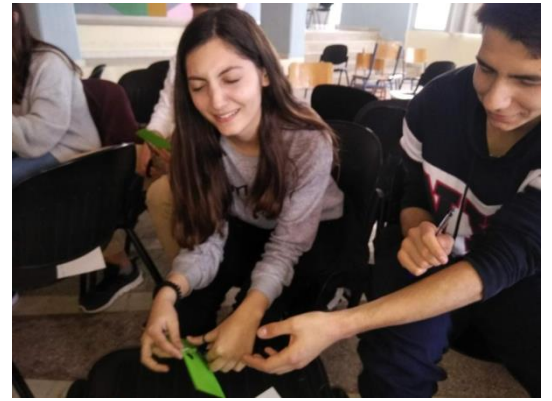


The purpose of the action was for the students to realize the negative feelings that exclusion generates, so as to address inclusion.

Students actively participated in the activity and followed the instructions given to them:

1. Take the blue paper and fold it in half.
2. Take the yellow paper and cut a circle.
3. Stick the circle on the blue paper.
4. Use the marker to write "We love school »on the circle.
5. Write your name on the back of the blue paper.

(The British Council Educational INCLUSIVE SCHOOLS program gave the occasion for the action).





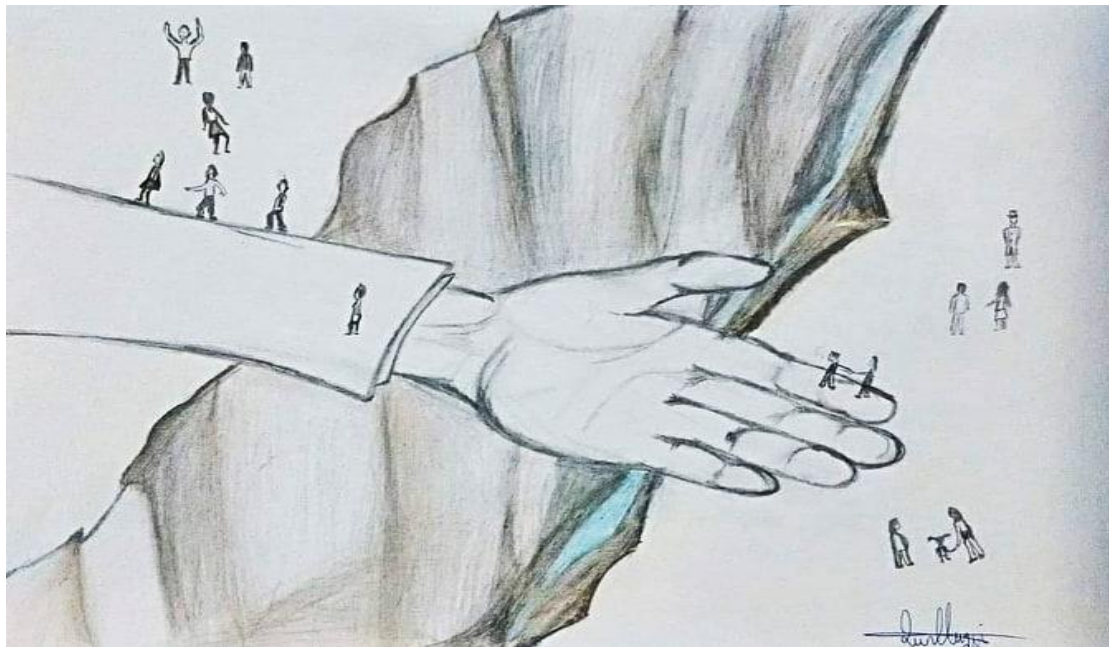
## SOME OF OUR STUDENTS' THOUGHTS

“It was a great opportunity to experience the same difficulties as disabled people. However, it was a simple simulation that helped us realize some things. But in the end we all regained our sight or hearing and we continue to live with the same ease as before. For some the conditions are different: When the curtain closes, they do not continue to live normally. These difficulties are part of their lives”.

“Modern societies in our eyes often seem democratic and open to all. They create the impression that they accept all people without discrimination. In reality, however, certain population groups are excluded from social life. How do these people, who experience exclusion every day, feel?”

The creation of a poster followed up the activity.

### “The Hand of Solidarity“



## 2<sup>nd</sup> ACTIVITY

### One picture, a thousand thoughts

On Wednesday 4/3/2020, our students discussed diversity and inclusion, expressing their opinions freely regarding the following picture:



(Πηγή: Interaction Institute for Social Change | Καλλιτέχνης: Angus Maguire)

They concluded that:

The *upper left image* shows **equality of opportunity**: providing the same help to each individual to achieve the same result. This sounds fair, but if you look closely you will see that it fails to provide people with what they really need.

The *middle image* above presents an **equal opportunity**: each person receives what is needed to achieve the same result. The help is different for each person, but the result is the same. Focusing on equivalence rather than equality can be an important change that individuals need to make as part of their path to inclusion.

The *last image* presents the goal of **inclusive education** policies: to remove as many obstacles as possible for all students to learn. As students and circumstances change, removing barriers to learning is an ongoing endeavour and may also require changing perceptions.





### Equal opportunity differs from equality of opportunity.

Afterwards, some of our students wrote short articles addressing this issue. One of them, entitled **“Fight for differentiation”**, emphasized the importance of action, in order to change attitudes and behaviours against exclusion.

Some of our students' thoughts:

- Different means for equal opportunities.
- Freedom without restrictions.
- We are equal, though different.
- Equality sometimes leads to injustice if the needs of individuals are not taken into account.
- Effortless inclusion means sharing your box of opportunities with other people.
- In our society we are used to obstacles, problems, difficulties, in order to appreciate something.
- The third image is life with equality, freedom, inclusion.
- It is up to us to ensure equality with our perceptions and actions.

**Then a student created this painting inspired by this activity**  
*“A painting about the excluded”*



## PARTICIPATION IN CULTURAL ACTIVITIES

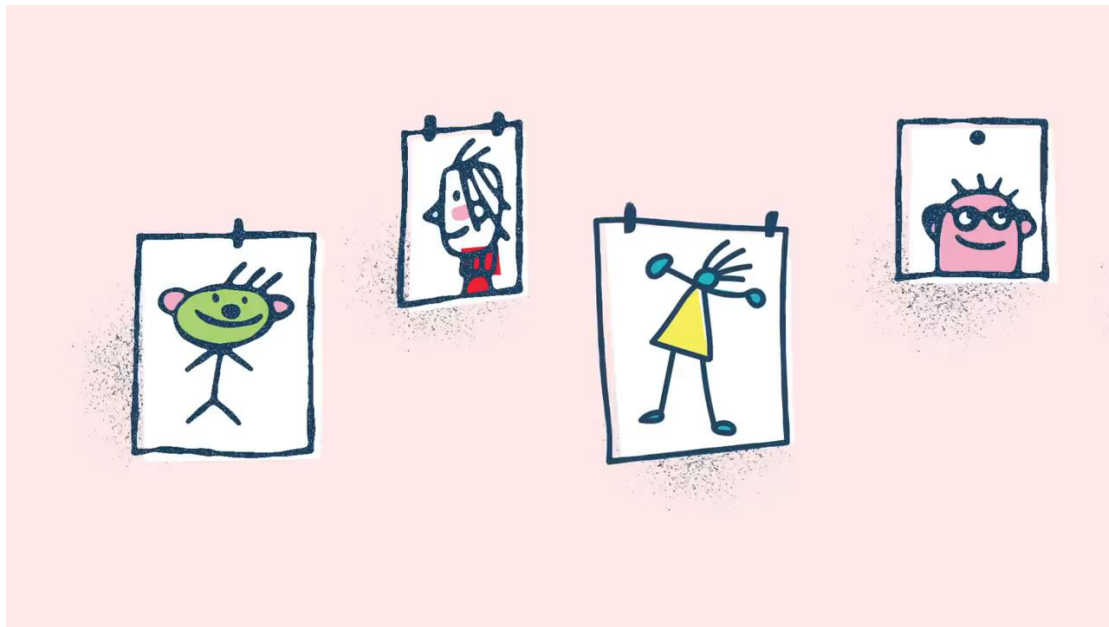
Participation of students through collaboration and student-centered approach in:

- ▶ Theatrical performances
- ▶ Projects
- ▶ Sports activities and athletic competitions
- ▶ Educational programmes (eg Erasmusplus, European Parliament Ambassador Schools, Model United Nations simulations)

**Why is it important to apply inclusion techniques in our school curriculum?**

- ▶ As experience has shown us, it is of paramount significance that we provide our students with a great repertoire of educational opportunities so that they are able to be involved actively in the tasks they are interested in.
- ▶ In this way, by doing an activity they mostly enjoy, relevant to their interests and inclinations, and through cooperation with the other students in pairs or groups, they will feel accepted as a part of the community, in order to become active citizens who will consciously contribute to the well-being of the society.
- ▶ The commitment of Sustainable Development Goal 4 (SDG 4) to ensure ‘inclusive and equitable quality education’ and promote ‘lifelong learning for all’ is part of the United Nations (UN) 2030 Agenda for Sustainable Development pledge to leave no one behind. The agenda promises a ‘just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met’.

<https://www.youtube.com/watch?v=keyjlqixq9c>



### III.4. I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)

The Republic guarantees the freedom of the arts and sciences, which may be freely taught.

The Republic lays down general rules for education and establishes state schools of all branches and grades (art. 33 )

Schools are open to everyone (art. 34)

**On those pillars is based our educational system**

#### **Italy – Ways of inclusion in law and at school**

The educational system in Italy is organized according to the principles of subsidiarity and of autonomy of schools.

Schools are autonomous as for didactic, organizational and research activities.

#### **But what about SEN pupils?**

Integration started in 1971, when, by Law 118, compulsory education had to “take place in regular classes, except in case of mental deficiencies or physical impairments so severe to prevent learning or integration in common classes.”

Then, Law 517/1977 prescribed to activate, both in primary and middle schools, “procedures to integrate handicapped pupils by providing special teachers”.



Law 104/1992, is the main frame for all disability issues: it guarantees people with disabilities and their families the ownership of specific rights; provides assistance; states the full integration and the adoption of prevention measures and functional recovery; ensures social, economic and legal protection.

Law 104/1992, moreover, prescribes to remove any barrier (architectural and sensorial) and to introduce appropriate aids and tools to support pupils with disabilities in education and training.

In the 50s children with "learning difficulties" and behavioral problems attended separated classes. Moreover there were "special classes" and "special schools."

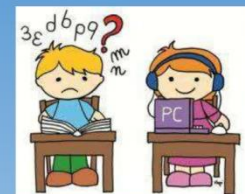
Law 517/77 closed separated classes in lower secondary schools, but it didn't provide specific measures for pupils attending these classes. Separated classes in primary education were closed, instead, 15 years later by law 104/ 1992.

In 2009, the Ministry of education has published the 'Guidelines for the integration of pupils with disability at school', with the purpose of increasing the quality of educational interventions for pupils with physical, psychic and sensory impairment.



Law 170/2010 - stated that pupils with learning disorders don't need special teachers, but a new way of teaching, according to their way of learning.

The aim was to shift the focus from a clinic, to a pedagogic view, by empowering all subjects involved in the educational process.



Indeed, after so many years of hard work in the field of integration, we were facing a new challenge. Pupils with disabilities or learning disorders were at risk of being in charge only of special/support teachers. There were still some obstacles in introducing personalization and individualization in learning.

That's why the Ministerial Directive 27 December 2012, on BES (SEN), created an "umbrella", to cover all kinds of difficulties at school: disabilities, SLDs, SDDs, socio-economic, cultural or linguistic disadvantage or pupils that can be anyhow in need of special care. This, in order to **ensure more inclusive practices** in classrooms through individualized and personalized educational plans



### ***Inclusion at school***

Pupils with disabilities generally attend mainstream schools, in the ordinary sections and classes at all educational levels.

At enrolment, parents should submit the specific certification regarding the type of disability and the right to receive specific support.

Owing to this certification the following documents are drawn up:

- the functional diagnosis;
- the dynamic-functional profile;
- the PEI (individualized educational plan). Moreover schools must remove all barriers and offer all facilities (also through the use of ICT) in the most functional manner suited to the needs of each pupil.

Usually, classes hosting 1-2 pupils with disabilities group a maximum of 20 pupils.

Each class having pupils with disabilities has one or more support teachers. Support teachers are teachers specialised in SEN. They are fully part of the teachers' team of the classes and participate in all the activities concerning planning and assessment



Assessment for pupils with disabilities is carried out according to the goals set by the individualized educational plan.

Although assessment procedures are the same applied to all pupils, they take into account pupils' progresses rather than their achievements

SLDs are diagnosed by the competent offices of the National health system. Schools, pre-primary schools included, should promptly intervene in presence of suspect cases of SLD, upon notice to the pupil's family.

At the enrolment of pupils with Specific Learning Disorders (DSA), parents should submit to schools the official certification released by the relevant offices of the National health system.

As pupils with SLD are in charge of the curricular teachers, MIUR ha issued guidelines to help schools support pupils with SLD. In particular, schools should activate specific pedagogic and didactic measures to guarantee their achievements, also through personalized educational plans (PDP) and the possibility of using compensative tools and dispensatory measures



Assessment of pupils with SLD should be consistent with the PDP, for example, by using oral – rather than written - tests to assess foreign languages knowledge, or by using compensative tools.



In case of other special educational needs, schools should activate personalised pedagogical measures. Also migrant pupils could be SEN pupils

Foreign minors, also if in situation of irregular migration, have the same rights to education and health as the Italian ones. Specific Guidelines (2014) provide, beside a regulation framework, also some suggestions concerning school organisation and teaching. For example each class can host a 30% maximum migrant pupils, lest a higher density may affect effective inclusion



Starting from the school year 2013-14, each school has to draft an Annual Plan for Inclusion (PAI) as a base for the POF (Plan of the educational offer). The POF is the basic document describing the curricular, extra-curricular, educational and organizational resources that each school adopts according to its autonomy. At the end of each school year, schools should monitor and evaluate the efficacy of their inclusiveness.

#### ***Critical aspects and possible solutions***

There are also other critical aspects, and, particularly, the risk of labeling those pupils.

In some situations we are still at risk of seeing pupils with disabilities dealing only with the support teacher instead of all the class.



***In-service training for teachers and school masters*** School is responsible for offering appropriate educational opportunities for every child.

Since SEN pupils are in charge of all the school staff, teachers and school managers of all school levels receive a specific in-service training for pupils with Special Educational Needs

#### ***Territorial Support Centres (CTSs)***

CTSs are 106 public mainstream schools. They are organized in a network across Italy.

The core aim of CTSs is to develop a permanent net of schools at the local level, which is able to retrieve and disseminate the best practices of ICT for inclusion.

### III.5. The High School of Economics and Gastronomy (Tarnów, Polonia)

#### Inclusive education in Poland

The Constitution of the Republic of Poland stipulates that education is compulsory until the age of 18 and sets out a number of fundamental rights and freedoms relating to education:

- Every individual has the right to education.
- Education in public schools and higher education institutions is free.
- Public authorities ensure universal and equal access to education; to this end, they provide financial and organisational support to learners.
- Learners with disabilities and those with behavioural problems have the right to learn at all types of schools.
- Learners have the right to adjustment of the contents, methods and organisation of education to their own abilities, and the possibility to avail of psychological and pedagogical support and special forms of didactic work as needed.

The idea of inclusion deriving from the notion of uniting people of different needs was started in the US in the early 19th century.

- In Europe it was widely propagated starting with the 1950s and 1960s in the context of migration problems. Its aim is to create an environment that is most favorable to the development of all people regardless of their health, age, race, religion, origin, etc.
- In Poland the idea of inclusion raises a lot of controversy and its development can be described as slow.
- In 1991 the first act on education system in post-communist democratic Poland was established. Legal framework brought about real changes in the mid 1990s. Thanks to that, for around 20 years now, people with developmental problems have been able to obtain mandatory education in any given school whose obligation it is to ensure appropriate conditions, adapt the education program, methods and didactic tools to suit the child. In the 1990s integration classes were formed in order to facilitate the realization of compulsory education by children with and without disabilities. Currently there are more and more schools which create environment ready for a natural role in the education of children with different needs.

#### Inclusive Education – Key Points

- The process of inclusion meets the diverse needs of all students by extending the possibility of their participation in social life, reducing their isolation and exclusion;
- The process of inclusion requires changes and modifications to the content of training programs;
- This process requires changes in the approach of teachers and educational strategies, based on the belief in the necessity of general education for all children in a regular school, appropriate for the age of the child (UNESCO Declaration);
- Inclusive education requires a step away from the medical model of disability, assuming the perception of disability as a problem;
- Inclusive education is an idea of acceptance of people with disability in the social life from the perspective of the theory of full normalization;
- Inclusive school identifies barriers to full participation in the educational process for students with special needs;
- Furthermore, actions are taken to abolish these barriers;
- Inclusive education is a leading form of education of children with disabilities in mainstream schools, assuming that the school system is adapted to the individual pace of each child with regards to learning, abilities and capabilities.

# Students with special educational needs in the Polish educational system

## There are some categories of disabilities that exist in the Polish educational system:

- Visually impaired
- Hearing-impaired
- Developmentally disabled
- Autism
- Long term illnesses
- Motor Disabilities
- Multiple Disabilities
- Socially Disadvantaged
- Behavioural Disorders
- Threatened with Addiction

## In Poland students with special educational needs (SEN) can attend:

- General schools
- Integrations schools or classes
- Special schools or classes
- Individual teaching

It has been a great effort of our Ministry of Education to implement integration schools and classes which offer students with special educational needs equal opportunities to obtain education and development in various spheres. Inclusive education is a chance to reduce isolation and overcome social barriers. There are about **3-5** disabled children and other **15** students in the classroom. Apart from a regular teacher, there is always a supporting specialist who takes care of the children with SEN.

There are a lot of non-profit organisations which offer support to parents and teachers of children with SEN. Our membership in the European Union brought many positive changes in the education system in Poland. Students with SEN can benefit from the financial support from the EU, various foundations and participate in the European Union projects.

## Education in such classes requires a few changes and adjustments in the functioning of the school:

- introducing teaching programmes, methods and techniques appropriate for all children in the group
- ensuring appropriate learning conditions for disabled students (facilities and teaching aids)
- employing specialists and training teachers
- organising psychological help and rehabilitation activities
- organising integration activities for the whole groups
- strengthening the school's cooperation with the local community and institutions
- increasing public awareness and maintaining regular contact with parents
- limiting the number of students attending the integration classes
- ensuring equal treatment of all children

## Positive aspects of inclusion observed by Polish teachers:

- improving communication and social skills
- increasing positive peer relations
- innovative teaching methods
- positive effects on children without disabilities - development of positive attitudes and perception of disabled people
- conditions conducive to students' personal development and growth of self-esteem
- development of the sense of responsibility, tolerance and empathy
- enhancing cooperation and multiple approaches to teaching and learning
- pleasant atmosphere of mutual understanding
- good promotion of the school (increase of the school's prestige).

## National minorities in Poland

The largest national minorities in Poland are **Russian, Belarusian, Ukrainian** and **Roma** people. Their children have to attend school until the age of 18. Educational institutions have to guarantee access to their national language, culture and history. The schools cooperate with the institutions from their countries and minority associations. Schools support the children financially and involve them in international educational programmes of student exchange.

### The most common problems connected with their inclusion are:

- late enrolment at school
- backlog in learning
- problems with language and communication
- insufficient cooperation with parents
- prejudices in the local community

### Problems encountered by Polish educational institutions:

- small amount of specialists in a given field
- not enough trainings for teachers
- lack of funds to cover expenses connected with necessary rehabilitation equipment and other facilities
- lack of special course books for children with visual or hearing impairments
- insufficient cooperation between the school and parents of disabled children
- rivalry among children and sense of injustice
- social prejudices –lack of understanding and fear of integration
- insufficient support from the municipality and Education Department
- lack of collaboration between schools and local institutions supporting disabled people

# Teachers' role in inclusive education

Undoubtedly one of the most important elements of an inclusive system are the teachers. Development and success of inclusion depends on their work and attitude towards the idea itself. Through their attitude they shape the future generation's open attitude which accepts that every person is different, yet equally valuable, and the diversification of needs is a motor for the development of the world.

- ✚ Creating the best possible environment specific for each student's capabilities and their potential;
- ✚ Developing the strengths of the child;
- ✚ Motivating each child to participate in school activities, considering the nature of their disability and associated restrictions;
- ✚ Preparing individual educational and therapeutic programs specific to the individual needs of each child.

### Inclusion at our school

In our school we have a few students with special educational needs. We make efforts to integrate these pupils with other students by:

- ✚ informing teachers, students and parents about various diseases and organising first-aid trainings
- ✚ offering them psychological support
- ✚ adjusting learning conditions, teaching programmes and methods to their needs
- ✚ organising integration activities in groups
- ✚ involving them in the school life, after-school activities and clubs
- ✚ strengthening cooperation teachers-parents

Students with SEN can always count on our help and they are integrated with the school community as soon as possible. All pupils can thus learn to function successfully in a community and benefit from diverse teaching methods.

### How to make our students tolerant?

- ✚ organise workshops and contests devoted to the topic of diversity and tolerance
- ✚ treat equally all students within the class
- ✚ enhance the attitude of openness towards other people
- ✚ punish the acts of discrimination towards other nations, subcultures, religions
- ✚ emphasize similarities among people
- ✚ encourage children to share their interests, backgrounds, family traditions
- ✚ discuss the topic of stereotypes and prejudices
- ✚ encourage students to get involved in charity and volunteer work
- ✚ discuss the examples of tolerance in art and literature and set positive patterns of behaviour

*"The highest result of education is tolerance."*

***Helen Adams Keller***

- ✚ As a modern school, ZSEG introduces elements of inclusive education.
- ✚ We had a chance to put theory into practice in years 2017-2020.
- ✚ Four students with special educational needs attended the vocational school in those years.
- ✚ Two students with special educational needs attended the technical school at the same time.

We would like to present one of these students, his problems and the activities of the school that were undertaken to train him well for the profession of confectioner.

- In 2017, Łukasz began his education in the first form of the vocational in the confectioner specialization.
- Along with the documentation necessary for recruitment, Łukasz's parents also submitted a decision on the need for special education issued by the Psychological and Pedagogical Clinic in Tarnów.
- It should be mentioned that Łukasz has been the first and so far the only ZSEG student with Down syndrome.
- A special education certificate is drawn up at the request of the parents of a child with specific learning difficulties, sick or socially maladjusted. It is a document issued by Poradnia Psychologiczno - Pedagogiczna, which contains detailed guidelines for working with a student at school. Recommendations are made by a team of psychologists, educators, doctors and other specialists. The document is binding on the school, which must unconditionally take appropriate inclusive measures.
- The decision included a recommendation to work in a mainstream school, which is ZSEG, for a student Łukasz, who has had Down syndrome since his birth.
- The school has taken appropriate steps to include the student in the Individual Educational and Therapeutic Program, which in this case was prepared especially for Łukasz. It contained a number of guidelines to ensure that the student with Down syndrome could study normally in a mainstream class.

## Guidelines for working with Łukasz

- Stimulating the learners overall development as well as verbal and functions.
- Developing and perfecting mental memory, attention and motivation.
- Actions correcting disturbed auditory and verbal functions, pace of action.
- Insight into oneself and one's abilities.
- Matching educational tasks to the knowledge currently possessed by the student and grading the difficulty.
- Systematic introduction and implementation of more difficult tasks.
- Developing and perfecting school skills.
- Guiding the student to the correct line of reasoning, using auxiliary questions, providing additional tips.
- Extending the time necessary to respond -adequately to individual needs.
- The use of diverse, attractive forms of work and the transferring of the material to be mastered: examples, references to the specific information, indication of the application of the given knowledge in practice, visual demonstration, learning through experience.
- Focusing more on apprenticeship and developing practical skills.
- And what was the most important from the parents' point of view, i.e. psychological and pedagogical assistance at school in the form of organized didactic and compensatory classes aimed at developing the student's school skills.
- There was a fear that Łukasz would not be accepted
- in the class or that he would fall a victim of harassment, or worse, violence.
- All these activities were put to work with Łukasz by a team of teachers of general education subjects, vocational subjects and specialists, including a school speech therapist and a school counsellor. The teachers of the form got acquainted with the detailed information on the daily work with the student. Every day, for three years of his education, they overcame a combination of difficulties. They were patient and persistent in passing on the knowledge, teaching practical skills and supporting Łukasz emotionally.
- Łukasz was a very disciplined student, he was eager to learn and gain professional experience during classes in the confectionery workshops of our school.
- He was liked and accepted by his classmates and schoolmates.
- He had never experienced any distress at school because of his illness.
- His diligence in performing tasks and additional duties was given as an example to others.
- Łukasz had a neat handwriting.
- He diligently attended school classes, and his attendance was very high - ranging from 98 to 100%
- Every year he achieved very high academic results and had an exemplary behavioral assessment.
- Despite some physical limitations - Łukasz had very small hands, the boy passed his first qualification of the vocational exam and received a certificate of professional competence.
- In 2020, he successfully graduated from school, receiving a school certificate and a certificate of professional competence in the profession of a confectioner.
- Many factors contributed to Łukasz's success. It involved the work of the entire team of teachers, the speech therapist and the school counsellor, the boy's diligence and perseverance in pursuing the goal, as well as his determination to obtain professional education.
- Łukasz's parents, who worked closely with the school throughout his education, played a significant role. Łukasz's mother, in particular, was in a constant contact with the form tutor, school counsellor and other teachers.

## CONCLUSION

- Inclusive education has brought satisfactory results not only in the case of Łukasz. The remaining students with a certificate of the need for special education also successfully graduated from the school.
- This is the proof that even students with serious health, developmental or other problems have a chance to attend regular schools.
- ZSEG provided an opportunity to increase the educational opportunities of young people. It provided conditions for the development of individual potential, which in the future will enable full personal development and proper inclusion in social life by taking up work in the learned profession. Students have been equipped with the necessary competences that become their valuable resource.

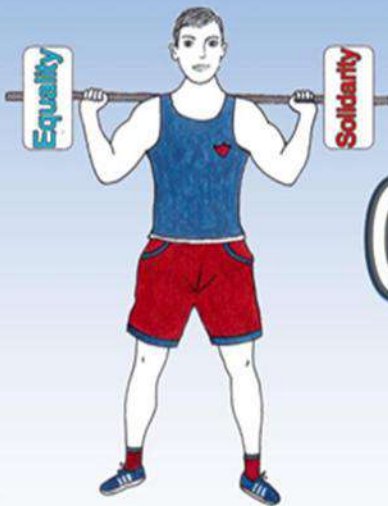


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# Get In Shape for Europe



Zespól school **economiczno-gastronomicznych** — Liceul **Stefan Procopiu** — 5th General Senior High School — **I.I.S. E. Majorana-A.Cascino** — Foreign **Language School**

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