



Erasmus+

ERASMUS+ School Exchange Partnership “Get in shape for Europe” (GISE)

Newsletter No. 6 May 2021

The partnership takes place between September 2018 and August 2021 and involves 5 European schools:

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



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Changing lives. Opening minds.

This newsletter contains information about the two learning, teaching and training transnational activities ("Short term joint staff training events ")

organized by Romania team and Polish team:

”European values: Gender Equality and Equal Opportunities” (20-22 April 2021) and

”Inclusive School Practices” (11-13 mai 2021).

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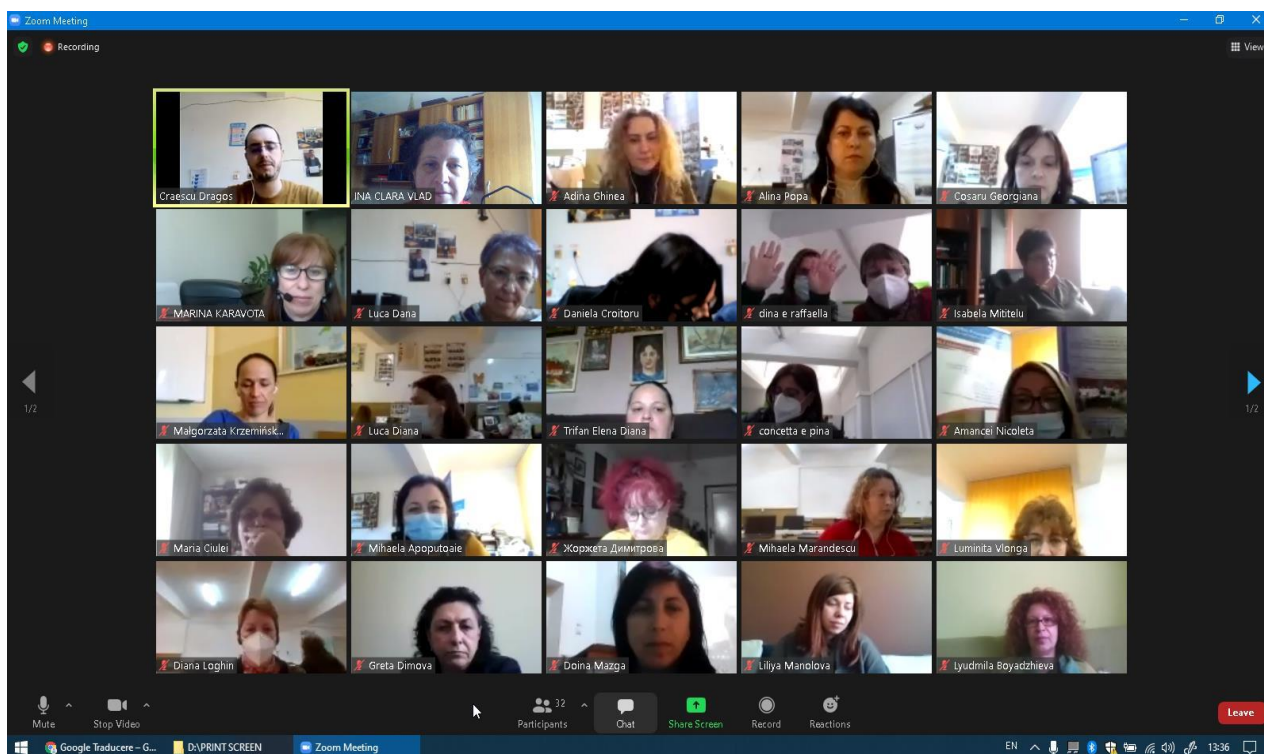
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<http://lspvs.ro/erasmus-gise/>



European values: Gender Equality and Equal Opportunities (20-22 April 2021)

Between April 20th-22nd, 2021, 40 teachers from the 5 partner schools participated in the transnational activity of transnational learning, teaching and training ("Short-term joint staff training events" type) entitled "European values: Gender Equality and Equal Opportunities". The transnational activity was organized by the "Ștefan Procopiu" High School in Vaslui and aimed at the exchange of good practices and experiences between teachers regarding the promotion of European values such as gender equality and equal opportunities. During the 3 days, teachers participated in activities such as "ERASMUS + - opportunities, challenges and expectations", presentations on gender equality in partner countries, examples of good practice in promoting gender equality, group activities, activities on the eTwinning platform, exploring the EIGE site (EIGE-European Institute for Equal Opportunities for Women and Men - the only European Union agency that focuses exclusively on gender equality). The practical activities "European values: gender equality" and "European values: equal opportunities" were coordinated by Daniela Luca and Dragoș Crăescu.



European values: Gender Equality and Equal Opportunities (20-22 April 2021)

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6 Ways You Can Promote Gender Equality In Your Classroom

6 WAYS YOU CAN PROMOTE GENDER EQUALITY IN YOUR CLASSROOM

1. Be reflective and be objective.
2. Get feedback from colleagues and students.
3. Use gender-neutral language when appropriate.
4. Explain the context.
5. Seat and group students intentionally.
6. Use project-based learning.

teachthought
BY NEW TEACHERS

Zoom Meeting
Recording

Participant names visible in the grid: Greta Dimova, INA CLARA VLAD, Malgorzata Krz..., MARINA KARAVOTA, Viorga Luminita, Daniela Croitoru, Beata Nytko, Lyudmila Boya..., Mihaela & Diana, Adina Ghinea, Doina Mazga, Amancei Nicol..., Luca Diana, Apoptoale M..., Liliya Manolava, Жоржета Дж..., Bardita Carmen, Maria Ciulei

Recording

Some more ideas for teachers...

- Choose some teaching examples than upend traditional gender stereotypes.
- Ask students what they mean when they use sexist language.
- Have a classroom seating plan that supports equal participation.
- Have equal academic and behavior expectations for all students
- Address when class materials stereotype one gender
- Ask students to participate in w variety of classroom chores
- Call the students of both genders
- Address students equally
- Create mixed-gender groups for class projects and discussions
- Encourage all the students to share thier feelings
- Use gender-neutral language when possible
- AVOID asking students to speak on behalf of their gender
- Choose course materials for both men and women
- Avoid separating supplies or materials by gender
- Refer to students using the pronouns they prefer.
- Give students awards according to their interests not gender
- Don't connect gender to an ability or personality trait
- Be a role model for your students

Participant names visible in the grid: Isabela Mitte..., INA CLARA V..., Amancei Nic..., Malgorzata Krz..., Daniela Croit..., Doina Mazga, Trifan Elena..., Luca Diana, Dorosa Teod..., Mihaela & Di..., Maria Ciulei, MARINA KAR..., Adina Ghinea, Ioanna Moroma..., Apoptoale..., Iorela Busuioc, Lyudmila Boy..., TEOĐOPA CT..., raffaella arena, Greta Dimova, Liliya Maniol...



European values: Gender Equality and Equal Opportunities (20-22 April 2021)

The screenshot shows a Zoom meeting window on the right and a Padlet board on the left. The Padlet board is titled "Describe the activity from today!" and contains several sticky notes with feedback. The Zoom meeting shows a grid of participants, with a chat message at the bottom right that reads: "From concetta e pina to Everyone congratulations for activities".

Padlet Board Content:

- inter
- interactiv
- it was a really interesting an
- Vlonga Luminita (
- interactive and enjoyable
- Interesting
- interesting
- interesting
- Mihaela
- An excellent presentation! Very interesting, interactive activities!
- Marina (Greece)
- Thanks a lot!! Very interesting, interactive activities!!
- You have done great work!
- Very interesting!
- interesting
- The best thing was that the activities were interactive
- Thank you for the wonderful experience. It was fruitful a
- Interesting
- Alina (Romania)
- funny, engaging, interesting
- The activities were fun and interesting
- the activities were very interesting and dynamic
- Very interesting activity, congratulation Daniela and Dragos! and well teams

The screenshot shows a Zoom meeting window on the right and a Padlet board on the left. The Padlet board is titled "Dream Job" and contains several sticky notes with job preferences. The Zoom meeting shows a grid of participants, with a chat message at the bottom right that reads: "Adina Ghinea a dream job is the J".

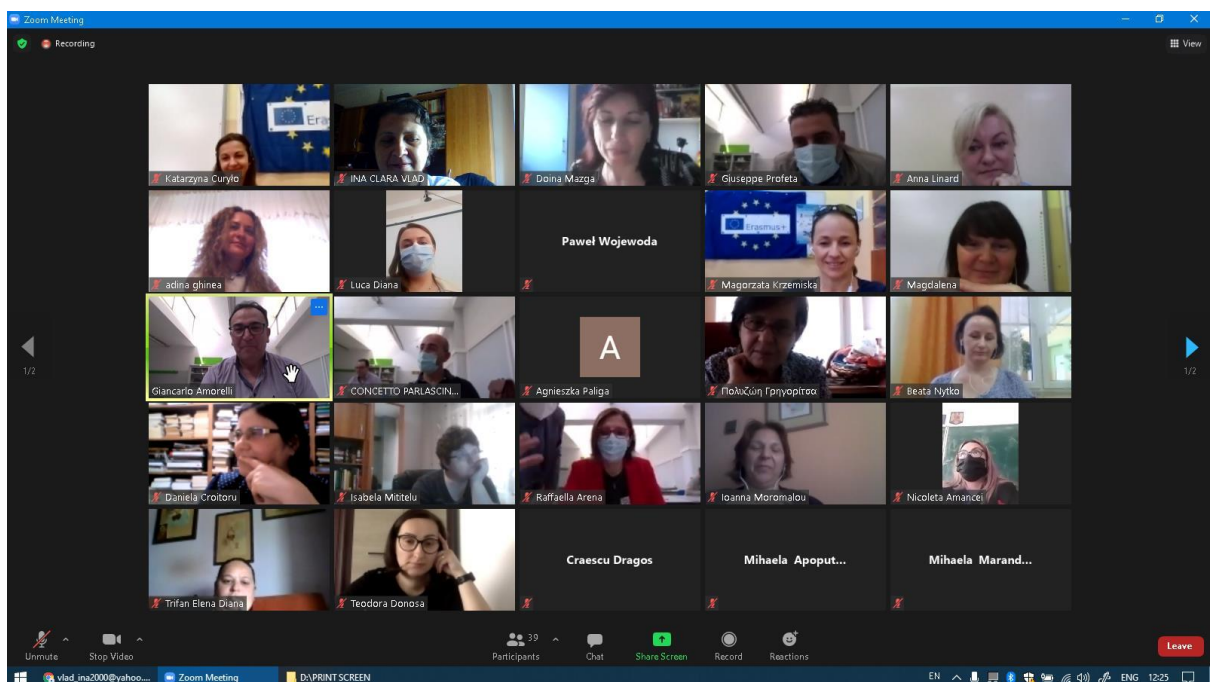
Padlet Board Content:

- creativity
- I want to remain a teacher with a higher salary (2000 euros per month would be a satisfactory salary)
- I would like to be a minister or a doctor.
- I want to travel a lot of
- visiting new places
- flexibility, creativity
- well paid
- bonus: trips in Italy, Greece, Poland, Bulgaria, Romania
- motivating, with changes
- new interesting tasks
- tolerance, well paid
- A dream job should be rewarding and give you satisfaction
- tolerance and diversity
- The dream job it is one job for our soul.
- creativity, respect, good working conditions, equal pay
- relaxing environment
- well paid opportunity to advance in your career
- short program
- no discrimination
- flexible schedule
- Diana
- team work
- Adina Ghinea a dream job is the J
- nice team



Inclusive school practices (11-13 May 2021)

Between May 11th-13th, 2021, over 40 teachers from the 5 partner schools within the interschool exchange project "Get in shape for Europe!" (GISE) participated in the transnational activity of transnational learning, teaching and training of the type "Short-term joint staff training events" entitled "Inclusive school practices". The transnational activity was organized by The High School of Economics and Gastronomy (Tarnów, Poland) and aimed at exchanging good practices and experiences between teachers regarding inclusion in the school. During the 3 days, over 40 teachers from 5 partner schools participated virtually in activities such as "ERASMUS + - opportunities, challenges and expectations", presentations on inclusion in partner countries, examples of good practice, collaborative activities ("School inclusion - positive and negative aspects from the perspective of school, teachers, students with special educational needs, as well as students without special educational needs, Educational problems of students with special educational needs during the pandemic, Tips for creating an inclusive classroom, etc.), activities on eTwinning platform, exploring the European Agency for Special Needs and Inclusive Education website. At the end of the 3 days of virtual activities, the participating teachers came to the conclusion that the problems faced by European schools regarding the inclusion of students with SEN are common.



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 schools' perspective

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



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 is titled "What problems do you see in inclusive education because of the pandemic era?" and is organized into five columns representing different countries:

Bulgaria	Greece	Italy	Poland	Romania
isolation	feelings of isolation, depression, loneliness, agoraphobia	distance in laboratorial activity	isolation	Alina Popa say: 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 displayed. The Padlet board is titled "In my country. Answers." and features a grid of responses from different countries:

- 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 particpate 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 environment. 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 bookshelf, a lamp, and a chair. The Zoom meeting participants are visible at the bottom of the screen.



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 17m

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 17m

- 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 17m

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.
- 5 Only about 50% schools employ psychologists.
2. Some schools arrange that, others don't
- 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.
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 17m

- Georgiana Cosaru. 4.Schools have the possibility to employ a teacher assistant if there are at least 8 students with special needs
10. Another construction, another building, teacher training

luminita vlonga 17m

luminita vlonga 17m

luminita vlonga 17m

luminita vlonga 17m

luminita vlonga 17m

luminita vlonga 17m

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

Anonymous 17m

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

Anonymous 17m

- 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 17m

Alina say:

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

Anonymous 17m

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

Anonymous 17m

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

Anonymous 17m

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 17m

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 4m

Rozaliya Danova

Learn and use your students names

Do not ignore any child!

Use alanguage of respect and love

♥ 0

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 12m

Alina Popa Romania

To use all oportunities, to learn

♥ 3

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

Italian Team

Use Role Paly

♥ 5

Add comment

Anonymous 13m

INA CLARA VLAD 13m

Ina Clara Vlad - Romania

Adapts teaching to the students' learning style

♥ 4

Add comment

Anonymous 13m

Magdalena Borszowska-Poland

Get to know the needs of every student.

♥ 4

Add comment

Anonymous 14m

Use your students names

Rozaliya

♥ 5

Add comment

Anonymous 15m

Beata Poland

be flexible

♥ 5

Add comment

Anonymous 15m

Italian team

split the class in groups

♥ 6

Add comment

Anonymous 15m

Alina Popa Romania

To promote equality

♥ 3

Add comment

Anonymous 13m

Luminița - România

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

♥ 3

Add comment

Anonymous 14m

diversity

Anonymous 14m

diversity strategies

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

Isabela Mititelu 14m

România

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

♥ 6

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 14m

Marandescu Mihaela

teach the material in a variety of ways

♥ 2

Add comment

Anonymous 15m

Katarzyna Curylo - Poland

Use a variety of working methods in the Lesson :)

♥ 4

Add comment

Anonymous 15m

Ciulei Maria

Romania

Use different methods and techniques.

Works into small groups ...

♥ 6

Add comment

Anonymous 15m

Adina Ghinea

give everybody the chance to express in his own way

♥ 4

Add comment

INA CLARA VLAD 13m

Ina Clara Vlad - Romania

Treat students in a way that everyone can understand

♥ 4

Add comment

Anonymous 16m

Mazga Doina România

To promote equitable education

♥ 5

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 15m

Magdalena Borszowska - Poland

Vary teaching strategies.

♥ 3

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 17m

italian team

Use differents teaching strategies

♥ 5

Add comment

Anonymous 15m

give each student the opportunity to

♥ 3

Add comment

malikzen 13m

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

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

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/rhxllkjii0niwxp2>
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-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/DAEdP0RpzxQ/FIZXkNtJc7UZHsQY1CL59A/view?utm_content=DAEdP0RpzxQ&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent

YOUTUBE

8. Inclusive Education by Kaitlinn Shaw
<https://www.youtube.com/watch?v=M1zn1nmhGnc>
9. Inclusive education benefits everyone
https://www.youtube.com/watch?v=1YHNEWeJ_QY
10. Tips for an inclusive classroom
<https://www.youtube.com/watch?v=-kZieQM6vG0>

LEARNING APPS

11. What are benefits of inclusive education for students?
<https://learningapps.org/display?v=poc39byy321>

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".





Get In Shape

for

Europe



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