



Erasmus+

Parteneriatul strategic în domeniul școlar  
"Get in shape for Europe" (GISE)  
2018-1-RO01-KA229-049580\_1



## Buletin informativ nr.24 IUNIE 2021

### "Get in shape for Europe" (GISE)

*În perioada 1 septembrie 2018-31 august 2021, Liceul "Ștefan Procopiu" implementează proiectul de schimb interșcolar "Get in shape for Europe" (GISE). Parteneriatul este coordonat de Liceul "Ștefan Procopiu" Vaslui. Parteneri sunt 4 școli din Bulgaria, Grecia, Italia și Polonia. Scopul proiectului este promovarea valorilor democratice și a drepturilor fundamentale, a incluziunii sociale și a cetățeniei active și dotarea elevilor și profesorilor cu informațiile și cu competențele necesare pentru a deveni cetățeni europeni informați și implicați. Proiectul este finanțat de Comisia Europeană prin programul ERASMUS+.*



**Buletin informativ dedicat**  
**prezentării** activităților  
transnaționale de învățare,  
predare și formare  
transnaționale de tipul  
"Evenimente comune de  
formare a personalului pe  
termen scurt" organizate în  
cadrul proiectului GISE în  
perioada aprilie-mai 2021.

CLUBUL  
EUROPEAN

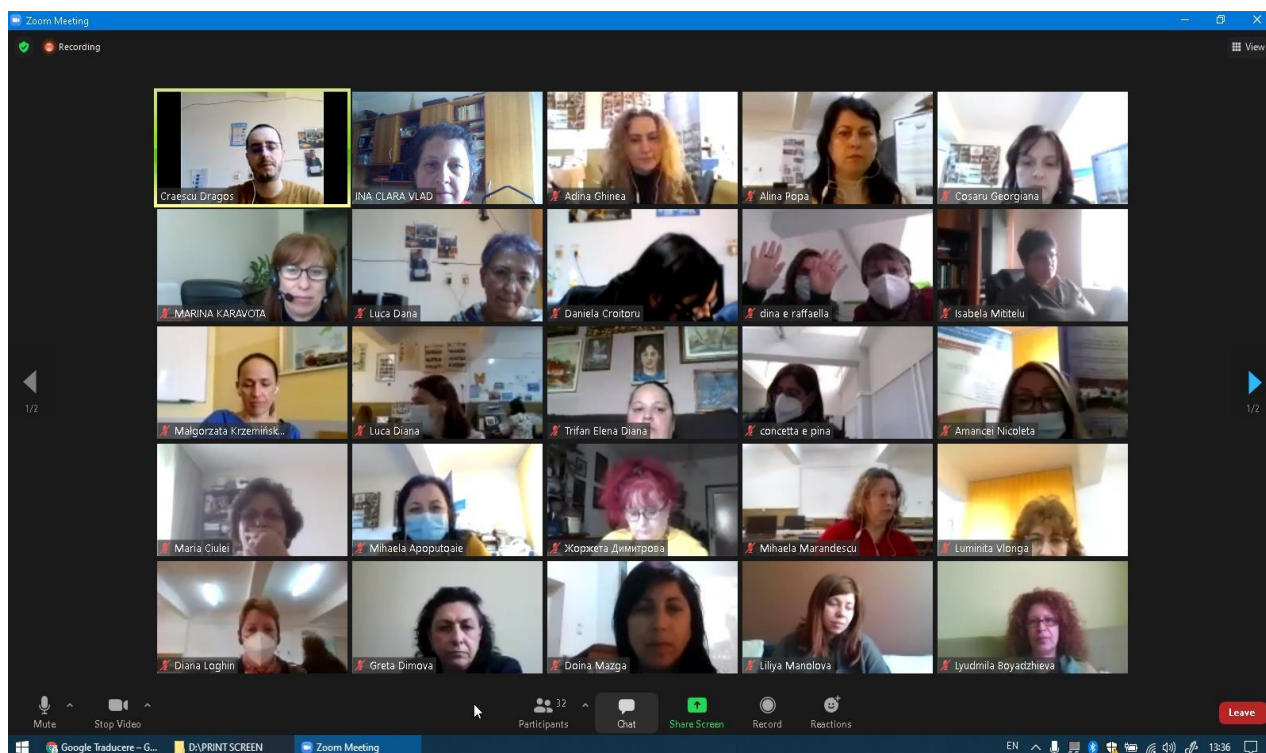


Erasmus+

*Material realizat cu sprijinul financiar al Comisiei Europene. Conținutul prezentului material reprezintă responsabilitatea exclusivă a autorilor, iar Agenția Națională și Comisia Europeană nu sunt responsabile pentru modul în care conținutul informației va fi folosit.*

## Valori europene: egalitatea de gen și oportunități egale (20-22 aprilie 2021)


În perioada 20-22 aprilie 2021, 40 de profesori din cele 5 școli partenere (19 profesori de la Liceul "Ștefan Procopiu" Vaslui) au participat la activitatea transnațională de învățare, predare și formare transnațională de tipul "Evenimente comune de formare a personalului pe termen scurt" organizată de echipa română în cadrul proiectului de schimb interșcolar "Get in shape for Europe!" (GISE) pe care Liceul "Ștefan Procopiu" îl coordonează în perioada 01.09.2018-31.08.2021 în parteneriat cu școli din Bulgaria, Grecia, Italia și Polonia. Titlul activității: "Valori europene: egalitatea de gen și oportunități egale". Scopul activității transnaționale a fost schimbul de bune practici și experiențe între profesori în ceea ce privește promovarea valorilor europene precum egalitatea de gen și oportunități egale. Pe parcursul celor 3 zile, 40 de profesori din 5 școli partenere au participat la activități precum "ERASMUS+ - oportunități, provocări și așteptări", prezentări privind egalitatea de gen în țările partenere, exemple de bună practică în promovarea egalității de gen, activități de grup, activități pe platforma eTwinning, explorarea site-ului EIGE (Institutul European pentru Egalitatea de Șanse între Femei și Bărbați, singura agenție a Uniunii Europene care se axează exclusiv pe egalitatea de gen). Activitățile practice "Valori europene: egalitatea de gen" și "Valori europene: oportunități egale" au fost coordonate de Daniela Luca și Dragoș Crăescu.




## Valori europene: egalitatea de gen și oportunități egale (20-22 aprilie 2021)

Zoom Meeting

Recording





### 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.







WhatsApp - Google ... | D:\PRINT SCREEN | Zoom Meeting | EN | 12:32

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
- Aviod 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







## Valori europene: egalitatea de gen și oportunități egale (20-22 aprilie 2021)

The screenshot shows a Zoom meeting interface. On the left, a Padlet board titled "Describe the activity from today!" is displayed. The board contains various sticky notes with feedback comments. On the right, a grid of 16 video feeds shows participants in the meeting. A notification at the bottom of the grid 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
- intrsting
- interesting
- Mihaela
- Very interesting!
- An excellent presentation! Very interesting, interactive activities!
- Marina (Greece)
- Thanks a lot!! Very inetrsting, interactive activities!!
- You have done great work!
- interesting
- The best thing was that the activities were interactive
- Thank you for the wonderful experience. It was fruitful a
- Interesting
- Alina (Romania)
- Very intrsting activity, congratulation Daniela and Dragos! and well teams
- funny, engaging, interesting
- The activities were fun and interesting
- the activities were very interesting and dynamic

The screenshot shows a Zoom meeting interface. On the left, a Padlet board titled "Dream Job" is displayed. The board contains various sticky notes with comments about ideal job characteristics. On the right, a grid of 16 video feeds shows participants in the meeting.

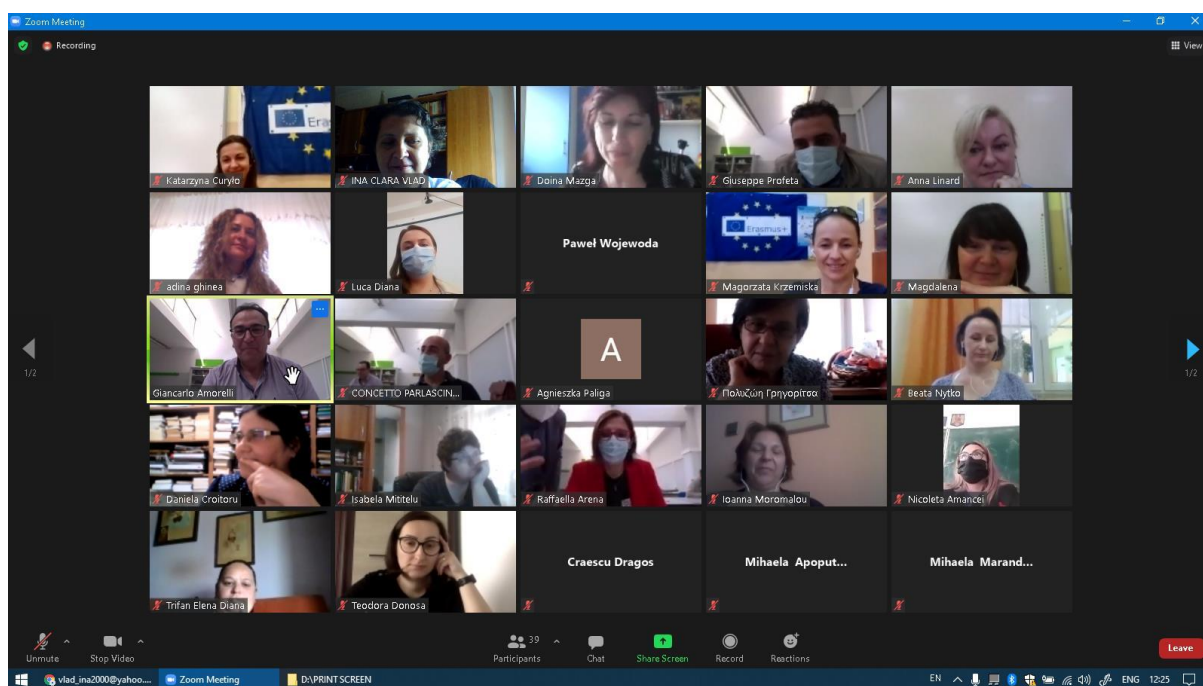
**Padlet Board Content:**

- 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 intrsting 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
- dream job is the j

## ERASMUS + - oportunități, provocări și așteptări

## PRACTICI ȘCOLARE INCLUZIVE (11-13 mai 2021)

În perioada 11-13 mai 2021, 48 de profesori și cele 5 școli partenere (20 de profesori de la Liceul "Ștefan Procopiu" Vaslui) au participat la activitatea transnațională de învățare, predare și formare transnaționale de tipul "Evenimente comune de formare a personalului pe termen scurt" organizată în cadrul proiectului de schimb interșcolar "Get in shape for Europe!" (GISE) pe care Liceul "Ștefan Procopiu" îl coordonează în perioada 01.09.2018-31.08.2021 în parteneriat cu școli din Bulgaria, Grecia, Italia și Polonia. Titlul activității: "Practici școlare incluzive". Scopul activității transnaționale a fost schimbul de bune practici și experiențe între profesori în ceea ce privește incluziunea în școli. Activitatea a fost organizată de partenerul din Polonia. Pe parcursul celor 3 zile, peste 40 de profesori din 5 școli partenere au participat virtual la activități precum "ERASMUS+ - oportunități, provocări și așteptări", prezentări privind incluziunea în țările partenere, exemple de bună practică, activități colaborative ("Incluziunea școlară – aspecte pozitive și negative din perspectiva școlii, a profesorilor, a elevilor cu cerințe educaționale speciale, precum și a elevilor fără cerințe educaționale speciale, Problemele educaționale ale elevilor cu cerințe educaționale speciale în timpul pandemiei, Sfaturi pentru crearea unei clase incluzive etc.), activități pe platforma eTwinning, explorarea site-ului Agenției Europene pentru nevoi speciale și educație incluzivă. La finalul celor 3 zile de activități virtuale, profesorii participanți au ajuns la concluzia că problemele cu care se confruntă școlile europene în ceea ce privește incluziunea elevilor cu CES sunt comune.

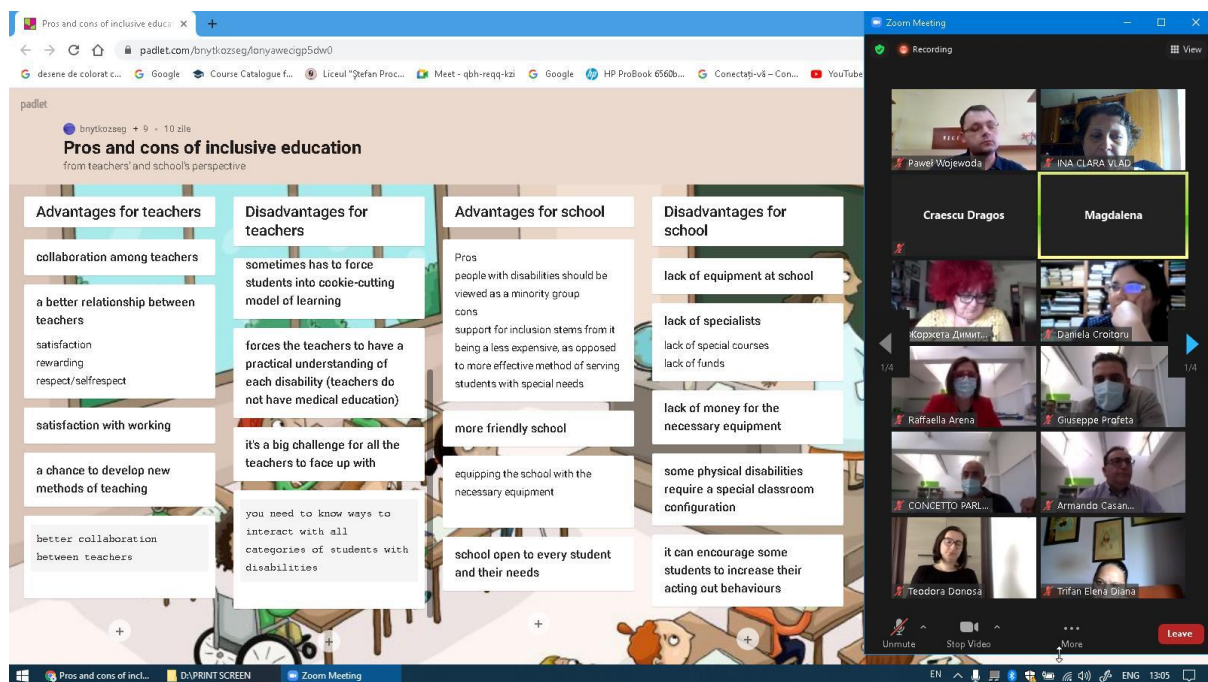




# PRACTICI ȘCOLARE INCLUZIVE (11-13 mai 2021)



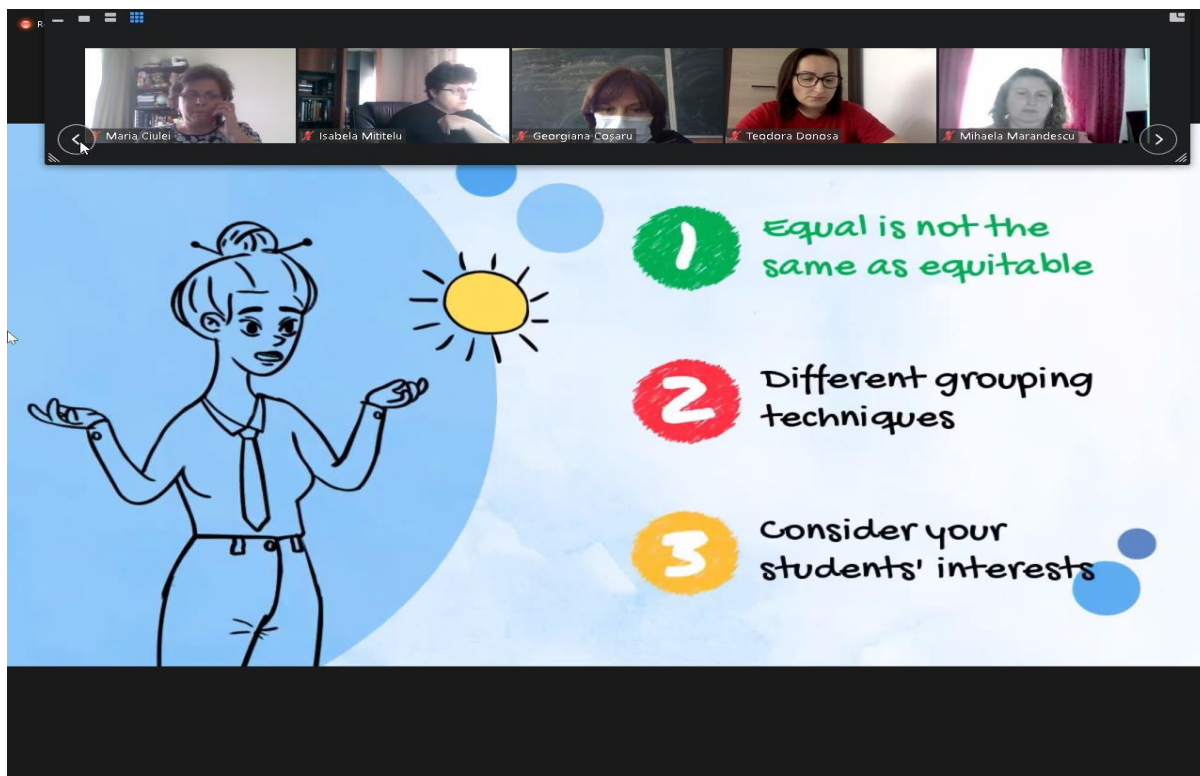
RELATIONSHIPS WITH PEERS	SOCIAL AND ADAPTIVE BEHAVIOURS	CLASSROOM AND SCHOOL COMMUNITY
★ POSSIBILITY OF SHARING NEW EXPERIENCES	★ HIGHER SELF-ESTEEM AND MORE SUCCESS IN LATER LIFE	★ REMOVAL OF SOCIAL PREJUDICE



**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"> <li>collaboration among teachers</li> <li>a better relationship between teachers</li> <li>satisfaction rewarding respect/self-respect</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>

# PRACTICI ȘCOLARE INCLUZIVE (11-13 mai 2021)



Zoom Meeting | You are viewing Pawel Wojewoda's screen | View Options

Isabela Mititelu, Raffaella Are..., Trifan Elena..., Giuseppe Pr..., Vlonga lumin..., Anna Linard

Recording

https://padlet.com/PWojewoda/najutro

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	

Unmute, Stop Video, Participants (36), Chat, Share Screen, Record, Reactions, Leave

12:41



# PRACTICI ȘCOLARE INCLUZIVE (11-13 mai 2021)

The screenshot shows a Zoom meeting window with a Padlet board titled "In my country. Answers." The board is organized into columns for different countries: Bulgaria, Greece, Italy, Poland, and Romania. Each column contains several responses from participants, mostly anonymous, discussing inclusive education. The responses include questions and answers about mainstream schools, support teachers, special equipment, and the integration of students with disabilities.

**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 teacher
- 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 room background. The room has a blue wall and a large screen in the center. The screen displays the text "Activity time:)" and two URLs: <https://wordwall.net/resource/15851369> and <https://wordwall.net/resource/15654409>. The room is decorated with a bookshelf, a lamp, and a chair. The bottom of the screen shows a grid of participants, including Magdalena, INA CLARA VLAD, Georgiana Cosaru, Daniela Croitoru, Raffaella Arena, and Giuseppe Profeta.

padlet

A.P. • 16 • 1m

## In my country.

Answers

### 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** 20m

- 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 our 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** 20m

- 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.

**malczek** 11m

- 1 In Poland students with disabilities usually attend special schools.

### Romania

**Georgiana Cosaru** 15m

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

**luminita vlonga** 15m

10. Another construction, another building, teacher training

**luminita vlonga** 15m

9. Average contribution

**luminita vlonga** 15m

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

**Anonymous** 15m

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

**Anonymous** 15m

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** 15m

- 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** 15m

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

**Anonymous** 15m

**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** 15m

1. SPECIAL SCHOOLS FOR THOSE WITH HEERING, 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



## Educația incluzivă în țara mea

padlet

malikzem • 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
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

Paavel 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** 12m

**Mihaela Apoptoiaie - Romania**

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

♥ 6

Add comment

**Anonymous** 13m

**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** 18m

**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

**malikzem** 13m

**Małgorzata 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

## Trucuri pentru crearea unei clase incluzive





# Get In Shape for

# Europe



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.



Erasmus+

*Proiectul de schimb interșcolar "Get in shape for Europe" (GISE) cu nr. de referință 2018-1-RO01-KA229-049580 este finanțat cu sprijinul Comisiei Europene prin programul ERASMUS+. Această publicație (comunicare) reflectă numai punctul de vedere al autorului și Comisia nu este responsabilă pentru eventuala utilizare a informațiilor pe care le conține.*