



O1/A2 WORKSHOP RESULTS

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OVERVIEW

O1 CONCEPTUAL BACKGROUND consisted in carrying out a background survey on inclusion in partner countries, and a workshop on the methodologies and tools of the **Index for Inclusion** and the values it proposes. This work phase allowed the partners to acquire a common lexicon and to become familiar with the Index and its tools, laying the foundations for the next work.

Reflection on the Index's value system is fundamental since they represent a direction and help to evaluate the actions carried out in the inclusion process. Reflecting on actions based on a set of values allows you to make coherent operational choices to promote learning and participation for all, identifying possible obstacles and adding resources to overcome them. Reducing obstacles to learning and participation requires the mobilization of resources; having clear and shared inclusive values becomes a resource capable of increasing participation in learning and school life. Creating inclusive cultures means creating a safe, tolerant, welcoming, cooperative and stimulating community in which everyone is equally valued. In this perspective, the shared inclusive values are communicated to school staff, pupils and their families, administrators, the community and all those who work in the school. These values guide decisions with respect to daily policies and practices, so that development is consistent and continuous. The Workshop has introduced the working group to the Index's philosophy and tools, supporting them in the reflection on the concept of inclusion and its values. The workshops took place over the period January-April 2021, in face-to-face or online mode depending on the local health conditions related to the Covid-19 pandemic, with the total participation of **107 people**.

The workshops included the following stages:

- presentation of the Project and of the Index and its tools, dimensions and indicators;
- brainstorming on the concept of inclusion;
- comparison of the results of the brainstorming with the Index system of values;
- debate about inclusive education;
- debriefing and production of a summary document by the participants to the panel.

The following table shows the methods and dates of the workshops; we remind you that these activities took place in the middle of the Covid-19 pandemic.

School Name	Date	Mode
IC Bozzano (Italy)	February 2021	Online
IISS E. Majorana (Italy)	January 2021	Online
149 th School Sofia (Bulgaria)	January 2021	Face to face
Scoala Gimnaziala Comuna Sacalaz (Romania)	January 2021	Face to face
ESLA (Portugal)	March- April 2021	Online
Centro San Viator (Spain)	January 2021	Online

The meeting took place in one or more sessions and had a medium duration range between 3 and 6 hours. It was a preparatory phase with the function of sharing the idea of inclusion of the Index and building consensus around it, and of presenting the self-analysis methodology that had the purpose to guide the setting and development of subsequent outputs.

A brief synthesis of the workshop activities is published on the Project website; to read it and to see the pictures of the events, go to the address <https://www.allinschool.eu/workshop/>

WORKING PLAN AND GUIDELINES

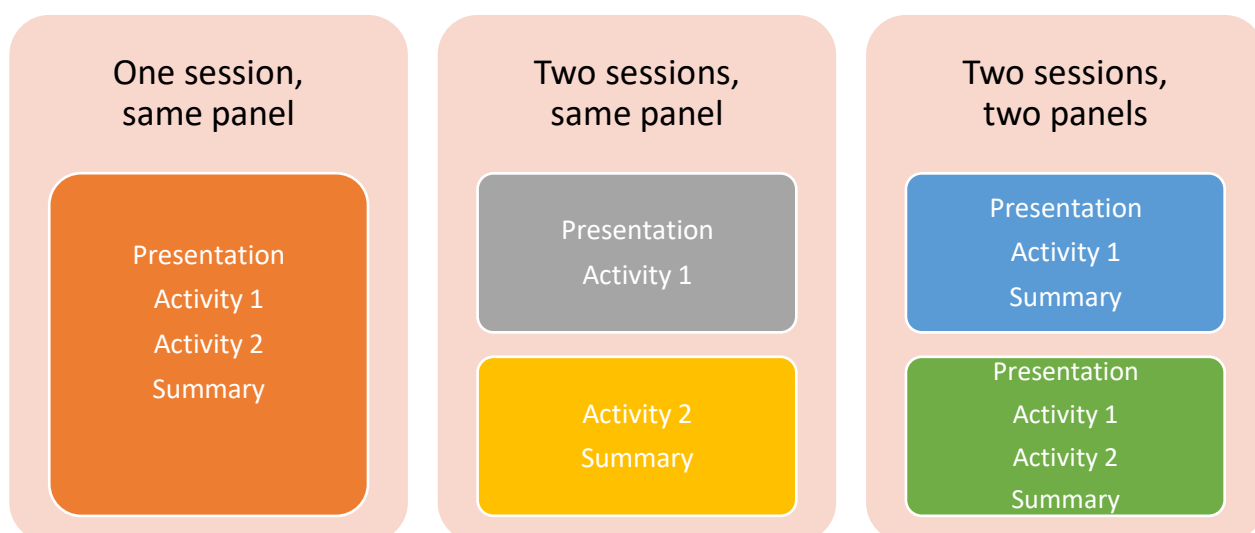
The Activity Leading Organization Learning Community shared the work trail for the O1 and realized the formats and template for the research and the documents; here follows the guide to realize the workshops and the indications about the material and contents to use.

WORKING PLAN		
Steps:	Description:	Suggested time:
INTRODUCTION	Introduction: welcome and presentation of participants	10'
	Presentation of the project ALL IN SCHOOL	15'
	Presentation of the Index for Inclusion	20'
ACTIVITY 1	Activity 1: the concept of inclusion	30'
	Debriefing: presentation of the concept of inclusion according to the Index, comparison with the results of Activity 1, debate	15'
	<i>Break</i>	15'
ACTIVITY 2	Activity 2: resources for inclusion activated in the school, debriefing	30'
SUMMARY	Summary of the meeting	15'
Overall time		h 2:30

Please note: this prospect is approximate and the estimated time could increase if the group exceeds 10 people in number.

Suggestions

The activities can be split into two sessions, in which the same participants or different participants can be involved, as in the following scheme:



Guidelines for face-to-face workshop

BEFORE THE MEETING:

Selection of the panel

Before proceeding to the workshop, the people who will participate are selected and the materials that will be used are prepared.

It is suggested to involve in the panel the people who are part of the project work group, extending to all those who are interested and/or directly involved in the school inclusion process: subject teachers, support teachers, guidance counsellors, etc.

Preparation of material

Prepare the materials that will be distributed during the meeting: presentation of the project, illustrative materials, copy of the presentation slides.

It is strongly suggested to ask participants to arrive at the meeting after having already read the introductory chapter of the Index for Inclusion; better still, it will be possible to have one or more copies of the book in your language, to be circulated during the meeting.

Remember to prepare *the attendance sheets* provided by the coordinator.

DURING THE MEETING:

Welcome and presentation of participants (10')

The coordinator welcomes participants and explains the reason for the meeting; each introduces himself briefly, explaining who he/she is and what his/her role is in the school.

Before proceeding with the activities, fill in the attendance sheets.

Presentation of the project ALL IN SCHOOL (15')

The coordinator presents the project: themes, aims, phases, expected products, partnership.

Presentation of the Index for Inclusion (20')

The coordinator presents the Index for Inclusion: structure, dimensions, indicators.

Activity 1: the concept of inclusion (30')

Purpose: understand the definition of inclusion in the Index and relate it to your context.

Method: teachers can be divided into small groups or diads. Each teacher writes individually their own definition of inclusion on a slip of paper. At the end of this phase of individual reflection and writing, each one reads his / her own definition to the group; others can ask for clarification. In the group the concepts are discussed and a list is drawn up, integrating and enriching the different definitions.

Presentation of the concept of inclusion according to the Index, debate (15')

After this step, the coordinator shows the group the following table of the Index with the list of points that define what is the inclusion (*Index for inclusion*, p. 11).

Inclusion in education involves...
1. Putting inclusive values into action.
2. Viewing every life and every death as of equal worth.
3. Supporting everyone to feel that they belong.
4. Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
5. Reducing exclusion, discrimination, barriers to learning and participation.

6. Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
7. Linking education to local and global realities.
8. Learning from the reduction of barriers for some children to benefit children more widely.
9. Viewing differences between children and between adults as resources for learning.
10. Acknowledging the right of children to an education of high quality in their locality.
11. Improving schools for staff and parents/carers as well as children.
12. Emphasising the development of school communities and values, as well as achievements.
13. Fostering mutually sustaining relationships between schools and surrounding communities.
14. Recognising that inclusion in education is one aspect of inclusion in society.

The groups analyse the list, identifying the common aspects with the definitions elaborated individually, and the different or new aspect.

In plenary the groups share the definitions and results of the comparison, and a collective list of definitions is drawn up.

Activity 2: resources for inclusion activated in the school (30')

Purpose: to identify the resources for inclusion already activated in the school

Method: teachers can be divided into small groups. In each group *they list all the resources for inclusion that are already activated in the school*. They then compare this list with the document defining the concept of inclusion they elaborated in the previous activity and with the table of the Index with the list of points that define what is the inclusion. Based on this comparison, they complete and supplement the list.

In plenary the groups share the work; a collective list of resources for inclusion already activated in the school is drawn up.

Summary of the meeting (15')

The coordinator summarizes the meeting and the results of the working groups.

AFTER THE MEETING:

After the conclusion of the meeting, the coordinator draws up a short report of the meeting. The report should not exceed 2-3 pages, summarizing the highlights and the results. It is suggested that the coordinator take notes during the meeting to produce an exhaustive report.

Guidelines for online workshop

As for the particular situation due to the **Covid-19**, the partners from the countries where schools have been closed up can perform the workshop online.

These are some indications to follow:

- Record the whole session; most of videoconferencing applications (e.g., Skype) have a function to record meetings.
- Since it is not possible to work in small groups, you can allow to speak each participant in turn. It is also possible to split the workshop into two or more work sessions; decide which solution is best suited to your situation and availability.
- Not being able to fill the attendance sheets, it is recommended to capture the participant list screen (videoconferencing apps show the list of connected participants) as evidence of participation.

For the rest, follow the instructions given for the face-to-face workshop.

WORKSHOP RESULTS

IC BOZZANO - ITALY

Partner Organization:

Istituto Comprensivo “Bozzano” – All in School Project Applicant

Date and venue:

February 12, 2021 – Remote Workshop via Google Meet - Brindisi

Name and position of the Participants:

1. Fiorenza Leucci – Italian, History and Geography teacher– ISCED 2
2. Anna Rizzo – Scientific Field teacher - ISCED 1
3. Patrizia Vecchio – Italian language teacher - ISCED 1
4. Grazia Todisco – English teacher - ISCED 2
5. Aurora Milani - Music teacher – ISCED 2
6. Andreina Gianniello - Scientific Field teacher ISCED 1
7. Maria Anna Rizzo - Italian language teacher - ISCED 1
8. Simona Cesano – Administrative assistant
9. Ugo Gelli - Art teacher – ISCED 2
10. Maria Adele Palma – Maths and Science teacher – ISCED 2
11. Giuseppe Menavento - School caretaker – Secondary School
12. Alessandra Caroppo - Support teacher – ISCED 2
13. Agata Baglivo – French teacher – ISCED 2
14. Caterina Sardella – Scientific Field teacher - ISCED 1
15. Federica Liaci - School caretaker – Primary School
16. Gabriella Barrotta – Religion teacher - ISCED 1
17. Angelo Pezzuto - School caretaker – Secondary School
18. Mariarosaria Mezzi - Administrative assistant
19. Fabio De Vitis - School caretaker – Secondary School
20. Rosanna Allegretti - Administrative assistant

21. Francesca Tortorella – Support teacher - ISCED 1

Staff Members joining the Workshop:

1. Maria Rita Metrangolo – Contact Person/ Referent of the Project - French teacher - ISCED 2
2. Gabriela Rodi – Support teacher – ISCED 2
3. Antonia Gentile - Italian teacher – ISCED 2
4. Daniela Leone - Administrative director
5. Antonella Perrone - Maths and Science teacher– ISCED 2
6. Giulio Pino D'Astore Maths and Science teacher – ISCED 2
7. Anna Sgura – English teacher – ISCED 1
8. Francesca Mancarella – Support teacher – ISCED 1

Timeframe: 04:00 PM – 07:00 PM

The whole Workshop has been accomplished in Italian.

Working program:

- h. 16:00 - 16:20: Welcome and introduction of both Participants and Staff Members;
- h. 16:20 - 16:40: Introduction to ALL IN SCHOOL Project
- h. 16:40 - 17:10: Activity in plenary: “The concept of Inclusion”
- h. 17:10-17:20: Break time
- h. 17:20 - 17:40: Introduction to Index for Inclusion
- h. 17:40 - 18:10: Work Group ISCED 1/ ISCED 2 - “The concept of Inclusion according to the philosophy of the Index ”
- h. 18:10 - 18:45: Activity in plenary – Participants Debate
- h. 18:45 - 19:00: Conclusions

Supporting material used:

- Project Introduction – PPT Presentation
- Index for Inclusion Introduction – PPT Presentation
- Intro to Index for Inclusion - PDF Document
- ALL IN SCHOOL Website - <https://www.allinschool.eu/>
- Meet Jamboard

Report of the meeting:

At 4.00 pm, the project representative, M. R. Metrangolo, who replaces the Headmaster, engaged in an institutional meeting, welcomes the participants.

Those present, starting with the members of the project staff, take turns presenting themselves, specifying their positions within the Bozzano Comprehensive Institute.

Then M. R. Metrangolo, after having clarified the general characteristics of the Erasmus projects, by means of a PPT Presentation, goes on to illustrate the "ALL IN SCHOOL" Project, indicating ideological presuppositions, purposes, subjects involved, phases and expected product, project website.

At 16:20 the discussion on the concept of inclusion begins.

G. Pino D'Astore and A. Perrone, staff members, show how the Meet Jamboard works and invite participants to create a note on the virtual board to briefly explain their personal opinion on the meaning of inclusion.

Those who encounter difficulties in accessing or writing on the Jamboard can express their considerations via chat and ask to the staff member to post them.

After reading the various contributions and sharing the ideas and opinions of each, as planned, participants are offered a short break.

At 5:20 pm the workshop carry on with the presentation of the Index for inclusion by G. Rodi, who, through a PPT presentation, illustrates the characteristics of the book: philosophy, methodology and structure of the Index for Inclusion.

After having illustrated the theoretical part, we move on to the creation of two different workshops for each school: the participants are divided into two groups:

- the primary school teachers, administrative staff, school caretakers meet in a "Meet room" dedicated;
- the secondary school teachers, administrative staff, school caretakers remain in the session already started.

Everyone is invited to express their opinion on inclusion and compare them in light of what they have learned on the Index.

The notes posted on the Meet Jamboard are used again to collect the various considerations, which are then read, shared and discussed.

The trainers of the group for primary school are F. Mancarella, M.R. Metrangolo and G. Rodi, while for the secondary school A. Perrone and G. Pino D'Astore.

At 6.20 pm the two groups meet again in plenary: the two Jamboards are compared and the discussion begins.

Then M. R. Metrangolo takes stock of the work and asks the participants to give an opinion on what they have experienced.

The meeting closed at 19:00.

Subsequently, the participants received an invitation to fill in the satisfaction questionnaire through a Google form to which the results are attached.

Conclusions:

The workshop achieved the goal of disseminating and implementing the concept of inclusion, as it involved other members of the Comprehensive Institute with different tasks (teachers of the two school levels, administrative assistants and school collaborators). Moreover, the meeting, even if at a distance, led to the meeting and comparison of different figures, normally "forced" by their roles not to communicate except for matters relating to the school service.

In this case, however, people with various cultures and backgrounds and with various sensitivities discussed and reflected together on the concept of inclusion, bringing their own experience not only professional but also human.

In particular, administrative staff and school caretakers, who are usually involved only in the operational phases of the projects, enjoyed being part of a moment of conceptual reflection.

The participants expressed very favourable opinions on the experience, underlining how significant it was; all agreed in recognizing both the innovation relating to the concept of inclusion that the Index proposes and the importance of a project that requires the involvement of the entire school community and a rethinking of the Institute's organization; for these reasons, everyone has declared their willingness to collaborate also in the future

It can therefore be said that the workshop has had results that go beyond those expected as perhaps for the first time high levels of understanding, collaboration and communion of purpose have been achieved between figures with different roles; moreover, the whole group has reached the awareness that by working together and having more possibilities to compare their opinions, levels of inclusion are built day after day, to make our school more and more welcoming.

IISS MAJORANA - ITALY

Partner Organization:

I.I.S.S. "E. Majorana" – Upper Secondary School – ALL IN SCHOOL Project Partner School

Date and venue:

27th January, 2021 - Remote FOCUS GROUP via GOOGLE MEET – Brindisi

Name and Position of the Participants:

1. Daniele Attanasio - Chemistry Lab Teacher
2. Rita Basso - Italian and History Teacher
3. Viviana Carlucci - Italian and History Teacher
4. Teresa Cecere - Italian and History Teacher
5. Pietrina Cariolo - Support Teacher
6. Lucia Cotugno - - Italian and History Teacher
7. Cosimo De Matteis - Physical Education Teacher
8. Marusca Destino - Technical Design Teacher
9. Ilaria Gabrieli - Italian and History Teacher
10. Alessandra Galasso - Chemistry Lab Teacher
11. Anna Rita Giordano - Support Teacher
12. Tobia Gravili - Support Teacher
13. Maria Greco - Physical Education Teacher
14. Irene Luperto - Support Teacher
15. Cosimo Monti - Chemistry Teacher
16. Vincenzo Pantaleo Morello - Physics Teacher
17. Vita Scatigno - English Teacher
18. Carmela Simone - Science and Biology Teacher
19. Ivano Suma - Philosophy Teacher
20. Beatrice Vinjau - Chemistry Teacher
21. Alessandro Domenico Zonno - Chemistry Teacher

Staff Members joining the Workshop:

Carmen De Stasio (All in School Project Referent for "E. Majorana" Partner School), Anna Gemma (School Administration and Financial Manager), Anna Karen Calabrese, Giuseppe Cavallo, Antonio Mazzotta, Giulia Palmitessa, Giovanna Zito

Working program:

- Project Introduction
- Index for Inclusion – shaping the ratio of Index
- Priorities in our school – practices fostering Inclusion
- Leading to a shared lexicon

- Analysis of the Questionnaire outcomes
- The Project website
- The Laboratory of Ideas
- SWOT analysis
- Conclusions
- Certificates of Attendance

Timeframe: 03:00 PM – 06:00 PM. The whole Workshop has been accomplished in Italian

h. 15:00 - 15: 15 Carmen De Stasio: Welcome and Introduction of both Participants and Staff Members. Each Participant introduces him/herself.

Slide-based Introduction of ALL IN SCHOOL Project (ratio, purposes, timeframe, expected outputs)

h. 15:15 – 15:24 Giulia Palmitessa: Slide-based introduction to the book «Index for Inclusion»

h. 15:25 – 15:27 Carmen De Stasio: The book deserves a suitable investigation of the topics and the way they have been accordingly arranged. The pdf format of the book has been shared with all the Workshop participants. Altogether with the paper-copies ordered for the Project team, she had even provided 4 additional paper-copies available at school for whoever would be likely to analyse the book directly.

h. 15:28 – 15:44 Giovanna Zito: Focus on the outcomes of the Questionnaire upon Inclusion. One of the advantages of «Index for Inclusion» is the broadening view upon new issues we have been currently concerned with, such as awareness about environment, migrating flows, and so forth. The ratio of the book assesses the relevance of envisaging such issues as a whole community made up of school members, students, parents and local institutions all equally involved.

h. 15:45 – 15:46 Carmen De Stasio: One of the major focuses is the orienteering towards a specific purpose, as well as the framing of whatever tool and strategy allowing inclusion.

h. 15:46 – 16:03 Giuseppe Cavallo: Slide-based Project Website Introduction. Focus on the steps meant to ease self-evaluation and further certification for all users

h. 16:03 – 16:04 Carmen De Stasio: She asks the participants about the need for a break time. The participants' purpose is to keep on with the tasks.

h. 16:04 – 16:20 Anna Karen Calabrese: Laboratory of Ideas Introduction. She provides slides featuring the way each one of the 6 groups will be supported by one of the Project teamers. Besides, each group will be charged with a specific topic to debate concerning some of the areas implied in the Index. Thus, she focuses on the global involvement, the resources all gathering a unique purpose, that is the inclusive policy.

Each member of the Project staff trains each group sharing the thematic “room”, accessed by the link provided:

Laboratory of ideas: Main Room - meet.google.com/jix-qwub-hhf

- **Room 1 – The school builds up culture and inclusion. Stakeholders: the school staff.**

Group 1 - https://meet.google.com/lookup/stanzaAIS_1

Trainer: Calabrese Karen

- **Room 2: The school builds up culture and inclusion. Stakeholders: parents, families and students**

Group 2 - https://meet.google.com/lookup/stanzaAIS_2

Trainer: Palmitessa Giulia

- **Room 3: The school builds up culture and inclusion. Stakeholders: the school staff and the territory**

Group 3 - https://meet.google.com/lookup/stanzaAIS_3

Trainer: Zito Giovanna

- **Room 4: Enhancing inclusive strategies. Stakeholders: infrastructures**

Group 4 - https://meet.google.com/lookup/stanzaAIS_4

Trainer: Cavallo Giuseppe

- **Room 5: Enhancing inclusive strategies. Stakeholders: teachers and school staff's competences**

Group 5 - https://meet.google.com/lookup/stanzaAIS_5

Trainer: De Stasio Carmen

- **Room 6: Fostering inclusive practices**

Group 6 - https://meet.google.com/lookup/stanzaAIS_6

Trainer: Mazzotta Antonio

The whole job keeps on for almost 20/25 minutes, exceeding the scheduled timeframe.

The partakers state their satisfaction about the work accomplished in each group as an example of the effectiveness of a committed school.

h. 17:20: Antonio Mazzotta: Introduction to the SWOT Analysis concerning the Workshop. Google Modules have been sent each participant to be filled-in. The modules are shaped in order to drive a quick reply upon strengths, weaknesses, opportunities, guidelines, new perspectives provided by the Project Workshop and further suggestions.

The partakers have accomplished the SWOT Analysis in almost 10/15 minutes.

h. 17:55 Carmen De Stasio: Participants are invited to join a Debate

Participants have been pleased for joining the Workshop, as revealed by their enthusiastic opinions.

They have congratulated for the job – a truthful chance and a space to share ideas, as resumed by their opinions.

Each partaker will receive a Certificate of Attendance.

The Workshop closes at 06:00 PM

149th SCHOOL SOFIA - BULGARIA

On 27th January 2021 we held a working meeting as an event O1 / A2 in the building of 149 SU "Ivan Hadjiiski". According to the Erasmus + our school team, the meeting was held face to face (not online). This was possible due to the improved indicators for Bulgaria in the coronavirus pandemic and the students' return to school next week.

The workshop was attended by 11 people – our Headmaster, a Deputy Headmaster, a psychologist, two resource teachers, a speech therapist and four teachers. The program and the accompanying documents (including the Inclusion Index) were sent in advance to the participants with a view to their full participation in the planned activities.

The meeting lasted about four and a half hours and was divided into two sessions by a coffee break. It started at 14.00 and ended - around 18.00.

As a part of INTRODUCTION at the opening, the Headmaster - Mrs. Lyudmila Vasileva - emphasized the great importance that our school community gives to this project because on one hand we have something to show as success in the fight against ESL and on the other hand - it would be very useful for us to get acquainted and start implementing the Index for Inclusion in practice.

The project coordinator for Bulgaria - Mr. Stefan Ivanov (Deputy Headmaster of the school) - made two presentations. The first one was planned in the program and it showed the attendees the goals, tools, time frame and all necessary resources for the project. The second, which was shown at the request of the participants, was a detailed presentation and analysis of our preliminary study O1 / A1. After these presentations, two questions appeared. They were discussed shortly but completely.

According to the plan of workshop next presentation was made by Ms. Tatiana Rangelova – our school Head Teacher. She presented in details the Index as content, methodology and ways of use. In the added time there was also a question from a colleague who had read the Index in advance. The answer was also followed by a five-minute discussion, which showed the great interest of the audience on the subject.

After we got acquainted with the Index for Inclusion, we started our work on Activity 1. Our first activity was in four groups on the Concept of Inclusion. At the beginning of the meeting all participants, after their personal registration with a signature in the attendance list, received working materials, including a note with a different color. Later they realized that this color made them part of one of the groups - red, blue, green or black. In three of the groups there were three people, and in one - two. These groups stayed for the next tasks, which required group work. In this first activity 1, each teacher wrote individually his/her definition of what he/she thought is "inclusion". Then all individual definitions were discussed into the groups. Each group created its own common definition. At the end of the given time, each of the groups presented their vision for the concept and each conception was written on the board. We made also a brief debate upon different details in the definitions of each individual groups.

Then we continued with the second part of Activity 1 of our workshop - a presentation of the Concept of Inclusion according to the Index. After its presentation on interactive whiteboard, a comparison of the written results of the four groups from the previous sub-activity began. The coordinator showed the group the index table and we all compared the criteria one by one with what we had done so far. The definitions of the individual groups remained written on the near whiteboard, which helped us a lot in comparing them with the Index table. All activities under Activity 1 were moderated by Mr. Stefan Ivanov - Project Coordinator for Bulgaria.

It turned out that our total definitions reported 11 of a total of 14 indicators in this table. In the most of the participants' opinion this is very good and it is the result of the intensive activities our school conducts to define problems and provide general and specialized support to those in need, as well as the existing inclusive environment for both teachers and students.

While in the first activity theoretical issues were considered mainly, in Activity 2 we emphasized practical examples from our school. The essential thing in this activity was to find out what inclusion resources are already in place at our school. We continued working in the groups selected at the beginning. The lists of inclusion resources that are already in place in our school were made by the groups and then through discussion - discussed and summarized in a common list. Of the 14 criteria, according to our own judgment, we met 10, and for two of them we believe that we will start thanks to the current project. To the listed resources we have added an additional one, which we consider to be especially important – an incentive for the development of teachers and students in the direction of active citizenship.

All activities under Activity 2 were moderated by Mrs. Lyudmila Vasileva – Headmaster of the school and Project Manager for Bulgaria.

In the CONCLUSION part, the Project Coordinator for Bulgaria summarized the work in groups and thanked everyone for their active participation. The Headmaster listed a list of things that we can introduce in our school, which arose as an idea as a result of the workshop.

A list of personally registered participants in the workshop was prepared. (look document №3 - attendance list of the participants). During the workshop, many photos were taken from the presentations, group work and discussions, as well as the coffee break. (look the photos from our workshop). After the workshop ended, brief information and photos from event were uploaded on the schools website, as well as on the Facebook page of 149 SU "Ivan Hadjiiski". (<http://149su.com/novini/rabotna-sreshta-po-proekt-na-programa-erazam.html>)

In this way we have achieved further promotion of the goals, participants and direct benefits that will occur for our school community from our participation in it.

Summarizing my impressions of the workshop, I would like to say quite frankly that all participants treated it extremely responsibly. From the shared opinions of participants on the next day (which is credible feedback), I learned that it has achieved even more than originally planned - the desire to learn more about inclusive education and an application of what is learned in their practice as a teacher. We believe that young people who successfully graduate from our school will be much more competitive in life if they are taught other values that build on education.

ESLA - PORTUGAL

Partner Organization:

Agrupamento de Escolas Dr^a Laura Ayres

Date(s) and venue:

22nd March, 2021 / 05th April 2021

Online: Zoom Meetings

Name and role of participants:

- Hugo Mártires – _Project Coordinator
- Dalila Vaz – _School vice principal
- Cátia Silva – _English teacher in the Project All Included
- Felismina Faustino – _Computer Science teacher in the Project All Included
- Almiro Lemos – _Library coordinator/teacher in the Project All Included
- Ana Rosa Savedra – _Coordinator of the School Self-Assessment Committee
- Lina Caldeira – _Coordinator of the Multiefficiency Unit
- Patrícia Reis – _English teacher in the Resource Center for Inclusion
- Suzel Marcos – _psychologist - Local Intervention Agent / PIEF – _Individual Education and Training Course
- Esmeralda Campos – _Project SMILE: Inclusion measures and prevention of indiscipline Inclusion measures and prevention of indiscipline

Working program and duration:

- 2 Sessions 1h30m

Supporting material used:

- 1-ALL IN SCHOOL_Workshop_Introduction.pdf
- 2-Workshop Session 1 - Index presentation.pdf
- 3-Workshop Session 2 - Online collaborative panel.pdf

Session 1

Steps	Description	Duration
INTRODUCTION	Introduction: welcome and presentation of participants	10'
	Presentation of the project ALL IN SCHOOL	15'
	Presentation of the Index for Inclusion Viewing a short video on inclusion, as a starting point for presenting the Index <ul style="list-style-type: none"> • https://youtu.be/Ztqaa-NWYQ8 Structure, dimensions, indicators	40'
ACTIVITY 1	Debriefing: Presentation of the concept of inclusion according to the Index Debate Viewing a short video on the importance of sharing and teamwork. <ul style="list-style-type: none"> • https://youtu.be/IW5JXZwCVw8 	25'

Session 2

Steps:	Description:	Duration:
ACTIVITY 2	Three topics about inclusion	45'
1st Part	<ul style="list-style-type: none"> • Presentation of the work methodology Online collaborative panel - https://miro.com/app/board/o9JlLusocc=/ <ul style="list-style-type: none"> • Frame 1: Wordcloud "Inclusion" • Frame 2: PDF Index for Inclusion • Frame 3: Presentation of the results of the Wordcloud • Frame 4: Review of the Videos (Session 1) • Frame 5: Create 3 Zoom rooms for each group to debate the three topics about inclusion a) What is inclusion? b) Barriers and resources c) What does support consist of?	
2nd Part	<ul style="list-style-type: none"> • Final debate: meet in workshop room to share the group ideas • Frame 6: Present Tools and Practices used in our school to ensure inclusion? • Proposals for new practices or areas of intervention that do not yet exist and could be implemented, or that can be improved. 	30'
SUMMARY	Workshop review and further work on the project	15'

Report of the meeting:

Due to the current situation in Portugal, the schools are still in lockdown and we had to prepare the workshop online. We use Zoom Meetings and other collaborative platforms: Miro and Mentimeter.

We sent invitation to a large group of teachers that we selected according to different school projects. It was the end of the school term, just before easter break, so many teachers were unavailable due to their tight schedules during this particular time. Despite the situation, we manage to involve a group of 10 teachers from different backgrounds.

The first session started with a brief presentation of the project ALL IN SCHOOL. Some of the participants already knew about the project, because it was presented before in a school board meeting. For the presentation of the Index for Inclusion, we approached the key elements of the Index: Structure, Dimensions, Indicators. It was explained to a certain level of detail and some participants already knew about this tool. Afterwards, there was a debate about the concept of inclusion according to the Index and current Portuguese legislation.

The second session was meant to be more interactive, an hands on approach on the topic of Inclusion. We started with a question "When you hear about inclusive education what comes to mind?" to promote critical thinking and awareness. We build a wordcloud with keywords from each participant, which lead the discussion to the following topics: a) What does inclusion means?; b) Barriers and resources; c) What does support consist of?. The group was dived in three separated Zoom rooms in which they elaborate their ideas directly on our Miro board (https://miro.com/app/board/o9J_ILusocc=/).

In the end of the group work, all the participants return to the main room in Zoom to present their thoughts and debate with their peers on all the topics presented.

Conclusions:

Inclusion is a very passionate topic in our school and the participants were very happy to continue the debate after the sessions. All the participants are aware of the inclusion in the school, but because of the new inclusion policy of our education system, everyone is somehow with new expectation on how to proceed from now on.

The number of participants and the nature of the workshop (online) were both a constraint that we had to face. Because it was the end of the term, and due to the pandemic situation, most of our teachers were quite busy with online classes and evaluations.

All the concepts that we intended to share during the 1st session were presented and transmitted. Being a more theoretical session, it did not allow great interaction between the moderators and the participants. The 2nd session took place within what was planned, reaching the proposed objectives through the realization of the interactive/collaborative activities.

In the end, the participants have a clear understating about what inclusion means in education and they consider that at some point, the students in their school career may need special support appropriate to specific needs that they may present. We were able to identify several obstacles to the inclusion of our students and suggest new ways to overcome it.

The participants consider the Index for Inclusion a tool that can be used in the near future, in several areas of assessment in our school. Some of the ideas from the Index are already implemented in the school, but there is space for improvement.

SCOALA GIMNAZIALA COMUNA SACALAZ – ROMANIA

Partner Organization:

SCOALA GIMNAZIALA SACALAZ, ROMANIA

Date(s) and venue:

21st January 2021, SCOALA GIMNAZIALA SACALAZ.

Name and role of participants:

1. OANA IULIA ANDREA – principal of the school and English teacher. With 18 years of experience in teaching English and also organising all types of contests and extracurricular activities, the teacher takes an interest in topics such as inclusion and early school leaving in order to make the school accessible for everybody.
2. MATITS MANUELA – deputy principal of the school and primary school teacher, responsible with extracurricular activities, she is the artistic heart of the school, playing the guitar and with a caring nature, she is loved both by students and parents.
3. FLUERAS ADINA BRINDUSA – the school counsellor with a great experience in working with children and counselling children’s families, knows best all the tools and regulations used in Romania, as well as in our school.
4. BRANESCU ARGENTINA LAURA – Biology teacher, with a great teaching experience, coming in contact in her everyday teaching with all the students from lower secondary level, is very much involved in fighting against early school leaving and her experience is extremely useful for the project’s objectives.
5. IGA BIANCA MARIA – Maths teacher, head teacher for the 7th grade, in her second year of teaching, proved to have the necessary abilities to deal with problematic situations specific for this age.
6. COZOCEA LOREDANA – Maths teacher, head teacher for the 8th grade, with special skills in understanding and having a great relationship with her teenage students, she is able to understand the reasons behind the scene and she is very much involved in fighting early school leaving.
7. PRAJA MARINELA – primary school teacher with a great experience in teaching also the step-by-step alternative, adds a plus value to the group, having some disadvantaged students currently in her class, coming with concrete examples of possible solutions.
8. GAL MIHAELA – primary school teacher, currently teaching step-by-step alternative, dedicated to children and their wellbeing, having a wonderful relationship with their families.
9. SARACUT LAURA – primary school teacher, teaching step-by-step alternative, in her first years of teaching, compensating with her energy and desire to learn and develop, trying to put into practice all the new methods she has discovered.
10. CLUCI MINODORA – primary school teacher, teaching step-by-step alternative, with a very deep knowledge of the students’ life and families as she lives in the village and very often

parents asking her for help outside the school.

11. POPA TATIANA – primary school teacher, working with students from all categories and bringing her experience from working with students with special education needs.
12. NITU LIVIA-IOANA – kindergarten teacher, being able to identify from an early age the delicate situation that may arise later in school life and also developing a strong connection with parents.
13. CIOBANU AMELIA ALEXANDRA - kindergarten teacher, working with young children for some years and very committed to her students, thanks to her, the children love school.

Working program and duration:

The workshop took place on the 21st of January 2021. It was face-to-face meeting. The participants met in the ICT Laboratory, keeping social distancing and respecting the safety rules imposed by the Ministry of Health in Romania during the pandemic. The workshop lasted three and half hours and there were 13 participants, teachers from the school.

OANA IULIA ANDREA organized the workshop following the Operative guide offered by the coordinating institution.

- 14.00-14.10 – Introduction: welcome and warm-up – 10’
- 14.10-14.25 – Presentation of the project ALL IN SCHOOL by Mrs. Iulia Oana -15’
- 14.25-14.55 – Presentation of the Index for Inclusion – 30’
- 14.55–15.00 – Clarification of questions and organisation of groups – 5’
- 15.00-15.15 – Activity 1: defining the concept of inclusion – 15’
- 15.15-15.30 – Activity 1: group discussions and drawing up the list – 15’
- 15.30-15.45 – Activity 1: Comparison with the table from the Index – 15’
- 15.45-16.15 – Debriefing: presentation of definitions and the results, debate – 30’
- 16.15-16.30 – Break – 15’
- 16.30 – 17.00 – Activity 2 – Resources for inclusion activated in the school – 30’
- 17.00-17.15 – Activity 2 – Debriefing and debate – 15’
- 17.15 – 17.30 – Summary of the meeting

Supporting material used:

- Inclusion Project Concept Note – word doc.
- Conceptual background survey - PPT
- Introduction in the CONCEPTUAL BACKGROUND – word doc.
- Index for inclusion (Romanian language variant) – PDF doc.
- Presentation Index for inclusion (Romanian language) – PPT
- List of points defining inclusion (*Index, p. 11* Romanian language) – word doc.

Report of the meeting:

The workshop was attended by 13 people: the principal, deputy principal, one counsellor, one Biology teacher, 2 Maths teachers, 5 primary school teachers and 2 kindergarten teachers. The teachers taking part in the workshop were presented the project ALL IN SCHOOL, its main objectives and the intellectual outputs expected, as well as the first intellectual output, namely the CONCEPTUAL BACKGROUND survey. A longer time was dedicated to the presentation of the *Index for inclusion*, with its main parts, dimensions and indicators, examples of dimensions, indicators and questions, for which the teachers manifested great interest, asking for possibilities of implementing it in our school. In this part, the participants of the workgroup reflected upon the concept of inclusion in a broader sense and the values it implies.

There was brought into discussion an auto-analysis system regarding the competences for inclusion and promoting values such as equality, diversity, non-discrimination, valorisation of all implied in the educational process and consolidating the collaboration between all the actors involved in education.

Throughout the workshop, the teachers interiorised a common concept for inclusion, established common values, without which the foundations of an inclusive culture cannot be laid.

For the first activity, teachers, divided in groups gave their own definitions regarding the inclusion and then they came up with a list of definitions, which proved to be quite similar.

GROUP 1: Inclusion for all children, offering all the necessary resources.

INCLUSION = the magnet that attracts towards school, even the lost ones, offering a proper social and educational environment and adapting the needs for all categories of students and parents. The school reduces discrimination and makes students feel understood and helped.

GROUP 2: "Tomorrow I know and I can more than today"

INCLUSION = a set of measures to fight against exclusion. All together, different, but equal, where uniqueness is respected and everybody is integrated. Children are involved in all activities within school, regardless of their ethnicity, social status, religion, intellectual capacity etc., offering the equality of chances.

GROUP 3: "Supporting one another"

INCLUSION = all means and methods used for including all participants, without discrimination and offering all the necessary resources. It implies involving the local community through partnerships. Such, each child feels a part of a bigger picture, nurturing supporting relationships.

Comparing their list with the one from the *Index for inclusion*, they realised they had very similar ideas expressed in other words

For the second activity, the teachers were asked to identify the resources for inclusion already activated in the school. They identified the following resources: well-trained staff, a counselling teacher and an itinerant teacher, extracurricular activities in collaboration with local community, tutoring for students with learning difficulties, adapting the curricula, differentiated teaching and evaluation, school utilities adapted for disabled students, home visits and discussions with parents for those missing from school, thematic fairs and workshops, etc.

Conclusions:

In conclusion, the aim of the workshop was reached, as the participants came with original definitions regarding inclusion, but these definitions were based on their previous experience in working with students with special education needs. They realised that they share common values with the *Index for inclusion* and they were extremely interested about how it can be implemented in our school.

After discussions, a particular conclusion emerged, namely that our students and teachers present a high level of tolerance regarding ethnicity, as we have Roma students, as well as regarding students with special education needs.

Thus, our school already has a foundation for inclusion on which further concepts of non-discrimination, tolerance, acceptance, diversity and mutual respect can be built.

The participants answered with a positive feedback, considering this project and the topic it addresses a very important and useful for our community and for the Romanian school system in general.

CENTRO SAN VIATOR – SPAIN

Partner Organization:

CENTRO SAN VIATOR

Date(s) and venue:

Online meeting via Google Meet. SOPUERTA, 21th of January 2021

Name and role of participants:

Full Name	Rol of participant
PATRICIA PINTO	Head of Department
JON ELORZA	Teacher
ROBERTO FERNANDEZ	Teacher
BEGOÑA INCHAURRAGA	Staff
ENDIKA CRESPO	Teacher
SILVIA GONZALEZ	Teacher
CRISTOBAL SALAZAR	Teacher
MARCO SEBASTIANI	Financial Staff
ESTELA ARKARAZO	Financial Head
MONICA MOYA	Teacher
LUCIANO CEARSOLO	Principal
IRATXE ALONSO	Head of training for employment
ELSA GRIJELMO	Staff
IÑIGO ZUGASTI	Teacher
ALFREDO GARMENDIA	International Head of Department
AINHOA DE LA CRUZ	Social Projects Head

Working program and duration:

Time frame: 3 hours from 13:50 (when the teachers finish their classes) to 17:00

The whole Workshop has been carried out in Spanish.

AGENDA:

13:50 Welcome and introduction to Workshop Alfredo Garmendia

Alfredo welcomed participants and explained them the reason and aims of the meeting as well as the general framework of the project and what this workshop is.

14:00 Presentation of the project ALL IN SCHOOL Ainhoa de la Cruz

Slide-based Presentation of All in School project:

- Main purposes of the Project
- Main intellectual outputs. The activities are carried out according to a cooperation style; afterwards, the activities are settled in the Project website.
- Outcomes
- Time frame
- Partnership

15:00 Presentation of the Index for Inclusion Ainhoa de la Cruz/Begoña Inchaurreaga

- Activity: the concept of inclusion
- Presentation of the concept of inclusion according to the Index, debate
- Activity: resources for inclusion activated in the school

16:30 Debriefing and synthesis of the meeting. Questions. Alfredo Garmendia

OVERALL TIME 3 hours

Supporting material used:

1. Document "Index for inclusion" Tony Booth and Mel Ainscow
2. Presentation PPT All in school in Spanish (uploaded on Drive)

Report of the meeting:

To carry out this workshop we have taken into account staff from Centro San Viator from different professional fields and different educational levels. During the workshop, teachers, staff from the administration department, heads of Department and Head of Studies participated.

If we want to develop an inclusive European project, it is essential to involve the largest number of professionals from Centro San Viator and from different levels to achieve a quality project.

The response of our professionals to the invitation to participate in the workshop was very good and that we had to make a selection among all of them.

The workshop took place on January 21 at 1:50 p.m. at the end of classes and ended at 5:00 p.m. It was facilitated by Alfredo Garmendia, Ainhoa de la Cruz and Begoña Inchaurreaga.

To begin with, we made a presentation of the All in School project talking about the objectives of the project and the different intellectual outputs on which we are going to work. We explained them the

methodology that we are using and the different tasks that we are going to carry out over the two years of the project.

After all this, we presented the Index manual, explaining to all the participants the different parts of it, with special emphasis on those parts directly involved in the All in School project. For this, we prepared a specific PPT that we presented to our colleagues throughout the workshop.

Finally, Alfredo organized a round of questions to generate debate among the participants and collect the main ideas that had been generated during the workshop. To finish the workshop, we gave thanks for their participation in the workshop and decided to keep them informed of all the materials that were generated during the project.

Conclusions:

- These are some of the main ideas extracted during the development of the Workshop:
- Teachers need more information about inclusive tools that they can use in their daily work.
- It is necessary to develop actions that favor analysis and reflection on inclusion in educational systems.
- Although the principles of inclusion are something that all teachers know, it is not clear enough what specific tools they can use
- Teachers need guidance for specific action sequences that support the inclusion in schools.
- In general, all workers at Centro San Viator see it necessary to receive specific training on inclusion and specific actions.
- Teachers see the need to involve not only teachers but also families and other professionals involved in education.
- One of the problems that teachers detect is that families are often absent and do not collaborate with teachers.
- Teamwork is essential to be able to carry out inclusive actions properly. There are work teams that have more advanced levels than others in relation to inclusion
- Social inequality among students often causes the inclusive gap to become larger and larger, which directly affects the activities carried out with students.