



Erasmus+ REPORT FROM THE COORDINATING SCHOOL 24th MARCH 2015

STRATEGIC PARTNERSHIP KA2- SCHOOL TO SCHOOL "EUROPE FOR INCLUSION"

Place: Scoala Gimnaziala "I.I. Mironescu"- Tazlau Romania

Report on Things to do before the SECOND Learning, teaching, training activity in Poland

This document is used to definitely decide activities to be carried out till the second Learning, Teaching, Training activity, which will be held from 25th May to 29th May 2015 in Leszno – Poland

DATE	WHEN	WHO	WHAT	DECISION TAKEN
16 th March 2015	14:30- 16:30	<p>Poland: Beata Mrosek, Leszek Mrosek, Lucyna Donke, Lilianna Karolczak, Tomasz Joswiak, Lucyna Prajs</p> <p>Portugal: Maria Filomena Namora, Maria João Cunha, Helena Arcanjo, Graca Ferreira, Eduarda Seco</p> <p>Turkey: Yakup Ceylan, Mehmet Emin Halat, Mustafa Serdar Palali, Achmet Kogyigit, Mustafa Almas</p> <p>France: Philippe Felber, Frederic Blanc, Guillaume Caillon</p> <p>Lithuania : Janina Bartuseviciene, Danute Bajoriene, Neringa Bisikirskiene, Jolita Staciokaite, Irena Skulciene</p> <p>Latva : Linda Vītiņa, Vita Jauce, Benita Zaretoka, Julgy Stalte, Didzis Bremse</p> <p>Italy : Patrizia Mercuri, Anna Solinas, Gavino Salvatore Zoccheddu, Grazia Meloni, Rita Defalchi</p> <p>Romania: Cezar Tucu, Diana Chitu, Angelica Florean, Alina Barcan, Tamara Ciausiu, Daniela Rata, Lidia Branzei, Monalisa Lupu, Marinela Ursu, Stefan PISOI, Codrut Macovei, Nadejda Anitulesei, Daniel Miron, Bogdana Blaga, Mihaela Ciubotaru, Stefan Czuka, Dan Hirlea, Septimiu Florean, Florinela Dogariu, Gabriela Bordea, Mihaela Gavril, Daniela</p>	<p>1. Reading together the: Assessment Sheet ERASMUS+ Call for proposals 2014 KA2 Partenariati Strategici - Settore Scuola Reference No: 2014-1-IT02-KA201-003491 Name of the Organisation: Direzione Didattica Primo Circolo Sassari Title of the proposal: EUROPE FOR INCLUSION ATTACHMENT 1 This is the overall assessment: The proposal is based on a genuine and adequate needs analysis and the objectives address issues relevant to the participating organizations and target groups. The work programme is accurate and well detailed, showing actions, activities, events and consequent results. Priorities dealt with are relevant: 1) improving the attainment of young people, particularly those at risk of early school leaving 2) improving the attainment of young people with low basic skills. The main topics addressed by the project regard disadvantaged people, pupils and students with special needs and issues linked to Early School Leaving / combating failure in education. It is an action project for social inclusion in schools from a variety of European contexts. The partners aim at developing new innovative curricula/educational methods/development of training courses, and this is really important for the improvement of education. There is consistency between project objectives and activities, as activities, in numbers and quality, are appropriate and functional to the project's aims. Under this respect, the project is considered cost-effective. Learning activities in form of mobilities have been planned. However, a better use of ICT technologies for virtual meetings, Skype and videoconferences is necessary, also to avoid an impact upon the environment. The application includes a plan for the exploitation and for the dissemination of results that is somehow generic, and does not show effective measures which are likely to ensure that the benefits will be spread throughout and beyond the partnership. The applicants have defined the way in which they will guarantee the exploitability and the sustainability of the results,</p>	<p>1. The project was valued 85,5/100. The partners have put the limelight on the weak points of the project:</p> <ul style="list-style-type: none"> • A better use of ICT technologies for virtual meetings, Skype and videoconferences is necessary, also to avoid an impact upon the environment. • The application includes a plan for the exploitation and for the dissemination of results that is somehow generic, and does not show effective measures which are likely to ensure that the benefits will be spread throughout and beyond the partnership. • The applicants have defined the way in which they will guarantee the exploitability and the sustainability of the results, but this aspect would deserve more attention. <p>2. Dissemination Policy: The partners have taken the decision to take into consideration these aspects each time they will start planning the following steps. Besides they have decided to get in touch with local associations and local boards linked to the world of Inclusion for disseminating the project and its results</p> <p>3. Financial aspects: As Italy has not received the contract yet, the partners will postpone the discussion till the next meeting.</p>



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		Manolachi, Daniela Petrut, Daniela Vadana, Elena Ionescu, Carmen Purcariu, Liliana Hirlea	but this aspect would deserve more attention. 2. Dissemination Policy 3. Financial aspects	
DATE	WHEN	WHO	WHAT	DECISION TAKEN
17 th March 2015	10:30 12:00	COORDINATORS' MEETING Poland: Beata Mrosek, Tomasz Joswiak Portugal: Maria Filomena Namora Turkey: Yakup Ceylan, Mehmet Emin Halat, Achmet Kogyigit France: Philippe Felber Lithuania : Janina Bartuseviciene Latva : Linda Vitiņa Italy : Patrizia Mercuri Romania: Diana Chitu	1. Revising together what done and what to be done before the next meeting in Poland. ATTACHMENT 2 The coordinators have analyzed the chronogram of the project and checked each single item one by one. They have discussed about what the partnership has already done and what has still to do and about the reason why the group have not managed to carry out some steps previously decided. Afterwards the coordinators have discussed about what to do from this moment till the next meeting in Poland. 2. Discussing about the use of Etwinning The coordinators are all enrolled in it. Now the next step is to work on it 3. Choosing the Logo of the project ATTACHMENT 3 The coordinators have checked all the results and in the end the Polish logo was the winner 4. Looking at the website of the project ATTACHMENT 4 The coordinators take a look at the project website designed by the Turkish school. 5. Looking at the grid to be filled in by teachers who take part into the activities with the children The coordinators have decided to use the same grid used to record the impressions during the first C.1 activity in Sassari (January 2015)	1. The coordinators have checked the chronogram and filled the relative grid. They have discussed about the delay from the National Agencies in giving the first part of the budget. Some countries are still waiting for it (Italy). Besides the group have not still clear ideas on the way the money has to be spent. The coordinators have taken the necessary decisions for continuing the project as planned till the next meeting in Poland 2. The coordinators have decided to download some documents in it and start using it. 3. After counting all the votes collected from each country, the Polish Logo was considered the winner. Now the Polish group have to add the name of the project, the years and the logo ERASMUS+ in it. When it is ready, it will be used in each document next to the ERASMUS+ logo 4. The Turkish group have shown the website and all the different parts of it. The group have decided to give the administration of it to the Turkish school. 5. The grid is ATTACHMENT 5
	10:30 12:00	TEACHERS' TASK Poland: Lucyna Donke, Lilianna Karolczak,	1. Working in the classes with children The teachers have had the task of working in the classes divided into the	1. The single teachers will have to fill in the



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		<p><i>Lucyna Prajs Leszek Mrosek</i> Portugal: <i>Maria João Cunha, Helena Arcanjo, Graca Ferreira, Eduarda Seco</i> Turkey: <i>Mustafa Serdar Palali, Mustafa Almas</i> France: <i>Frederic Blanc, Guillaume Caillon</i> Lithuania : <i>Danute Bajoriene, Neringa Bisikirskiene, Jolita Staciokaite, Irena Skulciene</i> Latva : <i>Vita Jauce, Benita Zaretoka, Julgy Stalte</i> Italy : <i>Anna Solinas, Gavino Salvatore Zoccheddu, Grazia Meloni, Rita Defalchi</i></p>	<p>following groups: Septimiu Florean, primary school, Class 4B, students: 9 – 10 years old Helena Arcanjo – Portugal ; Anna Solinas – Italy; Ahmet Kocyigit – Turkey Neringa Bisikirskiene – Lithuania Gabriela Bordea, primary school Class 2B, students: 7 - 8 years old Graca Ferreira – Portugal; Lucyna Prajs – Poland; Rita De Falchi – Italy Julgi Stalte – Latvia Florinela Dogariu, primary school, Class 4A, students: 9 – 10 years old Eduarda Seco – Portugal, Liliana Karolczak – Poland; Jolita Staciokaite – Lithuania; Mehmet Emin Halat – Turkey Daniela Manolachi, primary school, Class 3A, students: 8 – 9 years old Lucyna Donke – Poland ; Vita Jauce – Latvia; Irena Skulsciene – Lithuania Grazia Meloni – Italy Monlisa Lupu – Physics / Chemistry teacher, Class 8A, students: 13 – 14 years old Frederic Blanc – France; Beata Mrosek – Poland; Mustafa Serdar Palali – Turkey ; Didzis Bremze – Latvia Alina Barcan – Geography teacher, Class 7A, students: 12 – 13 years old Danute Bajoriene – Lithuania ; Guillaume Caillon – France ; Maria Joao Cunha – Portugal; Mustafa Almas – Turkey ; Leszek Mrosek – Poland Gavino Zoccheddu – Italy; Benita Zaretoka – Latvia Diana Chitu – English teacher, 5B, students: 10 – 11 years Patrizia Mercuri – Italy; Philippe Felber – France ; Filomena Namora – Portugal; Yakup Ceylan – Turkey; Janina Bartuseviciene – Lithuania Tomasz Jozwiak – Poland; Linda Vitina - Latvia</p>	<p>grid ATTACHMENT 5 and send it to the coordinating country which will collect the data into a synoptic grid</p>
<p>15:00 16:45</p>		<p>Poland: <i>Beata Mrosek, Leszek Mrosek, Lucyna Donke, Lilianna Karolczak, Tomasz Joswiak, Lucyna Prajs</i> Portugal: <i>Maria Filomena Namora, Maria João Cunha, Helena Arcanjo, Graca Ferreira, Eduarda Seco</i> Turkey: <i>Yakup Ceylan, Mehmet Emin Halat, Mustafa Serdar Palali, Achmet Kogyigit, Mustafa Almas</i> France: <i>Philippe Felber, Frederic Blanc, Guillaume Caillon</i> Lithuania : <i>Janina Bartuseviciene, Danute</i></p>	<p>1. Reports about what done in the morning in the classrooms. The Lithuanian coordinator has shown and explained the grid attachment 5. 2. Sharing decisions taken in the morning The coordinator of the project introduce the audience to the decisions taken in the morning in the coordinators' group.</p>	<p>1. The groups set up have to report their own impressions about the lessons in which they had taken part in the morning. They have put the stress on the level of inclusion the activities have shown. At home they will have to fill in the grid ATTACHMENT 5 2. Partners' group have listened attentively and taken part in the discussion</p>



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		<p><i>Bajoriene, Neringa Bisikirskiene, Jolita Staciokaite, Irena Skulciene</i></p> <p>Latva : <i>Linda Vītiņa, Vita Jauce, Benita Zaretoka, Julgy Stalte, Didzis Bremse</i></p> <p>Italy : <i>Patrizia Mercuri, Anna Solinas, Gavino Salvatore Zoccheddu, Grazia Meloni, Rita Defalchi</i></p> <p>Romania: <i>Cezar Tucu, Diana Chitu, Angelica Florean, Alina Barcan, Tamara Ciaus, Daniela Rata, Lidia Branzei, Monalisa Lupu, Marinela Ursu, Stefan PISOI, Codrut Macovei, Nadejda Anitulesei, Daniel Miron, Bogdana Blaga, Mihaela Ciubotaru, Stefan Czuka, Dan Hirlea, Septimiu Florean, Florinela Dogariu, Gabriela Bordea, Mihaela Gavril, Daniela Manolachi, Daniela Petrut, Daniela Vadana, Elena Ionescu, Carmen Purcariu, Liliana Hirlea</i></p>	<ul style="list-style-type: none"> Revising together what done and what to be done before the next meeting in Poland. Discussing about the use of Etwinning Choosing the logo of the project <p>The Turkish coordinator show the project website</p> <ul style="list-style-type: none"> Looking at the website of the project 	
18 th March 2015	10:30 12:00	<p>COORDINATORS' MEETING</p> <p>Poland: <i>Beata Mrosek, Tomasz Joswiak</i></p> <p>Portugal: <i>Maria Filomena Namora</i></p> <p>Turkey: <i>Yakup Ceylan, Mehmet Emin Halat, Achmet Kogyigit</i></p> <p>France: <i>Philippe Felber</i></p> <p>Lithuania : <i>Janina Bartuseviciene</i></p> <p>Latva : <i>Linda Vītiņa</i></p> <p>Italy : <i>Patrizia Mercuri</i></p> <p>Romania: <i>Diana Chitu</i></p>	<p>1. Preparing a grid for collecting the different modalities in which the different countries in the partnership take care of inclusion in schools</p> <p style="text-align: center;">ATTACHMENT 6</p> <p>The coordinators have decided to prepare a grid which gives the chance of a quick but at the same time complete vision of each country situation.</p> <p>2. Checking the questionnaires for the investigation of the level of inclusion perceived in the schools of the partnership</p> <p>The coordinators have read the questionnaires one by one trying to adapt them to the single local situations.</p> <p>Then they have taken a look at the Italian and Portuguese data and at the way they decided to visualize the results. The coordinators decided that the</p>	<p>1. The coordinators have decided to investigate on the following items: the laws about inclusion, the use of personalized plans, the chance to have qualified teachers, non-teaching staff, specialists, the chance to have individual teaching, the existence of special schools or classes, number of students per class.</p> <p>It will have to be filled in before the end of March 2015</p> <p>2. The coordinators have taken the decision to leave all the questionnaires (Parents' Questionnaire; Students' questionnaire; Non-teaching staff questionnaire; Curricular Teachers' questionnaire; Supportive teachers' questionnaire; Assistant/Educator/ Psychologists' questionnaire) even if in some countries some roles and figure are not contemplated. When a country has not got</p>



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			<p>Portuguese visualization is better because the data of one each single questionnaire appear in one page, whereas the Italian one develop into different pages.</p> <p>3. Preparing the final report of the meeting The coordinators have agreed on deadlines and contents, trying to respect what previously defined in the Grid of Gant</p>	<p>them, it will not have to fill it in. All in all it will be another instrument available to better understand the differences among the countries involved. Poland will be in charge of collecting all the results into a booklet.</p> <p>3. See ATTACHMENT 7</p>
<p>10:30 12:00</p>	<p>TEACHERS' TASK Poland: <i>Lucyna Donke, Lilianna Karolczak, Lucyna Prajs Leszek Mrosek</i> Portugal: <i>Maria João Cunha, Helena Arcanjo, Graca Ferreira, Eduarda Seco</i> Turkey: <i>Mustafa Serdar Palali, Mustafa Almas</i> France: <i>Frederic Blanc, Guillaume Caillon</i> Lithuania : <i>Danute Bajoriene, Neringa Bisikirskiene, Jolita Staciokaite, Irena Skulciene</i> Latva : <i>Vita Jauce, Benita Zaretoka, Julgy Stalte</i> Italy : <i>Anna Solinas, Gavino Salvatore Zoccheddu, Grazia Meloni, Rita Defalchi</i></p>		<p>1. Working in the classes with children in kindergarten The teachers have had the task of working in the classes divided into the following groups: Teacher: Daniela Petrut Graca Ferreira – Portugal , Lucyna Donke Poland Ahmet Kocyigit – Turkey ; Mustafa Serdar Palali – Turkey; Neringa Bisikirskiene – Lithuania Teacher: Daniela Vadana Eduarda Seco – Portugal; ; Lucyna Prajs – Poland; Frederic Blanc – France; Janina Bartuseviciene – Lithuania Danute Bajoriene – Lithuania; Rita De Falchi – Italy; Julgi Stalte – Latvia Teacher: Elena Carmen Ionescu Liliana Karolczak – Poland; Anna Solinas – Italy; Guillaume Caillon – France; Maria Joao Cunha – Portugal; Irena Skulsciene – Lithuania; Gavino Zoccheddu – Italy; Benita Zaretoka – Latvia Teacher: Carmen Purcariu Helena Arcanjo – Portugal; ; Vita Jauce – Latvia; Mustafa Almas – Turkey, Jolita Staciokaite – Lithuania Leszek Mrosek – Poland; Grazia Meloni – Italy ; Didzis Bremze – Latvia</p>	<p>The groups set up have had to report their own impressions about the lessons in which they had taken part in the morning. They have put the stress on the level of inclusion the activities shown.</p> <p>At home they will have to fill in the grid ATTACHMENT 5</p>
<p>14:00 16:30</p>	<p>Poland: <i>Beata Mrosek, Leszek Mrosek, Lucyna Donke, Lilianna Karolczak, Tomasz Joswiak, Lucyna Prajs</i> Portugal: <i>Maria Filomena Namora, Maria João Cunha, Helena Arcanjo, Graca Ferreira, Eduarda Seco</i> Turkey: <i>Yakup Ceylan, Mehmet Emin Halat, Mustafa Serdar Palali, Achmet Kogyigit, Mustafa Almas</i> France: <i>Philippe Felber, Frederic Blanc, Guillaume Caillon</i> Lithuania : <i>Janina Bartuseviciene, Danute Bajoriene, Neringa Bisikirskiene, Jolita Staciokaite, Irena Skulciene</i></p>		<p>Sharing decisions taken in the morning</p> <p>1. Preparing a grid for collecting the different modalities in which the different countries in the partnership take care of inclusion in schools ATTACHMENT 6</p> <p>The Turkish coordinator showed the grid prepared to all the other members of the partnership</p> <p>2. Checking the questionnaires for the investigation of the level of inclusion perceived in the schools of the partnership</p>	<p>Partners' group have listened attentively and taken part in the discussion</p>



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The Italian Coordinator
Dott.ssa Patrizia Mercuri

Tazlau, 15th March 2015