

INCLUSION STARTS WITH I- LEARNING TO LIVE ALL TOGETHER

THE PROGRAMME

- 1st day Course opening event: Ask me- let's get to know each other. In cadrul acestei activitati de cunoastere, am aplicat metoda "Ask me- let's get to know each other", prin creionarea portretului. Pentru inceput fiecare participant din cei 18, si-a conturat forma fetei, iar apoi a inmanat foia colegului din partea dreapta, care i-a desenat ochii cu culoarea proprie (pe care a folosit-o pe toata perioada activitatii), urmand ca la fiecare etapa, sa se deseneze un organ de simt al chipului. Dupa desenarea ochilor, a trecut din nou foaia colegului din dreapta, urmand acest process pana la terminarea chipului. La finalul procesului de desenare, a trebuit sa ne dam seam ace specializare are colegul care avea chipul desenat pe foaie. A fost o metoda inedita, antrenanta, plina de creativitate, unde am putut sa ne deschidem unii fata de altii cu usurinta.
- Carousel method: Contributions, Fears, Expectations, Ground rules
Facebook wall. Team building in international context participants' profile. What is culture; Intercultural iceberg. The onion values: 5 teachers' values for educational coaching into intercultural classroom environment.
- O alta metoda de cunoastere a fost cea "PepsiCo". Aceasta a presupus ca toti participantii sa se aseze in cerc si dupa ce toti ne-am ales si prezentat semnul distinct, la sfarsit trebuia sa recunoastem semnul si numele persoanei.
- 2nd day Connection between culture and inclusion.
Prejudice and limits of tolerance. Stereotypes and prejudices in the classroom. Using strategies in order to raise awareness regarding social inclusion. The basic elements of inclusive education. Assertiveness in the Workplace. Techniques to reduce stress by managing anger and assertive communication. Working in an international project – how to communicate and connect.
- In ziua a doua de curs pe langa notiunile teoretice despre incluziune, prejudecati, stereotipuri si tolerant, am realizat un atelier de lucru, pornind de la o fotografie a unei personae, fotografiate in anumite contexte. Fiecare grup, a primit o fotografie diferita sip e care trebuia sa o descrie obiectiv (What we see?), sa o interpretam si evaluam pozitiv si negativ.
- Aceasta activitate a avut un impact ridicat asupra cursantilor, intrucat la sfarsit am realizat ca aparentele inseala si sunt predispusi spre prejudecati. Aceasta activitate a avut un scop de constientizare si ne-a creat o obligatie morala de a tranmiste si promova in randul elevilor tolerant si acceptarea.
- O alta metoda folosita a fost cea Iceberg Model of Culture:
1. Norms, Behaviors and artifacts
 2. Personal Values and Attitudes
 3. Cultural Values and Assumptions
- Prin aceasta metoda am conturat valorile de baza ale individului in functie de nationalitate, de cultura, de credinta si de nevoie.
- 3rd day The Value of Inclusive Education. EU: Improving Competences for the 21st Century- Key competences for lifelong learners in multicultural societies.
Teachers values for inclusive school environment.
- In prima parte a zilei am discutat despre Strategies for inclusion in schools through non-formal methods. Outdoor education: key principles and benefits for outdoor education and learning. How to inclusive education: creative workshop experience

for inclusive.

Echipele au fost formate cate 4-5 membri si fiecare a avut de prezentat activitati pe care le desfasuram in scolile noastre in ceea ce priveste incluziunea. Dintre aceste activitati se pot enumera: ateliere de mestesugarit, ateliere de creatie, gatit, gradinarit, club de dans, de muzica, robotica, sport.

Am discutat despre barierele in educatia incluziva si strategii de imbunatatire a educatiei inclusive.

O metoda noua pentru noi pe care am utilizat-o pentru a imbunatati educatia inclusivă a fost crearea echipelor de lucru pentru punerea in practica a unei scenete.

In cadrul acestei activitati fiecare participant a trebuit sa intre in "pielea unui personaj": o persoana cu sindrom Down, Tourette, in scaun cu rotile, nevăzător, hyperkinetic, necunosător al limbii de comunicare in acel grup si o persoana fara nici o dizabilitate (normala). Desfasurarea activitatii s-a realizat printr-o coregrafie sau o piesa de teatru, in care obiectivul principal a fost incluziunea tuturor personajelor, indiferent de dizabilitate, fiind coordonati de persoana "normala". A fost o activitate educativa, plina de creativitate, distractive si dinamica si care poate fi aplicata si la orele de consiliere si orientare pentru a trage un semnal de alarma elevilor despre importanta includerii tuturor colegilor si evitarea bullyingului.

In a doua parte a zilei a urmat o prezentare non-formala a tarii si a scolilor de provenienta a cursantilor.

Prezentare de costume populare, de bucate specifice regiunii si tarii, a unui dans caracteristic zonei, iar la final a avut loc o Tombola cu obiecte reprezentativ zonei.

Presentation: school projects of participants (internal and external channels for communication). Intercultural lunch.

4th
day

Approaches to conflict. Basics: Understanding the problem. Conflict handling styles. Peer mediation: students serving as peer mediators in school environment.

Exercise Skills Mediators Needs. Conflict in the classroom – forum theatre

Mediation and negotiation: differences in the approaches.

Mediation experiences, Role play: mediation

A patra zi a fost una culturala, "Invatarea este peste tot". Am vizitat una din cele doua insule ale Maltei, Comino, situl istoric din Mdina, am mancat din bucataria traditionala a Maltei, Blue Groto, Blue Lagoon, capital Maltei- Valetta cu obiectivele turistice.

A fost o zi plina de cultura, in care ne-am dezvoltat din punct de vedere cultural si personal.

5th
day

Differentiated instruction that increases student engagement. Challenges for the inclusive classroom. The characteristics of intercultural organizations -

Motivation: The link between creativity, intercultural learning and outdoor development education

How can we improve our teaching style - personal development plan.

Motivation tools for students: ARCS model Social inclusion in schools.

Planning, support and commitment. The value of failure: world coffee method

Dissemination and valorisation activities planning. One-page proposal.

Handing out certificates

In ultima zi de curs am avut parte de o activitate non formala in Marea Mediteraniana, in cadrul careia am invatat sa ne ascultam atunci cand lucram in echipa si sa alegem metoda de lucru cea mai eficienta pentru grup.

JOB-RELATED SKILLS

- ✓ solving inclusion issues in multicultural classes;
- ✓ getting a clear understanding of exclusion and inclusion;
- ✓ developing and appropriately apply knowledge, skills and attitudes relevant to inclusive education and the contexts in which it takes place;
- ✓ knowledge about strategies regarding how to get involved in order to avoid inclusion;
- ✓ specific competences regarding social inclusion;
- ✓ motivation and interest work with disadvantaged students;
- ✓ learning new social inclusion tools and methods of work in order to educate all learners effectively;
- ✓ learning new non-formal education activities and techniques in order to better integrate of all students in the classroom;
- ✓ critical reflection on the relationships between theory and practice and explore issues in the implementation of educational and social principles and ideals; understand diversity and cultural differences;
- ✓ develop cultural awareness;
- ✓ strategies based on a very good overview and practical experience of tools through individual work, working groups and collective work regarding social inclusion;
- ✓ new mediation and negotiation tools in the fight against exclusion of people with fewer opportunities;
- ✓ exchange practices and experiences on various aspects and perceptions of marginalization and inclusion.

LANGUAGE SKILLS

Working with a multicultural group and practicing an international language on the subject of innovative methods of learning with great impact on the trainee's professional training. The trainee practiced everyday English and exchanged impressions with different nationalities representatives, working with colleagues, teachers, instructors.

COMPUTER SKILLS

New knowledge in the field of Internet and new skills to work in digital research.

ORGANISATIONAL / MANAGERIAL SKILLS

Team working skills in face to face events. Gaining ideas for changing group dynamics in the classroom and outside. Class management skills obtained by improved communication.

COMMUNICATION SKILLS

Getting more confidence when talking English. Using peer to peer learning.

OTHER SKILLS

- improving knowledge of local culture, history and people.
- promoting European cooperation in the field of education within the framework of the Erasmus+ program through partnership building, international networking respecting cultural differences