

**GOOD PRACTICES BOOK
OF ERASMUS+ PROJECT
INCLUSION UNDER TOLERANCE
PROJE NO:
2021-2-PT01-KA210-SCH-00004816**

PORTUGAL
SPAIN
GREECE
TURKIYE



Co-funded by the
Erasmus+ Programme
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PORTUGAL

Arrivals

Monday, 24th October 2022

This day was the most awaited day for everyone because it would be the day, we would see each other for the 1st time in person. The Portuguese team took turns in the reception and accommodation of our partners from Spain, Turkey, and Greece. Unfortunately, the Greek team saw their flight cancelled and was delayed.



Day 1

Tuesday, 25th October 2022

The second day was very intense. After our City Hall bus brought everyone to school. Our partners were received with great affection. First, there was a presentation of the teams outside the school, in which our partners could admire the view of the Atlantic Ocean and the Desertas Islands that the Portuguese team works with every day.

At the entrance of the school, our partners were greeted by a group of students who presented various numbers: braguinhas (ukeleles), traditional songs.



Later in the morning, everyone went to the Erasmus room where we listened to the Teacher of the Special Education Centre, Carla Ferreira. With a lot of experience working with special education students, the teacher presented us with the conference "The importance of technology as a facilitator of learning".

All teams shared with Carla that we need to work for autonomy starting from a flexible curriculum based on a DUA (Universal Design for Learning) to promote school success.

Both the Portuguese team and Spanish have shared that in our countries we have a multidisciplinary team of inclusive education support, in Portugal the EMAEI (Multidisciplinary Team of Support to Inclusive Education), in Catalonia the CAD (Commission of Attention to Diversity), formed by psychologists, the school director and the teachers of Education Special.

These teams monitor what each student needs and agreements that are made.

The Turkish team explains that attention when there is a student with special needs is taken outside of school hours with families in sight.



After a lunch trying Madeira traditional foods, we walked to the City Hall where we were warmly received by the Mayor Filipe Sousa and the vice-Mayor Élia Ascensão. After the City Hall our we moved on to visit “Engenhos do Norte” in Porto (da Cruz and Santana).



Day 2

Wednesday, 26th October 2022

Our school day started when a bus picked all visiting teams to the host school, where we again tasted other typical Portuguese products like "cream cake", delicious by the way! The Turkish, Greek, and Portuguese colleagues have also been able to taste Spanish torrons.

At the end we went to the music room, where Ana Castro, has offered us a workshop-talk about "A school where inclusion is standardized in all areas of action: specific needs group Of Motor Activity Adapted", making everyone participate in different activities putting ourselves in the skin of our students. We have experienced, from the game, different situations where students must look for strategies to solve their day-to-day difficulties. What happens when we can't move freely? When do we not see? When are we not listening or can't communicate verbally?

Ana taught different materials adapted for students with many learning difficulties. They have not been completely unknown since many of them also use them in the other schools, such as pictograms, adapted digital materials and others.



From now on it has been a day of sharing experiences, sightseeing, and lots of fun moments.

Our partner teams had the opportunity to visit Camara do Lobo, a fishing town with a lot of charm. We had lunch at the foot of some impressive cliffs in a restaurant (Praia do Vigario) overlooking the sea, tasting seafood typical of the area, such as black swordfish or tuna. The town is very picturesque, with a very beautiful bay and very artistic streets, recycling plastic cans, bottles and cans, all with a very visual plastic result.

Later we went to see the Cabo Girao with a glass platform on a cliff at 589m high, where we enjoyed the views of Camara do Lobos and Funchal.

At night Mayor of Santa Cruz Filipe Sousa has invited us to dinner at "Só Espeto", with a typical jewel of Portuguese gastronomy, the "espetos", a huge beef skewer.

Day 3

Thursday, 27th October

This was a different day and we wished we could be luckier with the weather. Like every day everyone headed to the Assomada school and after a "coffee break" we have begun the working day with the presentation of Silvia dos Santos Silva, teacher of the Technical Support division of the Portuguese government, specialised in accessibility.

She has presented a series of applications aimed at facilitating access to information and learning as a universal measure and computer tools applicable to our students such as Jclic, ClaroScanpen, among others. Tools used to create games, listen to written texts or create stories with images.

On the other hand, we have been able to manipulate different materials adapted for students with visual disabilities, as well as observe a sample of interactive stories through the ebook library application. Silvia showed the pictograms of the ARASAAC program following the same methodology of the Spanish team.



After lunch started a monumental downpour but the teams still had the opportunity to visit historical town of Funchal, the climb which is a funicular that goes from the beach to the top of the mountain and Monte Palace Gardens. We planned on going down in the Madeira baskets cars, but it closed because of the rain.

To conclude the exemplary stay with our European colleagues, the Portuguese teachers have organized a great gala dinner at their school.

At night Marisa, the head teacher, Milton, Mayor of Canico, the town where the school is located, the Portuguese team Lara and all the schoolteachers, have given us the Diplomas that certifies the team's participation in the Project and gifts to each of the participants.



Everyone watched a video with the memories we built these days. It was very emotional and many of us were touched but thought we would meet again in Spain.

SPAIN

Our Erasmus project "Inclusion under Tolerance" has begun this academic year 2022-2023 until 2023-2024. The schools that are taking part in this wonderful initiative that embraces diversity and inclusion as something unique and valuable are: the 14th Primary School of Katerini (Greece), EB1/PE Assomada Madeira-Caniço (Portugal), Bayrakli Halide Edip Adivar Anadolu Lisesi, Izmir (Turkey) and Escola Jose Juan Ortiz, Sant Andreu De La Barca (Spain).

During these two academic years, many activities are being put into practice in our institutions, with the intention of becoming more inclusive and tolerant school communities.

From Monday 13th to Friday 17th of March 2023, José Juan Ortiz and our hometown have had the pleasure of hosting our partners around Europe to show them how we cope with inclusion in our Educational System and to share enriching experiences.

Do you feel like having a more detailed inside eye about what has been going on?

Monday 13th has been the arrival day for our partners, so some teachers have gone to the airport to pick them up and take them to Sant Andreu de la Barca. We have been welcoming them with posters handmade by our school students, and some souvenirs have been given.



Once everybody has been accommodated in the local hotel. We had a welcome dinner in a local restaurant where we tasted some tapas.

Next day, Tuesday 14th March 2023, we had an early morning because lots of activities were awaiting us.

When we arrived at José Juan Ortiz School, the principal was welcoming our European partners, and year 3 students gave them a very useful souvenir (a refillable bottle with our school logo, to reduce plastic waste) as we are working to become a green school.



Afterwards, year 6 students were in charge of showing the school facilities to the international teachers. They made a tour among the different classrooms and explained the main characteristics. During the tour, our European partners had the chance to meet the school teachers and students. The school tour ended up in the gym and in the playground, where year 4, 5 and 6 were waiting to make some performances. We could show them some typical Catalan dances and music.



Then we had the coffee break. Some minutes to mingle around, talk to each other, share feelings while tasting some "coques".

Once the coffee break was over, we did an ice breaker to promote cohesion among all teachers. We had to bring two special items and explain what they were and why they were special. So we could grasp and get to know each other deeper. All those items were kept in a suitcase and in the last hosting day, teachers should remember which object belonged to which teacher and why the object was important. By doing this activity we wanted them to show that to create a positive environment in our classrooms, we must foster activities where students get to know each other from different perspectives.



Later on, we visited the mayor and the city council. Some speeches were uttered as a welcome reception. Then souvenirs were exchanged among our local mayor and the mayors and principals from Greece, Turkey and Portugal. To end up the visit, they invited us to taste some local dishes such as fideuà, bunyols de bacallà, pa amb tomàquet i pernil, etc.



Morning was over, and the afternoon started with a trip to a cava cellar (Caves codorniu). We visited the factory and learnt all the processes that must be followed to have a good Cava. We finished the visit with a nice Cava tasting.



The last cultural activity of the day was the visit to a famous coastal village (Sitges), we had a stroll around the old town and had some shopping. We had dinner and we

went back to the hotel in Sant Andreu de la Barca. We needed to rest so we could recharge our batteries for the next day.



Wednesday 15th March had begun. We had a day full of workshops and lots of hands-on activities.

Different local teachers, taking into account their experience and teacher training, were in charge of implementing the workshops.

First, we had the workshop on "Project Based Learning as a methodology to attend diversity". We learnt what PBL is and why it is a good measure to attend diversity. We show them an example of PBL implemented in our school by our students and show them some assessment tools and the final product.



Afterwards, we did two workshops on "Working through corners as a way to attend diversity" and "Emotional education to create a learning environment".

The first workshop was done by the English teachers. They explained the organization when working through workshops, they showed different kinds of workshops and how we can adapt them to our students rhythm and paces. And finally how students self assess themselves by using the corner tracker, so they can become independent learners.



The second workshop was related to emotional education and its importance to ensure the well-being of the students and therefore an efficient learning process. For us it is so important to take into account our students emotions and its management that we have an hour weekly devoted to emotional education from the early stage of infant education to the latest stage of primary education. We implemented some dynamics among the teachers, so they could sense the importance of it.



It was time for a coffee break where bread with tomato and some embotits were tasted.

Morning was about to finish, but we had a last workshop on “Cooperative work”. The importance of cooperative learning, the strategies used, the sense of belonging to a group, the role you acquire and the relevance to do your functions correctly are characteristics that allow us to attend diversity.



After a very productive morning, it was time to stop, relax, and have lunch at a typical Catalan cottage restaurant.



Finally, as a cultural activity, we visited some of the most emblematic places in our hometown "Sant Andreu de la Barca" and our tour guide was the city archivist.



To finish up the day, our international partners had some free time to visit the capital city (Barcelona). By doing so, they had the opportunity to hop on our diverse public transport: train, underground and tram.

Another day was about to start. Thursday 16th of March. Not a simple one, but the last day before our colleagues' departure. Again, a day full of activities, workshops and conferences was lying ahead.

Our first appointment was a conference on "Our school network of counseling teams and psychopedagogical guidance". They explained to us all the measures and supports that are provided to schools in order to ensure inclusion.



Then, Pepe, our SIEI teacher, was in charge of the workshop on "Inclusive education in our school and Tech Methodology". He showed us many hands-on resources that our school uses to include students with disabilities of any kind in the ordinary classroom, so we can ensure their full participation. It was very interesting.



It was time for the coffee break. A moment to take a breath and recharge batteries. Teachers had a moment to share opinions, expectations and reflect a bit while having some breakfast.



The morning went on with two more conferences and the closing of our initial ice breaker activity.

First, Mr. Bolea was in charge of the conference "How to deal with severe conduct disorders students". And afterwards, Mr. Lluís Rubio, our inspector, did a conference on "Inclusive Education in Catalonia". Although it was intense it was worth listening to.



As a wrap-up of the morning we did the closing of the first day ice-breaker. It was nice to see that among all teachers we were able to remember which object belonged to each teacher and why it was special to them.



Morning was over, but still we had an afternoon and an evening full of activities to come.

We had lunch at a typical Catalan Masia and we ate paella.

Afterwards, we took the bus and went to Montserrat mountain. We could visit the church and have a stroll surrounded by these beautiful mountains.



The schedule was a bit tight, so we went back to Sant Andreu and in José Juan Ortiz School a Catalán cultural show was about to start held by our local entities.

We had three associations participating: la colla de gegants, els castellers d'Adroc i la colla de sardanes.

We could enjoy watching human towers, giant dances and even experience the Sardanes dance.



Our farewell dinner was in the school gym, all together with the local association participants. We had a ceremony to handle the certificates and goodbye souvenirs, not only to our International partners, but also to the local entities. We ate a lot, had some fun dancing and we watched a photo video of our stay. Thursday was over. Our batteries were low and we needed to sleep and rest a bit.



We really hoped that our partners from Greece, Portugal and Turkey enjoyed the stay as much as we did. And we wished them a nice and safe flight home on Friday.

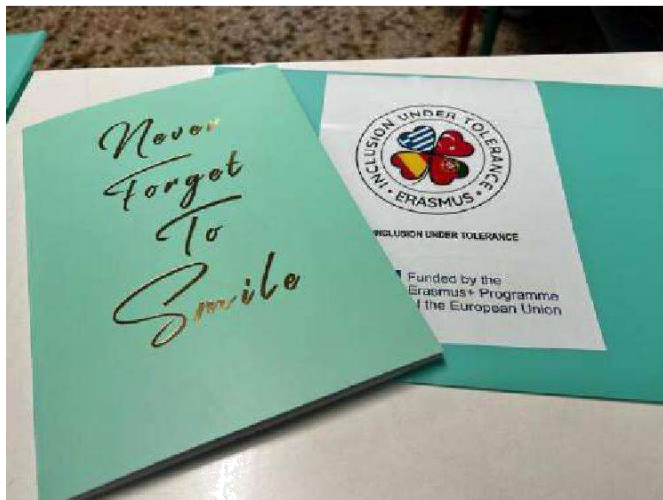
We cannot wait to see you again in Greece.

GREECE

In October 2023, the 3rd meeting took place in Katerini-Greece.

The 14th Primary School of Katerini, had the pleasure of welcoming educators from the school teams of-EB1/PE Assomada Madeira-Caniço, Bayrakli Halide Edip Adivar Anadolu Lisesi, Izmir -Turkey and Escola Jose Juan Ortiz, Sant Andreu De La Barca.





Day 1

As part of our program, the first day began with a warm welcome from all of our students. They assisted in planning the activities for this celebration, and performed various traditional songs of our country in the school premises. This was followed by a detailed presentation on how our school

operates, as well as our educational system. The children had the opportunity to converse with our foreign educator friends, ask them questions, and interact with them.



One of the main activities during this mobility was the creation of Tolerance posters and Dictionaries by the students. Our partners gathered all the produced materials and created a board where the work was displayed. This was a celebration devoted to our students' creativity. As a follow-up activity, we plan to disseminate and gift posters to fellow schools as we visit them together with our students and present our project and actions.





Next, there was a customary exchange of gifts between the schools, where with much love, the three visiting schools offered souvenirs to our school.



We also had the opportunity to inform local authorities in our city about the purpose of our program and the seriousness of the inclusion theme. We were pleased to have a conversation with the Mayor of Katerini and the Deputy Vice-Mayor of Tourism in Katerini.



Firstly, our project was presented in order to for our local community to become more aware of our goals and actions concerning Inclusion and Tolerance. Next, the mayor had prepared a presentation related to the local culture and products of our region. It was a symbolic tour of all the beauties of our place with the aim of helping our guests get to know our region better.

Our next stop was particularly significant, with the joy and honor of being welcomed by the Director of Education of our region in the Primary Education of Pieria. The director, responsible for all the municipal kindergartens and Primary Schools in our region, was informed about the program and the educators were congratulated by her, emphasizing how important our activities are, giving us the encouragement to continue the important work of our program. From this meeting it would have been a great omission not to invite our School Counselor responsible for all the actions of our school. The counselor congratulated the active educators for their participation in the program, emphasizing that the skills acquired through ERASMUS+ contribute to raising awareness on the subject of Inclusion.

Following that, there was a customary exchange of gifts with the promise to continue our collaboration after the end of our program.





The continuation included a cultural visit to Thessaloniki, the co-capital of our country. Our partners were given the opportunity to visit museums and cultural centers of our country in order to get to know our people better and come closer to our customs and traditions.



Day 2

The second day of our program continued with activities that were scheduled at our school. Our guest was a special educator working at the KEDASY center. The purpose of KEDASY is to support the schools of Pieria in providing equal access to education for all students and to advocate for their harmonious psychosocial development and progress. The special educator provided training to the teachers regarding inclusion issues for children with special abilities, suggested ways to manage the classroom, and supported children who need to be included and become part of our society.





Next, our school's special educator, informed the teachers about the activities of our school and the creation of a theater group with the aim of using the art of theater as a means of inclusion for students from all grades, including those with hearing impairments, autism, emotional immaturity, as well as students from different cultures and backgrounds. Students came together and presented a theatrical performance, emphasizing the importance that we are all different but we are all equal. With the help of theater and the theater group, we showed our partners that it is an ideal tool to bring together children with different needs and give them the opportunity to collaborate and create.





Also, in our school, sign language is taught at a beginner's level, of course, so that our student who faces hearing challenges feels understood and can communicate with her fellow classmates. So, later on, another group of children presented a performance in sign language, which our guests had the pleasure to attend.





The day of presentations concluded with a very interesting presentation about the techniques and methods that can be used in the classroom to make students feel more comfortable discussing their culture, roots, and heritage without fear of rejection.





Our next stop in our program was Meteora. We couldn't miss this marvel of nature which is very close to our region. A few kilometers northwest of the Thessalian plain, in the town of Kalambaka, lies one of the most impressive landscapes in Greece, the rocks of Meteora. Many centuries ago, these enormous rocks, over 600 meters high, were formed, and hermits sought refuge here, founding one of the most important monastic communities in Greece. Meteora is a unique place and a top travel destination, as it is a complex of massive prehistoric rocks and Byzantine monasteries perched on their steep peaks, adorned with unique treasures and frescoes. Today, eight Holy Monasteries remain, of which six are operational, four are male and two are female. In 1988, Meteora was declared a UNESCO World Heritage Site, and the wider area of Antichasia belongs to the European ecological network NATURA 2000, as it has rare flora and fauna.

Our partners visited Meteora with great joy, embracing our Religious heritage. We ourselves are a living example of tolerance and inclusion. We ourselves, through our collaboration, show that there are no wall barriers between people. We ourselves accept and respect each other's customs, traditions, and cultures. If the educators themselves cannot instill inclusion in their hearts, then it is certainly impossible for them to convey it to their students.



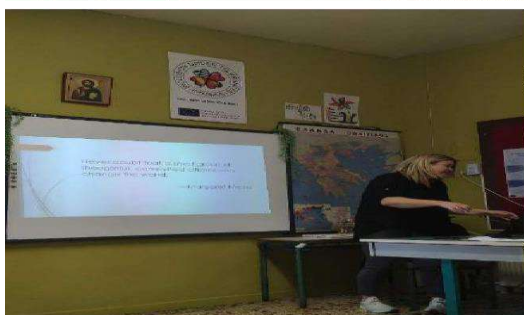
Day Three

The last day of our program included a plethora of activities. We started with a presentation of the STEM program and the robotics techniques we use in our school to bring students closer together, to integrate everyone into the team, and to create with the help of robotics within the classroom. Our school's educator presented all the robotics programs we use in the school, tailored to the grade level, and provided information about programming as well as future activities that our school plans to undertake, such as preparing students to participate in local robotics competitions. The magical world of robotics serves as a reference point for all children; knowledge comes through play, children collaborate and function as a unit, which is very important in the struggle for tolerance and inclusion in our classroom. In the workshop, educators had the opportunity to program the robots and use them.





Next, there was a presentation with inclusive language as the central theme. As educators, we are obligated to use the correct language in the school environment with our students, colleagues, and the parents of the children. The educator informed our partners how to avoid mistakes in their expression when communicating with students and suggested the use of an inclusive vocabulary.



Concluding our meeting, the last presentation focused on methods that promote proper lesson planning within the classroom, with practical examples and activities that educators can follow to make our lessons more inclusive and fun at the same time.



Before bidding farewell to our school, our friends and partners had the opportunity to experience a unique event. Students, parents, and educators from the school with different nationalities, cultures, customs, and traditions collaborated to produce a wide variety of dishes

to prepare for the activity that our country was responsible for in this mobility. So, this action was a Food Festival, a festival in which students, parents, and educators collaborated and came closer together. It was a celebration for our entire school. The parents'

association played a significant role in this effort, and the students gladly contributed dishes representing their cultures. Our program, of course, supported this action by providing everything necessary for it to be successful. The food festival concluded with a celebration featuring dance and song, where we all became one. Where we all accepted each other. Where we all got to know each other better. This was the great success of the third mobility.

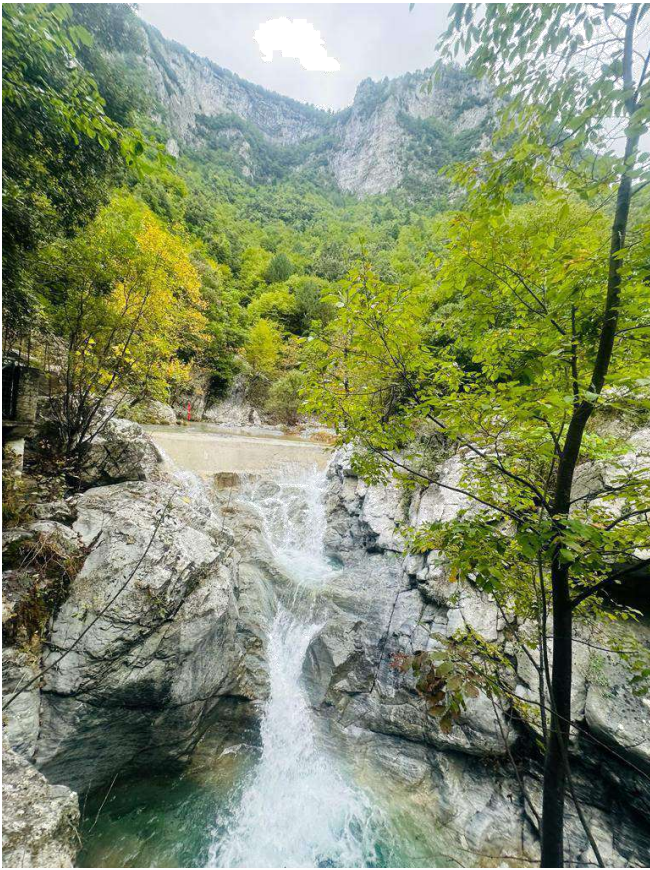




Next was the Ascent to the Residence of the Gods, Mount Olympus! The sacred mountain, a landmark of Greek mythology; a universal symbol; a national park, but also a world heritage site. The starting point and goal of thousands of climbers from around the world seeking the hidden secrets in the cloud-covered peaks of Mytikas (2,917 m) and Stefani, the throne of Zeus (2,909 m). Here, well-guarded within impermeable clouds, the Ancient Greeks believed their "ever-blazing" gods had placed their palaces.

Just a few meters outside our town, our friends had the opportunity to visit this legendary mountain and the village located at its foothills. During their guided tour, they enjoyed the natural landscape and the beauty of our National Mountain.





Having filled ourselves with knowledge, images, and emotions, the end of our meeting arrived. Our school organized the final evening in honor of our guests, a night of entertainment, tasting, and cultural exchange.



Shortly before its conclusion, we presented our guests with their participation certificates, as well as the commemorative gifts of this mobility - an olive tree.

The olive tree is the tree of goodness, associated with rebirth and light. A symbol of peace, fertility, and protection, it represents Peace, Wisdom, and Victory. It embodies immortality and prosperity for our people. A symbolic gift of great value for the Greek nation, which we happily endeavored to convey to our friends and partners.



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TURKIYE

4th MOBILITY of the PROJECT to TURKIYE-MARCH,2024

The 4th and the last meeting convened in İzmir, Türkiye in March 2024. It was hosted by Halide Edip Adıvar Anadolu Lisesi where educators from partner schools including the 14th Primary School of Katerini, EB1/PE Assomada Madeira-Canico and Escola Jose Juan Ortiz in Sant Andreu De La Barca were warmly welcomed.

First Day : Tuesday, 5th March 2024

The first day proved to be busy for our students and us. The partners were warmly welcomed outside the school by students of three classes of high school group. A team presentation took place.



Later at the school entrance, a group of kindergarden students greeted our partners with a charming performance featuring dance shows and traditional songs. They delighted our guests with traditional songs, setting the tone for the festivities held within the school premises.



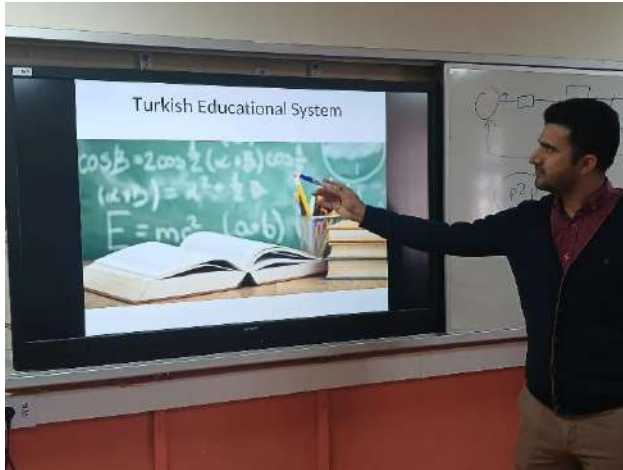


Following this warm reception, partners are introduced the departments of the school building including class visits. Then our partners visited the director and they gave some gifts to symbolize their schools, countries and traditions. All these gifts also represent our hopes to continue our partnership after the end of the project. During the presentation of the gifts, recognizing the importance of our program, the Director praised our partners and encouraged us to continue our valuable work. He praised the active involvement of our educators and the importance of project purposes, pointing out the importance of the skills acquired through ERASMUS+ in promoting Inclusion awareness.





Later a comprehensive presentation provided insights into our school's operations and educational framework-Turkish Education Sytem-, fostering engaging discussions between our teachers and our international educator friends.



The morning session continued with the monthly activity of our project- ME-BOOK. Each partner team introduced the work of their students and “Me-Book” exhibition was prepared on the hall of the school for all students see and benefit from. The highlight of this mobility was the students' involvement in the process of creating a me-book showcasing their creativity. Our partners exhibited the materials produced to honor the artistic efforts of our students. This exhibition will remain in the erasmus corner of the school to inform our own students and visitors.

As a continuation of this activity, we plan to share this work output with other schools during our visits, presenting our project and its initiatives with our students.

Following a delightful lunch featuring traditional Turkish cuisine, we were graciously welcomed by one of our school's guidance teacher for a workshop with the topic of “Overcoming Psycho-social problems of students with extra-curricular activities at School”.

We had the privilege of listening to one of our School Counselor who shared insights gained from her extensive experience working with special education students in our school. The topic sparked valuable discussions among the teams. It became evident that Extracurricular activities at schools can play a crucial role in overcoming psychosocial problems among students. These activities provide a range of benefits that contribute to students' mental and emotional well-being. It is pointed out that It's important for schools to offer a diverse range of extracurricular activities to cater to the varied interests and needs of students. Additionally, creating a supportive and inclusive environment within these activities is crucial for their effectiveness in addressing psychosocial problems. If counselors, school directors, and special education teachers closely monitor the needs of those student and coordinate support strategies, it would be easier to get better results in terms of inclusion.



Our teachers were then enlightened about initiatives such as the creation of an extra curriculum specifically aimed at promoting inclusion in all classes. It was agreed that the participation of students with various difficulties, such as hearing impairment, autism and emotional sensitivity, in activities such as theater, art or sporting events would provide a unity in the school environment. Through extra-curricular activities, our students will be able to work in the ideal environment where equality reigns. These activities exemplified the power of collaboration and creativity in building bridges between students with different needs.



After the councilor's seminar, we continued the day with a city tour of Izmir, which allowed us to learn more about the cultural and historical richness of the region. Among the places visited were the Ancient Elevator: a unique structure of the city to watch the whole city and enjoy the day, Kemeralti: three hundred years old historical inn and Alsancak: the area that inspires poems and songs, famous for its romantic sunset. This gave our partners the opportunity to explore the city and have a deeper understanding of our people, traditions and customs.





2nd day: Wednesday, 6th March 2024

After welcoming the partners with the students warm presentations, the second day of our program continued with a series of planned activities hosted at our school.



We hosted a guest special educator-Derya ESEN from the Guidance Center for a workshop about “Inclusive Education Curriculum in Türkiye”. She led training sessions for our teachers, focusing on inclusion strategies for students with diverse abilities in our country. These sessions encompassed dimension of

inclusive education, the way to develop dynamic relation in class and guidance on building basic principles adapting these students into our community. After the coffee break, the seminar continued with "Efforts for Inclusive Education". The carried out efforts to promote inclusive education, aiming to provide educational opportunities for all students, including those with disabilities or special needs were shared with the partners. Educational support, integration, policies, teacher trainings, curriculum adaptation and accessible facilities were discussed one by one and procedures in partners' countries were compared.



The last educational session was about "The way to success: Students+Teachers+Parents". The topic was decided as the crucial for the overall development and success of students at school. All partners decided on this triple connection as the foundation for a supportive and effective educational environment. The importance of strong relationships between teachers, parents and students in the context of inclusive education was emphasized. Through all the partners' discussions, it was agreed at the end of the workshop that the relationships of teacher-students-parent foster understanding, collaboration and the creation of an environment where all students can thrive and succeed, regardless of their different needs.



After lunch ,the programe continued. The rest of the day unfolded as a time for sharing experiences, exploring sights, and enjoying light-hearted moments. Our partner teams embarked on a visit to Ephesus, ancient city. The ancient city which is famous with the Temple of Artemis and the Library of Celsus. Ephesus with its many monumental buildings had been designated as one of the Seven Wonders of the Ancient World . Our collaborative spirit serves as a testament to breaking down barriers and fostering mutual respect for diverse customs, traditions, and cultures.





Later Mathematics, Art and Philosophy Village was visited. Completed a guided tour of the village for Gifted Students with scientific knowledge. The curriculum, activity classes and the way the students work were discussed. Our partners discovered the Math Village with excitement and admired its organization.



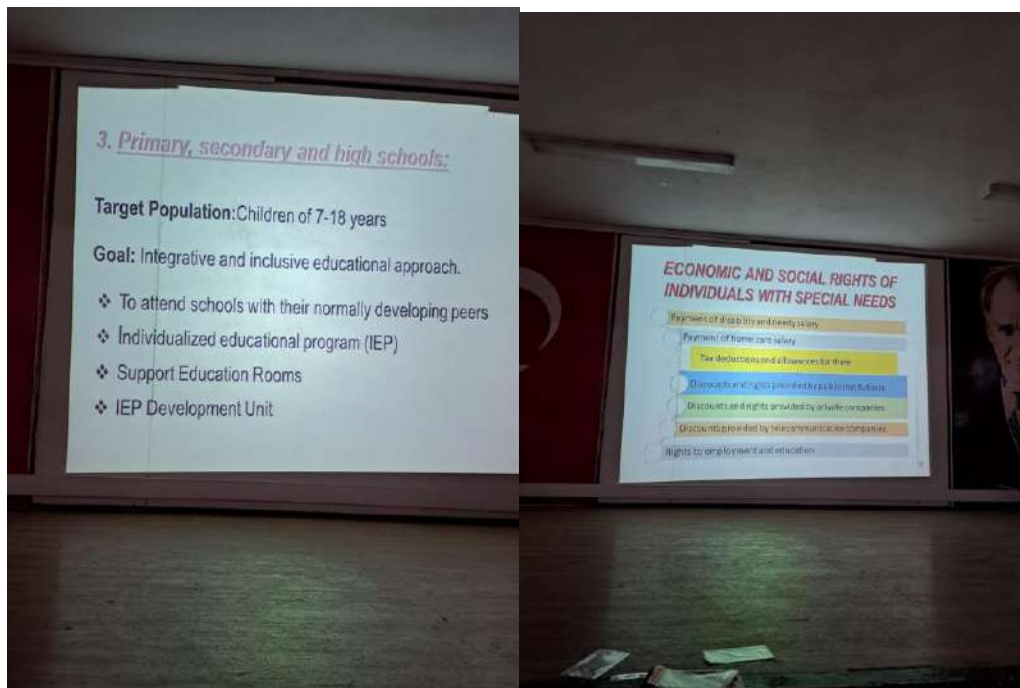


3rd day: Thursday, 7th MARCH 2024

Partners gathered at school and the kindergarten group of students started the day with a dance show and a traditional song . After a quick "coffee break," we kicked off the day with a presentation by Zekeriya BOZTAŞ, a teacher from the RAM -Guidance and Research Center of the region . He is a specialist about inclusion and started the workshop with an icebreaking activity which was related to inclusion.

He explained that although most of students have educational spaces adapted to their needs, there is a risk for everyone. This is why we need to pay more attention to inclusion. He gave examples from students, the classroom and society to highlighted the seriousness of inclusion. He emphasized that we need

to sensitize students, the classroom and the school by applying the role playing method. This was followed by a presentation focusing on inclusion not only in school but also in the community. He emphasized the importance of proper education that involves inclusion everywhere. Finally, he focused on how to prepare inclusive and engaging lesson plans in the classroom, with practical examples and activities that educators can implement.





According to the programme our school organized **“TOLERANCE DAY: DANCE”**. Our Music teacher prepared the dance shows, which are our topic under the heading of tolerance. Our traditional folk dances, the marriage ceremonies and the henna night presentation of Turkish culture attracted great attention of the partners. Our dance festival was completed with enthusiasm with the show of dance performances from different regions and the presentations of the dances of our participating partners from their own countries. The festival culminated in a joyous celebration featuring dance and song, symbolizing unity and acceptance among all participants.





Before lunch, the project contact persons had a short evaluation meeting about our project which will be completed soon. During the completion period of the project; the tasks to be completed were discussed and duties were divided. The activities of assisting the coordinator in data collection and writing for the overall evaluation and final report writing were discussed. It was emphasized to make the best use of the remaining time and to reflect our project, which we have been working hard for two years, in the best way possible.

Before leaving our school, our partners were treated to a lunch of the last day at school. It was organized by the parents' association. This collaborative effort fostered unity and celebration.



During our presentations, we highlighted the objectives and actions of our project, aiming to raise awareness within our local community regarding "Inclusion and Tolerance". All our students from kidergarden group to high school, the parents, all the educators and participats of the workshop and seminars enriched our successful project and helped us to disseminate. After the intensive training program, we came to our last stop in terms of universal cultural transformation: KEY Museum. Our guests were amazed by the museum, which offers a wide range of cultures from the past to the present. Our friends had the opportunity to explore this museum and our national treasure.



To end our productive time with our European colleagues, our Turkish teachers organized a magnificent gala dinner. The school principal, the Turkish team and all school teachers attended the night and presented our partners with individual gifts resestetig our culture-hadmade tile as well as diplomas documenting their participation in the project.



Final dinner completed with all emotional speeches. Everyone remembered the good memories they had during these two years, we finished the night laughing, dancing and with intense emotions because we completed a partnership that led to a successful project. It was a deeply moving experience that touched many of us and we are already looking forward to meeting in another collaboration.



Despite an unforgettable and impressive activity, an emotional separation, the success of the project and the unity of harmonious and hardworking partners made it possible for two remarkable years.



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