

Project Impact on participants, institutions involved and other stakeholders

Participants:

- Students:

Pupils who participated in local non-formal activities could develop their communication (verbal and non-verbal) and social skills through verbal or nonverbal modalities, developed abilities to build relationships, that can compensate lower functioning of other skills. Students that took part in the project activities feel more happy at school, have better relationship with their colleagues, have made more friends and have learned a strategy to manage themselves in a diverse group.

Colleagues of the students with special needs shaped their attitudes towards disabilities or social problems, improved attitudes towards adapting to new situations, towards accepting the differences and value diversity.

The participants of the blended mobility improved their language and communication skills into a multilingual group and have had great experiences to cooperate with other students in an international group. They experienced a very special learning situation that has touched their soul in an unique way, that enriched their view over life and peers and will stay in their minds and hearts forever.

Students participated in project activities have benefited of diversification of non-formal extracurricular activities, and learning situations in a fun and non-formal

There has been shown during the project implementation, an increased active participation in school curricular and extracurricular activities of all children, especially of those in risk of school and social exclusion (students with disabilities, behavior problems, refugees and minorities, belonging to socially disadvantaged groups).

The students have faced with EU concepts for the first time in their lives. They became more interested in EU issues and Erasmus+ projects and

gained a first positive impression about other countries of EU and what it means to share and contribute together to EU heritage.

Teachers:

Their professional competencies improved by acquiring new teaching skills of managing diverse groups of students with various needs through inclusive non-formal curricular and extracurricular activities and games. They became promoters of an inclusive school environment.

They gained the “know how” to implement in educational activity a collection of games and non-formal methods that support active participation and involvement of all students, despite their special educational needs (disability, behaviour problems, migrants and refugees, social disadvantaged groups), who are in great risk of exclusion and school-drop out, or school failure.

Their self –confidence in professional skills of managing the diversity of the students group and create equal chances for all to participate increased and also the motivation for teaching profession.

They have got improved language skills and enlarged cultural vision

They became members of an international network of specialists that support inclusion

They became more active in searching for international cooperation and got inspiration for taking part in Erasmus+ contact making seminars

They really appreciated the training course for teachers that was very active, non-formal, creative and stimulating and has pushed them to overcome their limits and find solutions where most teachers give up because it's too difficult

This project enlarged their overview on Erasmus+ projects. Before, some of the participants were having a preconceived idea that “EU project are too much for us”, but after they had been involved, they were determined to get involved in a new project.

Schools/organizations involved:

More qualified teachers in using diverse strategies for inclusion of all students in curricular and extracurricular activities determined schools development, by improving the quality of education provided to all the attending children.

New training course curricula that can be used to train teachers also in the future improved the image of the school as a competent training center.

Finding solutions for community problems with the new strategies for inclusion, the training course for teachers and the guide book of good practice, improved the image of the institution locally, nationally and internationally also because of dissemination of project results on project website and schools websites or by other local /international disseminations.

Promoting differentiated learning in the school, taking into account the characteristics of all its students contributed to a more united and creative school.

Because of the success of this project, schools became more willing to get involved in international cooperation in the future;

Community and other stakeholders:

The project led to increased satisfaction of parents related to schools activities and the way they respond to all children`s needs

Project teams presented the results of the project in many professional programs (conferences, workshops, seminars, dissemination sessions) which strengthened the reputation of the institutions involved and presented good examples for the educational partners (other schools, NGOs, local authorities etc.). Thus, local or national educational authorities have an evidence based practice project which can be used as a starting point for improving the methodologies and instruments offered to schools for inclusion of all children.

Institutions for teachers training have two qualitative intellectual outputs (course-curricula and collection of inclusive non-formal activities) available for training the teachers for applying inclusive strategies in schools.

The project activities raised community awareness on the need to articulate and develop activities together, thinking about inclusive strategies, contributing this way to a more inclusive society.

The municipality's leaders, educational authorities have seen teachers and students became engaged together and experiencing unity and commitment, no matter the differences between them, to support the cause of inclusion and offered the teams the support needed to finish project activities successfully.