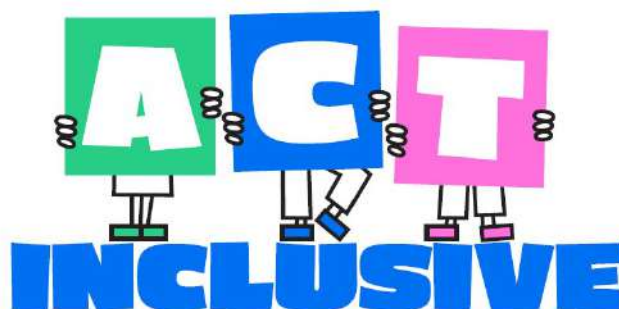


ACT-InclusivE – Actors of Change Towards Inclusive Education

Grant Agreement No. 101090038 — ACT INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



ACT-INCLUSIVE day Cyprus

Deliverable D4.5



Co-funded by the
European Union

Document Identification			
Deliverable Title	Country Reports Capacity Building & Empowerment WP4. Cyprus		
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Author(s)	Vicky Vogiatzi, Simone Khenkin		
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0.1	17.05.2025	CARDET	First draft
0.2	23.05.2025	Center VAL, EASPD	Second draft

Dissemination Level	
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Private	

**Πρόσκληση σε σειρά εργαστηρίων για την
συμπερίληψη και την ευημερία στο σχολικό περιβάλλον**

**Invitation to a series of workshops on inclusion and
well-being in the school environment**

Σκοπός και στόχοι:

Με το τέλος των εργαστηρίων, εκπαιδευτικοί και μαθητές θα:

- Κατανοήσουν τον όρο “συμπεριληπτική εκπαίδευση”.
- Ευαισθητοποιηθούν για τον ρόλο ενός πιο συμπεριληπτικού εκπαιδευτικού περιβάλλοντος στην ενίσχυση της ευημερίας μέσα στη σχολική κοινότητα.
- Αναπτύξουν δεξιότητες συμπερίληψης και προσαρμοστικότητας τόσο στη σχολική όσο και στην κοινωνική τους ζωή.
- Ενισχύσουν τις ικανότητες τους στη δημιουργία ενός πιο συμπεριληπτικού περιβάλλοντος στις τάξεις τους, που θα συμβάλει σε ένα πιο ευτυχισμένο σχολείο.

Τα εργαστήρια θα τρέξουν στο πλαίσιο του έργου ACT- INCLUSIVE

Το έργο ACT-INCLUSIVE στοχεύει στην καταπολέμηση των εμποδίων που εξακολουθούν να υπάρχουν στην Συμπεριληπτική Εκπαίδευση και την ενδυνάμωση μαθητών, εκπαιδευτικών και ολόκληρης της σχολικής κοινότητας προς ένα πιο ανοιχτό και προσβάσιμο σχολείο. Χρησιμοποιώντας δραστηριότητες τυπικής, μη τυπικής και άτυπης εκπαίδευσης, οι **μαθητές και οι εκπαιδευτικοί** θα έρθουν σε επαφή με νέες γνώσεις και πρακτικά εργαλεία , που θα τους επιτρέψουν να γίνουν φορείς αλλαγής προς την κατεύθυνση ενός πιο συμπεριληπτικού και ευτυχισμένου σχολείου.

Το έργο απευθύνεται σε μαθητές, εκπαιδευτικούς, σχολικό προσωπικό, οικογένειες.

Λεπτομέρειες εργαστηρίων

Απευθύνεται μόνο σε μαθητές (35 άτομα - τα ίδια τμήματα μαθητών με το εργαστήριο 1)

- Συμπεριληπτική επικοινωνία / θετική στάση απέναντι στη διαφορετικότητα.
- Πώς η συμπεριληπτική εκπαίδευση ωφελεί τους μαθητές;
- Γνωρίζουμε και υπερασπιζόμαστε τα δικαιώματά μας ως παιδιά.

Προτεινόμενη ημερομηνία: μετά τα μέσα Ιανουαρίου 2025, για παράδειγμα 25 Ιανουαρίου 2025 (Διεθνής ημέρα εκπαίδευσης).

* Κατά τη διάρκεια των εργαστηρίων, θα πάρουμε μικρές συνεντεύξεις από όσους επιθυμούν να μιλήσουν για την εμπειρία τους, για να φτιάξουμε ένα μικρό βίντεο (θα σταλούν φόρμες συγκατάθεσης)



ACT-INCLUSIVE WORKSHOPS AGENDA

WORK PLAN INCLUSIVE DAY

Background to send in advance:

Key questions:

Team of facilitator:

Time	Issue / contents	Dynamics / methodology	Who does it
10:00 h.	Information about the ACT-INCLUSIVE project, deliverables and activities to guests. Introduction to art contest and explanation of the voting.	Speech and presentation of the project results from the project manager of CARDET & art exhibition.	Vicky Vogiatzi
10:30 h.	Workshop with inclusion for children.	Painting workshop & building of the “tree of inclusion” with children of all ages. At the workshop we had the opportunity to discuss inclusion and to introduce some main words and their meaning.	Vicky Vogiatzi, Simone Khenkin
12:30 h.	BREAK		
12:45 h.	Comic book	Reading of the comic book to children and discussion of the meaning and inclusion in school.	Simone Khenkin



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

Inclusive Day – May /2025

CARDET, Cyprus

Main topics covered

CARDET organised the ACT-INCLUSIVE - Inclusion Day, which took place in Nicosia on the (17/05/2025), with 100 participants representing Students/children, Teachers, school staff, policy makers, parents and other stakeholders.

The following topics were covered

- ACT-INCLUSIVE project overview, activities and results
- Toolbox and comic book
- Art Contest

Feedback from the participants

During the Inclusive Day participants had the opportunity to hear about the project and its results and also to discuss further the importance of the project. Moreover, they had the opportunity to see the materials produced during the project lifecycle. Parents with children were especially engaged during the crafts workshop. Finally, all participants were impressed with the artworks and the workshops implemented in the local school, teachers also were there to discuss their experience from the workshops.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

Local authorities and policy makers in the field of education from Cyprus attended the event as well.

Conclusions

The Inclusive Day was lively and well-coordinated, with students/children staying focused and engaged, largely due to the active participation of the teachers and parents. Highlights included collaborative art projects—such as the inclusion tree with drawings from children-. Finally, the best part was the storytelling of the comic book, which all guests enjoyed.

Highlights and aspects to improve

The objectives of the Inclusive Day workshop were largely achieved. At least 100 people participated, demonstrating the strong reach and impact of the event. The day was well-organized, ensuring a good balance between the informative session and the workshops, which helped maintain a dynamic flow and active participation.

One notable achievement was the successful storytelling of the comic book [included also in the Toolbox], which was well received by the children and added an interactive dimension to the workshop.

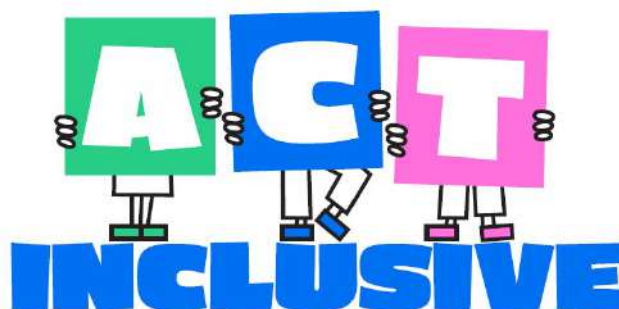
The presence of teachers, the mayor, Members of Parliament and representatives from CARDET and other organisations (regional and national levels) highlighted the broad engagement of educational, political, and civil society actors, contributing to the visibility and credibility of the event.

However, the high number of participants also presented challenges. Managing attendance sheets for nearly 100 people, including public figures, proved difficult. For future editions, limiting participation would help ensure better management and maintain the quality of interaction.

Despite these logistical challenges, the workshop successfully fostered collaboration between students, teachers and local authorities. The positive atmosphere and strong engagement throughout the day confirmed the value of inclusive, participatory approaches to raise awareness and foster teamwork among people.

ACT-InclusivE – Actors of Change Towards Inclusive Education

Grant Agreement No. 101090038 — ACT INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



ACT-INCLUSIVE day France

Deliverable D4.5



Document Identification			
Deliverable Title	Country Reports Capacity Building & Empowerment WP4. France		
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Author(s)	Clothilde GARNIER, Laure-Anne Denouel, Philippe BERRANGER, Laura QUILLET, Servane RESLOU		
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Version	Date	Reviewer(s)	Notes
0.1	24.04.2025	LADAPT	First draft
0.2	23.05.2025	Center VAL, EASPD	Second draft

Dissemination Level	
Public	X
Private	

This is a deliverable template. Please follow the instructions to make all deliverable coherent,

- Give a proper title of the deliverables (as described in the project application)



Collège Sainte Anne
Saint Aubin du Cormier
21/10/2024

Objet : Demande de collaboration pour la conduite d'ateliers dans le cadre du projet ACT INCLUSIVE.

Cher Monsieur/Madame,

Dans le cadre du projet ACT INCLUSIVE, nous nous efforçons d'influencer la législation scolaire et la pratique de l'éducation inclusive en France et en Europe.

Permettez-nous de vous présenter le projet ACT Inclusive (Acteurs pour le changement vers une éducation inclusive). C'est une initiative financée par Erasmus+ visant à sensibiliser à l'éducation inclusive et à renforcer l'intégration des élèves ayant des besoins spéciaux dans les écoles ordinaires. Cela se fait à travers le développement de matériels pédagogiques et de pratiques innovantes dans différents pays (Chypre, France, Hongrie, Slovénie, Espagne). Une telle mission ne peut être réalisée qu'avec le point de vue et l'expérience des enseignants, du personnel scolaire et des élèves.

Nous apprécierions grandement votre aide au sein de votre école à cet égard. Au cours des mois de janvier, février et mars, nous prévoyons d'organiser des ateliers (de 3 heures chacun) pour différents groupes :

Janvier 2025 – Enseignants, personnel scolaire, élèves, élèves à besoins particuliers – 50 participants

Thèmes:

- *Droit à l'éducation inclusive : concepts et politiques*
- *Que signifie l'« inclusion » ?*
- *Effets positifs des environnements éducatifs inclusifs*

Février 2025 – Élèves – 35 participants

Thèmes:

- *Communication inclusive*
- *Comment l'éducation inclusive profite-t-elle à tous les élèves ?*
- *Comprendre et défendre nos droits : comment faire ?*

Février 2025 – Enseignants et autres personnels scolaires – 15 participants

Thèmes:

- *Présentation d'activités d'apprentissage inclusif basées sur le jeu*
- *Communication avec les élèves à l'aide d'outils adaptés aux personnes en situation de handicap*
- *Conception universelle*



Mars 2025 – Enseignants, personnels scolaires et élèves – 50 participants

Thèmes:

- *À quoi ressemblerait un environnement scolaire inclusif idéal ?*
- *Comment pouvons-nous collaborer pour une meilleure mise en œuvre de la CDPH de l'ONU ?*
- *Autres thèmes proposés par les participants (de tous les ateliers)*
- *Test de la boîte à outils ACT-INCLUSIVE*

En avril 2025, nous organiserons également une Journée inclusive dans votre communauté élargie – 20 participants.

Thèmes :

- *Collaboration avec les écoles locales*
- *Promotion locale du projet pour étendre son impact au-delà des groupes cibles formés*
- *Créer un espace de partage d'expériences pour les stagiaires*
- *Test de certaines activités de la boîte à outils ACT-INCLUSIVE*
- *Exposition des œuvres du concours artistique (les trois lauréats du concours artistique seront invités à participer à une réunion à Bruxelles, accompagnés de leur mentor. Les œuvres seront présentées lors d'événements locaux ACT-INCLUSIVE).*

Objectifs de ce lot de travail :

- Développer des compétences en résolution inclusive de problèmes et en adaptabilité.
- Accroître l'engagement et la compréhension de l'éducation inclusive.
- Donner aux élèves ayant des besoins spéciaux et à leurs alliés les moyens de défendre un environnement éducatif plus inclusif.
- Améliorer la capacité des enseignants à inclure les élèves dans leurs classes.

Les résultats de ces ateliers joueront un rôle clé dans la promotion de l'inclusion en France aux niveaux local, régional et national. Le projet ACT INCLUSIVE propose des activités qui contribuent à la sensibilisation dans le contexte scolaire ou dans le cadre législatif.

Les ateliers dureront 3 heures et les activités respecteront les normes éthiques et les réglementations RGPD concernant la confidentialité des données. Elles seront utilisées exclusivement pour l'élaboration des conclusions dans le cadre du projet ACT INCLUSIVE, sans nécessiter de données personnelles sensibles. Tout le matériel nécessaire à la conduite des ateliers sera fourni par les organisateurs.

Nous vous remercions de votre attention. Nous serons heureux de vous fournir des informations complémentaires, de clarifier tout détail supplémentaire et de répondre à toutes vos questions.

Sincèrement,

Laure-Anne DENOUEL

LADAPT

0620543369



Plus d'informations sur :

<https://easpd.eu/project-detail/act-inclusive-raising-awareness-on-inclusive-education-and-empowering-students-with-disabilities/>

Pièces jointes:

- contenu des ateliers 1 – 4



ACT-INCLUSIVE WORKSHOPS AGENDA

WORK PLAN INCLUSIVE DAY

Background to send in advance: Powerpoint presentation

Team of facilitator: Clothilde GARNIER, Laure-Anne Denouel, Philippe BERRANGER, Jerome BEGASSE (town mayor), Thierry BENOIT (deputy), Laura QUILLET, Servane RESLOU

Time	Issue / contents	Dynamics / methodology	Who does it
14:00h.	Presentation of the project	Speech with the school director (Serge LEMAIRE)	Philippe BERRANGER
14h15.	Conference	Context of work on inclusion within the middle school - Nolwenn RINFRAY, PE teacher at Ste Anne Middle School Making-off and student testimonials (workshop feedback, etc.) Teacher feedback Puzzle setup and totem presentation Song "Grand Corps Malade and Louane" by 6th grade students Showcasing of the work (8-minute video) Speech by Jérôme BEGASSE, Mayor of St Aubin du Cormier, and Thierry BENOIT, Member of Parliament for the 6th constituency of Ille-et-Vilaine, and awards ceremony	Nolwenn RINFRAY, Sophie CEILLIER, Jerome BEGASSE, Thierry BENOIT
15h00 h.	Awareness activities	Middle school students are in a single workshop - 1 instructor per workshop 140 students Blind-eye course 3 Froebel Towers Ski Race (5)	Clothilde GARNIER, Laure-Anne Denouel, Philippe BERRANGER, Laura QUILLET, Servane RESLOU



ACT-INCLUSIVE WORKSHOPS AGENDA

		Parachutes (3) Inclusive Rock-Paper-Scissors: 10 people/vs. 10 people (toolbox)	
15h30 h.	Friendly time	The students continued some of the activities and discussed with the facilitators.	Clothilde GARNIER, Laure-Anne Denouel, Philippe BERRANGER, Laura QUILLET, Servane RESLOU



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

Inclusive day – April/2025

LADAPT, France

Main topics covered

LADAPT organised the inclusive day, which took place in Saint-Aubin-du-Cormier on the 24/04/2025, with X (number) participants representing students, teachers, school staff and politicians.

The following topics were covered

- Act Inclusive project
- Toolbox activities
- Results of the art contest

Feedback from the participants

During the Inclusive Day, students participated actively in the activities proposed. Overall, they appeared interested and engaged throughout the event. The winners expressed satisfaction with the opportunity to attend the final conference in Brussels. The second and third-place groups were also pleased to receive cultural gift cards. The artworks produced reflected a genuine effort from both students and teachers. In particular, a collaborative project involved the creation of stools designed as totems, each decorated with a puzzle piece, symbolizing collective work and inclusion.

Students also composed and performed a song as part of the day's programme.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

The awards ceremony was attended by local authorities: the deputy mayor's assistant presented the prizes to the second and third-place groups, and the deputy (Thierry Benoit) awarded the prize to the first-place group.

The teachers who facilitated the activities played an essential role in ensuring the smooth running of the event. The Inclusive Day provided a fitting conclusion to the project with the two classes involved.

Conclusions

The inclusive day was dynamic and well-organized thanks, with students remaining focused and engaged, largely thanks to the strong involvement of the teachers. Activities included the creation of collaborative artworks, such as stools designed as totems with individual puzzle pieces, and a song composed and performed by the students.

The awards ceremony, with the participation of local officials, helped to formally recognize students' efforts. The winners welcomed the opportunity to attend the final conference in Brussels, while the second and third groups appreciated receiving cultural gift cards.

Overall, the event successfully concluded the project by promoting teamwork, creativity, and inclusion. It also confirmed the key role of teacher engagement in ensuring the smooth running and positive atmosphere of such initiatives.

Highlights and aspects to improve



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

The objectives of the Inclusive Day workshop were largely achieved. Nearly 150 students participated, demonstrating the strong reach and impact of the event. The day was well-organized, ensuring a good balance between the opening conference and the workshops, which helped maintain a dynamic flow and active participation.

One notable achievement was the successful testing of the "rock-paper-scissors" activity from the project's toolbox, which was well received by the students and added an interactive dimension to the workshop.

The presence of nine teachers, the school principal, the deputy mayor's assistant, a Member of Parliament and his collaborator, five representatives from LADAPT (regional and national levels), and a journalist from Ouest-France highlighted the broad engagement of educational, political, and civil society actors, contributing to the visibility and credibility of the event.

However, the high number of participants also presented challenges. Managing attendance sheets for nearly 150 people, including public figures, proved difficult. For future editions, limiting participation to a maximum of 60 students would help ensure better management and maintain the quality of interaction.

Despite these logistical challenges, the workshop successfully fostered collaboration between students, teachers, local authorities, and disability sector representatives. The positive atmosphere and strong engagement throughout the day confirmed the value of inclusive, participatory approaches to raise awareness and foster teamwork among young people.

ACT-InclusivE – Actors of Change Towards Inclusive Education

Grant Agreement No. 101090038 — ACT INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



ACT-INCLUSIVE day Hungary

Deliverable D4.5



Document Identification			
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Private	



László Gyula Gimnázium és Általános Iskola

Budapest

29.01.2025

Tárgy: Együttműködési kérelem workshopok lebonyolításához az ACT INCLUSIVE nemzetközi projekt keretében

Tisztelt Hölgem/Uram!

Azért keressük meg Önöket, mert szeretnénk az Önök iskolájában egy workshop-sorozatot megvalósítani, amelyben számítunk az együttműködésükre. Engedjék meg, hogy bemutassuk a projektet:

Az ACT INCLUSIVE projekt célja a befogadó oktatás előmozdítása Magyarországon, valamint hatásgyakorlás az iskolai jogszabályokra és a mindennapi gyakorlatokra. Az Erasmus+ program által támogatott kezdeményezés küldetése, hogy népszerűsítse a befogadó oktatást és erősítse a sajátos nevelési igényű tanulók integrációját az iskolákban. A projekt Ciprus, Franciaország, Magyarország, Szlovénia és Spanyolország részvételével valósul meg, innovatív oktatási anyagok és módszerek kidolgozásával. Ezt a célt azonban csak az iskolák tanárainak, dolgozóinak és diákjainak aktív részvételével érhetjük el.

Nagy örömmel fogadnánk, ha az Önök iskolája is csatlakozna ehhez a kezdeményezéshez. Február és március folyamán 3 órás workshopokat szervezünk különböző csoportok számára, amelyek célja a befogadás elősegítése és a projekt alapelveinek gyakorlati megvalósítása.

Tervezett workshopok:

2025. február 11. – Diákok – 35 fő

Témák:

- *Az inklúzív oktatáshoz való jog: fogalmak és irányelvek*
- *Mit jelent az „inklúzió”?*
- *Az inklúzív oktatási környezetek pozitív hatásai*
- *Inklúzív kommunikáció*
- *Hogyan profitál minden diák az inklúzív oktatásból?*
- *Jogaink megértése és érvényesítése: hogyan tegyük?*

2025. március 11. – Tanárok, iskolai dolgozók és diákok – 50 fő

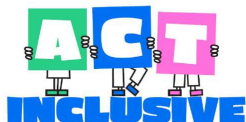
Témák:

- *Milyen lenne az ideális inklúzív iskolai környezet?*
- *Hogyan működhetünk együtt az ENSZ Egyezmény jobb megvalósításáért?*
- *Résztevők által javasolt további témák (minden workshopból)*
- *Az ACT-INCLUSIVE Eszköztár tesztelése*

2025. áprilisban egy „Inklúzív Nap” eseményt is szervezünk az Önök szélesebb közösségében – 20 fő

Témák:

- *Együttműködés helyi iskolákkal*



- *A projekt helyi népszerűsítése a képzett célcsoportokon túl*
- *Egy olyan tér létrehozása, ahol a résztvevők megoszthatják tapasztalataikat*
- *Az ACT-INCLUSIVE Eszköztár néhány tevékenységének tesztelése*
- *A művészeti pályázat alkotásainak kiállítása (a művészeti pályázat három nyertese mentorokkal együtt részt vehet egy brüsszeli találkozón, ahol az alkotásaikat helyi ACT-INCLUSIVE eseményen is bemutatják).*

Ennek a munkacsomagnak a céljai:

- *A befogadó problémamegoldás és alkalmazkodóképesség készségeinek fejlesztése.*
- *Az inkluzív oktatás iránti elköteleződés és megértés növelése.*
- *A sajátos nevelési igényű diákok és szövetségeik támogatása a befogadóbb oktatási környezetért való kiállásban.*
- *A tanárok képességeinek fejlesztése a diákok inkluzív oktatásba való bevonására.*

Ezeknek a workshopoknak az eredményei kulcsfontosságú szerepet játszanak az inklúzió előmozdításában Magyarországon helyi, regionális és országos szinten. Az ACT INCLUSIVE projekt olyan tevékenységeket kínál, amelyek hozzájárulnak az iskolai környezet és a jogszabályi keret tudatosításához.

A workshopok 3 tanóra hosszúságúak, a tevékenységek megfelelnek az etikai normáknak, valamint a GDPR adatvédelmi előírásainak. Az összegyűjtött adatokat kizárólag az ACT INCLUSIVE projekt következtetései kidolgozására használjuk, személyes adatokat nem gyűjtünk. Minden szükséges anyagot a szervezők biztosítanak.

Ha további kérdésük lenne, kérdezzenek bizalommal! Örömmel nyújtunk további információt, tisztázzuk az esetleges részleteket, és válaszolunk minden kérdésükre.

Üdvözlettel:

Hegedűs Hanga

szakmai munkatárs

ÉTA Országos Szövetség

email: hanga.hegedus@eta-szov.hu

telefon: +36 (20) 218-93-15

honlap: <https://eta-szov.hu/>

További információ:

<https://easpd.eu/project-detail/act-inclusive-raising-awareness-on-inclusive-education-and-empowering-students-with-disabilities/>

Mellékletek:

- Az 1–4. workshop tartalma



ACT-INCLUSIVE WORKSHOPS AGENDA

MUNKATERV INKLÚZÍV NAP

Előzetesen elküldendő anyagok:

- Tájékoztató levél az inklúzív napról
- Beleegyező nyilatkozatok

Főbb célok:

- Az ACT-Inclusive Művészeti pályázat alkotásainak kiállítása, azok megtekintése, szavazás és az eredményhirdetés lebonyolítása.
- Az ÉTA Országos Szövetség egyik tagszervezete, a Szivárvány Lakóotthon lakóinak megismerése, előadásuk meghallgatása és táncbemutatójuk megtekintése.
- Az Eszköztár kiválasztott eszközeinek bemutatása és kipróbálása.

Moderátorok: Hanga Hegedűs

Idő	Tartalom	Didaktikai célok és Módszertan	Felelős
10:00	Köszöntő	Az ACT-Inclusive Nap elindítása és a célok ismertetése.	Hanga
10:10	Művészeti pályázat pályamunkáinak megtekintése és bírálása	A pályaművek bemutatása és a szavazás menetének ismertetése. A kiállítás megnyitása, majd az összes résztvevő szavazatainak leadása anonim módon.	Hanga



ACT-INCLUSIVE WORKSHOPS AGENDA

10:30	Szivárvány Lakóotthon lakóinak előadása: Bemutatkozás, mit csinálnak, hogyan telnek a hétköznapjaik, mit dolgoznak, milyen hobbiik vannak, stb.	PowerPoint prezentáció frontális formában, miközben a résztvevők bátran kérdezhetnek. Táncbemutató.	Szivárvány Lakóotthon tapasztalati szakértői és az ott dolgozó gyógypedagógus.
11:15	RÖVID SZÜNET		
11:25	Az eszköztár 'Easy-To-Read Checklist' eszközének a tesztelése.	Csoportmunka, amely során a résztvevők könnyen érthető anyagokat ellenőriznek a megadott ellenőrzőlista alapján.	Hanga
12:05	Az eszköztár 'lan - A moving story' eszközének a tesztelése.	A kisfilm megtekintése, majd közös megbeszélés az elhangzottakról.	Hanga
12:25	Az eszköztár 'Inclusive Games - for Early Childhood Education' eszközének tesztelése, különös tekintettel a 'Rock, Paper, Scissors, Blob' játékra.	Közös játék, amiben mindenki részvesz.	Hanga
12:40	Eredményhirdetés és Díjátadó	Eredmények kihirdetése és a díjak átadása. Záró gondolatok az esemény kapcsán.	Hanga facilitálás Ágnes díjátadás
13:00	EBÉD		

- Act-Inclusive nap után továbbítandó:
 - o Napirend
 - o Jelenléti ív



ACT-INCLUSIVE WORKSHOPS AGENDA

- Beszámoló
- Beleegyező nyilatkozatok
- Fotók
- Videók



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

INCLUSIVE DAY – 11/03/2025

ÉTA National Association, Hungary

Main topics covered

ÉTA National Association organized the ACT-INCLUSIVE Day, which took place in Budapest at ÉTA's headquarters on March 20, 2025, with 27 participants representing students, teachers, and school staff from 7 different schools from all over Hungary.

The following topics were covered

- Exhibition of the ACT-Inclusive Art Contest entries, viewing of the works, voting, and announcement of the results.
- Getting to know the residents of Szivárvány Lakóotthon, one of the member organizations of the ÉTA National Association, listening to their presentation, and watching their dance performance.
- Presentation and testing of selected tools from the Toolbox.

Feedback from the participants

The feedback received from the participants was predominantly positive, indicating that the workshop successfully achieved its primary objective of providing relevant and practical information regarding the ACT-inclusive topic. Most participants found the workshop useful, with 22 participants strongly agreeing and 4 agreeing with this statement. Additionally, 13 participants strongly agreed and another 13 agreed that they learned new things during the event, emphasizing the overall educational value of the workshop.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

The overall response also indicates a high level of satisfaction with the content and delivery of the sessions, with 22 participants expressing that they were very satisfied with the content and presentation of the materials. Participants appreciated the structure and content of the sessions. They specifically highlighted the coverage of the most important topics, the relevance of the short film for use in school settings, and the effectiveness of the group task on easy-to-read topics. Several participants also noted that they learned a lot through the interactive games and valued the opportunity to engage with people with disabilities and learn about their everyday lives.

The relevance of the ACT-Inclusive Day's topics was further affirmed, with 19 participants strongly agreeing and 6 agreeing that the topic was pertinent. Additionally, the venue received positive feedback, with 19 participants rating it as very satisfactory and 8 as satisfactory.

Conclusions

Based on the overwhelmingly positive feedback from the participants, the workshop successfully met its objectives. The majority of participants found the content valuable and relevant, with a strong consensus that the workshop provided useful information that they would be able to apply in their everyday lives and school settings. The educational activities, including the interactive games and group tasks, were particularly well-received, fostering engagement and promoting learning in an enjoyable and accessible way.

The high level of satisfaction with both the content and delivery of the sessions further underscores the success of the workshop. The inclusion of people with disabilities in the discussions and activities was also a highlight, offering participants unique insights into their everyday experiences and fostering an inclusive atmosphere.

Overall, the ACT-Inclusive Day achieved its primary goals of raising awareness and providing practical, inclusive strategies for educators. Moving forward, the positive feedback offers valuable guidance for future workshops, ensuring that similar events continue to meet the needs and expectations of participants.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

Highlights and aspects to improve

The workshop effectively met its objectives, as evidenced by the high satisfaction rates and positive participant feedback. The key successes include:

- Engaging and informative content that was both useful and applicable in everyday life and school settings.
- Successful networking and interaction with people with disabilities, which provided valuable insights into their daily experiences.
- Well-organized sessions that maintained participant engagement throughout the event.
- The use of interactive games that enhanced the learning experience.

Areas for potential improvement include:

- Ensuring that content remains accessible and relevant to all participants, as one participant indicated disagreement regarding learning new things.
- Continuously assessing the suitability and accessibility of the venue, even though the majority of participants rated it positively.

Overall, the workshop achieved its intended goals and facilitated a valuable exchange of knowledge and experiences among participants.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

INCLUSIVE DAY

Annex 1, reporting
template workshops

- 1. What issues of interest resulting from the workshop do you think should be incorporated into the TAR (improvements to a specific topic or content that is not covered in the TAR)?**

We tested the Toolbox materials throughout the ACT-Inclusive Day, and participants expressed great enthusiasm for all the materials. They found them useful, engaging, and practical, which highlights the effectiveness of these resources in an inclusive educational setting.

- 2. In which specific part of the manual would you incorporate it (please tell us the page of the PDF document and the title of the section)?**

There was no suggestion; they just liked the material as it is.

- 3. Please write briefly (300 words maximum) how you would incorporate this content into the manual. This point is very important, because as we have not been present at your workshop, you are the one who has the clearest concept or ideas to convey.**

There was no suggestion; they just liked the material as it is.

- 4. If necessary, incorporate the necessary references for the written paragraph.**

There was no suggestion; they just liked the material as it is.

ACT-InclusivE – Actors of Change Towards Inclusive Education

Grant Agreement No. 101090038 — ACT INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



ACT-INCLUSIVE day Slovenia

Deliverable D4.5



Document Identification			
Deliverable Title	Country Reports Capacity Building & Empowerment WP4. Slovenija		
Deliverable ID	D 4.5		
Author(s)	Valerija Bužan, Jana Petje, Katja Vodopivec, Drago Iglíč, Gašper Iglíč		
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0.1	21.03.2025	Center VAL	First draft
0.2	23.05.2025	EASPD	Final version

Dissemination Level	
Public	X
Private	



ACT-INCLUSIVE
Akterji sprememb
v smeri inkluzivnega izobraževanja



Biotehnični izobraževalni center

Ižanska cesta 10

1000 Ljubljana

Ljubljana, 29. 2. 2025

Zadeva: izvedba delavnic v okviru mednarodnega projekta [ACT INCLUSIVE](#)

Spoštovana/spoštovani,

V okviru projekta ACT INCLUSIVE si prizadevamo, da bi vplivali na šolsko zakonodajo in prakso vključujočega/inkluzivnega izobraževanja v Sloveniji.

Naj vam predstavimo projekt: ACT Inclusive: Akterji sprememb v smeri vključujočega izobraževanja je projekt, ki se financira iz programa Erasmus+ in je namenjen ozaveščanju o vključujočem izobraževanju in krepitvi vključevanja učencev s posebnimi potrebami v večinske šole, z razvojem izobraževalnih gradiv in deležem inovativnih praks v različnih državah (Ciper, Francija, Madžarska, Slovenija, Španija). Takšno poslanstvo lahko dosežemo le z vidika in izkušnjami učiteljev, šolskega osebja in učencev.

Veseli nas, da ste nam v vaši šoli pri tem pomagali. V mesecih januar, februar in marec smo izvedli delavnice po (3 ure) za različne skupine.

Rezultati delavnic imajo lahko ključno vlogo pri napredku inkluzije v Sloveniji, tako na lokalni, regionalni in nacionalni ravni. Projekt ACT INCLUSIVE lahko predlaga dejavnosti, ki pripomorejo k senzibilizaciji znotraj šolskega konteksta ali okvira zakonodaje.

Cilje projekta želimo predstaviti tudi širši javnosti, zato bomo izvedli INKLUZIVNI DAN dne,

21. marca 2025

– dijaki, učitelji, drugo šolsko osebje, naključni obiskovalci – najmanj 20 udeležencev.

Predstavili se bomo na stojnici na **Prešernovem trgu** z začetkom ob **10. uri**.

Cilji inkluzivnega dneva so:

- ❖ *Sodelovanje z lokalnimi šolami*
- ❖ *Promocija projekta na lokalni ravni, saj želimo, da se širše razširi ideja projekta*
- ❖ *Ustvarjanje možnosti, kjer lahko udeleženci usposabljanja delijo svoje izkušnje*
- ❖ *Preizkušanje nekaterih dejavnosti iz nabora orodij ACT-INCLUSIVE*
- ❖ *Predstavitev umetniških izdelkov umetniškega natečaja*

Hvala za vašo pozornost, z veseljem vam posredujemo še več informacij, da vam pojasnimo dodatne podrobnosti in odgovorimo na vsa vprašanja, ki se lahko pojavijo.

S spoštovanjem,

Valerija Bužan
Tel. 041766573

Več informacij na :

[ACT Inclusive: Akterji sprememb v smeri vključujočega izobraževanja - EASPD](#)

INKLUZIVNI DAN

21. marec 2025, udeleženci: profesorji, svetovalni delavci šole, dijaki, starši, naključni obiskovalci

Prešernov trg, Ljubljana, Slovenija

Čas	Vsebina	Metodologija	Predavatelj
10:00	Predstavitev projekta	Predstavitev poteka projekta, partnerjev v projektu, ciljev	Valerija Bužan
10:45	<u>Kulturni program</u>	Nastopajoči: <ul style="list-style-type: none"> • Andreja Lazar, ples • Eva Pirnat, plesni nastop • Borko Horvat, Andreja Lazar, glasbeno-plesni nastop 	Jana Petje
11:30	<u>Predstavitev rezultatov projekta</u>	Predstavitev: TAR priročnik TOOL orodje Strip Moji strahovi	Katja Vodopivec
11:50	ODMOR		
12:05	<u>Kulturni program</u>	Nastopajoči: <ul style="list-style-type: none"> • Eva Pirnat, plesni nastop • Borko Horvat, Andreja Lazar, glasbeno-plesni nastop • Alen Šoštar, harmonika 	Katja Vodopivec



ACT-INCLUSIVE WORKSHOPS AGENDA

12:15	<u>Umetniški natečaj</u>	<ul style="list-style-type: none">• Predstavitev<ul style="list-style-type: none">- Kratka predstavitev natečaja in pogojev sodelovanja- Izbira in predstavitev zmagovalca	Drago Iglič
12:45		ZAKLJUČEK IN DRUŽENJE Pogovor o akcijskem načrtu, ki ga bodo udeleženci izvajali v svojih okoljih, s poudarkom na oprijemljivih korakih za spodbujanje vključenosti.	Gašper Iglič



INCLUSIVE DAY – 21th March 2025

Center VAL, Slovenija

Main topics covered

Center VAL organised the INCLUSIVE DAY in Ljubljana, 21/3/2025, with more than 40 participants teachers, school staff, students, parents, visitors).

The following topics were covered:

- Collaboration with local schools
- Promotion of project locally, to widen the project audience beyond the trained target groups
- Creation of a place where trainees can share their experiences
- Testing some of the ACT-INCLUSIVE Toolbox activities
- Presentation of the artistic products of the art competition.

Feedback from the participants

The Inclusive Day had a lot of participants, some already knew the project from the workshops, some joined and were not familiar with the project, and there were many random visitors. New participants were also parents and a few people with special needs.

Together with the school, we decided to hold the presentation outside in the center of Ljubljana, the capital of Slovenia. We organized a stand and presented all the materials there. We organized the Inclusive Day on Down Syndrome Day and thus succeeded with an even greater response, since this day traditionally receives a good response from both the media and random visitors.

At the beginning, we repeated the basic ideas of inclusion to everyone and even those who were not previously included were well involved in the topic. We presented the materials that were created within the project. The participants knew the basic idea of inclusion for everyone. Parents presented their views on inclusion, as did people with special needs.

It was interesting that they immediately connected with each other, the idea of inclusion was close to everyone.



ACT-INCLUSIVE WORKSHOPS

REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

After reviewing the materials, they expressed satisfaction with the diversity of the materials, especially the use of attractive comic drawings, videos, which helped to convey key messages.

The open discussion was very well received, as it allowed for the exchange of ideas and reflection on the need for greater inclusion in schools and tools that teachers can use in class and also parents to help children. They highlighted the problem that not everyone has access to the tools, does not know them and that it would be good to have a record of what is possible. They were enthusiastic about our tool.

The Inclusive Day encouraged good cooperation, participants shared their thoughts and experiences. It also sparked interest in further discussions on how to implement these values in their educational settings.

Conclusions

The Inclusive Day had a very positive response. The media also responded well. The visitors came from different groups (parents, teachers, students ...), it was an interesting exchange of opinions and it was good that they explained to each other the problems that arise in implementing inclusive education.

Problems were also highlighted, such as the poor visibility of inclusion as an option that benefits everyone, including students, teachers and the wider community. More attention should be paid to the visible and less visible obstacles that students face. It was again emphasized that in Slovenia we generally have all the legal frameworks that would enable inclusion, but in practice we do not implement it very well.

We reviewed the products of the art competition and selected the winner.

Highlights and aspects to improve

The Inclusive day objectives were largely achieved. The objectives of all four workshops were also achieved.

Key conclusions included the recognition of inclusion as an important issue that benefits everyone, including students, teachers and the wider community. They expressed that more attention should be paid to the visible and less visible barriers that students, teachers and parents face.

They want support centers where they can get information, materials for work. Therefore, they positively received our tool and manual. They want more such workshops and are committed to further cooperation in this area.

Inclusive day

Annex 1, reporting
template
workshops

1. What issues of interest resulting from the workshop do you think should be incorporated into the TAR (improvements to a specific topic or content that is not covered in the TAR)?

We used materials from the TAR manual to prepare the workshop, we believe that the necessary chapters are included in it.

2. In which specific part of the manual would you incorporate it (please tell us the page of the PDF document and the title of the section)?

We used materials from the TAR manual to prepare the workshop, we believe that the necessary chapters are included in it.

3. Please write briefly (300 words maximum) how you would incorporate this content into the manual. This point is very important, because as we have not been present at your workshop, you are the one who has the clearest concept or ideas to convey.

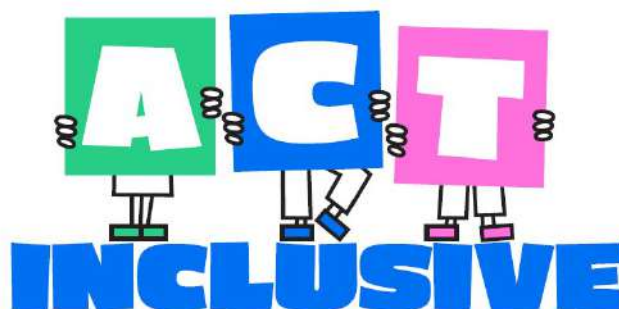
We used materials from the TAR manual to prepare the workshop, we believe that the necessary chapters are included in it.

4. If necessary, incorporate the necessary references for the written paragraph.

We used materials from the TAR manual to prepare the workshop, we believe that the necessary chapters are included in it.

ACT-InclusivE – Actors of Change Towards Inclusive Education

Grant Agreement No. 101090038 — ACT INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



ACT-INCLUSIVE day Spain

Deliverable D4.5



Document Identification			
Deliverable Title	Country Reports Capacity Building & Empowerment WP4. Spain		
Deliverable ID	D 4.5		
Author(s)	Marta González Mondragón, Álvaro Lorenzo Rey.		
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0.2	23.05.2025	Center VAL, EASPD	Second draft

Dissemination Level	
Public	X
Private	



IES Plurilingüe Rosalía de Castro

Rúa San Clemente s/n
15705 Santiago de Compostela (A Coruña)

Santiago de Compostela, 28-10-2024

Asunto: Solicitud de colaboración na realización de obradoiros no marco do Proxecto Internacional ACT INCLUSIVE

Estimado/a señor/a,

Como parte do proxecto ACT INCLUSIVE, traballamos para influír na lexislación escolar e na práctica da educación inclusiva en España.

Permítannos presentarles o proxecto: ACT Inclusive (Actores para o Cambio cara a Educación Inclusiva) é unha iniciativa financiada por Erasmus+, cuxo obxectivo é sensibilizar sobre a educación inclusiva e reforzar a inclusión do alumnado con necesidades educativas especiais nos centros educativos ordinarios. Isto acádase mediante o desenvolvemento de materiais educativos e prácticas innovadoras en varios países (Chipre, Francia, Hungría, Eslovenia, España). Unha misión coma esta só pode ser realizada coa perspectiva e as experiencias do persoal docente, o persoal educativo e o estudiantado.

Agradeceríamos moito a súa colaboración dentro do seu centro educativo neste senso. Nos meses de xaneiro, febreiro e marzo, temos previsto organizar talleres (3 horas cada un) para varios grupos:

Xaneiro 2025 – Persoal docente, persoal educativo, outro persoal e estudiantado (con e sen necesidades educativas especiais) – 50 participantes

Temas:

- *Dereito á educación inclusiva: conceptos e políticas.*
- *Que significa "inclusión"?*
- *Efectos positivos dos ambientes educativos inclusivos.*

Febreiro 2025 – Estudiantado – 35 participantes

Temas:

- *Comunicación inclusiva.*
- *Como beneficia a educación inclusiva a todo o estudiantado?*
- *Entender e defender os nosos dereitos: como facelo?*



Febreiro 2025 – Persoal docente e outro persoal do centro educativo – 15 participantes

Temas:

- *Presentación de actividades de aprendizaxe baseadas no xogo inclusivo*
- *Comunicación co estudiantado utilizando ferramentas adaptadas para persoas con discapacidade*
- *Deseño Universal*

Marzo 2025 – Persoal docente, persoal do centro educativo e estudiantado – 50 participantes

Temas:

- *Como sería un ambiente escolar ideal inclusivo?*
- *Como podemos colaborar para mellorar a implementación da CDPD da ONU?*
- *Outros temas propostos polas persoas participantes (de todos os obradoiros)*
- *Testando a Caixa de Ferramentas ACT-INCLUSIVE*

En abril de 2025, tamén organizaremos un Día Inclusivo aberto a toda a Comunidade Educativa – 20 participantes

Temas:

- *Colaboración cos centros educativos locais.*
- *Promoción local do proxecto para ampliar o seu impacto máis alá dos grupos obxectivo acadados.*
- *Crear un espazo para que as persoas participantes compartan as súas experiencias.*
- *Testando algunhas actividades da Caixa de Ferramentas ACT-INCLUSIVE.*
- *Exposición das obras presentadas no concurso de arte (as tres persoas gañadoras do concurso de arte serán invitadas a asistir a unha reunión en Bruxelas, acompañadas por unha persoa mentora. As obras serán presentadas nos eventos locais de ACT-INCLUSIVE).*

Obxectivos deste paquete de traballo:

- Desenvolver habilidades para a resolución de problemas de inclusividade e adaptabilidade.
- Aumentar a implicación e a comprensión sobre a educación inclusiva.
- Empoderar ao estudiantado con necesidades educativas especiais e ás súas persoas aliadas para defender unha contorna educativa máis inclusiva.
- Mellorar a capacidade do persoal educativo para a inclusión do estudiantado nas aulas.

Os resultados destes obradoiros xogan un papel clave no avance da inclusión no país a nivel local, rexional e nacional. O proxecto ACT INCLUSIVE propón actividades que contribúen á sensibilización no contexto educativo e/ou no marco legislativo.

Os obradoiros terán unha duración de 3 horas lectivas, e as actividades axustaranse ás normas éticas e á normativa vixente en materia de protección de datos (LOPD, GDPR). Utilizaranse exclusivamente para o desenvolvemento de conclusións dentro do proxecto ACT INCLUSIVE, sen requirir datos persoais sensibles. Todo o material para a realización dos obradoiros será proporcionado pola organización.



Estaremos encantadas/os de proporcionar máis información, aclarar calquera detalle adicional e responder a calquera pregunta que poidan formular.

Atentamente,

Catuxa Pereira Cacheda

Confederación Galega de Persoas con Discapacidade (COGAMI)

Tlfn.: 981574698

Máis información en:

<https://easpd.eu/project-detail/act-inclusive-raising-awareness-on-inclusive-education-and-empowering-students-with-disabilities/>

Anexos:

- Contido dos obradoiros 1 – 4



ACT-INCLUSIVE WORKSHOPS AGENDA

WORK PLAN INCLUSIVE DAY

May 14, 2025

Secondary Education Institute “Rosalia de Castro” (Santiago de Compostela)

Time	Issue / contents	Dynamics / methodology	Who does it
09:00 h. to 13:00 h.	<ul style="list-style-type: none"> ● Raising awareness of various disabilities. ● ACT-INCLUSIVE Project dissemination. 	<ul style="list-style-type: none"> ● Installation of three “awareness-raising stations”, like train stations: <ul style="list-style-type: none"> ○ “On wheels” station (estación “sobre ruedas”). ○ “Blind” station (estación “a ciegas”). ○ “Express mimic” station (estación “mímica express”). ● Participants (students, teachers and other school staff) must first go to the information desk, where they are explained the purposes of the ACT-INCLUSIVE Project, the Inclusion Day and the activities to be carried out. At this point they will be able to register for the awareness-raising activities, and will be given a ticket so that they can visit each of the three stations, with different activities at each of them: <ul style="list-style-type: none"> ○ In the “On wheels” station, wheelchairs are used to complete a circuit with various obstacles that hinder accessibility. ○ In the “Blind” station, blindfolds are used to cover the participants' eyesight, and they must guess, by touch, various objects randomly drawn from bags. ○ In the “Express mimic” station, participants must try to explain various concepts to other participants using only gestures. 	<p>COGAMI’s Social Work Area Team (4 people). Marta González Mondragón. Álvaro Lorenzo Rey.</p>



ACT-INCLUSIVE WORKSHOPS AGENDA

		<ul style="list-style-type: none">• Delivery of ACT-INCLUSIVE Project gifts to people who complete the three-station journey having completed all the activities.	
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ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

INCLUSION DAY – May / 2025

Confederación Galega de Persoas con Discapacidade (COGAMI), Spain

Main activities and topics covered

COGAMI (Galician Confederation of People with Disabilities) has organized the activity “Inclusion Day”, within the framework of the ACT-INCLUSIVE project, which took place in Santiago de Compostela on the 14/05/2025, with 45 participants representing teaching students of the school (in addition, two teachers accompanied the session). The activities were organized and executed by six technicians from COGAMI's Social Work, Training and Project Areas, and took place in the morning of the aforementioned day, from 9:00 am to 1:00 pm.

The following topics were covered:

- Raising awareness of various disabilities.
- ACT-INCLUSIVE Project dissemination.

The following activities were carried out:

- Participants (students, teachers and other school staff) must first go to the information desk, where they are explained the purposes of the ACT-INCLUSIVE Project, the Inclusion Day and the activities to be carried out. At this point they will be able to register for the awareness-raising activities, and will be given a ticket so that they can visit each of the three stations, with different activities at each of them:
 - In the “On wheels” station, wheelchairs are used to complete a circuit with various obstacles that hinder accessibility.
 - In the “Blind” station, blindfolds are used to cover the participants' eyesight, and they must guess, by touch, various objects randomly drawn from bags.



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

- In the “Express mimic” station, participants must try to explain various concepts to other participants using only gestures.
- Delivery of ACT-INCLUSIVE Project gifts to people who complete the three-station journey having completed all the activities.

For the development of the activities carried out, some of those included in the ACT-INCLUSIVE Project Toolbox were taken as a reference.

Feedback from the participants

Given the format in which the activities were presented (in the form of games presented as part of an interconnected path), the students were interested from the beginning in participating. All of them, after completing the activities, expressed having acquired a greater awareness of the difficulties and challenges that people with disabilities face in their daily lives. Feedback from participants was collected observationally during the activities and in the form of direct questions at the end of the event. Materials related to the project (badges, balloons, ACT-INCLUSIVE - “My Monsters”-comics) were then handed out as a reward for active participation.

Conclusions

The practical and playful character, in the form of a celebration, of this Inclusion Day, can be considered a success in terms of reception, participation and significance. Students were the protagonists of their own learning, and were able to experience issues such as lack of physical or sensory accessibility in a natural and dynamic way. The teachers were also very satisfied with both the approach and the development of the activities, and were even encouraged to participate in them.

Highlights and aspects to improve

Despite having conceived this Inclusion Day as an opportunity for celebration, we consider that other important objectives of the Project have also been met, with activities that seek to raise awareness through leisure and fun. One of the aspects that we can highlight as important has been the



ACT-INCLUSIVE WORKSHOPS REPORT CONCLUSIONS

Actors of Change Towards Inclusive Education

use of wheelchairs, both manual and electric. Most of the students had not experienced what it is like to get into one of them and become familiar with their different handling and difficulties. Interconnecting the activities in the form of train stations was also a good choice, as this encouraged the students to reflect on the aspects that each of the stations have in common. As aspects that could be improved, it should be pointed out that some of the school's students were taking exams or on end-of-year excursions, which probably had an impact on participation. All in all, the participation has exceeded the expectations foreseen in the Project's program for this activity.