



MINISTERUL EDUCAȚIEI NAȚIONALE

Teacher Training House of Bucharest

**REPORT
SOIL CONFERENCE
BUCHAREST**

"From Lost Identity (SLOI) to Social Inclusion (SOIL) "

PIP/SLOI – Story of Lost Identity

ISE/SOIL – Social Inclusion of Learners

20 october 2017, Bucharest



Co-funded by the
Erasmus+ Programme
of the European Union

The theme of the conference: social inclusion.

Goals of the conference:

- raising awareness and promoting the idea of inclusive education among institutional representatives, NGOs, the community, other categories interested in education
- Introduction of personalized teaching methods and tools, centered on educators
- Building a network of SOIL friends who will be regularly informed about the stages and results of the project
- Recruiting participants to roundtables - stakeholders.



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The second SOIL Conference titled "From the Story of Missing Identity (PIP) to Social Inclusion of Educators (ISE), was organized by the Teacher Training House of Bucharest on October 20, 2017.

Goals of the conference:

- Raising awareness and promoting the idea of inclusive education among institutional representatives, NGOs, the community, other categories interested in education
- Introduction of personalized teaching methods and tools, centered on educators
- Building a network of SOIL friends who will be regularly informed about the stages and results of the project
- Recruiting participants to roundtables - stakeholders.

The SOIL Conference had 100 participants, representatives of the Bucharest School Inspectorate, the Center for Resource and Educational Assistance in Bucharest, ANPCDEFP, the Roma Education Fund NGO, the ACTOR Association, representatives of partner schools (Gymnasium School No. 168, Gymnasium School No. 309, Gymnasium School No. 163, Gymnasium School "St. Trinity", Gymnasium School "Ion Dumitriu", Gymnasium School No. 161), representatives (teachers, school counselors, directors) of the state and private schools in Bucharest.

At the opening of the Conference, Gabriel Vrinceanu, CCD director and Ana Elisabeta Naghi, an associate expert of MEN, presented the participants with the role of CCD-Bucharest in the SOIL project, the ISMB representatives and the CMBRAE director presented the role of the local community in achieving school inclusion. The concept and objectives of the SOIL Project were presented by Mrs. Stana Schenck, SOIL partner, SCHENcK Consulting and Initiative School on the Move - Germany.

The presentations in the first part of the Conference were aimed at presenting good practices regarding the inclusion of children and young people from disadvantaged groups (children / young people with special needs, with Roma disabilities,

Activities carried out in the educational institutions in Bucharest - Special School for Students with Hearing Impairments "St. Maria", Gymnasium No.1 Sfinții Voievozi, Gymnasium School Ferdinand I, aiming at the inclusion of pupils from vulnerable groups (students of ethnicity Roma, refugees, from financially and socially disadvantaged backgrounds, students with learning disabilities and disabilities, Successful social inclusion and schooling projects carried out by NGOs (projects run by Roma Education Fund to support social inclusion of Roma people, Good practices developed in the area of volunteering - ACTOR Association), Jamila Tressel, Ivi Kussmaul , Paulina Unfried Evangelische Schule Berlin Zentrum, presented the German experience with the inclusive approach.

Also in the first part of the conference the pupils in the theater group of the Special Professional School for Hearing Impaired "St. Mary" held a mini show, "When the words are superfluous!" Through the online enrollment tool, the following topics of interest were identified: inclusive education, social inclusion, integrated education, special educational requirements, educational alternatives, vulnerable groups, differentiated learning, I.T. & C. In the activity of the Get in touch group, the participants identified elements of risk and possibilities of intervention in terms of topics of interest. Following these discussions will be debated at the round tables that will be held in Bucharest.

"From the Lost Identity Story (PIP) to the Social Inclusion of Educators (ISE)", intervened by Gabriel Vranceanu, in the industrial and post-industrial era, identity is increasingly expressed in numerical codes: CNP, code schooling, grades and grades, passwords that substitute for personal characteristics etc. A new school must teach an educator to be in a balance between virtual reality and physical reality. Both realities are present in everyday life, so I can not Beginning with the principle that the value of a man is one that must be related to his potential and to the ability of society to value every person. In this sense, the long road of education must allow each one to find its own value, or to add to each plus-value. The basis of new education must be based on the principle: "My particularity is the chance to complete the puzzle of the universe. My particularity is our advantage! "

The team of teachers from the Ștefan Odobleja National College, CCD subsidiary, presented information from the inclusive education area as a result of the participation of the school representatives in a study visit to Finland, which will establish a didactic innovation center for the implementation inclusive education.

"Friendly School - Partnership School", supported by Mrs. Mona Șerbănescu, General Manager, "Anastasia Popescu" Pedagogical Highschool Bucharest, which presented her activities within the school partnerships with the Technological High School for Hearing Impaired, the School for Visual Deficiencies, Edulier Center (Dyslexia), Radio Trinitas, The Joy of Stories show. Activities that had as final product the production and printing of the Romanian Basmă CDs "Radio Colors in 1001 Voices".

Three Workshops were organized within the Conference, with the participants having the choice of one of the three workshops:

1. **So I learn - Developing self-support skills for all educators**
2. **Digital tools for inclusive education**
3. **Family and social inclusion**



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Workshops Description:

1. **So I learn - Developing self-support skills for all educators, supported by Gosia Kwiatkowska, SOIL partner, East London University - UK.** 'So I learn - Developing self-advocacy skills for all learners, supported by Gosia Kwiatkowska, SOIL partner, East London University - UK. Teaching and learning studies tell us that self-advocacy skills do not come naturally but must be learned and taught (Test, D. 2005). Participants in this workshop have learned about Multimedia Advocacy, an approach that uses media, person-centred practice and mobile technologies to help learners develop their confidence, knowledge and skills to be in control of their learning process. The workshop explored creative ways of using new technologies and media to motivate, activate and include all learners.

2. **Digital tools for inclusive education, supported by Karl Baeck, SOIL partner, atempo Betriebsgesellschaft mbH - Austria.** Using mobile devices, such as smartphones and tablets, offers the opportunity for a radical change in teaching and learning. Education through IT & C allows a better individualisation of learning and can support the inclusion of all educators. The workshop offered participants the opportunity to get acquainted with some interesting apps and features that provide support to students with learning disabilities and beyond.

3. **Family and social inclusion, Ana Elisabeta Naghi, SOIL associate expert, Adina Tatu, SOIL expert. CCD-Bucharest / Ministry of National Education CCD-Bucharest.** Inclusive education implies multidisciplinary approach to children and their families. The workshop offered the presentation of methods and strategies of work and support to the students' families, the participants being able to practice these working methods.



The panel at the end of the conference, led by Gabriel Vrinceanu and Adina Tatu, highlighted the following ideas:

- Inclusion of pupils in schools in Romania can only be achieved if we have teachers who receive initial and continuous training of quality adapted to the reality,
- Inclusion means individualized and differentiated teaching, using IT & C,
- Inclusion involves a multidisciplinary team of teachers, school counselors, psychologists, other education specialists) and a real partnership with the families of children,
- It is absolutely necessary to reformulate the school curriculum and the ways of evaluating the students with learning difficulties, in order to ensure equal opportunities.

