



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

Project title: **ECO-IN - Algorithm for New Ecological Approaches to Inclusion** **612163-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN**

Alba County School Inspectorate, Romania



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Project aims

- ECO-IN is an European project under Erasmus+ programme aimed at testing, monitoring, assessing, developing new assessment system and training activities, able to generate inclusive schools starting from an "ecological approach".
- To achieve this, Alba County School Inspectorate from Romania together with the other partners ran in-depth research on school inclusion in primary and lower secondary schools.

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20 romanian schools, associated partners, participated in the project

1. Școala Gimnazială "Vasile Goldiș"
Alba Iulia
2. Școala Gimnazială "Iuliu Maniu"
Vințu de Jos
3. Școala Gimnazială "Mihai Eminescu"
Ighiu
4. Școala Gimnazială Ciugud
5. Școala Gimnazială Meteș
6. Școala Gimnazială "Ovidiu Hulea"
Aiud
7. Școala Gimnazială Livezile
8. Școala Gimnazială Lopadea Nouă
9. Școala Gimnazială "Demetriu Radu"
Rădești
10. Școala Gimnazială "Ion Pop
Reteganul" Sâncel

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20 romanian schools participated in the project

11. Colegiul Național „Titu Maiorescu”
Aiud

12. Colegiul Național „Bethlen Gabor”
Aiud

13. Școala Gimnazială ”Avram Iancu” Alba
Iulia

14. Liceul Tehnologic Agricol ”Alexandru
Borza” Ciumbrud

15. Colegiul Național ”I.M.Clain” Blaj

16. Școala Gimnazială Pianu de Sus

17. Liceul Tehnologic Sebeș

18. Liceul Tehnologic „Alexandru Domșa”
Alba Iulia

19. Liceul cu Program Sportiv Alba Iulia

20. Școala Gimnazială Săsciori

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Pilot study towards the implementation of the ECO Inclusive Toolbox was conducted in Romania

- Online survey through questionnaires was sent to the target groups from the schools selected to participate in the project.
- Questionnaires sent to 200 teachers, 40 headteachers, 20 policymakers, 200 parents/families, 100 students, 100 educators, 40 external experts.

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ECO-IN National Training

- Alba County School Inspectorate organized the ECO-IN national training;

The specific objective we proposed during the training:

The training was dedicated to empowering participants on how to effectively practice inclusive education with reference to the theoretical model of the ECO IN project

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The local training was divided in two parts:

I. Methodological benchmarks in inclusive education

1. Inclusive education: concepts, approaches, dimensions, principles and philosophy that underpin inclusive education;
2. The ideal inclusive school;
3. The key principles of inclusion;
4. National legislation in the field of development and promotion of inclusive education;
5. Stages in the approach of inclusive educational strategies;
6. Classroom management in an inclusive context;
7. Models and forms of achieving inclusive education;
8. Integrated curriculum. Types of curriculum;
9. The Management of inclusive education. Evaluating inclusive school development;
10. Examples of good practice in inclusive education.

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The local training was divided in two parts: II. Inclusive education and prosocial behavior

1. Prosocial behavior: definition and types of prosocial behavior;
2. Theories of prosocial behavior;
3. Facilitating factors of prosocial behavior;
4. Psychological mechanisms underlying the formation of prosocial behavior;
5. Training strategies for a prosocial behavior.

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National training

The training session was attended by around 55 participants (teachers, head teachers, parents, experts, policy makers, local authorities).



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National training

The focus was made on working groups. The participants worked in groups to design Trust Center following the seven points for a prosocial leadership. There were given tips on Creating an Inclusive School and Why It Matters.



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National training



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National training



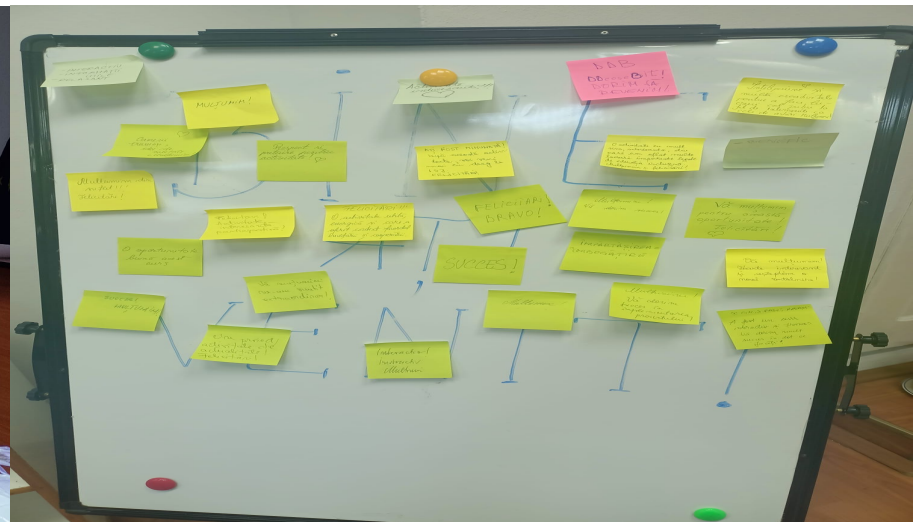
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National training

At the end of the course, the participants made an evaluation of the training, referring to the following aspects: the usefulness of information on inclusive education, the quality and usefulness of the presented case studies



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Prosocial Trust Centre

- The first Prosocial Trust Centre has been established at one of the associated partners in the ECO-IN project: "Avram Iancu" Lower Secondary School located in Alba Iulia;
- At this school are enrolled 800 students, of which 19 have SEN, and there is only one support teacher, one school counselor and a speech therapist, not much for what students and teachers need for an inclusive education.
- Those 19 students with special educational needs are integrated at all levels of education: primary and lower secondary.
- Students with SEN also benefit from psycho-pedagogical support through the support teacher.

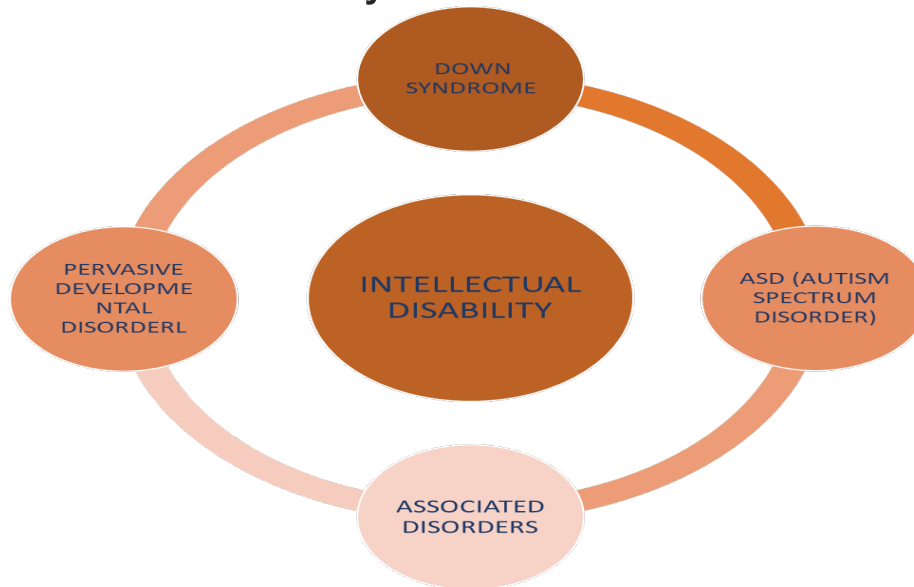
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Prosocial Trust Centre

- Of the 19 students with SEN, 4 have other disorders associated with intellectual disability.



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Prosocial Trust Centre

The activities carried out under the umbrella of this project aimed primarily at **informing teachers, parents, students, other stakeholders, policymakers** about **inclusive education, prosocial behaviour, schools`inclusiveness**.

Free debate sessions followed in, where all the participants identified the problems in the system, but especially in the school, and proposed solutions.

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Prosocial Trust Centre

At the first activity carried out at the Prosocial Trust Center there were **33 participants** including teachers, parents, students, policymakers, other stakeholders.



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Prosocial Trust Centre

- The problems brought up by the participants referred to the overcrowded classes at the moment and how difficult it is now to reduce the number of students in a class where children with SEN also learn.
- Among the most frequent comments and observations, was the need for an experience exchange with teachers or schools that have succeeded in providing quality inclusive education; providing successful models and looking for local and international partners to help the schools in this process.

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Prosocial Trust Centre

PROBLEMS

- overcrowded classes
- insufficient specialized staff (support teacher, speech therapist, school counselor)
- insufficient specific training of teaching staff
- sometimes the lack of involvement and collaboration of the parents (sometimes unrealistic expectations)
- the ineffective involvement of the local community and NGOs (not only declarative level)
- lack of adapted manuals
- missing of adapted subjects for national exams

SOLUTIONS

- requesting the employment of several specialists in a unit
- support and guidance (by NGOs and authorities) of teachers for specific training (inclusive education) and experience exchange
- more face-to-face meetings and joint work sessions with parents
- create (in partnership with special psychopedagogues) adapted manuals
- proposal to adapt the subject of the national exams

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Prosocial Trust Centre



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