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ERASMUS PROJECT

ŞCOALA GIMNAZIALĂ NR. 2
TUDOR VLADIMIRESCU-ALBEŞTI
ROMANIA

CANAKKALE PROVINCIAL NATIONAL
EDUCATION DIRECTORATE
TÜRKIYE

„DIFFERENT BUT EQUAL”

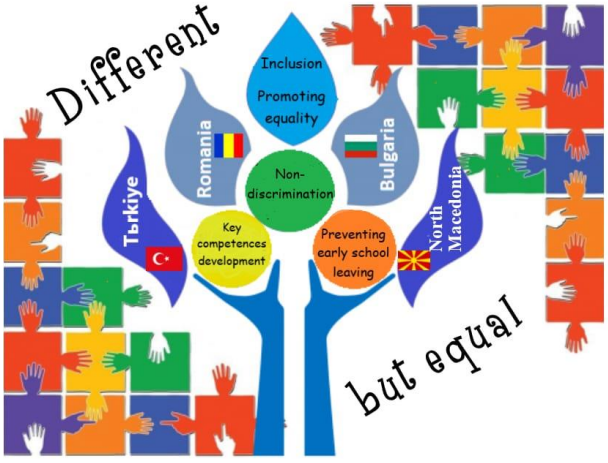
ERASMUS + KA 2 – SCH2010- SMALL SCALE PARTNERSHIPS IN SCHOOL EDUCATION; Nr. Ref. 2023-2-RO01-KA210-SCH-000177472

OU "SV. SV. KIRIL I METODIY" –
BULGARIA

OOU PETAR POP ARSOV
NORTH MACEDONIA

EXAMPLES OF GOOD PRACTICE

- *FINAL RESULTS* –



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LET`S GO TO THE ROAD!





Starting in May 2024, Tudor Vladimirescu – Albești Secondary School No. 2 began implementing the Erasmus+ project "Different but Equal" (KA210-SCH – Small-Scale Partnerships in School Education, 2023 ROUND 2, Ref. No. 2023-2-RO01-KA210-SCH-000177472). This project, coordinated by our school, spans 16 months (from 01.05.2024 to 31.08.2025) and is funded with a grant of 60,000 euros.

The **partner institutions** involved in this Erasmus+ project are:

- OU "Sv. sv. Kiril i Metodiy" (Bulgaria),
- Canakkale Provincial National Education Directorate (Turkiye),
- OOU Petar Pop Arsov (North Macedonia).

The project was designed and implemented to meet specific objectives related to inclusion, equal opportunities, and intercultural exchange. For our institution—which has not previously benefited from such programs—this funding from European sources represents a significant opportunity for institutional development.

Through engaging activities that motivate and support students in completing their compulsory education, as well as intercultural exchanges between students from different countries, all partner schools will benefit from meaningful interventions with added educational value. Teachers will also have the opportunity to enhance their skills in areas such as inclusion, equal opportunities, and non-formal education. The project promotes the exchange of best practices, innovative methods, and the development of joint programs and initiatives, fostering cooperation and shared experience at the European level.

The **objectives** of the project are:

1. To increase student participation in school activities across partner institutions.
2. To promote responsible behavior within school communities regarding equal opportunities. This includes fostering better relationships between parents and schools by initiating more joint school-family-community activities, such as parental counseling and educational programs.
3. To reduce discrimination against vulnerable students in partner schools.

Target Group:

- **Direct beneficiaries: Students aged 7 to 14, enrolled in mainstream primary and secondary education.**
- **Indirect beneficiaries: Parents of the students participating in the program.**





FIRST LEARNING MOBILITY



The first mobility within the project took place between May 20 and 24, 2024, in Türkiye, in the Canakkale district (Canakkale Provincial National Education Directorate). It was a learning mobility for teachers from the partner schools, with three teachers participating from each partner school (OU "Sv. sv. Kiril i Metodiy" – Bulgaria; OOU Petar Pop Arsov – North Macedonia; and Tudor Vladimirescu Secondary School No. 2 – Albesti). The mobility aimed to develop teachers' competencies regarding the concepts of inclusion, cultural diversity, multiculturalism, and interculturality. Tolerance and acceptance were among the moral values promoted by the Canakkale District in Türkiye.

Program of Activities in Turkey

Monday – 20.05.2024

Teachers from Romania, North Macedonia, and Bulgaria visited Mustafa Kemal İlkokulu Primary School. They participated in classroom-based practical activities and workshops that included students of various nationalities studying at the school. These activities promoted intercultural dialogue, showcased the multicultural environment of the school, and emphasized inclusive education. Painting and arts-based workshops were conducted with students and teachers to foster diversity and inclusion. The day concluded with a city tour to visit key cultural and historical sites, offering further insight into the region's multicultural context.

Tuesday – 21.05.2024

The second day featured more workshops with Turkish students, including a gastronomy workshop where participants learned to prepare *mantı* (Turkish dumplings). This experience allowed teachers to engage with Turkish culture and cuisine as part of a broader multicultural education initiative. Later, the group visited schools attended by minority students. Discussions focused on the challenges of studying in a non-native country, language barriers, social integration, and the students' personal experiences. Conversations with school principals also addressed topics such as interculturality, minorities, and inclusive education. The day ended with a traditional Turkish dinner, promoting local gastronomy and culture.

Wednesday – 22.05.2024

Participants returned to Mustafa Kemal İlkokulu, one of the schools with the highest number of minority students. During student-teacher workshops, topics included:

- The students' perspectives on life and education in Turkey;
- Support systems provided by the Turkish government;
- The challenges of adapting to a new country;
- Students' needs, proposed improvements, and psychosocial development;

Teachers also explored the inclusion of students from various nationalities (e.g., Greek, Romanian, Afghan) and discussed how they were welcomed by both Turkish students and educators. In the afternoon, the group visited the ancient city of Assos (Behramkale), known for its cultural and historical significance as a former Greek settlement.

Thursday – 23.05.2024

On the fourth day, teachers joined music, arts, and practical skills classes in various schools across Çanakkale. They exchanged ideas with local students and teachers, comparing teaching practices from Romania, North Macedonia, and Bulgaria, and discussing similarities, differences, and innovative approaches. In the afternoon, participants visited the Troy Museum and the ancient fortress of Troy, deepening their understanding of the region's historical multiculturalism.

Friday – 24.05.2024

The final day took place at CIMEM, where certificates were awarded, and participants engaged in reflection and evaluation sessions. School leaders from the Çanakkale district emphasized the importance of:

- Embracing diversity in education
- Supporting the integration of minority students
- Encouraging openness to multiculturalism, cultural diversity, and inclusion













The outcomes of the mobility in Turkey, along with the skills developed by the participating teachers and the workshops conducted in the Çanakkale district, will be implemented in the partner schools upon their return.

First and foremost, dissemination activities have been organized in all partner schools to share the experiences gained in Turkey, particularly the inclusive practices and multicultural approaches explored during the workshops. To further promote inclusion, workshops will be held with teachers in each school. During these sessions, the teachers who participated in the mobility will share the knowledge and skills they acquired, focusing on techniques and strategies for adapting lessons to be more engaging for all students, encouraging intercultural dialogue and supporting inclusive education.

To achieve the objectives set for this mobility, the following workshops and activities will be organized:

- Gastronomy workshops;
- Innovative art lessons using techniques such as *water painting*, where students express creativity through inclusive, hands-on activities;
- A European Languages Day, aimed at highlighting and celebrating linguistic diversity;

In conclusion, the mobility in Türkiye significantly contributed to the professional development of teachers, equipping them to promote inclusion, interculturality, and to combat discrimination and segregation within

MOBILITY RESULTS

the partner schools. The experience emphasized values such as multiculturalism, intercultural understanding, and tolerance.

GASTRONOMY WORKSHOP

As part of the integration of mobility outcomes, gastronomy workshops were organized within technological education and practical skills classes. Trained teachers led workshops where students prepared a traditional dish from each partner country: Turkey, North Macedonia, Bulgaria, and Romania. For example, “mantî – Turkish dumplings” were showcased by teachers who attended the Canakkale mobility. The workshops involved teachers of technological education, practical skills, and foreign languages (Romanian, Macedonian, French, Bulgarian, Turkish, and English), along with two middle school classes from each partner school. These sessions helped students explore cultural diversity through cuisine and fostered values such as multiculturalism, inclusion, and acceptance.





ART AND MUSIC WORKSHOP

Interactive lessons were also held in music and visual arts education. Teachers introduced the "water painting" technique, which they learned in Canakkale, to their colleagues and students. Art teachers across Romania, North Macedonia, and Bulgaria led workshops where students created water paintings featuring symbols from each partner country. Many students illustrated national flags and created a new project logo reflecting themes of diversity, inclusion, tolerance, and multiculturalism.

In music education classes, students who study an instrument performed a small concert, featuring the national anthems of the partner countries. This activity was held simultaneously in all participating schools, encouraging students to explore musical traditions and demonstrate creativity by performing songs specific to each partner nation. These workshops included the participation of art and music teachers and six students from each middle school class.









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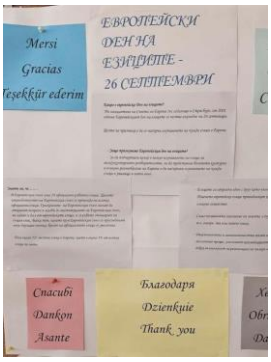
EUROPEAN DAY OF LANGUAGES

To further support intercultural awareness and foreign language learning, the partner schools celebrated the European Day of Languages in September 2024. During this event, students from all schools learned about the culture, history, and language of each participating country - Romania, Turkey, North Macedonia, and Bulgaria.

In collaboration with native language teachers (Romanian, Turkish, Macedonian, and Bulgarian), students were taught basic greetings and simple phrases in the partner languages. These language skills were intended for use in future mobilities and intercultural exchanges.

All activities were documented through the signing of meeting minutes, and feedback questionnaires were administered to evaluate the effectiveness and impact of the workshops.













WORKSHOP OF INCLUSION AND DIVERSITY

Teachers of Romanian, Macedonian, Bulgarian, religion, as well as school counselors and psychologists, were trained in best practices for supporting students from minority or disadvantaged backgrounds. Each partner school has such student populations:

- In Romania, students come from various religious backgrounds (Orthodox, Penticostal);
- In Bulgaria, students belong to different ethnic groups and socioeconomically disadvantaged communities;
- In North Macedonia, students come from diverse cultural and social backgrounds.

To address these realities, round tables were organized to discuss challenges such as social isolation, religious discrimination, bullying, and high absenteeism among vulnerable students. Teachers and students shared real-life cases from their respective countries and presented effective strategies for fostering inclusion. These round tables offered positive examples of acceptance and empathy, involving foreign language and native language teachers, along with ten middle school students from each partner school.











SECOND LEARNING MOBILITY



The second mobility within the *"Different but Equal"* project took place in Skopje, North Macedonia, from 23 to 27 September 2024. The event was attended by two teachers and four students from both Türkiye and Bulgaria, as well as three teachers and four students from Romania.

This activity focused on the exchange of good practices in the field of individualized psycho-pedagogical interventions, using interactive games designed to elicit spontaneous, natural reactions from students—without allowing them to prepare or follow a script. One such method used was "Stop–Think–Act–Review". The mobility had a therapeutic dimension, encouraging students to step out of their comfort zones and adapt to new, unfamiliar situations. This allowed participants to observe one another's behavior, adaptability, and openness to others from different countries and social backgrounds. Drawing on the Macedonian teachers' experience in developing emotional intelligence and motivating students to collaborate.

The mobility was structured as follows:

Monday – 23.09.2024

On the first day, participants visited OOU Petar Pop Arsov, where they were warmly welcomed by local students in traditional costumes who performed Macedonian dances—an engaging introduction to the country's cultural heritage.

Students from the host and guest schools participated in ice-breaking games, such as:

- *Catch and Answer!*
- *If you were born in another country, which would it be and why?*
- *Where will you be in 10 years?*

These games encouraged students to introduce themselves creatively and facilitated easier communication. A roundtable presentation followed, where each partner school shared a PowerPoint showcasing their home country's regions, culture, and the facilities available in their school.

In the afternoon, cultural sites such as Kale Fortress and the Old Bazaar were visited, giving participants an initial insight into Skopje's history and traditions.

Tuesday – 24.09.2024

The day began with a debate on the education system in North Macedonia. Each school then presented its own education system, highlighting similarities and differences. Teachers and students also visited local classrooms (Arts, English, and History), interacting with Macedonian students and discussing how these subjects are taught in their respective countries.

Later, a workshop on traditional games was held:

- Romania: “Country, Country, We Want Soldiers!” / “Cordless Phone”
- Bulgaria: “Blind Grandmother”
- Turkey: “Duck, Duck, Goose”

In the afternoon, the group visited City Square, Mother Teresa’s Birth House, and several museums in Skopje.

Wednesday – 25.09.2024

The third day focused on combating discrimination. Students participated in interactive workshops, including a standout activity called “What is it like to be in my shoes?” where they exchanged national identities:

- Romanian students became Turks;
- Turkish students became Bulgarians;
- Macedonian students became Romanians;
- Bulgarian students became Macedonians.

Each group received a set of labels or stereotypes commonly associated with their new identity and worked together to debunk and challenge them. In the afternoon, students and teachers experienced the natural beauty of Matka Canyon, including a boat ride and a visit to Vrelo Cave.

Thursday – 26.09.2024

Students participated in workshops focused on personal interests and free-time activities. They shared their: hobbies, favorite athletes, singers, and actors, favorite foods and sports

The theme of discrimination was revisited—this time addressing gender discrimination, discussing how women may face barriers in certain professions and how men may be excluded from others based on stereotypes. Later that day, participants symbolically planted the "Friendship Tree", the emblem of the Erasmus+ project. In the afternoon, they visited Vodno Mountain and the Millennium Cross, which they reached via cable car.

Friday – 27.09.2024

The final day included group discussions and reflection activities, where students shared their first impressions of North Macedonia and how their views of their peers had evolved over the course of the mobility. Many acknowledged that they had overcome stereotypes and prejudices, forming genuine connections and appreciating cultural diversity.

The day concluded with a cultural dinner and the certificate award ceremony, marking the successful completion of the second mobility.











Following the student mobility in North Macedonia, significant progress was made in developing skills related to combating discrimination and promoting inclusion. Through the various workshops organized by the host country, the objectives and goals of the mobility were successfully achieved: promoting inclusive practices, eliminating discrimination based on race, religion, or social background, and supporting the integration of students from disadvantaged families into school life, with the broader aim of reducing school dropout and early school leaving.

The activities placed a strong emphasis on students' emotional development, helping them build acceptance, adaptability, tolerance, and empathy. As a continuation of these efforts, a series of workshops will be implemented upon returning to school, including:

- Friendship Workshop – designed to strengthen bonds between students and encourage the abandonment of stereotypes and prejudices
- "Tag Me" Workshop – focused on identifying and letting go of harmful "labels" that contribute to discrimination and segregation
- Christmas Activity – a cultural exchange activity where students learn how the partner countries celebrate Christmas

MOBILITY RESULTS

In conclusion, the mobility in North Macedonia played a vital role in developing students' skills related to tolerance, acceptance, emotional well-being, and the elimination of all forms of discrimination, while also fostering moral values and intercultural understanding.

WORKSHOP „A DAY WITH… MY NON-FRIEND"

The workshop "A Day with... My Non-Friend" was organized in October 2024 and involved two students from each partner school. Each student chose a classmate or schoolmate they previously did not accept or understand, and spent the entire day together. Before the activity began, the students completed a questionnaire assessing the qualities and faults of the chosen classmate, the causes of misunderstandings between them, and their commonalities and differences.

The following day, the students returned to school and answered the same questionnaire again. The results showed a complete change: whereas before the activity they emphasized the negative traits of the other and denied any common ground, after spending the day together, they had discovered more about each other, engaged in discussions, developed friendships, and learned to accept differing perspectives. They became more tolerant and viewed each other beyond the usual classmate labels.

Two students from each partner school participated, representing diverse backgrounds: different social backgrounds in Bulgaria, different nationalities in Turkey,

and different religions in Romania (Penticostal and Orthodox). The families of these students were also involved in the process.









THE PINK SHIRT DAY

The Pink Shirt Day was not missed by the 3rd and 4th grade students. The fourth graders gave the third graders pink paper T-shirts with an individual message "Stop bullying at school! Be a friend! Give a hand!". The children send their messages of kindness and tolerance to each other not only on Pink Shirt Day, but also every day of the year.







WORKSHOP „TAG ME!”

The “Tag Me!” workshop was organized in November 2024 across all partner schools with the goal of eliminating labeling among students, promoting inclusion, and preventing school dropout. The activity involved four students at risk of dropping out and four academically successful students. In an informal setting, students played interactive games where they drew tickets describing situations involving school dropout, absenteeism, or violent behavior. Participants were first asked to label these behaviors based on initial impressions. Then, they read the true stories behind the actions and were invited to re-label the situations. This exercise led to a shift in perspective: the original labels disappeared, and students expressed empathy and solidarity with the individuals involved. All stories related to classmates or students from partner schools who had been unfairly labeled or discriminated against. Each partner school used eight notes (five local and three from partner schools). Questionnaires before and after the activity helped students realize the power of words and gestures in discrimination. All participants understood the importance of avoiding labeling.









CHRISTMAS AROUND THE WORLD

The “Christmas Around the World” activity, held in December 2024, aimed to promote acceptance, tolerance, inclusion, and multiculturalism. Each partner school organized a play featuring students at risk of dropping out, coming from diverse nationalities, religions, or social backgrounds.

From each partner school, fifteen middle school students and two teachers (in Romanian, Macedonian, English, Bulgarian, Turkish or arts) participated. The plays illustrated how Christmas and related holidays are celebrated across partner countries:

- Romania showcased New Year’s celebrations in Turkiye along side Christmas in Romania;
- Bulgaria presented Christmas traditions in Macedonia and Bulgaria;
- North Macedonia depicted Christmas in Romania and Macedonia;
- Turkiye presented Christmas in Bulgaria and Turkiye.

Because Turkiye does not traditionally celebrate Christmas, the Romanian team included New Year’s festivities to represent the holiday season.

Students collaborated closely in organizing the plays, researching Christmas traditions in partner countries, and capturing each culture’s unique elements. They formed teams and worked in groups to prepare the performances, which were presented to teachers, parents, and other students.

Over 30% of students at risk of dropping out actively participated in this activity, receiving support from parents and peers.






CRĂCIUN FERICIT!











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THIRD LEARNING MOBILITY

ROMANIA –
TUDOR VLADIMIRESCU

Between 12 and 16 May 2025, the third mobility within the Erasmus+ project *"Different but Equal"* took place at Tudor Vladimirescu–Albești Secondary School No. 2 in Romania. This was a learning mobility for teachers from the four partner schools:

- Tudor Vladimirescu–Albești Secondary School No. 2 – ROMANIA;
- OU "Sv. sv. Kiril i Metodiy" – BULGARIA;
- OOU Petar Pop Arsov – NORTH MACEDONIA;
- Canakkale Provincial National Education Directorate – TURKIYE.

Over the course of five days, teachers from the partner schools participated in a wide range of activities and workshops aimed at developing civic, social, cooperation, and integration skills, while also learning about the customs and traditions of others. The ten participating teachers explored Romanian folk traditions and took part in inclusive activities focused on cultural diversity and multiculturalism—with the intention of transferring these practices to their home schools to support the project's overarching objectives: combating school dropout, preventing academic failure, and eliminating social and ethnic barriers and all forms of discrimination.

Mobility Program Activities:

Day 1 – Monday, 12.05.2025

- Official opening of the mobility, attended by: General School Inspector of Botoșani County, prof. Bogdan Suruciuc; Inspector prof. Liliana Cristina Sandu; Mayor of Albești commune, Cristian Câmpanu
- Visit to Tudor Vladimirescu–Albești Secondary School No. 2
- Participation in the inclusion-themed workshop: "Include me in your life!"
- Visit to Albești City Hall and attendance at a roundtable discussion on education in partner countries

Day 2 – Tuesday, 13.05.2025

- Planting of the Friendship Tree, the symbol of the Erasmus+ project *"Different but Equal"*
- Workshop in collaboration with parents, including visits to local businesses owned by parents
- Participation in a cultural diversity workshop: "Painting Eggs – A Decades-Old Tradition", held at the Ethnography Museum in Trușești

Day 3 – Wednesday, 14.05.2025

- Visit to Iași, exploring key cultural and historical landmarks of the Moldavian region:
  - Palace of Culture
  - Church of the Three Holy Hierarchs
  - Church of St. Nicholas the Prince
  - "Vasile Alecsandri" National Theatre

- “Alexandru Ioan Cuza” University – Hall of the Lost Steps

Day 4 – Thursday, 15.05.2025

- Cultural activities themed “In the Footsteps of Mihai Eminescu”, including visits to: Uspenia Church, where the poet was baptized; Mihai Eminescu Memorial House, Ipotești; Ipotești Memorial Museum; a walk to the famous Water Lily Lake
- Traditional Romanian dinner in the evening

Day 5 – Friday, 16.05.2025

- Participation in the workshop: "United Through Diversity!", which involved creating a time capsule with messages from each partner country to be preserved for the future
- Certificate award ceremony
- Official closing of the mobility

The Erasmus+ project *"Different but Equal"*, part of KA2 – Small-Scale Partnerships in School Education (Ref. No. 2023-2-RO01-KA210-SCH-000177472), has been implemented in the partner schools since May 2024. The project aims to:

- Increase student participation in school activities across partner institutions;
- Promote responsible behavior within school communities regarding equal opportunities;
- Strengthen school-family-community relationships, through joint activities such as parental counseling and educational programs;
- Reduce discrimination against vulnerable students in the partner schools.













Following the mobility in Romania, the partner countries implemented in their schools activities aimed at promoting the values included in the Erasmus + project: tolerance, empathy, spirit of collaboration, social and cultural diversity. Thus, the partner countries carried out numerous activities together with students and their parents, promoting, in this way, collaboration between schools and parents. Parents became an active part of the educational process, participating in school and extracurricular activities that teachers organized. Following the mobility in Romania, round tables, informal meetings with students and parents, with local authorities, and workshops were organized, all aimed at promoting social and cultural diversity, tolerance, acceptance, cooperation, but also at supporting the idea that education is what matters and must be a priority in order to reduce the risk of school dropout and school failure.

The activities organized following the mobility in Romania were:

- Debate - Tolerance Day – promote some values like tolerance, diversity and empathy;
- Workshop – „Include me in your life!";
- Debate – Days of Kindness and respect;
- Workshops – „My family, my inspiration"; „Christian Family Day", „Easter Bazaar" – school-parent collaboration;

MOBILITY RESULTS

- Parent workshops – „Learn with my child", „I do sport with my child".

DEBATE – TOLERANCE DAY

The day of tolerance at school was marked with various activities - radio broadcasts, posters, thematic classes, and solving entertaining cases.











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WORKSHOP – INCLUDE ME IN YOUR LIFE!

The event was organized in the partner schools following the mobility experience in Tudor Vladimirescu, Romania, involving both teachers and students. During the student workshop, the coordinating teachers - foreign language teachers from the partner schools, as well as art and visual arts teachers - designed and painted symbols representing the partner countries on T-shirts and bags. These personalized items were worn during the activities carried out in each school.

Students from the four partner countries - Romania, North Macedonia, Bulgaria, and Turkiye - graphically represented the national flags, the colors of each flag, and also wrote messages in all four languages. The target group consisted of students at risk of dropping out of school, as well as those with poor academic performance. The workshop aimed to promote cultural diversity and to foster the inclusion of all students in both school and extracurricular activities, regardless of religion, intellectual ability, or social background.

The workshop objectives aligned closely with the overarching goals of the project: to engage students at risk of school dropout and those facing academic challenges, eliminate discrimination, and promote social inclusion.

As for the teacher - focused workshop, 10 teachers from each partner school participated. Like the students, they created customized T-shirts and bags, which were then gifted to colleagues who did not attend the workshop. This activity further reinforced the promotion of cultural diversity and multiculturalism.

Following the workshop, there was an observed 80% increase in teacher engagement in school activities inspired by the mobility in Romania, as well as full involvement (80%) of the at - risk students in school life.











DEBATE – DAYS OF KINDNESS AND RESPECT

A campaign was organized to promote positive values: respect, friendship, and help.

Kindness is our path to a more peaceful and harmonious world. It doesn't matter who you are or what you've achieved if you're not a good person. Therefore, the most important thing we want to teach our students is to be good and valuable people, because GOOD unites, inspires hope, and brings change to the world. Students from 7th grade sent a message to everyone in the school to be kind, lend a helping hand, and change the world for the better.





WORKSHOP – „MY FAMILY, MY INSPIRATION”

Children created drawings of their families. The exhibition highlighted the importance of family support and cultural diversity.









WORKSHOP – CHRISTIAN FAMILY DAY

Students from 7th grade prepared a presentation and expressed their gratitude to their parents, with whom they prepared delicious dishes for the family table.





WORKSHOP – EASTER BAZAAR

With great excitement, skill, and enthusiasm, the students, parents, and teachers prepared a beautiful Easter art exhibition.











PARENT WORKSHOP – „LEARN WITH MY CHILD”

Creative workshops with parents and children were held throughout the year. The tasks included applications, games, and stories that strengthened the family-school relationship. Students from all grades, parents, and teachers participated in preparing Christmas exhibitions of cards, mendora, drawings and objects.











WORKSHOP – I DO SPORT WITH MY CHILD

Swift, bold, and active on Sports Day. Students from first to seventh grade, their teachers, and parents participated in fun sports games and competitions.









FOURTH LEARNING MOBILITY

STARA ZAGORA - BULGARIA

Between 2 and 6 June 2025, three teachers and four students from Tudor Vladimirescu Secondary School No. 2 – Albești participated in the final learning mobility of the Erasmus+ project *"Diferiți, dar egali"* (*"Different but Equal"*). This 16-month project was coordinated by Tudor Vladimirescu Secondary School No. 2 – Albești.

The mobility took place in Stara Zagora, Bulgaria, and included participation from students and teachers from the other partner schools:

- North Macedonia (OOU Petar Pop Arsov): 3 teachers and 4 students;
- Turkiye (Canakkale Provincial National Education Directorate): 3 teachers and 4 students;
- Bulgaria (OU "Sv. sv. Kiril i Metodiy"): 2 teachers and 4 students.

Over five days, participants engaged in a wide range of learning activities aligned with the project's goals: promoting inclusion, diversity, and multiculturalism; involving parents in school life to help reduce school dropout; and raising awareness about the value of education. Several activities were held outside the classroom to highlight Bulgarian culture and traditions, and representatives from the local administration also took part in the project's implementation.

Mobility Program Overview:

Day 1 – Monday, 2 June 2025

- Opening ceremony with a cultural program showcasing student talents from the host school (OU "Sv. sv. Kiril i Metodiy")
- Meeting with the city's mayor and discussions on the importance of supporting education
- "Ice-breaking" activities and group discussions: *"Our Dreams for the Future"*
- Workshop: Origami craft session in partnership with parents
- Presentation: *"The Benefits of Teamwork – The Qualities We Need to Build a Team"*
- Workshop: Science lab experiments promoting teamwork (in partnership with parents)
- Team-building sports activity promoting collaboration

Day 2 – Tuesday, 3 June 2025

- Trip to Burgas:
  - Visit to the Sea Garden
  - Beach workshop: painting symbols on stones to represent cooperation, Erasmus, partnership, and friendship
  - Visit to Anastasia Island and its historical museum

Day 3 – Wednesday, 4 June 2025

- Visit to Damascena to discover Bulgarian traditions, including the process of making rose oil and rose essence
- Visit to the Etar Museum
- Workshop: *"Making Pottery"* – a creative, hands-on activity for students

Day 4 – Thursday, 5 June 2025

- Visit to the Museum of Religions
- Workshop: *"Creative Writing with Quill and Ink"*
- Visit to the History Museum
- Participation in the farewell dinner and certificate award ceremony

Day 5 – Friday, 6 June 2025

- Final meeting and group discussions with all teachers and students:
  - Reflection on the impact of the mobilities
  - Feedback on the Erasmus+ project "Different but Equal" and its effect on partner schools

The Erasmus+ project *"Different but Equal"* is part of the KA2 – Small-Scale Partnerships in School Education (Ref. No. 2023-2-RO01-KA210-SCH-000177472). Implemented since May 2024, the project has aimed to:

- Increase student participation in school activities across partner institutions
- Promote responsible behavior in school communities regarding equal opportunities
- Strengthen school–family–community relations by organizing joint activities (e.g., parental counseling, educational programs)
- Reduce discrimination against vulnerable students in the participating schools















The participation of teachers and students in the learning mobility in Bulgaria led to the fulfillment of the proposed objectives, which are also reflected in the implemented Erasmus project. Thus, upon returning from the mobility, each partner school proposed and implemented non-formal activities, workshops with students and teachers, as well as numerous debates on topics such as inclusion, school dropout, school failure, discrimination and tolerance. Also, parents were once again involved in school life and were an active part of the teaching-learning process by participating in workshops and free debates on the topic of school dropout and school failure. At the same time, the students who went on the mobility in Bulgaria created non-formal activities, guided by the participating teachers.

Among the activities and workshops organized in the partner schools were:

- workshop „Inclusion through art";
- nonformal activity: International Down Syndrome Day;
- Creative workshop – with students;
- Workshop – „Reading with a new friend".

WORKSHOP – „INCLUSION THROUGH ART"

This activity took place in the partner schools following the mobility event in Nikolaevo, Bulgaria, which involved both students and

MOBILITY RESULTS

teachers from the four participating countries. The workshop focused on creating flowers using quilling and origami techniques, which were learned and promoted during the mobility experience in Bulgaria.

The four students and three teachers from each country who participated in the mobility acted as coordinators for the workshop. Together with the participating students and teachers, they created decorations and flowers using the quilling and origami techniques.

The target group consisted of students at risk of dropping out of school, students from different religious backgrounds, and students with low academic performance. On the teachers' side, both headmasters and teaching staff were involved.

Objectives:

- To promote the culture of the partner countries;
- To encourage inclusion and multiculturalism;
- To create a pleasant and welcoming environment for students at risk;
- To modernize the approach to leadership and art education by introducing engaging methods for students.

The main purpose of the activity was to present classes in an attractive way for all students, to help discover hidden talents, and to develop the social and civic skills of students who are at risk of dropping out or struggling to integrate due to social status or religious background.

Workshop Results:

- A 60% increase in the engagement of at-risk students in both school and extracurricular activities;

- Attendance of these students rose to an average of 80%, compared to the same period in the previous school year;
- A 90% improvement in the ability of these students to integrate into classroom activities;

Among teachers, there was a 90% involvement rate from school principals and 100% participation from teachers in organizing and conducting the activities.















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NONFORMAL ACTIVITY - INTERNATIONAL DOWN SYNDROME DAY

Today, students wore colorful socks to show their tolerance towards people with Down syndrome. The children supported the „sunniest people on the planet”.





CREATIVE WORKSHOP – GIVE FROM THE HEART

With great enthusiasm and impressive skills, students, parents, and teachers made a workshop for making martenitsas, making to make sandwiches for classmates who cannot afford to take their lunch to school every day, with the aim of making them integrated into the class they are in.













WORKSHOP – „READING WITH A NEW FRIEND”

In this workshop, organized at the 6th grade level, 20 students from each partner school participated. Each student had to choose a reading partner. They had to agree on the book they read, create collages at the end of it and present it to the other classmates. The two reading partners had to collaborate permanently. Children at risk of school failure were chosen, together with those with good academic results, in order to stimulate the former. Through this workshop, values such as creativity, playful spirit, collaboration and solidarity, along with tolerance, were promoted.











FINAL RESULTS



Following the implementation of the Erasmus+ project *"Different, but Equal"*, a School Education project under KA2, Small-Scale Partnerships (Project Ref. No. 2023-2-RO01-KA210-SCH-000177472), the following results were observed compared to the previous school year:

- Increased involvement of students at risk of school dropout and failure in both school and extracurricular activities. A 40% increase was recorded across all partner schools. As a result, these students no longer missed school frequently, had significantly fewer unexcused absences, and gained a better understanding of the importance of completing their studies. These improvements coincided with the implementation of the Erasmus+ project and the introduction of new school and extracurricular activities. The project promoted values such as inclusion and the elimination of discrimination.
- Development of responsible behavior within the school community regarding equal opportunities. Through the project, parental involvement increased by 20% across all partner schools. Similarly, the involvement of local communities in school and extracurricular activities focused on equal opportunities, inclusive behavior, and the elimination of discrimination also rose by 20%. Activities were organized in partnership with parents and community members to promote tolerance, inclusion, and anti-discriminatory behavior.
- Improvement of intercultural competences among students and teachers in partner schools through workshops held during the four project mobilities. These workshops aimed to promote intercultural dialogue, increase understanding of the partner countries' cultures, foster appreciation for multiculturalism, and enhance inclusion across all four participating countries. As a result, there was a 50% increase in the participation of students from disadvantaged backgrounds, as well as those from diverse religious and cultural groups, in both school and extracurricular activities. Through best practices, workshops, and roundtable discussions, the project helped foster an inclusive learning environment for all students, regardless of culture, religion, or social status. Additionally, 60% of teachers became actively involved in promoting these values through targeted activities in partner schools.
- An 80% increase in the number of students choosing to continue their studies in high school or vocational school. This significant improvement demonstrates that the values promoted through the Erasmus+ project *"Different, but Equal"* have positively influenced the mindset of both students and parents, many of whom previously rejected the idea of continuing education. Thanks to their active participation in project-specific school and extracurricular activities, students are now more motivated to pursue further

education after completing the lower secondary cycle.













