

"STEM FOR INCLUSIVE SCHOOLS" MEETING – AN IMPORTANT STEP TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

Between 25-29 November 2024, the "Dunărea de Jos" University of Galați hosted an international meeting within the "STEM for Inclusive Schools" project, a learning, teaching, and training activity (LTTA). The event brought together partners from Romania, Germany, Poland, Portugal, and Turkey, with the main aim of developing transversal skills and promoting inclusive educational practices in the field of STEM (science, technology, engineering, and mathematics).

DAY 1: WELCOME TO GALATI!

The first day started with a welcome session, where participants were greeted by the organizers and given an overview of the week's agenda. This was followed by an introductory workshop, during which the project objectives and the importance of transversal skills in STEM education were discussed.

In the afternoon, participants visited the “Dunărea de Jos” University in Galați, where they explored the laboratories and innovation centers. Next, the group was invited to Secondary School No. 7 to observe the pedagogical methods used in STEM classes. This activity offered an opportunity to see how inclusive theories are applied in practice.

DAY 2: DEVELOPMENT OF TRANSVERSAL COMPETENCES

The second day was dedicated to exploring transversal competencies.

The first workshop featured experts from Germany, who highlighted the importance of these competencies for inclusive education.

This was followed by an interactive session in which participants identified essential skills such as critical thinking, effective communication, and collaboration.

After lunch, a panel discussion focused on the ways in which these competencies can be integrated into 21st-century education.

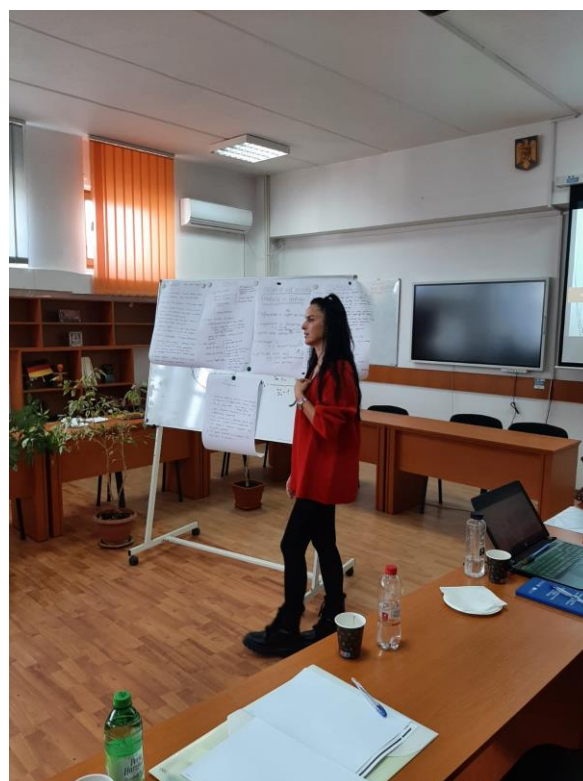
The day ended with a group reflection session, during which participants shared their conclusions.



DAY 3: MEASURING TRANSVERSAL COMPETENCES

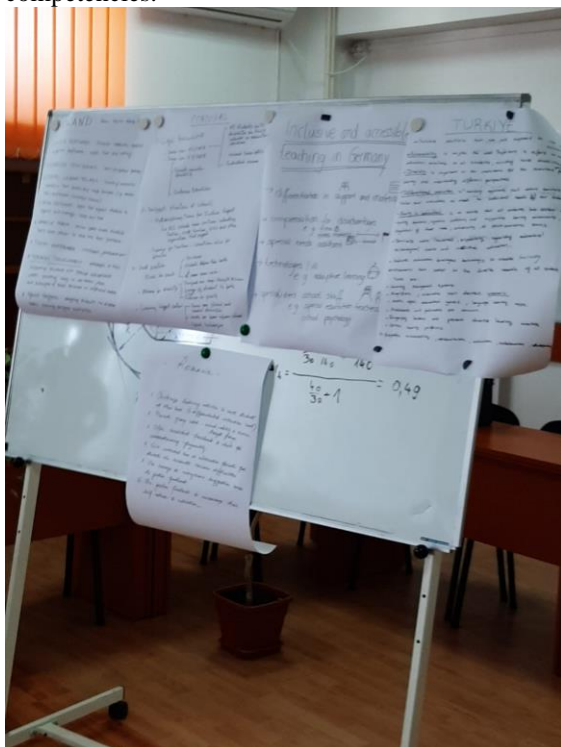
On Wednesday, partners from Romania and Portugal presented the transversal competencies measurement tool developed within the project.

The practical workshop provided participants with the opportunity to use this tool and explore its applications in an educational context.





Another important moment was the analysis of case studies, where teams from each country discussed their specific approaches to assessing transversal competencies.



In the evening, participants gathered for a working dinner, strengthening the collaborative relationships among the partners.

DAY 4: INNOVATION IN PEDAGOGY

Thursday focused on innovative methods to reduce learning disparities to the fore.

Representatives from Germany presented contemporary pedagogical solutions, and participants collaborated in a creative strategy workshop for inclusive teaching.

The roundtable offered a platform for the exchange of good practices among partners, and discussions highlighted the need to adapt to new trends and technologies in education.



DAY 5: REFLECTION AND FUTURE PLANS

The last day of the meeting was dedicated to reflecting on the results of the week.

Participants discussed the next steps of the project, establishing clear responsibilities for each partner.

The event concluded with a ceremony awarding certificates of participation and an informal farewell reception.



CONCLUSIONS

The meeting within the "STEM for Inclusive Schools" project was a valuable opportunity for learning, experience exchange, and strengthening international cooperation.

Through the collective efforts of the partners, this project contributes to the development of a more inclusive STEM education, one that is aligned with the current and future requirements of society.