



DIFFERENT, BUT SHARING THE SAME DREAMS

No. 2023-1-RO01-KA210-SCH-000155040

AUGUST, 2025

WHAT DID WE ACHIEVE FROM THIS PROJECT? HOW CAN WE SHARE OUR RESULTS?

The fourth educational product of the "Different, but sharing the same dreams" Project is a Good Practice Guide developed as a result of the project implementation. The guide follows the steps of the Erasmus project and presents all the stages of the project, from the initiation of the collaboration between the partners to the final stage. *If you are a teacher interested in establishing communication between partners, organizing mobilities, developing the project products and results, organizing and managing the administrative aspects of the project and disseminating the results, this guide will give you a clear perspective on what an inclusive educational project means.*

GOOD PRACTICES GUIDE

THE FORTH RESULT OF THIS ERASMUS PROJECT



THE AIMS OF THE GOOD PRACTICES GUIDE

- to illustrate the results obtained in the project;
- to summarize the project approaches;
- to guide any teacher who wants to develop inclusive projects or to apply in-class resources adapted to students with special educational needs.

The guide includes sections about the *training course* organized at the partnership level and various materials provided by recognized European trainers. It also includes elements of the inclusive *Methodologies* and teaching scenarios for *inclusive workshops* for students of different ages - from 8 to 15/16 years.

Also, the guide provides information on the agendas of the DSD *project mobilities*, *photos* of the memorable learning moments from the mobilities, proof of the cultural immersion and examples of the dissemination activities.

WHAT IS THE GUIDE ABOUT?



NEWSLETTER 5

START GUIDE! IN ANKARA, AT THE FOURTH MOBILITY OF THE PROJECT



During the fourth mobility in Turkey, at **Şehit Emre Vahit Bekli Secondary School**, the project team participated in a round table to discuss the foundation of the best practices guide.

During the activity, the following were proposed:

- the structure and the content of the guide;
- the responsibilities of each partner in writing the document;
- monitoring and evaluation of the process;
- the deadline for completion.

The main idea of the discussions was *to capture the valuable learning experiences*, both academic and emotional, developed within the DSD project.

Therefore, the participants agreed that the aim of the guide is to demonstrate how students and teachers strengthened their empathy, tolerance, and inclusive skills through close collaboration, shared learning, observation, communication, and joint development

DSD
PROJECT



LESSON LEARNED

Together, students and teachers from 4 participating countries became part of a team perfectly coordinated to achieve inclusion.

We can consider the main outcome of the DSD Project to be the learning of how to integrate each student, both within the school environment and in the wider society.



"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein"

