



Best practice for inclusive VET

Liceul Tehnologic „Francisc Neuman” Arad

Title of the best practice

Inclusion in Erasmus+ VET mobility projects

Country of the case study

Romania's primary legislative framework for pre-university education, including initial vocational education and training (IVET), is **Legea nr. 198 din 4 iulie 2023**. It sets out the general principles, rights, and obligations for education at all pre-university levels, including inclusion and non-discrimination:

- Guarantees **equitable access to quality education without discrimination** across all levels and forms of pre-university education. Discrimination on any prohibited basis (ethnicity, disability, socio-economic status etc.) is expressly forbidden.
- Explicitly includes **inclusive education as a core principle**, aimed at ensuring learning opportunities tailored to the needs of all learners, including those at risk of exclusion.
- The law frames the mission of schooling around enabling **integral personal development**, emphasizing cognitive, socio-emotional, civic and professional competences for every learner.

By embedding inclusion and non-discrimination at a system level, the law strengthens legal grounding for inclusive practices in vocational settings and supports the participation of learners from diverse backgrounds in VET mobilities and lifelong learning.

According to **Eurydice and OECD analyses** of Romanian VET reforms:

Major Policy Directions

- **Increasing access and attractiveness** of VET including dual education (school + workplace learning), with updated curricula and improved infrastructure under national and EU funding.
- **Strengthening dual education** and regional partnerships to better connect training with labor market needs and socio-economic inclusion.
- Expanding **work-based learning** opportunities to prepare learners for transitions to employment.

Inclusion-Related Reforms



- **Inclusivity is increasingly treated as a strategic goal** within broader reforms — not only through anti-discrimination norms, but also through curriculum modernization and flexible pathways that recognize diverse learning needs.
- Efforts to **transform VET pathways to be more flexible and equitable**, including second-chance education and recognition of non-formal and informal learning.

► *Impact for Erasmus+ VET Mobilities:* These reforms underpin stronger domestic systems that can support inclusive international mobility and make VET more accessible to learners from disadvantaged or under-represented groups.

Inclusive Education as Policy

The concept of inclusion in national law emphasises **both equality of access and tailored support**, including:

- Support for learners with **special educational needs**, socio-economic disadvantages, minority status (e.g., Roma), disabilities, or other marginalizing factors.
- State obligations for **psychopedagogical support, interventions and anti-discrimination measures** within schools.

At the **European level**, inclusive education is a priority under the EU's **Inclusive Education and Skills Agenda**, reinforcing access, equity, and quality across Member States.

Erasmus+ Strong Inclusion Focus

The **Erasmus+ 2021–2027 Programme** places **inclusion and diversity** as a central priority along with digital and green transitions. This includes:

- **Priority support for participants with fewer opportunities** (economic, social, learning difficulties, disabilities, etc.).
- Encouragement to **design mobility projects that remove barriers** and improve access to international opportunities for all learners.

Our school Practice Examples

- Projects implemented in our school VET sector involve **special education learners participating in transnational mobilities**, with tailored support and tutoring.

Context

Liceul Tehnologic Francisc Neuman (www.liceul-neuman.ro) is a technical school founded in 1948. Beginning with 01.09.2017, the county school network has been reorganized and our school “absorbed” the „Stefan Cicio Pop” Gymnasium whose students are in large majority belonging to the Roma community- 150 students

The challenge given by the primary classes and gymnasium included in the structure of our organization determines us to readapt, to improve and to understand diversity under its different forms.



There are 780 students in highschool and professional school who are prepared for a globalised European labor market distributed as follows:

Highschool

1. Profile Services, domain "Commerce", qualification Technician in acquisitions and contracting and domaine "Esthetics and hygiene of the human body", qualification Hairstylist;
2. Profile Technical, domaine Textile and leather industry, qualification Technician clothing designer and Technician in textile industry (evening school).
3. Profile Technical, domain Forestry, qualification Technician in Forestry and Forest Exploitation.

Professional school (3 years)

Domain „Esthetics and hygiene of the human body", qualification hairdresser-manicurist-pedicurist

Domain „ Manufacture of wood products", qualification Manufacture of wood products.

Gymnasium and primary school 150 students. They are in majority with SEN and coming from Roma ethnicity with socio-economical backgrounds.

The vast majority of our school's students (over 50%) come from precarious socio-economic backgrounds, with social problems and special educational requirements. 25% of primary and secondary school students have special educational needs. 80% of these students, at the end of the eighth grade, choose to continue their studies in our school on one of the profiles of the educational offer, both at high school and at the vocational school.

We have 85 teachers whose competences and skills offer a solid training; classrooms, laboratories, workshops, library, offering a rich learning environment. The main priorities of our development plan are the use of ICT in teaching, short and long term prevention of school leaving, partnerships with European organisations in the domain of education, equal opportunities for all students, good insertion on the labor market, improvement of learning results, socio-cultural inclusion of Roma students.

Inclusion at Liceul Tehnologic Francisc Neuman means to personalise the learning design and activities according to the needs of each child and involves: equal valorisation of all students, lowering the barriers to learning and participation, tackling the differences between students more that a resource that supports learning than a problem to be solved. It also means to organize a lot of extraschool and extracurricular activities, in order to shape beliefs, understandings, attitudes, norms and habits. This is mainly made with the support of 1 psychologist, 1 speech therapist and 2 teaching assistants specialized in primary and secondary school students. They work together to insert the 43 students with SEN in mainstream school.

Beside compulsory subjects, students take part in extraschool and extracurricular activities, in diverse projects, shaping beliefs, understandings, attitudes, norms and habits. There are used strategies to prevent school exclusion, models of curricular adaptations, personal intervention plans, diverse educational resources. Vocational counselling and guidance are offered to students and their parents to avoid difficulties of integration and adaptation to school and work, both in regard to the required expertise, both in relation to the motivational and relational aspects. Teachers have been using their ICT skills during study process and have improved their digital skills locally.



Every teacher needs to keep his/her practice under constant, critical review and adjust it in the light of students' outcomes. Education quality deserves instant attention so that improvements in educational outcomes effectively translate into greater career prospects for young graduates. Teachers are motivated to share their experience and to learn from European experience.

Problem and motivation

Our school identified several persistent challenges affecting the participation and success of students with Special Educational Needs (SEN) in vocational education and training (VET), particularly in learning contexts that require increased autonomy, mobility, and adaptability, such as Erasmus+ mobility projects.

Despite national and European policies promoting inclusive education, students with SEN often face **multiple barriers** in VET pathways, including:

- Limited access to **individualised learning and assessment approaches** adapted to their cognitive, emotional, or physical needs;
- Insufficient **teacher training in inclusive and special education methodologies**, especially within vocational and work-based learning environments;
- Reduced self-confidence, motivation, and social participation among SEN learners due to previous experiences of marginalisation or academic failure;
- Structural and organisational barriers that restrict SEN students' participation in **international mobility**, such as rigid curricula, lack of tailored support measures, and concerns related to safety, communication, and adaptability in a foreign environment.

These challenges resulted in **lower participation rates of SEN students in VET mobility programmes**, limiting their opportunities for skills development, employability, and social inclusion.

The motivation to change the educational approach emerged from both **institutional reflection and external drivers**.

At institutional level, we observed that traditional VET teaching methods and mobility preparation models were not sufficiently responsive to the **diverse learning profiles** of SEN students. There was a clear need to move from a deficit-based perspective to a **strength-based and learner-centred approach**, focusing on abilities, potential, and individual progress rather than limitations.

At policy level, recent developments in **national education legislation and Erasmus+ priorities on inclusion and diversity** encouraged the provider to rethink its practices. The emphasis on equitable access, reasonable accommodation, and participation of learners with fewer opportunities created both a **responsibility and an opportunity** to redesign educational and mobility frameworks in a more inclusive manner.

Furthermore, feedback from students, teachers, and parents highlighted the **transformative potential of inclusive VET mobilities**, especially in terms of:



- improving autonomy and self-esteem of SEN learners;
- enhancing transversal skills such as communication, teamwork, and problem-solving;
- supporting smoother transitions from education to employment.

The decision to implement change was ultimately driven by:

- The desire to ensure **equal access to quality VET and mobility opportunities** for all learners, including those with SEN;
- Recognition of Erasmus+ mobility as a powerful tool for **social inclusion, personal development, and employability**;
- The need to align institutional practices with **inclusive education principles** and contemporary VET reforms;
- A strong commitment to fostering a **supportive, adaptable and inclusive learning environment** that empowers SEN students to participate actively and confidently in both national and international contexts.

Description of the practical approach

Our school has decided to adapt and improve its educational approach and organization of VET mobilities to better meet the needs of students with Special Educational Needs (SEN) and those with reduced opportunities. In each generation of students in the school there is at least one student with SEN, who holds a Certificate of Professional Orientation issued by CJRAE, which required the development of systematic inclusion measures, not just punctual interventions. In addition: at least 30% of students come from precarious and disadvantaged socio-economic backgrounds; About 50% of students commute daily to get to school, which limits their access to extracurricular activities and additional educational experiences. These realities have led the school to rethink its policies for the selection, preparation and implementation of Erasmus+ VET mobilities.

Participants and roles

- Students with SEN and/or with reduced opportunities are the direct beneficiaries of inclusion measures and eligible participants in Erasmus+ VET mobilities.
- VET teachers have adapted teaching, assessment and mentoring methods, using flexible and student-centred approaches.
- The Erasmus+ project team (coordinator, selection, monitoring and support officers) reviewed the selection criteria and support mechanisms.
- The CJRAE provides the official framework for the recognition of the ESC and recommendations for educational guidance and adaptation.
- Host organisations abroad are selected based on their ability to provide safe, accessible and tailored practice environments to students' needs.

Implementation process



1. Revision of the selection criteria for Erasmus+ VET mobilities
Within the Erasmus+ VET accreditation held by the school since 2020, clear criteria have been introduced whereby:
 - students with few opportunities (SEN, precarious socio-economic status, commuting) receive additional scores;
 - The selection is based not only on academic performance, but also on motivation, personal progress and development potential.
2. Selection of host institutions
The choice of practice partners is made taking into account:
 - the degree of SEN, where applicable;
 - special situations (emotional adaptation, reduced autonomy, support needs);
 - the capacity of the receiving institution to provide tutoring, tailored tasks and safe working environments.
3. Adapted preparation of students for mobility
The training includes:
 - individualized orientation and counseling sessions;
 - adaptation of work materials;
 - clarifying your daily routine, tasks, and expectations to reduce anxiety.
4. Monitoring and support during mobility
Students benefit from:
 - constant mentoring from accompanying teachers;
 - permanent communication with receiving partners;
 - adapting practical activities according to the student's pace and abilities.

Resources used human resources:

- teachers trained in inclusive education, Erasmus+ project team;
- financial resources: Erasmus+ grants for inclusion and individual support;
- institutional resources: stable partnerships with EU VET organisations; adapted educational resources (visual materials, step-by-step tasks, individual feedback).

Timeline

- From 2020 to present: continuous implementation within the framework of Erasmus+ VET accreditation;
- annual: selection, training, mobility, evaluation and adjustment of inclusion measures;
- cyclical process of improvement based on feedback from students and teachers.

Number and profile of students with SEN/SEN affected each year:

- at least one pupil with SEN directly or indirectly participating;
- annually, more students with reduced opportunities (socio-economic, commuting) benefit from additional points and real access to mobility;
- Mobilities have a direct impact on the development of the professional, social and personal skills of the included students.



Using the Universal Design for Learning (UDL) principles

The approach adopted is aligned with the principles of Universal Design for Learning (UDL), by:

- offering multiple ways of involvement (motivation, emotional support, positive feedback);
- diversification of methods of presenting information (visual explanations, practical demonstrations);
- variety in the ways of expressing and evaluating the acquired competences.

This approach allows students with SEN and those with reduced opportunities to actively participate, realise their potential and benefit equitably from the Erasmus+ VET experience.

Accessibility

Physical accessibility

The school has implemented a series of measures to ensure equitable physical access to students with disabilities or specific needs:

- easy access to the building (adapted entrances, wide circulation spaces);
- Flexibly organised classrooms to allow student mobility and adaptation of practical activities;
- VET workshops configured in such a way as to allow safe work, with tasks adapted to the level of autonomy of the students;
- Scheduling activities takes into account students who commute daily, reducing physical overload and fatigue.

These measures contribute to the creation of a safe, predictable and friendly environment for students with disabilities or SEN.

Digital accessibility

The school uses accessible and flexible digital tools that support the participation of all students, including those with learning difficulties or disabilities:

- easy-to-use online educational platforms (e.g. Google Classroom, Edus), which allow asynchronous access to content;
- adapted digital materials: clearly structured documents, legible fonts, explanatory images, visual presentations;
- the possibility of access to materials from personal devices, for students who cannot permanently physically participate.

Digitalisation directly supports students with SEN, giving them control over the pace of learning.

Accessibility in the context of Erasmus+ VET mobilities

As part of the Erasmus+ VET mobilities:

- the practice environments are selected according to the degree of physical and pedagogical accessibility;



- the work tasks are adapted to the capacities of students with SEN;
- tutors in host organisations are informed and actively involved in supporting pupils;
- constant communication between the school, the student and external partners is ensured.

Through these accessibility measures:

- students with disabilities and SEN benefit from real chances of participation and success;
- physical, digital and educational barriers are reduced;
- an inclusive, safe and adaptable educational environment is promoted, in line with the Erasmus+ priorities on inclusion and diversity.

Results

Number of affected learners

Each school year, the inclusion measures implemented at institutional level have an impact on the **entire VET student community**, with direct benefits for learners with Special Educational Needs (SEN) and those with fewer opportunities.

- **In every student generation**, there is at least **one learner with SEN**, holding a **Vocational Orientation Certificate issued by the County Centre for Educational Resources and Assistance (CJRAE)**, who is directly involved in adapted learning and/or practical training activities.
- **At least 30% of students** come from disadvantaged socio-economic backgrounds and benefit from additional educational support and equal access to VET activities and mobility opportunities.
- **Approximately 50% of students** commute daily to school; flexible organisation of learning activities helps maintain participation and reduces the risk of early school leaving.
- Within the framework of the **Erasmus+ VET accreditation held by the school since 2020**, learners with fewer opportunities are included every year in international mobility activities as direct beneficiaries of inclusive selection criteria (at least 30%).

How learners are affected

The implemented measures lead to **clear and measurable progress** in several areas:

- **Educational impact** – increased active participation in classes and practical training activities;
- **Professional impact** – acquisition of relevant VET competences adapted to each learner's abilities and potential;
- **Personal and social impact** – increased self-confidence, autonomy and teamwork skills;
- **Motivational impact** – reduced absenteeism and higher motivation to complete studies and pursue employment.



For learners with SEN, participation in Erasmus+ VET activities has had a particularly strong impact on **autonomy, adaptability and social inclusion**, helping them overcome initial barriers related to mobility and new learning environments.

Example from VET practice

– Erasmus+ VET mobility

Learners selected with additional points for fewer opportunities took part in international mobility placements, benefiting from:

- adapted tasks at the hosting organisation;
 - continuous mentoring and guidance;
 - individualised feedback.
- The experience resulted in higher self-esteem, clearer career perspectives and strengthened vocational competences.

The best practice is Mara Oprea who participated in a long-term mobility (90 days) in Spain, Granada, where she did an internship in a protected workshop in the field of textile industry, a field in which she trained for 4 years of high school. Upon returning to the country, she continued to use the skills she had acquired and, with the support of her parents and family, within the INETGRA association, she organizes workshops such as sittings through which she encourages those within the association to develop skills of manual work, sewing/embroidering traditional seams. This mobility has developed her self-confidence, motivation to adapt, autonomy. In the last four years, after graduating from high school, Mara Oprea has constantly participated in educational, cultural and sports activities, which have contributed to her personal, social and professional development. These include:

- Participation in Special Olympics, in competitions and activities dedicated to promoting inclusion, fair play and developing motor and social skills;
- Participation in thematic exhibitions, in which she was actively involved in presenting the works made within the activities;
- Fashion shows and parades, organized in cultural contexts, where she contributed to the promotion of creativity, personal expression and teamwork;
- Other educational activities, carried out in partnership with local institutions, with a focus on inclusion, creativity and active participation.

Participation in these activities has supported the development of self-confidence, social skills, team spirit and active involvement in the life of the community, contributing to the integration and enhancement of its potential.

Overall impact

The results demonstrate that:

- inclusive approaches in VET are both **feasible and effective**;
- learners with SEN and fewer opportunities can successfully participate in VET activities and international mobility;



- UDL-based teaching and individualised support have a **long-term positive impact** on learners' educational and professional pathways.

Work-Based Learning and Transition to Employment

Work-Based Learning (WBL) is a key component of the school's VET provision and a central element of Erasmus+ VET mobility placements. Learners participate in **structured practical training periods** in national and international host organisations, selected according to vocational profile, accessibility criteria, and individual learning needs, including those of learners with SEN or fewer opportunities.

Each mobility placement is based on **formal agreements with host organisations**, clearly defining learning outcomes, tasks, duration, and health and safety measures. Learners are supported through a **dual mentoring system**, involving a workplace mentor in the host organisation and a school tutor who monitors progress and provides continuous support.

Erasmus+ mobility placements enhance learners' vocational, social, and transversal skills, increase job readiness, and facilitate a smoother transition from education to employment, with several learners continuing collaboration with host organisations after completion of the mobility.

Outcome Indicators (0, 6, 12 months)

0 Months – Baseline

- Participation rate in VET mobility selection process (number of applicants, including learners with SEN and fewer opportunities).
- Initial assessment of skills and competencies before mobility or WBL placement.
- Learner satisfaction baseline (motivation, confidence, expectations).
- Documentation: registration forms, baseline skills assessment, inclusion and mobility checklists.

6 Months – Midline

- Completion of mobility or WBL placement (attendance, task completion, engagement).
- Progression to practical skills acquisition (competence development in VET context).
- Retention in educational program (ongoing participation, engagement in school activities).
- Satisfaction monitoring through surveys and mentor feedback.
- Documentation: progress reports, mentor evaluation forms, feedback surveys.

12 Months – Follow-up



- Transition to employment or further WBL opportunities (percentage of learners securing apprenticeships, internships, or jobs).
- Skill retention and progression (vocational and transversal competences).
- Long-term satisfaction and confidence levels (learner reflections, surveys).
- Documentation: follow-up interviews, certificates of completion, employment/placement records, final reports.

Monitoring Process: Data is collected continuously through attendance, mentor and teacher evaluations, surveys, and documentation of tasks completed. Effects are reviewed at 6 and 12 months to adjust support measures for future cohorts, ensuring inclusion and maximising outcomes for learners with SEN and fewer opportunities.

Sustainability

Starting with 2016 when we received VET Chart and continuing in 2020 with VET accreditation. The VET Accreditation ends in 2027, meaning that this is a sustainable methodology

Transferability

Minimum Conditions

To replicate this practice, another VET provider should have:

1. **Accreditation for VET mobilities** (KA121 or KA122).
2. **Existing partnerships with employers or host organisations** (national and international) for work-based learning.
3. **Mechanisms for identifying learners with SEN and/or fewer opportunities** (e.g., certificates from CJRAE or other guidance bodies).
4. **Staff trained in inclusive education and mentoring**, able to adapt teaching and supervision for diverse learning needs.
5. **Commitment to Universal Design for Learning (UDL) principles** and flexible curriculum adaptations.

Key Steps

1. **Needs Assessment:** Identify learners with SEN, from disadvantaged backgrounds, or with fewer opportunities.



2. **Selection Criteria & Procedures:** Develop inclusive criteria for mobility participation (extra points for learners with reduced opportunities).
3. **Partner Selection:** Choose host organisations able to provide accessible, safe, and supportive placements.
4. **Preparation & Orientation:** Prepare learners for mobility/WBL, including mentoring, skills guidance, and cultural/linguistic preparation.
5. **Mobility & Mentoring:** Assign dual mentors (school tutor + workplace mentor) and monitor progress.
6. **Monitoring & Evaluation:** Collect data on participation, completion, skills acquisition, satisfaction, and transition to employment.
7. **Feedback & Improvement:** Use results to adapt processes for future cohorts.

Roles

- **VET Coordinator / Erasmus+ Project Manager:** Oversees the program, manages selection criteria, partnerships, and monitoring.
- **Teachers / Tutors:** Provide preparatory training, mentoring, and follow-up support.
- **Mentors at Host Organisation:** Guide learners during WBL or mobility placement.
- **Administrative Staff:** Maintain documentation, agreements, and reporting.

Resources & Time Needed

Resources:

- Human: teachers, tutors, mentors, coordinators.
- Financial: Erasmus+ grants, travel/accommodation support, training materials.
- Material: accessible classrooms, digital platforms, assistive technology, adapted learning materials.

Timeframe (typical for one mobility cycle):

- Preparation & selection: 2–3 months
- Mobility / placement: 2–12 weeks (can vary by programme)
- Follow-up & evaluation: 1–2 months

By following these conditions, steps, and allocating appropriate staff, materials, and time, **other VET providers can replicate this inclusive approach**, ensuring **equal access to work-based learning and international mobility for learners with SEN and fewer opportunities**.



Cost efficiency

Cost efficiency was achieved through several measures:

- Erasmus+ funding targeted to learners with SEN and fewer opportunities, ensuring equitable support.
- Advance planning of travel, accommodation, and subsistence reduced costs (group bookings, shared accommodation).
- Existing school infrastructure (workshops, classrooms, digital platforms, assistive technology) was fully utilized.
- Teaching staff and mentors already employed by the school provided guidance, avoiding extra personnel costs.
- Partnerships with employers/host organisations leveraged standard VET cooperation agreements without additional expenses.
- Preparatory sessions, mentoring, and orientation were integrated into the school curriculum, maximizing impact at minimal cost.

Success Factors

- Strong **leadership support** ensured inclusion was a school priority and resources were allocated effectively.
- Staff received **training in inclusive pedagogy and mentoring** for learners with SEN or fewer opportunities.
- **Long-term partnerships** with employers, host organisations, and educational institutions facilitated safe, high-quality WBL and mobility placements.
- Targeted **Erasmus+ funding** supported travel, accommodation, and additional mentoring for learners with reduced opportunities.
- **Efficient use of school resources**, including workshops, digital platforms, and assistive technologies, complemented external funding.
- Continuous **monitoring, feedback, and knowledge exchange** ensured the practice remained effective and sustainable.

Challenges and Solutions

1. Attitudinal Challenges

- **Obstacle:** Some staff or partners initially underestimated the abilities of learners with SEN or fewer opportunities.
- **Solution:** Awareness-raising sessions, inclusion workshops, and staff training helped shift perspectives. Continuous mentoring and success stories from previous mobilities reinforced confidence in learners' potential.

2. Logistical Challenges



- **Obstacle:** Organising mobility placements for learners with diverse needs, including SEN, commuting students, or those from disadvantaged backgrounds.
- **Solution:** Detailed planning, flexible scheduling, and prior visits/assessments of host organisations ensured accessibility. Dual mentoring (school tutor + workplace mentor) provided tailored support during mobility.

3. Budget Constraints

- **Obstacle:** Limited funding for travel, accommodation or additional mentoring.
- **Solution:** Efficient allocation of Erasmus+ funds, shared accommodations and integration of preparation sessions into regular curricula minimized extra costs.

4. Procedural Challenges

- **Obstacle:** Complex administrative procedures for mobility selection, agreements with host organisations, and compliance with inclusion criteria.
- **Solution:** Clear, step-by-step procedures were established, including standardized agreements with host institutions, transparent selection criteria with bonus points for learners with fewer opportunities, and centralized documentation for monitoring and reporting.

Result: By proactively addressing these challenges, the initiative successfully created an **inclusive, accessible, and high-quality mobility experience** for all learners, particularly those with SEN and fewer opportunities.

Reason for Selecting the Practice for WIN

This inclusive Erasmus+ VET mobility practice deserves recognition on the W.I.N. list because it **demonstrates measurable results, aligns with W.I.N. goals, and is highly transferable:**

1. Demonstrated Results:

- Proven improvement in participation, retention, and completion for learners with SEN and fewer opportunities.
- Positive impact on vocational, transversal, and social skills, with several learners successfully transitioning to work-based learning or employment.

2. Alignment with W.I.N. Goals:

- Promotes **inclusive education, social equity, and equal access to mobility opportunities.**
- Enhances learner autonomy, confidence, and employability, reflecting the W.I.N. vision of **innovative, impactful, and inclusive practices.**

3. Quality Evidence:



- Supported by documented monitoring of participation, learning outcomes, mentor feedback, and follow-up surveys.
- Transparent selection criteria, structured mentoring, and rigorous evaluation underpin the reliability of results.

4. Scalability and Transferability:

- Can be replicated by other VET providers across Europe using **existing accreditation frameworks, partnerships, and inclusive pedagogical methods.**
- Flexible design allows adaptation to local contexts, different learner profiles, and various vocational sectors.

Conclusion: The practice combines **high impact, evidence-based outcomes, inclusivity, and scalability**, making it a strong candidate for the W.I.N. recognition.

Contacts for more information and/or references

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