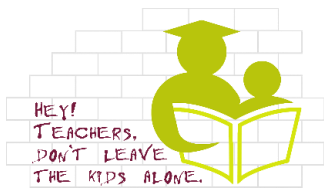


HEY!
TEACHERS,
DON'T LEAVE
THE KIDS ALONE.

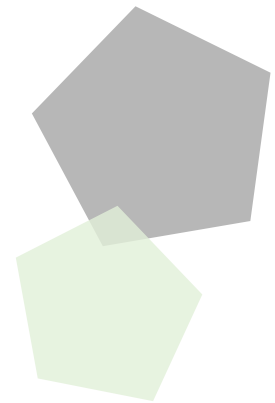
PROTOCOL



PROTOCOL
- 2 -

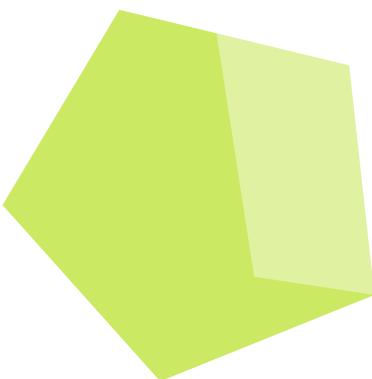
Erasmus + KA2 Strategic Partnership

School Education



Hey, Techers! Don't leave the kids alone

The Protocol



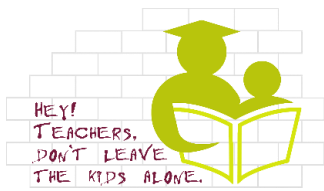


Table of Contents

Introduction..... 5

The Project 8

 The Project's objectives 8

 The Expected results 9

The Protocol 10

 The importance of the education in EU 10

 The Protocol's objectives 11

Inclusive Education Certification Regulation 13

 Introduction 13

 Purpose and field of application 13

 Reference documents and definitions 14

 Conditions for the concession and maintenance of certification 14

Certification of competences procedure..... 15

 How to request Certification from Primary School Teachers in Inclusive Education 15

 Phase 1: Document verification..... 15

 Phase 2: Assessment and verification of skills 16

 Exam and Competences assessment 16

 Independent Evaluation of the Certification Re-Examiner 17

 Findings 17

 Grant of certification of Competences 18

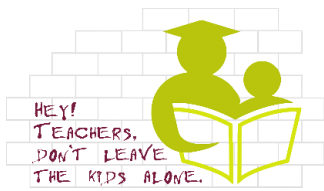
 Maintenance and monitoring 18

Modification, extension and/or reduction of the granted certification of the competences .. 19

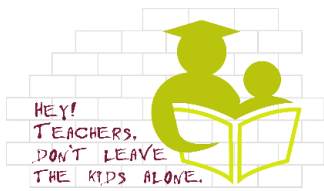
Validity and renewal of the certification contract 20

Waiver, suspension and revocation of the certification..... 20

 Waiver..... 20



Suspension	21
Revocation	21
Claims, complaints, appeals and disputes	22
Claims	22
Complaints and appeals	22
Processing of personal data and authorization for use	23
ANNEX I Certification of Competences Request	24
Annex II Certification Scheme in Inclusive Education	26
Annex III Inclusive Education Certified Competences List	29
Annex IV Deontological Code	33
Annex V Certification Contract and consents	34
Annex VI Template of the Exam for the Primary School Teacher	36



Introduction

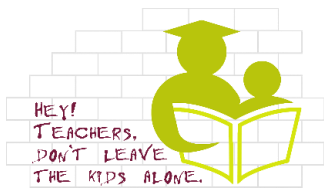
The education is one of the five deadline targets of the Europe 2020 Strategy (http://ec.europa.eu/europe2020/index_en.htm): *“In the period up to 2020, the primary goal of European cooperation should be to support the further development of education and training systems in the Member States which are aimed at ensuring:*

- a) the personal, social and professional fulfillment of all citizens;
- b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue” (Council Conclusions, 2009, (p. 3).

The importance of the education paths is underlined also in the Council conclusions on a Strategic Framework For European Cooperation in education and training (ET 2020) that sets out four strategic objectives for education and training in the coming decade:

- a) “Lifelong learning and mobility need to become a reality with education and vocational training systems being more responsive to change and to the wider world.
- b) The quality and efficiency of education and training need to be improved by paying greater attention to raising the levels of basic skills such as literacy and numeracy, making mathematics, science and technology more attractive and strengthening linguistic abilities.
- c) Equity, social cohesion and active citizenship need to be promoted so that all citizens, irrespective of their personal, social or economic circumstances, can continue to develop job-specific skills throughout their lifetime.
- d) Creativity and innovation, including entrepreneurship, should be encouraged at all levels of education and training since these are key drivers of sustainable economic development. In particular, individuals should be helped to become digitally competent and to develop initiative, entrepreneurship and cultural awareness” (<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:ef0016&from=EN>).

In order to achieve these objectives, it is necessary that the educational paths match with the learners’ and teachers’ needs as well as with the trend of social change. According to the analysis on the new social challenges, both the needs of the learners and trainers and the trend of social



change are changing; for these reasons, the educational paths also have to be modified and improved with innovative methodologies and practical tools especially for the management of students (and their families) in social/relational difficulties.

Indeed, these new methodologies and tools have to be based on the learners' and teachers' needs as well as on the trend of social change in order to provide the best education approaches.

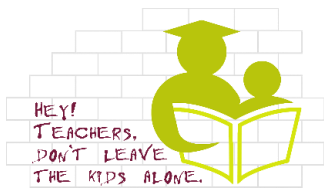
These trends apply to:

- Family changes and the arrival of new type of families, more complex and with more members;
- Evolution of educational and existential styles;
- Diversification of cultural context;
- Extension of the gap between rich and poor people and the crisis of middle class;
- New learning approaches and educational disadvantage.

Each of these trends, deeply connected to each other, is part of a specific social context – about liquid modernity, outlined by Bauman – that have largely lost its traditional networks of cohesion and cooperation, intensifying individualistic deviations that damage the basis of democracy and peaceful coexistence (Todorov). In this context, the school is one of the main pillar against the process of social molecularization but, in order to act efficiently, must be able to engage with different interlocutors than those of the past and different from each other for many reasons: needs, expectations, values, training models.

According to the Report on the 2008 International Conference on Inclusive Education, in fact, the: *“Inclusive education is based on a series of conceptions and values regarding the type of society to be built and the ideal person to be developed. If we want to have more inclusive societies, which are more peaceful and respectful of differences, it is essential that students have the opportunity to develop and experience these values in their education, whether in schools or non-formal settings”* (p. 11).

It can be seen that thinking has moved on beyond the narrow idea of inclusion as a mean of understanding and overcoming a deficit and it is now widely accepted that it concerns issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement (Ouane, 2008).

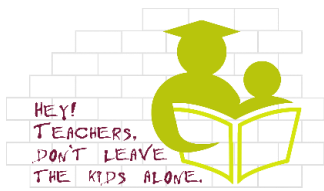


The project *Hey Teachers, Don't leave the kids alone* is based on the idea to create specific training tools to enable teachers to engage directly, at least potentially, with each student (especially with those at risks of exclusion for social or economic reasons, or for cognitive or physical disabilities) and each family in individual and group way, to reconnect this relationship into networks of exchange and social cohesion to take them away to their solitude and/or prevent the risk that they establish new types of solitude in their scholastic experience.

This dual ability to welcome/receive, through enhancing practices of individualization and the connection of individual differences, is the essential requirement of every inclusive school, able to reflect the evolution of the needs traditionally attributed to the deficit area.

The aim of the project is to empower both: teachers engaged in children education and students (together with their families) in practical skills that allows them to handle daily challenges more effectively and enhance their ability of inclusion and their level of social wellbeing in a sustainable way.

Moreover, in this framework, the project's added value is the creation of this "Protocol" containing the procedures and logistic aspects as a guide for the validation and certification of these specific skills, knowledge and competencies.



The Project

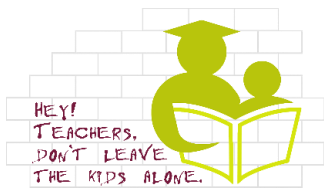
The Project's objectives

The project's objectives are:

- To examine the needs of educators and learners in particular, to assess their baseline level of social wellbeing in their scholastic experience;
- To publicize the awareness that inclusion and social wellbeing is a necessary foundation for effective teaching and learning;
- To provide tools and methodologies for staff and learners engaged in children education to:
 - i. manage the negative effects given by social changes;
 - ii. promote their own and their students and families inclusion;
 - iii. enhance their communication skills;
 - iv. increase their students self awareness (of their values, needs, emotions, thoughts and patterns of behavior);
 - v. regulate their emotions effectively;
 - vi. motivate the target groups more effectively;
- To produce high quality resources for professionals in education;
- To increase social cohesion of students, their families and educators in their scholastic experience;
- To promote inclusion of disadvantaged subjects;
- To contribute to the reduction of early school leaving through an improved students motivation;
- To create a scheme of competencies that enable inclusion in schools, as a guideline for the validation of these competencies, and to promote them at institutional level.

Target groups:

Primary schools, teachers, students and their families.



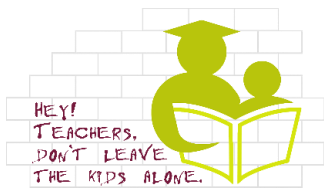
The Expected results

The expected results of the project are:

- a) raising awareness of the importance of inclusion and social wellbeing and families/schools relationship in educational paths;
- b) building the ability of teachers to engage directly with each student and each family in an individual way, (to reconnect this relationship into networks of exchange and social cohesion to take them away to their solitude and to prevent the risk that they establish new types of solitude in their scholastic experience). It is expected to transfer, in a first step, to 12 primary school teachers (2 per partner), the inclusive competencies provided by the use of the new training tools. Considering a so called "cascade model" effect, these teachers will transfer to other 10 colleagues these competencies (at the end of the project, the teachers trained will be 120);
- c) providing training tools to ensure optimal inclusive social and learning environment; (it is expected an use of approximately 2500 training tools, from schools and teachers in the partner countries involved and in general in Europe);
- d) creation of a more inclusive school structure model, and a more inclusive model of learning environment” easily transferrable.

The tangible expected project’s results (Intellectual Outputs) are:

- Intellectual Output 1 – Transnational Analysis / Research;
- Intellectual Output 2 – Training tools;
- Intellectual Output 3 – Protocol;
- Intellectual Output 4 – Electronic resources for teachers, families and students.



The Protocol

The importance of the education in EU

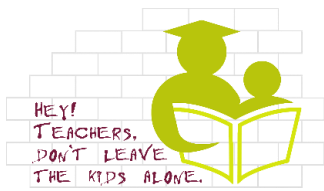
An issue concerning the adequacy of training approaches used by primary school's teachers with relation to the main trends of social change in progress, needs common Europe-wide answers and a common approach at European level. The sharing of experiences, points of view and best practices is the basic tools for a social and cultural development of the territories, and only a consolidated exchange of good models or tools to be applied transregionally over Europe will produce an overall improvement of the educational system.

Moreover it would not be possible to approach this topic in just one country in order to draw conclusions and results that could be used at European level. The fight against new form of social disadvantages, the promotion of inclusion in through education and competitiveness of educational system are subjects of European interest (and the causes are not linked to a specific country) and a wider impact, could be ensured by the involvement of several European countries focused on finding joint solutions to the issue.

Indeed, as UNESCO and UNICEF (2007) have stated: *“The right to education requires a commitment to ensuring universal access, including taking all necessary measures to reach the most marginalized children. But getting children into schools is not enough; it is no guarantee of an education that enables individuals to achieve their economic and social objectives and to acquire the skills, knowledge, values and attitudes that bring about responsible and active citizenship”* (p. 27)

Rights-based, inclusive education for all learners needs a holistic approach and this requires a view of teachers as more than deliverers of content. As UNESCO (2008) states: *“Applying a rights-based approach to education in order to move towards inclusion will require comprehensive school system reform including modification of constitutional guarantees and policies, **curricula, teacher training systems, materials, learning environments, methodologies, resource allocation, etc.** Above all, it will require a change in attitudes of all people, throughout the system, to welcome diversity and difference and see these as opportunities rather than problems”* (p. 29).

According to these indications, the project partners have developed **teacher trainings, materials, methodologies, resources, tools, etc.**, summarized in IO1 and IO2, in order to contribute to improve the European school system in terms of “inclusive approach” by providing and ensuring social, physical and emotional well-being for teachers, students and families.



Furthermore, this “**Protocol**” represents the specific tools that describes the path to certificate the inclusive competences of the primary school teachers and can be spread in all European countries and can be easy adapted to each local school system.

The Protocol’s objectives

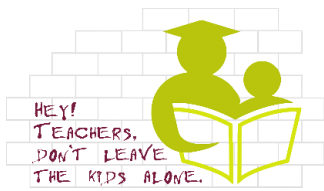
The “**Protocol**” aims to create a specific and clear validation and certification path of the skills and competencies related to the inclusive learning approaches and training tools developed during the previous phases of the project (IO1 and IO2).

It will be a guide and/or a procedural document for the validation and certification of the skills, containing the procedures and the logistic aspects of the certification of the inclusive education competences.

The “**Protocol**” is based on the EQF (European Qualifications Framework), and within this framework it is created a scheme for the validation of the above-mentioned competencies. A certification of competencies organization, that has created this methodology for the certification of skills acquired in non-formal contexts, will support the users of Protocol to get the certification (as it is explained in the “Part 3 – Guide for the Certification”).

The Protocol, therefore, is focused on one of the five objectives of the strategic framework of Europe 2020, “education and social inclusion”, by contributing:

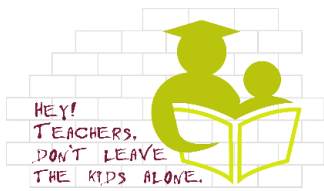
- To fulfill the inclusive education’s principles in order to overcome situations of disability, disadvantage and marginalisation, in order to ensure fairness and promotes democratic principles of social cohesion, active citizenship and intercultural dialogue;
- To guarantee all citizens the acquisition of basic skills and the conditions to fully realize one’s learning potential in a lifelong learning perspective, in order to increase the employability and the sustainable economic growth;
- To implement and strengthen an inclusive school context in order to foster the improvements for all students and an overall growth in the quality of the whole school system.



This Protocol contains the **guide for the validation and certification of specific skills and competencies** arose from project's activities as necessary skills for the application of the inclusive learning approach developed and harmonized in Training reported in IO2 and in the Annex III of this document.

This Protocol is a specific document that provides to teachers a clear procedure to obtain the Certification in Inclusive Education.

The following Rules were harmonized and drawn up with by **ICEP s.r.o.** (<http://iceponline.com/>) advices. These Rules follow the EU regulations, so each partner can refer to other Certification Bodies in other EU countries.



Inclusive Education Certification Regulation

Introduction

This Inclusive Education Certification Regulation describes the activities envisaged by a CERTIFICATION BODY for teachers' certification and the consequent modalities for the maintenance over time of this certification.

Primary School Teacher can apply for certification and maintenance of it in the time. It is subject to the ability to demonstrate the possession of the requirements of the chosen Certification Scheme (Inclusive Education in this case) and, if any, to the mandatory regulatory requirements for that professional figure.

The acceptance of the Certification of Competences Request of Primary School Teachers in Inclusive Education (Annex 1) is linked to evaluation and the unquestionable decision of CERTIFICATION BODY.

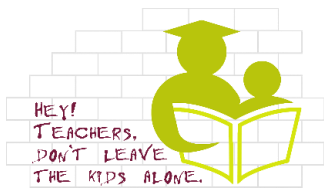
CERTIFICATION BODY does not provide any consultancy service or training and / or training activities that are in conflict of interest with the Inclusive Education certification activity.

Purpose and field of application

This Certification Regulation describes the methods adopted by a CERTIFICATION BODY to assess the teacher's compliance with the Inclusive Education Certification Scheme (for Primary School Teachers in this case). After the granting of certification, the Teachers will be inscribed in the Register of Certified Primary School Teachers specialized in Inclusive Education.

This Regulation is binding for both the Parties (CERTIFICATION BODY and the Teachers).

This Regulation also defines assessment methods and conditions for the granting, monitoring, extension, reduction, suspension, revocation and waiver of Inclusive Education certification.



Reference documents and definitions

Reference documents and definitions are:

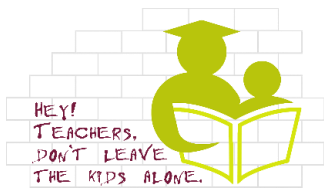
- the Inclusive Education Certification Scheme (Annex 2);
- any national, European and / or international rules and laws referred to in the Certification Scheme in Inclusive Education.

Conditions for the concession and maintenance of certification

Primary School Teachers, without any discrimination for nationality, sex, religion, race and political orientation, can submit Certification of Competences Request in Inclusive Education (Annex 1) and, if accepted by the CERTIFICATION BODY (after ad-hoc examination), they can get the Certification.

To obtain and maintain certification over time, the Teacher must:

- a) identify and comply with all the requirements specified in the Inclusive Education Certification Scheme (Annex 2);
- b) provide CERTIFICATION BODY with any necessary and mandatory information and / or documents;
- c) respect, even over time, all the provisions of the Inclusive Education Certification Scheme (Annex 2);
- d) keep the conditions for the entire period of validity of the certification;
- e) in case of complaints, provide CERTIFICATION BODY with all information and / or documents necessary for the correct management and resolution of them;
- f) undertake to use the certificates and / or logos and / or CERTIFICATION BODY certification marks in a proper way, as explained in this document;
- g) respect the deontological code unconditionally (see Annex 4) read and accepted by signing the Certification of Competences Request (Annex 1).



Certification of competences procedure

How to request Certification of Competences from Primary School Teachers in Inclusive Education

Teacher, who wants to obtain the Certification of Competences, must make a specific written request to CERTIFICATION BODY (Certification of Competences Request – Annex 1), which must be dated, signed and transmitted to CERTIFICATION BODY, with all the attachments.

The signing of the Request implies acceptance of the procedures for the use of certificates and / or logos and / or certification marks and the deontological code.

Once the Request has been received, CERTIFICATION BODY proceeds to carry out a preliminary examination, informing the Teacher of the acceptance or refusal of the Request. The Certification Body can request additional documentation, in order to gain more useful information to the assessment.

It is also possible to request CERTIFICATION BODY support for the correct completion of the Certification of Competences Request.

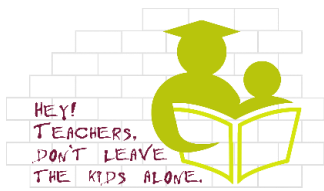
Phase 1: Document verification

Once received the Request with all the required documentation, CERTIFICATION BODY starts the verification procedure.

In the case of lack of documentation, a formal request is sent by mail or fax to the Teacher, who has 10 working days to provide for the integration.

CERTIFICATION BODY, after receiving all the complete documentation, provides the reject or the acceptance of the request by giving an official communication by mail or fax to the Teacher with the related reasons.

In the case of rejection, the Teacher may ask to re-examine the decision by giving detailed explanations of the re-examination request. If the reasons are deemed acceptable, CERTIFICATION BODY can re-evaluate the Certification of Competences Request by confirming or modifying the decision taken. In the latter case, the decision is final.



Phase 2: Assessment and verification of skills

Phase 2 of verification is carried out under the direct responsibility of the Examiner, delegated by the Certification Body.

This phase consists in the verification, by the Examiner, of the truthfulness of all the information contained in the Certification of Competences Request and in the enclosed documents, through telephone interviews or "face-to-face" with Institutes, Universities, organizations, companies, bodies and / or organisms, etc. or even through research and / or by directly interviewing the Teacher.

The Teacher must accept and authorize CERTIFICATION BODY to contact organizations and / or persons mentioned in the documentation provided.

The purpose of this phase is to ascertain the truthfulness of information and to assess the Teacher's competences.

At the end of this evaluation process, the Examiner can either express a positive opinion or carry out additional surveys.

Exam and Competences assessment

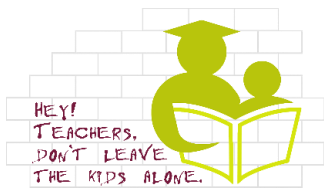
The Exam and Competences assessment are parts of the second Phase of the certification process. It is carried on by the identified Examiner and monitored by CERTIFICATION BODY staff (Witness).

The exam has the aim to evaluate the Competences of the candidate related to the use of his specific knowledge, skills and tools in the Inclusive Education, as explained in the Certification Scheme and in the Competences List (Annex III).

The exam is conducted by the Examiner assigned by CERTIFICATION BODY.

The exam is divided into two parts: one written and one oral. The written test consists of some questions (usually 20), related to the Inclusive Education Certification Scheme.

The oral examination, after the written test, consists of an interview with the Examiner in order to ascertain the real Competences of the Teacher. The exam can be carried out either in the



classroom or remotely with video mode (eg skype video) and always in the presence of CERTIFICATION BODY (Witness) supervisory staff.

During the exam, it will be ensured the independence and impartiality of the Examiner and the Witness. Each part of the exam (written and oral) provides a score, it is possible to access the oral part only if the Teacher passes, in the written exam (each Certification Body applies a specific evaluation method).

The examination is considered to be passed if the Teacher obtains a minimum score, established by each Certification Body, both in written and in oral exam.

The Examiner and CERTIFICATION BODY staff will guaranty the correct management of the exam, such as:

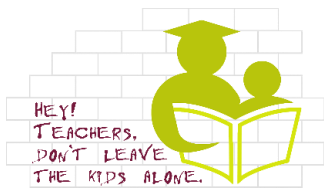
- ensures compliance with all health and safety requirements;
- verify that any need for special assistance beforehand request is met;
- illustrates the methods of conducting the exam (written and oral) and the criteria for passing them.

Independent Evaluation of the Certification Re-Examiner

The evaluation and ratification activity is carried out by a Re-Examiner that - after having examined the entire documentation of the first evaluation - who ratifies or not the Examiner's assessment.

Findings

The results of all the phases of verification and evaluation (Phase 1 and Phase 2) conducted by the Examiner and the Re-Examiner are kept in electronic form for a period of at least 5 years. Security backup are systematically carried out.



Grant of certification of Competences

The achievement of the certification is communicated by CERTIFICATION BODY to the Teacher. Granted the certification, the Teacher will be included in the Register of CERTIFICATION BODY- Register of Certified Primary School Teachers specialized in Inclusive Education. This information from now on becomes public.

Together with the Certificate of Competences, the CERTIFICATION BODY logo and / or mark is sent to the certified teacher in electronic format.

The issued Certification of the Competences is valid for THREE years from the date of issue and is subject to annual surveillance activities in correspondence with the interim annual deadlines.

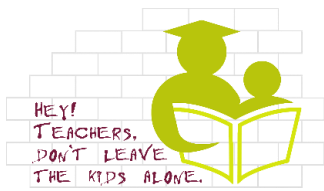
At the end of the three-year period of validity it is necessary to fill in and send again the Certification of Competences Request only for the necessary parts (personal data, registration of activities related only to the last three years), before the expiration of the Certificate of Competences validity.

The process of evaluation and granting of renewal is exactly the one described up to now with the only difference that the written and / or oral examination is re - carried out only in the case of a new edition of the reference standards.

Maintenance and monitoring

During the entire period of validity of the Certificate of Competences issued, CERTIFICATION BODY will conduct control and monitoring activities in order to verify the maintenance of compliance with all the requirements of the Inclusive Education Certification Scheme. If, during the period of validity, discrepancies emerge from the requirements defined by the Inclusive Education Certification Scheme, the CERTIFICATION BODY certified teacher must comply with the instructions to keep the certification.

Failure to comply with the commitments will cause the temporary suspension, reduction or revocation of the issued Certificate of Competences.



Modification, extension and/or reduction of the granted certification of the competences

At any time the Teacher can request to modify the certification of the Competences. For this purpose, it is necessary to complete the Certification of Competences Request in the necessary parts and send it to CERTIFICATION BODY enclosing the additional documentation aimed at objectifying the possession of the requisites.

Once the request has been received, CERTIFICATION BODY carries out the verification activities according to the previously described procedures and communicates whether the modification and / or the extension and / or the requested reduction can be granted. Due to the reduction of a certification, the Teacher is required to:

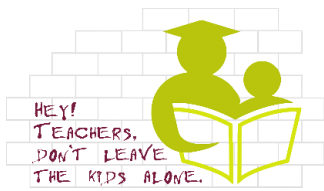
- return the original of the certificate of Competences, ie in the case of temporary reduction, do not use the certification and / or logo and / or certification mark during the reduction period;
- delete documents that refer to the certification currently in force with the specific area before the reduction;
- do not use the certification outside the scope specified in the certificate following the reduction.

Modification of rules, guidelines, regulations and laws in the context of Inclusive Education Certification Scheme

The CERTIFICATION BODY will implement the appropriate actions to ensure the validity of certification, if the Certification Scheme and the Regulations are modified by:

- changes in the professional and / or legal status of the CERTIFICATION BODY;
- directives, regulations and laws in the framework of Inclusive Education.

The Teacher, for the aforementioned changes, must adapt and acknowledge all the requirements modified in the times and methods deemed appropriate and / or envisaged.



Validity and renewal of the certification contract

The Certification Contract and the Certification of Competences are valid for three years and runs from the date of submission of the Request.

After this period the Teacher has to send a new Request, completed in the necessary parts, and send it to CERTIFICATION BODY, following the instruction above mentioned.

Once the request has been received by CERTIFICATION BODY, the staff and the Examiner carry out the verification and evaluation activities.

The obtainment of the renewal of the certification is communicated by CERTIFICATION BODY to the Teacher.

Waiver, suspension and revocation of the certification

Waiver

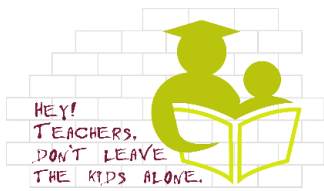
Certified Teacher may waive the Certification of Competences in the following cases:

- if the teacher does not accept any changes to these Rules;
- if the teacher does not accept any changes introduced by CERTIFICATION BODY in the Inclusive Education Certification Scheme;
- at any time depending on teacher' needs.

The Teacher must communicate in writing (mail or fax) his own decision within three months from the date of notification of the changes by CERTIFICATION BODY.

The teacher until that moment will:

- give back the Certificate;
- no longer declare the possession of the certification of Competences and delete from all documents any reference or symbol relating to this;
- immediately cease the use of the certificate and / or logo and / or certification mark and the distribution of any material.



Upon receipt of the waiver, CERTIFICATION BODY provides immediately to:

- delete the Certificate of Competences;
- delete the teacher from the Register of Certified.

Suspension

The validity of the Certification can be suspended by the CERTIFICATION BODY in the following cases:

- if the certified teacher has misused the certificate and / or logo and / or certification mark;
- if the certified teacher has not put in place suitable corrective actions, required by CERTIFICATION BODY;
- if the certified teacher does not send, during the annual assessment phases, the documentations required or send incorrect documentation.

The suspension is communicated to the certified teacher in writing by mail or fax, specifying the conditions and the deadline for the restoration of the certification.

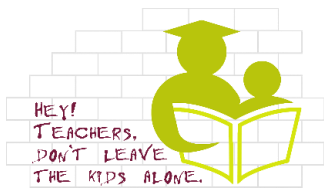
During the suspension period, the certified teacher cannot use the certificate and / or the logo and / or mark on the documentation, nor use the Certificate of Competences in any form. The suspension can also be the consequence of an agreement between a certified teacher and CERTIFICATION BODY; in any case it is formally notified by CERTIFICATION BODY by mail or fax.

The suspension does not change the validity period of the certification.

Revocation

The revocation is decided and communicated in writing, by mail or fax, to the certified teacher, in the following cases:

- when the causes that led to the suspension of the Certificate of Competences are not removed within six months;
- in the presence of violation of the deontological code (Annex 4);
- ascertained non-compliance with the provisions of this document and the annexes;
- for sending false and / or counterfeit documentation;
- for misusing the certification and / or the logo and / or the trademark.



Following the revocation, the teacher undertakes to:

- Give back the original of the Certificate of Competences;
- Do not use the Certificate of Competences and immediately cease using the logo and / or certification mark by removing them from all documents.

Withdrawal means that CERTIFICATION BODY must delete the certified teacher by the Register of Certified Primary School Teachers specialized in Inclusive Education.

Notifications of revocation are formalized by mail or fax to the Teacher by CERTIFICATION BODY.

Claims, complaints, appeals and disputes

Claims

Certified teacher may file a claim with CERTIFICATION BODY in writing if he believes that the quality of the offered certification, maintenance or renewal services do not comply with the provisions of this regulation.

The claim must be presented to CERTIFICATION BODY always in writing (e-mail or fax or by post), reporting exactly the subject of the complaint and documents that support the complaint itself.

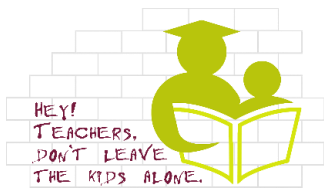
The Certification Body, by verifying the completeness of the information, decides on the validity of the claim, in a constructive, impartial and timely way (max 5 working days).

CERTIFICATION BODY communicates in writing (e-mail, fax, mail) the decision of the treatment process.

Complaints and appeals

Certified teacher may complaint/appeal against CERTIFICATION BODY decisions, explaining the reasons for dissent, within 5 working days from the date of notification of the decision. In that way, the certified Teacher does not accept the decision taken by CERTIFICATION BODY.

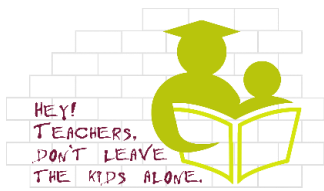
CERTIFICATION BODY, received the complaint / appeal, starts to examine it within 10 working days of its presentation, even hearing the certified teacher and/or other people involved.



CERTIFICATION BODY always provides to notify the applicant in written form (e-mail, fax or mail) of the receipt, progress and outcome of the appeal itself.

Processing of personal data and authorization for use

In terms of processing personal data and authorization for use, CERTIFICATION BODY will apply the provisions of the REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL, of 27 April 2016 “on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)”.



Annex I

CERTIFICATION OF COMPETENCES REQUEST OF PRIMARY SCHOOL TEACHER IN INCLUSIVE EDUCATION

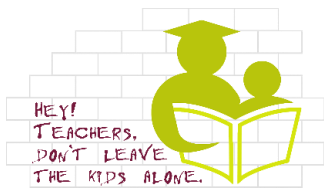
Before completing this Certification of Competences Request, the teacher declares that he / she has read and understood in all its parts the Inclusive Education Certification Regulation, thus accepting the entire content without any exclusion by also committing to sending an updated curriculum vitae and copy document identity.

The parts "by Certification Body" are indicated and should not be completed. If the teacher has special needs for assistance, the Certification Body must be informed in advance by any means (telephone, fax, e-mail).

In any case, the Certification Body guarantees full compliance with the laws on health and safety.

SEC. 0 – TEACHER

Surname		Qualification	
First Name		Request date	
Birth day		Date	
Residence (full address)		Company (full address)	
Fiscal Code		VAT number	
Telephone		Telephone	
Fax		Fax	
Personal E-mail		Company E-mail	
Mobile phone		Skype contact	
Request	<input type="radio"/> First Certification <input type="radio"/> Estention <input type="radio"/> Renewal	Certification Scheme	<input type="radio"/> Inclusive Education
Accepted by Certification Body (gg/mm/aa)		Assigned Examiner	
Teacher Language	(By Certification Body)	Interpreter / Translator	(By Certification Body)



SEC. 1 – LEVEL OF EDUCATION/TRAINING (attach copy of all the qualifications)

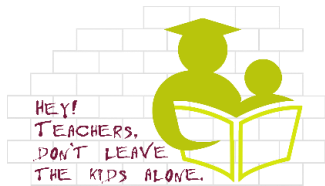
Note: it is important to indicate the full references of the Institute / University in order to allow the Certification Body to verify the veracity of the information given in the following section. The Year to be indicated is that of the conclusion of the course of study and the duration should be expressed in years. The educational qualification must be reported as required by the legislation of the teacher's country. For each Study title indicated, a copy of the same must be Attachment.

Attachment number	Institute/University	Year and duration	Level of education	Certification Body Verification Notes (by the Certification Body Examiner)
1.1				
1.2				
1.3				

SEC. 2 - BASIC TRAINING (attach a copy of all documents / certificates / training reports)

Note: it is important to indicate the full references of the Institute / University / Organization in order to allow the Certification Body to verify the veracity of the given information in the following section. The Year to be indicated is that in which the course was attended and the duration should be expressed in hours. The Title of the course and / or training should be indicated as reported on the certificate that provides evidence with the short description of the contents of the course itself. For each course indicated, a copy of the course must be Attachment.

Attachment Number	Institute/University/ Organization	Year and Duration	Title and contents	Certification Body Verification Notes (by the Certification Body Examiner)
2.1				
2.2				
2.3				
2.4				
2.5				



Annex II

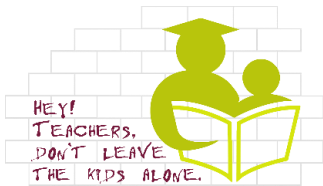
CERTIFICATION SCHEME IN INCLUSIVE EDUCATION

Table of Requirements for the First Certification

Requirements	Primary school teachers specialized in Inclusive Education
Instruction	Degree with evidence of the title or self-declaration
Qualified training	Regional course or qualification acquired by professional experience
Specific training	Specific training course of 200h (or equivalent) in case of lack of experience in the role
Working experience	Experience in the role of at least 6 months

Table of Requirements for Maintenance and Annual Renewal

Requirements	Primary school teachers specialized in Inclusive Education
Professional deontology	No negative reporting regarding compliance with the Inclusive Education Certification Regulation
Proper use of certification and trademarks	No negative reporting regarding compliance with the Inclusive Education Certification Regulation
Complaints	Absence
Annual fee	Fulfilled
Audit experience in one's role	Documented and appropriate work experience in the sector for at least 1/3 of the annual working hours, for each year of validity of the attestation
Professional updating and continuous improvement *	At least 4 hours of annual update



Criteria and Methods for evaluation, certification, surveillance, renewal, extension, suspension and revocation

The description of all the criteria and methods adopted by Certification Body (including the code of conduct) are clearly described in the applicable Inclusive Education Certification Regulation, to which reference should be made. Therefore this Regulation is an integral part of this Certification Scheme.

Rules and guidelines	Contents	Notes
Guide CEN 14	Guidelines for standardization activities on the qualification of professions and staff.	(latest edition)
UNI Framework	Scheme for the development of rules in the context of unregulated professional activities.	(latest edition)
ISFOL	Tabs for Profession, synthetic and detailed, with the definition of specific tasks, knowledge and skills.	
ESCO	European Classification of Skills, Competences, Qualifications and Occupations	
European Qualifications Framework - EQF	European Qualifications Framework, a system that allows to compare the professional qualifications of citizens of European countries.	



Qualifications, activities of primary school teachers specialized in Inclusive Education

<p>Primary school teachers specialized in Inclusion Education</p>	<p>The professions included in this unit organize, plan and carry out educational activities aimed at teaching children reading and writing, the basic structures of oral and written language, arithmetic, protocols and scientific languages, projection and spatial and temporal representation of objects, people, human cultures, as well as the development of psychomotor, social and logical skills. They plan these activities, submit tests and exams and evaluate the learning of the students; participate in the decisions on school organization, teaching and educational and training offer; they involve parents in the process of learning of their children. They also have experience in inclusive teaching, i.e. they are able to plan and decline their discipline in an inclusive way, adopting a creative, adaptive, flexible and as close as possible to the reality didactic. This involves overcoming any methodological rigidity and opening up to a dialogic / affective relationship, which guarantees an understanding of the need and the implementation of functional responses. In particular, they are able to:</p> <ul style="list-style-type: none"> ● evaluate the diversity of pupils: the difference between pupils is a resource and a richness; ● supporting the students: the teachers must cultivate high expectations on the students' academic success; ● working with others: collaboration and teamwork are essential approaches for all teachers; ● guarantee continuous professional updating: teaching is a learning activity and teachers are responsible for their lifelong learning. <p>For more information on the certified competence, please refer to Annex. 3 – Competence List</p>	<p>The professional qualification of the teacher is at an advanced level as the teacher has acquired highly specialized knowledge, part of which is at the forefront of work and study, and has developed a critical awareness of issues related to knowledge and the interface between different areas. The teacher also possesses specialized skills, oriented to solving problems, necessary in research and / or innovation in order to develop new knowledge and procedures and integrate the knowledge obtained in different fields. Finally, the teacher is able to manage and transform complex and unpredictable contexts of work or study, that require new strategic approaches; he is able to assume the responsibility of contributing to knowledge and to the professional practice and / or verifying the strategic performance of the groups.</p>
<p>Level EQF</p>	<p>7 (KNOWLEDGE 7 – SKILL 6 – COMPETENCE 7)</p>	
<p>Cod. ISTAT</p>	<p>2.6.4.1.0 - Primary school teachers</p>	
<p>Linguistic Equivalents</p>	<p>(ar) Primary school teachers (bg) Учителѝ в начални училища (cs) Učitelé na základních školách (da) Undervisning på grundskoleniveau (inkl. 10. klasse) (de) Lehrkräfte im Primarbereich (el) Εκπαιδευτικοί πρωτοβάθμιας εκπαίδευσης (en) Primary school teachers (es) Maestros de enseñanza primaria (et) Algklasside õpetajad (fi) Peruskoulun alaluokkien opettajat (fr) Instituteurs, enseignement primaire (ga) Primary school teachers (hr) Učitelj/i/učiteljice razredne/predmetne nastave u osnovnim školama (hu) Általános iskolai tanárok (is) Primary school teachers (lt) Pradinio ugdymo mokytojai (lv) Pamatizglītības pedagogi (mt) Għalliema tal-iskola primarja (nl) Onderwijsgeevenden in het basisonderwijs (no) Grunnskolelærere (pl) Nauczyciele szkół podstawowych (pt) Professores do ensino básico (1.o ciclo) (ro) Profesori în învățământul primar (sk) Učitelia na základných školách (sl) Osnovnošolski učitelj/i/osnovnošolske učiteljice (sv) Grundskollärare</p>	

Annex III

Inclusive Education Certified Competences List

Area: Inclusive Cultural Promotion

Teacher's certified competence

Communicative-relational competence:

- Knowing how to be empathetic
- Knowing how to motivate, engage, encourage

Transversal methodological and teaching competence:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions

Organizational competence:

- Knowing how to prepare spaces and organize times.
- Knowing how to prepare spaces and organize times
- Knowing how to organize the resources of the territory (contacts with associations that deal with social problems, with libraries, ...) to promote inclusive culture.

Related Tools

The Role-Play

The People in class

The Biographies - Stories of people



Area: School-family Alliance

Teacher's certified competence

Communicative-relational competence:

- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining.
- Knowing how to open themselves up to new opinions
- Knowing how to manage and overcome conflicts
- Knowing how to perform active listening
- Knowing how to establish a pleasant and cordial atmosphere, inspiring trust and not detachment.
- Being able implement an empathic and non-formal communication
- Being able encourage real involvement

Transversal methodological and teaching competence:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- knowing how to activate a self-evaluation process of one's behaviors
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- Knowing how to plan, organize and evaluate a training action
- Knowing how to monitor compliance with the primary school education contract
- Knowing how to promote the student's ability to self-evaluate

Organizational competence:

- Knowing how to prepare spaces and organize times
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings.

Related Tools

The Picture Game
The Discussion Game
The Communication Box
The Tea Time
The Primary School Education Contract



Area: Inclusive Didactics

Teacher's certified competence

Communicative-relational competence:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Being able pay attention to the relational aspects in setting up the tables to encourage learning
- Knowing how to perform active listening
- Knowing how to be empathetic
- Knowing how to decentralize one's point of view
- Knowing how to open themselves up to new opinions
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining.
- Being able to share information and skills with the teaching group
- Being able supporting children and giving a motivational feedback
- knowing how to promote respect for the rules
- Knowing how to manage and overcome conflicts

Transversal methodological and teaching competence:

- Being able to increase the level of responsibility of the students
- Knowing how to promote the student's ability to self-evaluate
- Knowing how to coordinate the activities of large, small groups and individual work
- Knowing how to observe children's behaviors to enhance their learning
- Being able to play an educational directing role
- Knowing how to activate implicit knowledge of the pupils
- Knowing how to transfer disciplinary knowledge
- Being able to reconstruct the path of inclusive activities carried out during the year and promoting reflections on it, together with students, teachers, parents
- Being able facilitating the learning
- Being able programming and evaluate a training action
- Knowing Information Technologies
- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- knowing how to activate a self-evaluation process of one's behaviors
- Being able to collaborate and work in groups



- Being able to encourage real involvement
- Being able to produce targeted and integrated observations
- Being able to design capabilities according to the International Classification of Functioning, Disability and Health approach (WHO, 2000)
- Knowing how to plan, organize and evaluate a training action

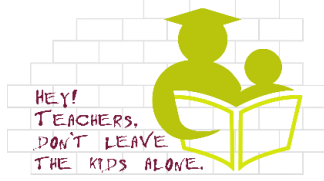
Organizational competence:

- Being able to carefully prepare the space and manage working time.
- Knowing how to organize activities in an integrated way with didactic planning
- Knowing how to prepare spaces and organize times to coordinate class activities with those of school.
- Knowing how to assign roles and tasks, distributing them to everyone in rotation.
- Knowing how to organize times and training action.
- Knowing how to organize an "archive of memory", where the documentation of "inclusive best practices" is collected.

Related Tools

Related Tools

Table organization
"Agorà" space
Annual planning to community school
Responsibility
Goal setting
Mutual tutoring
Chess in the Educational Process



Annex IV

DEONTOLOGICAL CODE

Primary School Teachers and CERTIFICATION BODY certified staff commit to:

- make known to all those who request it the contents of this code ethics;
- comply with this Regulation and with all applicable CERTIFICATION BODY procedures;
- not to take actions that are harmful, of any nature, with regard to the image and / or interests of People, Organizations, Entities, etc., interested in certifying their Competences, as well as towards CERTIFICATION BODY;
- provide full cooperation to any information inquiry on infringements of this Code initiated by Accreditation Bodies and / or by CERTIFICATION BODY to handle any complaints;
- satisfy all the commitments undertaken with a formal letter of appointment;
- keep a record of all complaints received allowing access to CERTIFICATION BODY to these records, within 10 working days from receipt of the complaint, send written communication by mail or fax with a copy of the complaint to CERTIFICATION BODY;
- not to carry out promotional activities that could induce third parties to an incorrect interpretation of the meaning of the CERTIFICATION BODY certifications held;
- not to perform activities in competition with CERTIFICATION BODY;
- always behave in the execution of their activities always in a way scrupulously loyal and independent of influences of any nature that may influence one's own work and that of the personnel of which one is, possibly responsible;
- Point out to the Teacher any conflict of interest that may exist in relation to the professional service related to certification, before taking any professional role;
- to maintain absolute confidentiality towards third parties (professional secrecy) on information of any nature obtained during professional service and without prejudice to legal requirements;
- comply with all applicable laws and also the deontological code of professional orders and / or registers, in addition to CERTIFICATION BODY.



Annex V

CERTIFICATION CONTRACT

I, the Undersigned

.....,

born in, date.....,

Fiscal Cod Fiscale.....

address

city.....

phone.....e-mail

taken note of the Protocol, of the rules and of its attachments;

AGREES AND COMMITS TO

Follow and respect all the provisions and the rules foreseen by the:

- Inclusive Education Certification Protocol;
- Inclusive Education Certification Scheme (Annex 2 to the Protocol);
- Deontological code (Annex 4 to the Protocol).

The undersigned expressly declares:

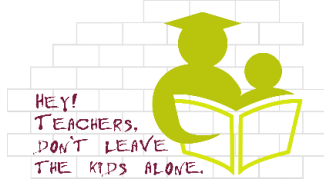
- to authorize the Certification Body to send by e-mail the communications related to the certification exam and to the enrollment in the Certification Body list of Certified Teachers;
- to be aware of the penalties envisaged in the event of failure to comply with the Protocol, the Certification Scheme and the code of ethics.

.....

Date

.....

Primary School Teacher's Signature



CONSENT TO THE PROCESSING OF PERSONAL DATA

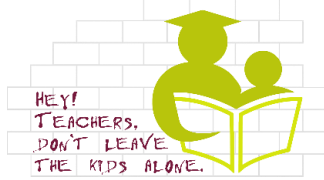
The Teacher has given consent to the processing of his or her personal data as foreseen and sanctioned by the REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL, of 27 April 2016 “on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)”.

.....

Date

.....

Primary School Teacher's Signature



Annex VI

This is a sample of template of the Exam for Primary School Teacher,
adopted by ICEP (under copyright)



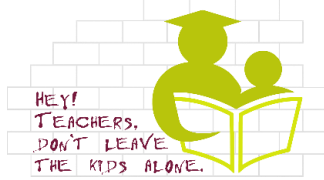
Template of the Exam for the Primary School Teacher Certification of Competences in Inclusive Education

Primary School Teacher.....
Signature:.....
Place and date:
Starting Time End Time
Place of the Exam:
Name of the Exam Centre:

Formulation of the exam tests

- **written test:** this is a questionnaire consisting of 30 multiple choice questions covering all the subjects foreseen by the CPS. It is necessary to identify the correct answer on a basis of 3, marking with a cross the white dot next to the statement. A point is given to each correct answer (and no point to wrong or missing answers). Minimum score required 60%;
- **practical test:** consists of a test chosen according to the sampled competence groups for which certification is requested. The exam will focus on detailed knowledge and skills in the CPS. An evaluation with a maximum of 100% is foreseen (case well exposed and key topics completely defined). Minimum percentage required 60% (sufficient analysis and key key topics identified).

The practical exam will be carried out after passing the written exam.



SECTION 1

Test: Working time 45 minutes - without texts consultation - clear and pen writing		Evaluation	
1 :		0	1
	o	0	1
	o	0	1
	o	0	1
2			
	o	0	1
	o	0	1
	o	0	1
3			
	o	0	1
	o	0	1
	o	0	1
Right Answers			
Percentage			



SECTION 2

Practical Exam – Working time 10' minutes

Primary School Teacher:.....

Signature:.....

Place and date:

DESCRIPTION

Comments of the examiners:

.....

.....

.....

.....

.....

.....

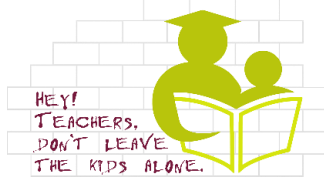
.....

.....

.....

TEST RESULTS - SCORE

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



SECTION 3

Part for the sole use of the examiner:

Score Percentage of the Writing Test	Score Percentage of the Practical Test	Total $E = (0,3 \cdot EWT + 0,7 \cdot EPT)$
Results (Pass/Fail)		

The overall evaluation "E" must be calculated according to the following formula:

- $E = 0,3 \cdot EWT + 0,7 \cdot EPT = 0,3 \cdot \text{____} \% + 0,7 \cdot \text{____} \% =$
- EWT is the evaluation of the writing test
- EPT is the evaluation of the practical test

THE EXAMINATION IS PASSED prior attainment of a minimum percentage of 60% in both theoretical examination that on 'practical examination.

Note/Remarks:.....
.....

Final Result

- Candidate passed the exam
- Candidate did not pass the exam

First Examiner Signature:.....

Second Examiner Signature:.....

Teacher's signature for taking note of the exam result

.....