

Mixed-grade classrooms

and intergenerational friendships



EN

“We worry about what child will become tomorrow, yet we forget that she is someone today.”

— Stacia Tauscher

Introduction

In a series of topics concerned with the support of **human-centered teaching**, we bring another topic that develops the concept of responsibility, independence, teamwork, and cooperation between children in mixed-grade classrooms. This can be in form of a mixed-grade classroom, where children of more grade levels are learning together, but also as a project learning, learning in blocks, school trips, where children of different ages are learning together, so-called inter-generational learning, or even learning with adults or seniors.

Moreover, we see it as a positive factor, when people of different age groups can exchange experiences, share, and learn from each other. The current curricula reform brings the concept of three-year cycles, and together with “Learning Slovakia” (2017) prepares a possibility for this kind of ancient way of teaching children. For hundreds of years, we have been learning in mixed classes, and this is way older than today's way of learning in separate grades. Even in real life, there aren't only children of the same age group at a playground or peers in a work team or sports activities. In real life, we can find many examples where people work together regardless of age.

The Inkluscentre's team repeatedly attended lessons in a regular state school Picasso Grundschule, but also an evangelic school of Margaret Rasfelt in Berlin. We saw, experienced, and believed. We made a short documentary video and created friendships.

This experience, atmosphere, discipline, freedom, choice, responsibility, mutual help, and attentive work convinced us of the great potential of our current school as well. We bring our experience as a continuation of the pillar for human-centered facilitative-reflective learning and present one of the important achievements on the way to naturally inclusive education. We actually perceive it “only” as a return to what was already in schools during the Comenius Era and we are seeking to rediscover it and put it into practice again.

Katarína Daneková, Naďa Navarová,
Zuzana Krnáčová, Mária Rothensteinová,
Stana Schenck, Jana Randa a Viktor Križo

What is age-mixed learning?

This is the teaching of children in various age groups during the whole school year, which takes place in a school environment. The classroom, as a unit, is mostly made up of students from three different age groups. This is not really new or alternative didactics. Primarily, it is about the way of organization of work at school resp. in the classroom. So that children can experience a diverse and more natural environment in the classroom, supported by mixing children of different grade levels, and learn from it. There are three classes. At the same time, it gives children space to experience success at school and proceed at their own pace — for faster, and for slower students too.

- The classroom is usually made by three different age groups of children (first to third graders, 4th to 6th graders, or 7th to 9th graders). Instead of one first/second/third-grade class of 24 members, in mixed-age class are going to be three classes, one consisting of e.g.: 8 1st-graders, 8 2nd-graders, and 8 3rd-graders.
- Children are thought in so-called cycles — three years, every year a part of the older students leaves into the higher cycle and a new group of younger ones comes in,
- Students learn the same curricula as their peers in one-grade classrooms, they follow the same standards with a planned arrangement of tasks, responsibilities, and work,
- The teaching is mainly based on mutual learning of the younger ones, taking responsibility, and learning to become more independent.

“If a child lives with acceptance and friendship,
he learns to find love in the world.”
— M. Montessori

“At first, I expected that the mixed classrooms will be about the teacher running from one student to another, primarily paying attention to the youngest students. I saw it is different. The students helped each other, the co-operation was natural, the teacher was at peace and wasn't overworked at all.

Slovak teachers, however nice to children, use various forms of activities and methods, but during the lessons it is obvious that he tries to have control over everything. The hardest for me as a teacher is to allow children to try, look, and fail.”

— Monika, primary school teacher



Basic information and principles for mixed-age teaching are mentioned in our video dialogue with Viktor Križo:

[youtube/Inklucentrum](https://www.youtube.com/watch?v=Inklucentrum)

The cooperation of children of different age

The basic principle of learning in mixed-age classes is the development of cooperation and teamwork in connection with freedom and an appropriate degree of responsibility for the practice of rules, rituals, and habits.

Few observations from practice:

1. Children like to cooperate, so they will learn it fast and naturally.
2. Older children can take on the role of leader in guiding the younger ones.
3. Younger students will learn fast to turn to older students instead of the teacher for help.

4. Adaptation of first-graders when they arrive at school environment is always hard in this type of school, the third-graders can pass on informal rules of friendly school life and they create friendly partnerships (first-grader with older third-grader-tutorship).
5. The older students can partially take over the role of the teacher to introduce them to new skills, topics, and tasks, and lead them (e.g. second-graders) to greater independence. All children naturally learn respectful leadership, which brings less competitiveness and more diversity of roles.
6. Initially, the teacher encourages and organizes the cooperation, but later it happens spontaneously.
7. The method of transferring information from an older to a younger student is faster and more effective than it is with an adult and a child.
8. The system of “staying behind and repeating a grade” is replaced by the extension of the time spent in such a mixed class. If the child needs more time to master the curriculum, he or she is not moved to another classroom but remains with the rest of his classmates in the same class so there are no big changes for the child.
9. The transition to a higher three-year group brings new changes and experiences — the older ones are suddenly the youngest and they have the opportunity to repeatedly experience support.

“When children arrive into the first grade, the difference between them can be up to 2,5 years in development. When the pedagogue realizes that he actually works with children of different ages, even if he only teaches the first graders in an ordinary school because they all have different skills and abilities and developmental stages, then it is necessary to set the education process to fit each child.

This is one of the arguments for mixing grades anyway, even in an ordinary school we already have a heterogeneous collective... What exactly is the point of the teacher's work, what is our mission? To convey the most to children, as best as we can.”

— Michael Verworn, the previous director of Picasso Grundschule, Berlin

Advantages for teachers and students

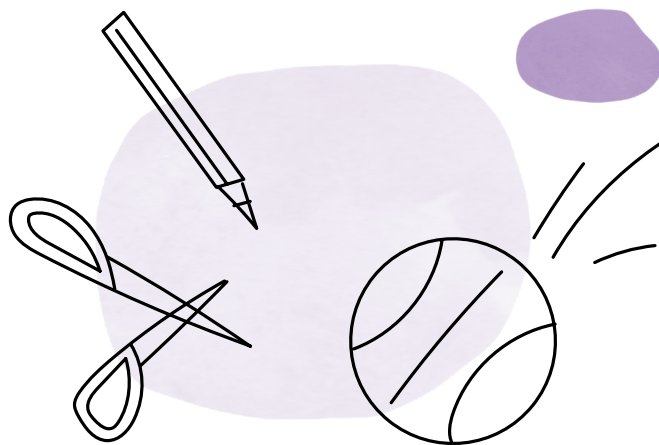


- The teacher is not the only source of learning, he or she does not have the attention of all the children in the class but acts as an observer, and facilitator of learning. Thus the democratic values of cooperation and individual interaction are formed in contrast to the autocratic approach which is often exercised from the teacher’s desk. **The teacher is not overwhelmed** and has more time and energy to prepare creative and innovative lessons planned together with the assistant and other pedagogic educators.
- The learning takes place in a peaceful and creative atmosphere — in the silent noise. Children are naturally active because they have meaningful and interesting work to do and therefore they are not bored. Older, or faster children who learn new skills, and younger or slower learners find support from their peers. Slower or younger pupils are not exposed to the uncomfortable feelings of failing “publicly” if they don't understand something.
- There is the possibility to **create natural relationships** between the children during the lesson. For example, children are used to waiting in a group for the teacher to form pairs that will work together today. It promotes mutual cooperation of everyone and does not form isolated regular groups.
- Talented children do not need to wait for others to learn, they can learn faster and use **self-learning materials**, or the library. Children who need more time for certain things can pay attention to this as long as they need it.
- Students in class disrupt less, they don't need to compete for the favor of authority or express resistance toward the authority and its demands.

They usually don't have the need to cheat, because their own development is being respected and the students are motivated to take responsibility for their own learning.

- Learning to cooperate with everyone naturally and with respect for the individuality of each of them in an effort to cooperate effectively, allows children from a young age to prepare for cooperation and respect in adulthood and in a successful application at work and at home.
- Older peers are naturally learning responsibility for the younger ones and try the role of a tutor. They strengthen their own knowledge, build their confidence, learn responsibility, and improve their communication skills. This has always been the way of learning between siblings in families and it is also the solution for children, who do not have siblings, or age gap is too big.

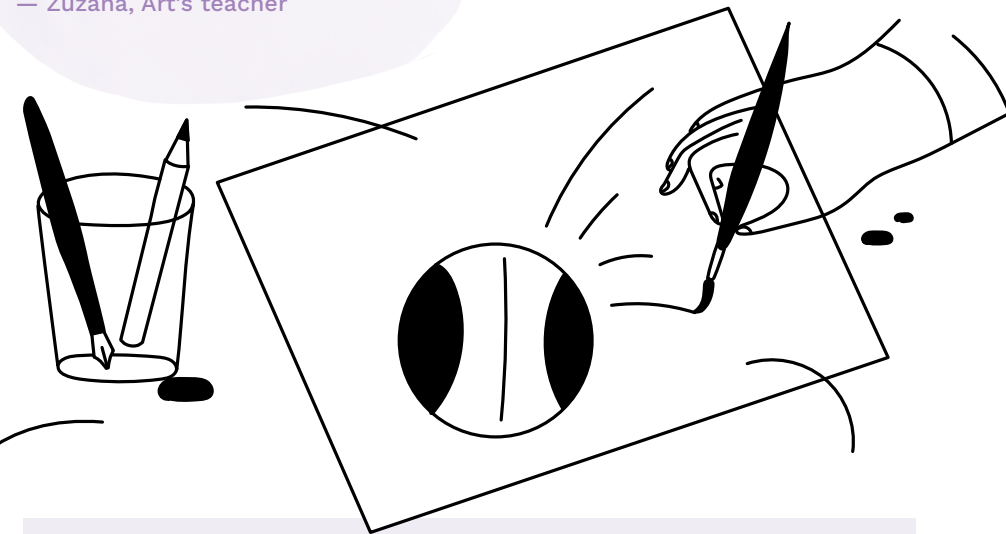
Tutor: This word comes from Latin and means guardian. In history, we see him as a guardian of children, at schools as an older student who helps the teacher take care of a group of students or an individual who needs it. Even Comenius already emphasized that especially new students need personal help and advice from more experienced students, while they also strengthen their own knowledge and skills.



„At first, the art class looked a bit monotonous, children sat at their desks in pairs, and opposite to them was another pair. They were choosing the artist, from the teacher's portfolio, which they wanted to work on. They wrote a lot during the class in their little special notebooks... gradually I entered into the goal of the whole-year project. Pairs of children, where a second-grader was thought how to create a portfolio from a third-grader...

Suddenly, one pair of students came to the teacher and told her that they wanted to try Jackson Pollock's work. The teacher immediately prepared large papers, brushes, and paints, and the children were already trying out a new style of painting on their own. They connected it all very nice and they really enjoyed it...”

— Zuzana, Art's teacher



During Art class, while working on different topics, the third-graders work on a whole-year project, the so-called **artist's portfolio**, where the students work with various artistic creations through the form of a project. However, for third-graders to know how to work on a project and to be able to choose what interests them, as second-graders they come to see the lessons of third-graders in the second half of the year and “train” there, to see how they manage to create the projects. This way, the second-grader experienced it in advance and slowly enters the system of the older student's work. All of this happens in one classroom, where the first-graders also work on their topic.

Schedule and activities

Every day starts with a morning circle, that is partially managed by one of the third-graders (checking the attendance, asking how everyone is doing, how was the weekend, presenting the schedule for the day, weather, etc.). The teacher has the role of a helper and non-violently shifts the conversation in the morning circle. The main point is the morning ritual, personal meetings, to see and hear out everyone.

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00–8:45	Learning groups	Learning groups	Learning groups	Learning groups	Art class
8:55–9:40	Learning groups	Music	Learning groups	Learning groups	Art class

short break

10:10–10:55	Learning groups	Geometry	Science	English	Gym class
11:00–11:45	Workshops	Swimming	Science	Class lesson	Joint reading

lunch break

12:50–13:35	Learning groups	Swimming	Gym class	Reading your own book	Diary class
13:35–14:20		English	Ethics/Religion	Music class	Ending the week together

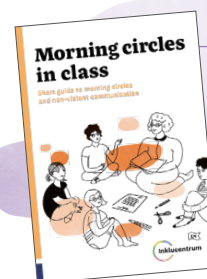
This timetable is an example of a weekly schedule for a mixed-age classroom 1-3 from Picasso Grundschule, Berlin.

* *Lerngruppe (learning groups) is an open self-directed learning, where children are partially responsible for choosing whether they work on Math or the German language. In addition, the children have special classes for reading their own or prescribed books. Workshops together with swimming offer children various works and handicrafts.*

The schedule is set the same way as it is in the ordinary classroom, although, there is a habit of using learning in blocks more often. The teacher guides the children in how they should divide the work and stay with their activity. On Friday, the students work with writing or drawing into their diaries as the finalization of the week, and then they have a reflection together. The academic year is divided into stages, different topics, and project activities, that connect with the curricula and simultaneously react to the interest of each individual child, and their social life, etc.

“It was very valuable to see the morning circles in different ways — in one classroom, the teacher had problems with children talking a lot while also having children with mutism, who didn't participate much, so she introduced leading diaries to the children for a longer time.”

— Jana, lecturer



The topic of 'morning circles' is detailed in our bulletin: inklucentrum.sk/publikacie/

„Gradually, the teachers worked even for years to build their materials and content of the work. Two of such complete topics — “building stones” — they make in a year and they have a set time at work, to work on this together.“

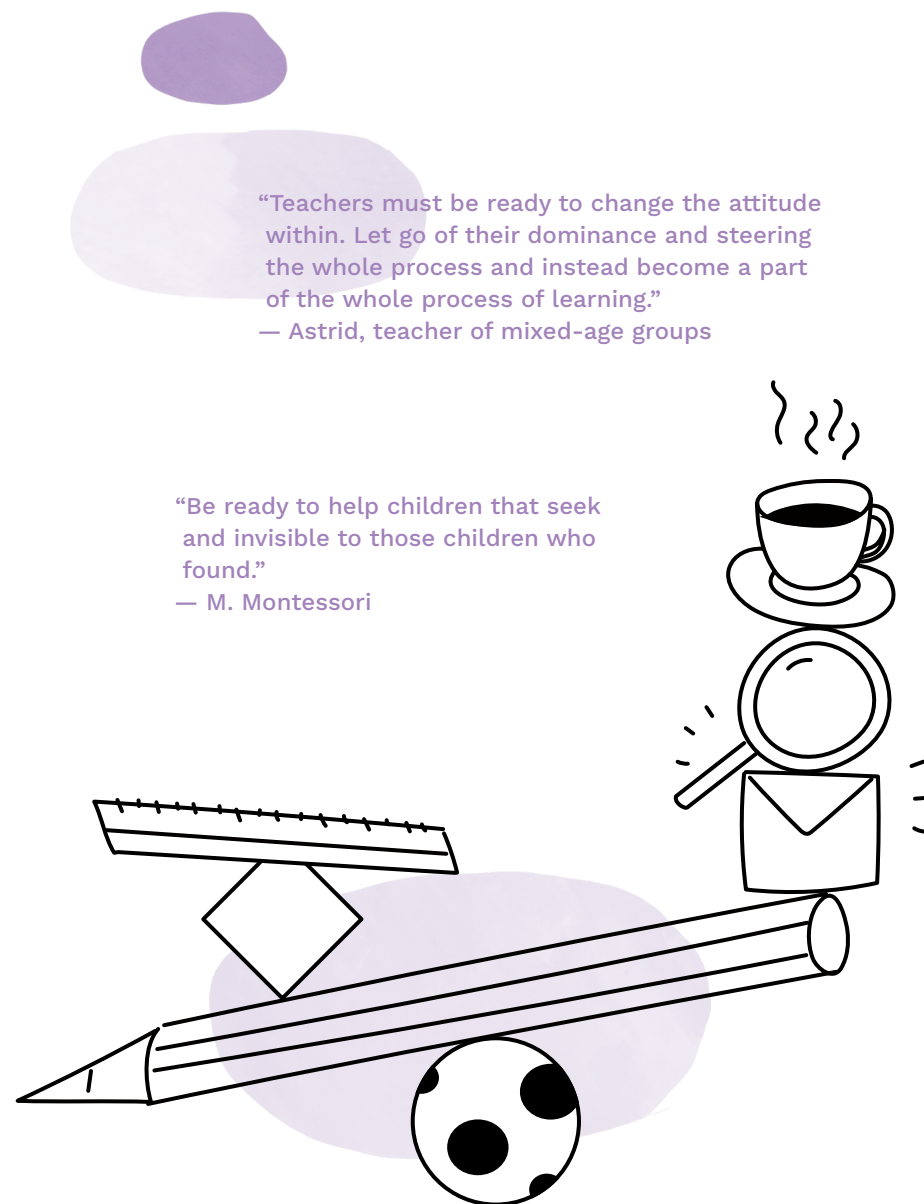
— Jana, lecturer

System of mixed-age teaching

If the school or teachers decide to create classrooms with mixed-age groups, they should expect that it will initially take some time in the beginning to create a system of work. This kind of investment and preparation, as necessary as it is, is worth it later.

- The students know the curricula, that they should learn, they have notebooks in which they can see the curriculum for each subject for the whole year and gradually they note what they have already learned. If they learn to add up to 10, they start with subtraction, and so on.
- They have access to prepared worklists in the classroom with various levels of difficulty, where they can take it, and learn and exercise on their own or in a group.
- Sometimes they work with the teacher in a smaller circle, where they are thought new topics.
- The teacher is there when children need advice, but primarily they cooperate with the older students, whom they can ask if they do not know something.
- They check their knowledge with a test, that the students write whenever they feel they have mastered the subject matter, and after they move on to the next topic.

The big challenge is the alchemy of freedom and responsibility, that the students learn gradually. Sometimes they have face-to-face learning, and other times they all repeat together, in groups, or individually.



“Teachers must be ready to change the attitude within. Let go of their dominance and steering the whole process and instead become a part of the whole process of learning.”

— Astrid, teacher of mixed-age groups

“Be ready to help children that seek and invisible to those children who found.”

— M. Montessori

Position of the teacher

- The teacher does not need his desk; his desk is the whole classroom. Sometimes being on the carpet in the middle with the students, next to a student's desk, debating with the assistant or drinking coffee in the hallway.
- Teachers jointly participate in the creation of self-learning materials that lead students to independence. Helping tools are a completely normal part of practicing the subject matter for all students without a difference.
- Only sporadically teachers talk to the whole classroom at once. Usually, they communicate with smaller groups of students. Often they use symbolic or audio signals. If any changes occur for a specific day, they are talked through during the morning circle. Well-prepared materials, timely responses to children's needs, targeted resolutions of conflicts, and patient learning of rules will eventually lead to the teacher not having to raise his voice. Work and volume in the classroom are important for a comfortable learning environment.
- Educators and assistants have their work spread throughout the whole day so they can present in the classroom in the morning and in the afternoon, though not during every lesson. In this way, they are closely connected with the teacher and form one team. Mutual cooperation and support of adults are the keys to success.
- Educators are partners of the teacher – financially, the concept of two people in a classroom pays off for the school (assistant/educator), it is a returnable investment.

“The teacher must leave his stage in the classroom and join the audience – the children. He should not assume that he knows what the child needs, and he should pay attention to the child and react ONLY to the specific needs he finds.”

— Astrid, teacher

It does not even require a lot of work time. When one teacher is unavailable the other substitutes and learning fully continues. Subsequently, the after-school program becomes more effective.

- Class teachers, assistants, and educators have joint meetings once a week, they debate the topics, share material, divide tasks, and talk about the progress of their students. The class teacher has the role of a coordinator.
- The school principal is not afraid of failures or setbacks but patiently believes in gradual steps. His primary role is to take care of the adult team, get along with them, motivate them, come to them, and encourage them. Any failures are taken as an inspiration, not as a setback or a reproach toward the teachers.



Astrid Kugler, a teacher with more than 20 years of experience from Picasso Grundschule in Berlin, talks about her success in managing the lessons, how she got started, how to organize the curricula and topics, and how to carry out the assessment, etc.:

[youtube/Inkluentrum](https://www.youtube.com/Inkluentrum)

The most important thing is to start!

There are many reasons why not to get started. There are also many reasons why it will not be easy and will often fail. But we offer you some facts from practice about why to start:

- Do not be afraid of mistakes, because working with mistakes and failures is life itself and encourages better solutions.
- Problems should be taken as challenges and space for personal growth.

- Using a facilitative-reflective approach eases the teacher's work and from a long-term point of view protects from burnout.
- To face the fears of outside judgment. Learning is natural and inner motivation is stronger.
- The parents are not burdened with homework and they do not have to catch up on schoolwork at home with their children, this builds a better relationship with the teachers and their own children.
- The school has created a system of voluntary participation of grandparents/ seniors — they come to read with the children, who need extra support, practice writing, and math, and pay attention to them individually during classes.
- Not every teacher has to participate in the same way. Some prefer face-to-face learning, some like more control, and some less, each of them is on its own path to growth.
- School improvement is based on regular feedback from parents and employees.
- Classroom doors are often open and the children learn in the hallways, in groups, or with an assistant.

The founder of Picasso Grundschule, the former director, Michael Verworn speaks to us in Berlin, about how it all started and how he persuaded the teachers, found finances, and created a whole system of learning:

[youtube/Inklucentrum](https://www.youtube.com/watch?v=Inklucentrum)



The current school legislation in Slovakia does not yet allow mixed-age classrooms, with the exception of schools with a lack of students, but this is only a matter of time. **Even today there are possibilities for many activities that allow this kind of teaching.**

Services in our classroom

It changes during the year and students divide them together for the whole month during the morning circles.

- DESKS — cleaning desks in the classroom and in the hallway – Monday and Wednesday, during the small break,
- HALLWAY — after each break, clean up things into boxes and cabinets,
- SHELVES — every Friday during the long break clean up shelves,
- ART CLASS — help with cleaning the art room every Wednesday,
- TRASH — every Friday after school, take out recycled trash and put new bags into the bins/ boxes.

Our class agreement

I promise to...

... try out new things every day.

...say when I do not feel alright.

...laugh with you a lot.

...say what others can do to make me feel better.

...accept my mistakes so that I can learn from them.

...keep my place clean and tidy.

...experience a great time with others at school.

Source: Picasso Elementary School, Berlin, mixed class of grades 1-3

Inter-generational friendships and learning

Problems like bullying, competitiveness, and fights between classes are the result of the isolation of students, the closedness of collectives, and the low level of cooperation between teachers. A school that actively supports the creation of friendships between students of different ages, from the youngest to the oldest, but also teachers, parents, and seniors, **creates elements of a learning school**. Friendships should arise naturally by creating opportunities for joint learning, activities, hobbies, and trips. It can be these or other activities:

- Regular, e.g. once a week, joint morning circles with students of different ages or classrooms. 9th-graders guide the 1st-graders, or other older students together with 1st-graders, during the beginning of the year, while getting to know the new environment and life at schools, the older students can be their tutors, and participate in joint adaptation activities, lessons, and workshops.
- Creative inter-generational workshops (3G-generation) on different topics (art, reading, project day, etc.).
- Lessons for e.g. 6th-graders and 8th-graders with two teachers — the older one teaches the younger in a group work, the younger one presents a project and the older one guides them and gives them feedback. The youngest prepare their subject matter, the older repeat it for high school admissions or testing, “world café” of older and younger students on different topics, exercises, etc.
- A joint project of second-graders and fifth-graders on school garden creation — cultivation, planting, and presentation of plants and species, herbarium, drying of herbs, fresh spreads, etc.
- Supporting reading literacy among seventh and third grade.



Video and other examples can also be found on our website: inklucentrum.sk/medzigenracne-priatelstva/

„Setting rules for a first-grader comes more naturally in a heterogeneous group. Older students divide new students and guide them, and help them to fit in. For the teacher, it means less stress at work and less verbal communication. Teamwork is absolutely inevitable. Often, very often regular reflections with the children — to stop and bring situations from which they can learn. Therefore, the school is a space where it is all right to make mistakes.”

— Naďa Navarová

“What you get by achieving your goals is not as important as what you become by achieving your goals.”

— Zig Ziglar

Inter-generational class trips

Another important benefit of intergenerational learning is a school trip — a 4-day trip, activities outside of school focused on the experience, development, transfer, and application of new skills, team building, connecting generations, freedom, and responsibility of students in a real terrain while focusing on cooperation and creativity, etc. Each trip can be different in its character and focus (topic, movie, idea, activity, meeting, etc). The trips can have their logical connection to each other according to the age of the students. Examples of individual trips are:

- Intergenerational trip in the fall “Everything wants to grow” — 6th and 8th year — older prepare program for younger,
- Christmas trips “Send on” — 7th year — together with pre-Christmas workshops in a retirement home,

- Ski training — “peer to peer” — 5th and 9th graders – tutoring by older students, who actively lead the ski training trips and adventures under the teacher's supervision,
- Spring trip — “Freedom and responsibility” — a mix of secondary school students – farewell to ninth graders, handing over the “sceptre” to the eighth grade,
- School in nature — combinations of grades — shared peer learning — e.g. 3rd-graders — 7th-graders, etc.

It is important to think about and prepare the program, to involve students in the preparation, and allow them space for failures and setbacks, which are then reflected in the regular joint evening cycles.



Video and examples can also be found on our website: inklucentrum.sk/sustredenia/

“The school does not burden me, as a parent, with many responsibilities in terms of learning with my child, the important thing is my social support, the attention I pay to him, the time we spent outside on a playground, teaching him how to relax, and supporting his relationships in the classroom and outside of school.”

— Stana Schenck, a parent in a mixed-age school, Berlinškoly, Berlin



“I saw personal trust there, that they do the best they can, whatever is needed. I usually experienced the opposite, that the teacher and students must be closely monitored, and that everything had to be lined up. They live real-life — children experience basic trust and therefore they learn to take responsibility for life.”

— Katarína, special pedagogue

“Never help a child with a task at which he feels he can succeed.”
— M. Montessori

“Pay attention to developing the good things in a child, then there will be no space left for what is bad.”
— M. Montessori

SOURCES

REINHOLD, CH. A KOL. 2005. Lehrerbücherei Grundschule: Jahrgangübergreifend unterrichten: Ziele, Erfahrungen — Organisieren, Informieren — Differenzieren, Beurteilen Taschenbuch. 240 s.

BURJAN, V. — FTÁČNIK, M. — JURÁŠ, I. — VANTUCH, J. — VIŠŇOVSKÝ, E. — VOZÁR, L. (2017). Učiace sa Slovensko. Bratislava: Ministerstvo školstva SR. 258 s. [online]. [citované 05.08.2022]. Dostupné na: https://www.minedu.sk/data/files/7532_uciace-sa-slovensko2017.pdf.

SoIL manual. <http://cvek.sk/wp-content/uploads/2019/02/SoIL-manual-SK.pdf>

RASFELD, M. — BREIDENBACH, S. (2019). Školy v pohybe. Bratislava: Živica, 140 s.

ROGERS, C.R. — FREIBERG, H.J. (2020). Sloboda učiť sa. Bratislava: Didaktis, Inkluentrum.

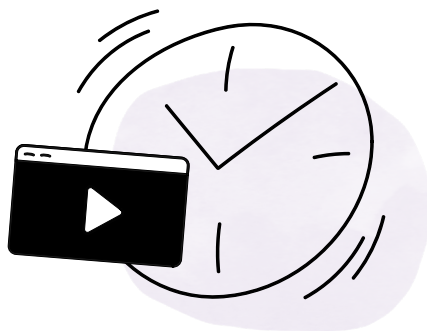
KRIŽO, V. Kreatívne medzigeneračné dialógy — sieťovanie detí a seniorov v prierezových témach. MPC. 2015. https://mpc-edu.sk/sites/default/files/projekty/vystup/16_ops_krizo_viktor-_kreativne_medzigeneracne_dialogy.pdf

KRIŽO, V. 2015. Zážitkové sústredenia osobnostného rozvoja žiakov. MPC. https://mpc-edu.sk/sites/default/files/projekty/vystup/13_ops_viktor_krizo_-_zazitkove_sustredenia_osobnostneho_rozvoja_ziakov.pdf

KRIŽO, V. 2014. Malý princ v školskej záhrade Netradičné medzigeneračné vyučovanie Sveta práce a prierezových tém. MPC. https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/12_ops_krizo%20viktor%20-%20mal%20princ%20a%20skolskej%20zahrade%20-%20netradicne%20medzigeneracne%20vyucovanie%20sveta%20prace%20a%20prierezovych%20tem.pdf

Preparing for 2023:

Education about a differentiated intergenerational approach to learning in a school environment.



COOPERATING WITH:

INCLUSION.org — is a non-profit organization operating in Berlin in the field of inclusive education, involved in many European projects. They are dedicated to the advocacy of inclusivity in education by raising awareness of the Convention on the Rights of Persons with Disabilities (CRPD) and inclusive approaches (Person-centered thinking) in school administration and legislation and in the fight against segregation. They also focus on the transnational transfer of inclusive practices into schools, e.g. through human rights education for children and youth to the development of storytelling methodology for strengthening social inclusion in schools. They create educational projects about participative processing of the history of Nazism and through the art with young people at schools. The organization is run by experienced parents Dipl.Kffr. Stana and Stefan Schenck. www.inclusive-solutions.org/



We would like to thank the Picasso Grundschule ESBZ in Berlin for providing materials and interviews about their long-standing experience with mixed-age education. We are very grateful to Astrid Kugler, an experienced teacher, who enabled us to have a look at her work as well as to Michael Verworn, the former director, and to Claudia Rode, the present director of the Picasso Grundschule. www.picasso-grundschule.de

We would also like to thank Doctor Uli Marienfeld, the director of Evangelische Schule Berlin Zentrum, for his interview and the opportunity to visit the mixed-age classrooms 7th -9th grade at his school. www.ev-schule-zentrum.de

Our Publications:

We create the bulletins in cooperation with a team of experts on inclusive education. Employ them as a useful guide in your work or for explaining the principles of inclusive education to the general public.

We also create useful videos for you on Inkluzentrum's YouTube channel, some of which are available in English or German. For deeper understanding of the topics, we recommend signing up for the training courses we organize.



Our Publications:
inkluzentrum.sk/publikacie

Our Courses:
inkluzentrum.sk/kurzy

Webinars and Videos:
youtube/Inkluzentrum

We cover Inclusive education

Inklucentrum – The Centre for Inclusive Education is an advocacy, educational, consulting expert organization on a national level, working in the field of support to inclusive education. It is dedicated to supporting quality and humanistic education in the school environment for the benefit of development of potential for all children, families and the school staff. It provides support, consulting and education in accredited programs and workshops, especially for pedagogical and professional employees.

We are preparing a project of establishing a primary school with an inclusive center, which will be using humanistic and inclusive principles described in our bulletins.

INKLUCENTRUM – The Centre for Inclusive Education

Hálova 16, 851 01 Bratislava
www.inklucentrum.sk
facebook.com/inklucentrum

INFO: info@inklucentrum.sk
COURSES: vzdelavanie@inklucentrum.sk
COUNSELLING: poradenstvo@inklucentrum.sk
ONLINE: inklucentrum.sk/publikacie
inklucentrum.sk/kurzy

Dieses Produkt wurde im Rahmen der bilateralen Erasmus+ Partnerschaft zwischen Inklucentrum (SK) und inclusion.org (DE) erarbeitet. InklusNet 2022: Neue Dimensionen und Netzwerke für inklusive Bildung. Projekt-Nummer: 021-1-SK01-KA210-SCH-000032298

Inklucentrum Bratislava (Kordinator),
inclusion.org Berlin (Partner)

inclusion
inclusive solutions



Co-funded by
the European Union

The support of the EU in publishing this material does not automatically approve of its content, which reflects only the opinions of its authors and the Commission does not take responsibility for the information used in this material.

