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## Travel towards each other **Our inclusive high school** GROUP MOBILITY OF SCHOOL PUPILS

ERASMUS PROJECT+ACCREDITATION IN SCHOOL EDUCATION

**2023-1-IT02-KA121-KA121-SCH-000140116**

The perfect school would be the school where children and teachers would go with **pleasure**, where everyone would feel **wanted** and respected, without excessive pressure or unnecessary tensions by breaking down all the mental and historical constructs that try to persuade us that some are better and especially since some are less good. Building on two years of experience on educational inclusion carried out as part of our project, here is the contract that we, Italian and Portuguese high school students, are proposing to you in 9 points which should make this inclusive school possible. These proposals are the result of a process of appropriation of the question, cross-diagnoses carried out in our 2 high schools, interviews with parents, students, teachers, professionals in supporting young people but also and above all of our exchanges. They highlight profound shortcomings noted in the functioning of our school authorities, strong needs expressed, in particular by students who consider themselves unwelcome or poorly supported. We are aware that the adoption of these measures would represent an upheaval that our institutions are not ready to accept or that the people impacted are not ready to support them, however it seems to us to be the minimum price to pay so that educational inclusion, school democracy, student well-being are not empty expressions that we use without giving ourselves the real means to implement them.

1.



Adapting lessons to **individual** difficulties and history. Give each student a personal target so as to measure **progress rather than performance.**

2.

An anonymous **listening** point with professionals who can help overcome the difficult period of adulthood. These are not school staff, but **professional** external **professionals.**



3.



Sport and culture as better recognised disciplines. **The culture, history and geography of the pupils' countries of origin** are studied to interweave personal histories and geographies and make sense of the trajectories of each individual. To this end, each pupil must be given the opportunity to research and who he is and where he comes from. **Each pupil gets to know himself and his peers better.**

4.



**Train** teachers and high school staff in appropriate pedagogy to avoid that **students with specific needs** have to compensate for this lack of skills of adults and return the burden of adaptation.

5.



**Fight** against bullying and harassment by setting up a short number like 112 that allows you to report a difficult situation anywhere and at any time. Recognize **the status of student violated** by granting rights such as facilitating class change or high school in the most serious cases

6.



**Sensitize** each student, each adult who revolves around each student of **his role and responsibility for the moral and physical security** of the young people they meet.

7.



**Replace** courses related to sexuality **with awareness-raising about love life** by approaching these themes in a more positive and optimistic way, not just talking about sexually transmitted diseases, contraception and all the dangers that await us.

8.

We **trust more** through actions by **entrusting us with real roles** in the school, for example a significant part of the school budget and the exclusivity of decisions regarding school rules even if we accept a mechanism which will prevent unreasonable decisions.



9.



**Green** our schools, help us **breathe** and **feel good** there, like on American **campuses**. Lots of small buildings with a beautiful park rather than an austere building whose entrances are controlled and which treat us as adult prisoners.