

Inclusion4Schools

D4.3 Partnership Agreements with TE Institutions



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Participant organisation name	Country
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C.E.G.A. Foundation	Bulgaria
J. Selye University	Slovakia
Albanian National Orphans Association	Albania

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List of Abbreviations

Abbreviation	Explanation
CSA	Coordination and Support Action
D	Deliverable
GA	General Agreement
I4S	Inclusion4Schools
TT	Teacher Training
WP	Work Package
RIA	Research and Innovation Action

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Inclusion4Schools project summary

The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This “retrotopia” is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. **In contrast to the power- relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education.** Running in parallel to the research and innovation actions the central objectives of the proposed action are

- (1) to support and coordinate community schools (as being central to the constitution and maintenance of cohesive local communities) and their respective communities of practice, and
- (2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

The expected impact of the proposed project is to contribute to the European initiatives and interventions that aim at reversing inequalities. Adopting a mission-oriented, impact-focused approach to address the specific challenges of the call, synergies will be enhanced between the relevant stakeholders through coordinating and supporting the cooperation between teachers, researchers, local communities and other relevant stakeholders (such as policy-makers), in order to generate networks of policy development and to promote the policy uptake of the project.

1. Justification for the Declaration of Intent initiative

Underlying considerations for proposing the Declaration of Intent can be summed up as follows:



- **Effective school-university partnerships reflect at least four main characteristics: a shared conceptual understanding, mutuality in roles and relationships, sound operational strategies, and evaluation of both the partnership and its outcomes.**



- **Connecting public/community schoolteachers with tutors in teacher training is a means for extending Inclusion4Schools project networks, creating new flows and channels in knowledge sharing and knowledge production contributing to improvements in teacher education (TE).**



- **Collaboration within school-university partnership projects creates an opportunity to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education. I4S project's aim of eradicating the logic of exclusion and systematically (re)produced inequalities in education is promoted through inviting a large professional audience to endorse the Declaration of Intent.**

Interaction between the actors of an education system, including academics, policy makers, teachers, and a variety of relevant professionals, make it possible to share theoretical knowledge, informed policies and locally developed techniques and methods which are successful in improving the students' educational progress in school. Within the I4S project, activities for sharing views and discussing issues emerging from their different experiences are the means to moving forward, encouraging experimentation and innovation, which are expected to lead to change.

The core of most school-university partnerships is the critical intersection of theory and research with implementation and practice. Schools seek to identify new strategies in teaching and learning, leadership, and student support methods responding to arising student needs. Universities have the capacity to identify new approaches based on theory and research, and to evaluate innovations in practice. By finding ways to link domains of schooling with university functions, partners can create mutually beneficial relationships.

Initial and in-service teacher education should be involved in the development of adequate pedagogies, which incorporate teacher experience, and should prepare trainee teachers to participate meaningfully in the inclusive educational environment.

In WP4 Task 4.3 of I4S project, a Declaration of Intent has been proposed to initiate and facilitate a focused and equitable dialogue between teachers working in public education and tutors working in universities, especially in teacher education, and to raise awareness of significant shared research, about such crucial competencies as critical thinking, creativity, adequate communication in an inclusive and multicultural environment, and teachers' and tutors' professional growth. In sum, the Declaration proposes changes facilitating the revision of TE curricula and a new understanding of teacher education focused on professional growth and such competencies supporting inclusive and transformative practices.

When initiating partnerships via the Declaration of Intent, the I4S project envisages professionals who endorsing the content go on to become actors in local projects for school-university partnerships, and advocates of networking and of sharing good practices. This process may trigger a multiplication effect.

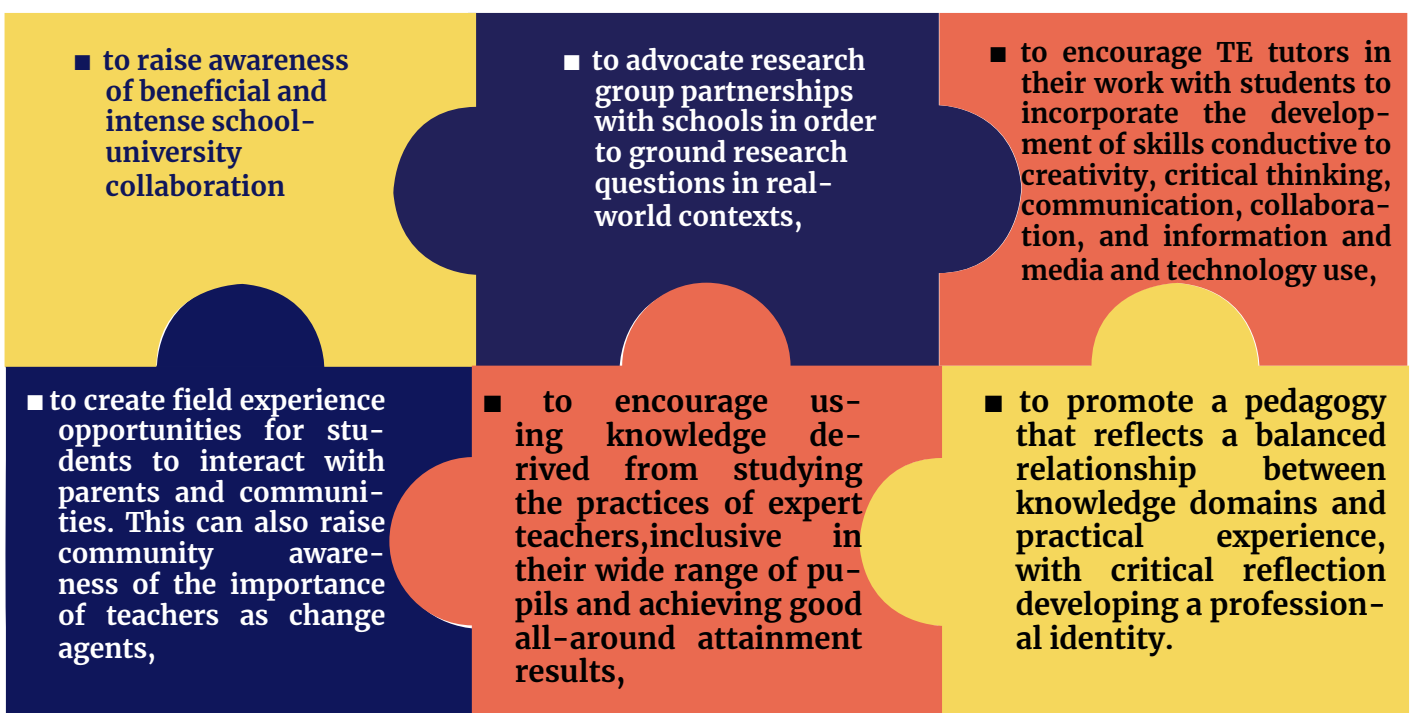
The I4S project GA states that activities in WP4 Task 4.3 will facilitate professional collaboration between schools/communities and higher educational institutions regarding curriculum content and trainee teachers' school practice/internships. I4S will support partnerships between schools and universities based on basic CSA objectives leading to a deliverable: *D4.3: Partnership Agreements with TE Institutions*. However, I4S does not have legal authority to facilitate agreements between schools and universities. Therefore, instead of Partnership Agreements, consortium members will aim at disseminating the Declaration of Intent among a wide audience of educational professionals. The deliverable will mainly be an analysis of responses from those who have endorsed the Declaration.

2. Conceptualisation and development of the Declaration of Intent

Earlier, WP3 Task 3.3 online focus-group discussions had been organized for professionals in public and higher education. These discussions had a structured and contained form of dialogue on how and where cooperation can foster the practices introducing quality education for pupils with diverse social, cultural and educational needs. Based on focus-group discussion outcomes a series of recommendations were prepared. See deliverable D.3.3. School-university Partnership and Recommendations to Teacher Training Institutes. (<https://inclusion4schools.eu/achievements/d3-3-school-university-partnership-and-recommendations-to-teacher-training-institutes/>) The anticipated result is that specific actions and long-term joint programmes will follow between universities and segregated schools, by means of forming collaborative working groups.

In that light, the Declaration of Intent has been designed to support a broader framework for professional collaboration between schools/communities and higher educational institutions. The Declaration of Intent addresses areas potentially benefiting the work of both parties in a diverse educational environment. In concrete terms, I4S project invites university tutors and schoolteachers and all accordant professionals to endorse the Declaration of Intent.

Declaration of Intent objectives:



References:

Hobbs, Linda & Campbell, Coral & Mellita, Jones. (2018). *School-based Partnerships in Teacher Education: A Research Informed Model for Universities, Schools and Beyond*. Springer, Berlin.

Resch, K., & Schrittester, I. (2021). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 27(10), 1118–1132.

3. The Declaration of Intent in full

Declaration of Intent

1. Joint research activities

For university tutors and research groups, partnering with schools will present an opportunity to ground research questions in real-world contexts. Schools, in turn, benefit from university partnerships by transforming ideas into concrete testable interventions. Together, schools and universities will co-construct best practices and transformative practices in public education and research.

2. Shift focus to skills in initial teacher education programmes

Teacher education programmes will incorporate the development of the following skills: creativity, critical thinking, communication, collaboration, information, media and technology skills, so that preservice teachers will be able to understand and apply these skills in multiple contexts, not limited to educational settings. The aim is to facilitate the acquisition and practice of these specific skills at the initial stage of personal-professional development, followed by their application in educational contexts, and finally their utilization professionally in any social context.

3. Diversity issues in the teacher education curriculum

School-university partnership initiatives will emphasize that issues of diversity are relevant to all facets of the curriculum and to all aspects of learning. University tutors will employ a pedagogical approach that centres around the lived experiences of students from diverse cultural backgrounds, rather than promoting a hegemonic theory-based curriculum content. Issues such as racism, sexism, or classism should be incorporated into any content area.

a. Multicultural education

Introducing multicultural education does not require a completely new educational structure, but there is a need to redesign and integrate new content that reflects contemporary knowledge and accurate information based on research.

The partners will design and implement innovative programmes to bring multicultural education to schools. All children enter school with rich cultural backgrounds that need to be affirmed by their school culture. Teacher educators and cooperating schoolteachers will create opportunities for field experience where students can in-

interact with parents and their neighborhood. communities This can also raise community awareness about the importance of teachers as change agents.

b. Inclusive education

Inclusive approaches assume that teachers view differences between learners as an ordinary aspect of human development; they view difficulties in learning as teaching dilemmas rather than learning problems; and they actively seek support to ensure that individual needs are met using methods which do not marginalize learners or exclude them from available opportunities. Approaches to teaching diverse student groups will be explored, through studying the practices of expert teachers inclusive of a wide range of pupils in their classrooms, thereby producing good all-around attainment results.

4. Professional growth

a. Student teachers

Teaching practice periods are often cited by student teachers as the most influential segment of their preparation: an opportunity to learn about reality, gain experience and move from theory to practice. For teacher education, this implies a pedagogy that promotes a balanced relationship between knowledge domains and practical experience, developing a professional identity using critical reflection. The notion of professional/teacher agency* arises from the view that self-knowledge is the critical factor for teaching, beyond other forms of professional knowledge. The term implies awareness of one's beliefs and theories about teaching and learning, a vision to guide practice, and a sense of professional community. Therefore, teacher education curricula should assign space and guidance for student teachers to share their reflections on their newly acquired experiences.

b. University tutors

University tutors will be committed to raise awareness that a coherent vision and collaborative energy among teacher educators are important to developing the kind of knowledge mix that can advance a responsive teacher education curriculum. Teacher education should articulate a coherent vision and introduce collaborative work forms so that student teachers should acquire a collective professional agency.

**Teacher agency is a term used to refer to situations where teachers have the capacity to adapt their teaching and the curriculum as they see it fit to meet the diverse and changing needs of their students. It can also refer to the capacity of teachers to act purposefully and constructively in directing their professional growth, and to contribute to the growth of their colleagues. Teacher agency can also include teachers' capacity to have a genuine voice in influencing educational policies.*

4. Description of the work carried out

4.1 Drafting and finalization of the Declaration

As a first step, consortium experts decided on the concept for the Declaration of Intent. Then the content of the Declaration was developed by Wesley experts in cooperation with consortium partners. The goal was to include topic areas which resonate with as many individuals as possible in the education arena. Its target audience was not only asked to endorse the Declaration, but also to express their views and add comments and suggestions.

It is important to note I4S project emphasized that the Declaration sought endorsement from individual professionals as opposed to being representatives of an institution.

The instrument of communication was google-forms, in each consortium country in their respective languages. See the English language version here: <https://forms.gle/JXioCD-8Fxi7uiBAJA>

4.2 Searching for the target audience, inviting prospective supporters

I4S invited prospective endorsers – individual professionals, as opposed to institutions – mainly via direct email correspondence, but the search for endorsements was also publicized in social media posts and advertisements.

We asked individuals to consult the Declaration content and to indicate their endorsement in the google-form above. The form also requested respondents to add information on their professional status, and indicate their willingness to participate in the formulation of a detailed strategy for launching actual partnership projects.

In search of professionals working as university tutors in teacher education, individuals from almost every university in the consortium countries were approached.

As for contacting schoolteachers and school heads, we utilized the mailing lists compiled during previous I4S project activities in WP3 and WP4. Additionally, an invitation to endorse the Declaration of Intent was posted in several Facebook groups for teachers.

We also took advantage of the fact that I4S is cooperating with several RIA partners throughout Europe. Thus we also invited them to participate in our initiative.

4.3 Analysis of responses

Table 1 shows the number of contributors expressing their endorsement of the Declaration Intent. This result has been achieved during a two-month period of intense communication.

Table 1: Number of contributors in the consortium countries and RIA partners countries.

Albania	33
Hungary	43
Bulgaria	43
Slovakia	75
RIA partners	16
Total	210

The data for analysis was drawn from the google-form inquiry responses. A detailed analysis can be found in the following -5. Outcome - section.

5. Outcome

The number of responses does not make it possible to disclose representative conclusions and results. Individuals endorsing the initiative are mainly from among those university tutors, schoolteachers, school principals, mentor teachers and other professionals with whom the I4S project has been in contact with for a longer period of time. Consequently, inquiry results can be considered valid only within the scope of the I4S project. Nonetheless, results indicate the existence of a cohort of professionals in education who are already acting as creative and autonomous individuals with a high level of commitment, and are prepared to take part in joint actions. Out of the four topic areas, based on the responses, the topic of *Professional growth/teacher agency* was found to be most important, with the highest number of “extremely important” responses (75%), followed by *Shift to skills in initial TE programmes* (71%). The topics of *Issues of diversity in the TE curriculum* (62%) and *Joint research activities* (57%) were supported as “extremely important” by a lower number of respondents. For details see Table 2 below.

Table 2: The distribution of “extremely important” endorsements of the topic areas of the Declaration of Intent according to consortium countries and RIA countries.

Country	No. of respondents	Joint research activities	Shift to skills in initial TE programmes	Issues of diversity in the TE curriculum	Professional growth/ teacher agency
Albania	33	24 (72%)	21 (64%)	22 (66%)	29 (88%)
Bulgaria	43	28 (65%)	35 (81%)	30 (69%)	28 (65%)
Hungary	43	24 (56%)	33 (77%)	29 (67%)	35 (81%)
Slovakia	75	32 (42%)	48 (64%)	38 (50%)	45 (60%)
RIA partners	16	11 (69%)	11 (69%)	11 (69%)	13 (81%)
Total	210	119 (57%)	148 (71%)	130 (62%)	150 (75%)

5.1 Professional experience/status

Concluding from contributors responses, it seems relevant to consider their professional experience/status.

Schoolteachers are overrepresented among respondents, especially in Albania (45,5%) and in Bulgaria (58,5%), and - quite substantially - in Hungary (25,6%). At project level, the contribution of schoolteachers accounts for an average 31,52%. This result can be partly explained by the fact that in any education system, the number of schoolteachers is significantly higher than that of university tutors. Consequently, schoolteachers' representation should be considered low.

As the Declaration of Intent spotlights the collaboration of schoolteachers and university tutors, it has been anticipated that mentor teachers would have pronounced views and meaningful experiences, therefore, they would welcome our initiative. However this is not the case: mentor teachers are scarcely represented among those who have endorsed the initiative. Mentor teachers from Albania and from Spain and Greece (RIA partners) present significant percentages at 12.1% and 12,5%, respectively. However, the project average is much lower at 6,73%.

University tutors in teacher education are represented with a project average of 21,78%, however, distribution among consortium countries is uneven. Hungary (27,9%) and the RIA partners (31,3%) present the highest endorsement numbers, followed by Albania (21,2%).

It is of interest to observe that university tutors working in other fields than teacher education show considerable interest, so much so that with their 12.5% representation they exceed the number of mentor teachers (6,73%).

In our view, this data strongly affects the results obtained on the four selected Declaration of Intent topic areas: Joint research activities; Shift to skills in initial TE programmes; Issues of diversity in the TE curriculum; Professional growth/teacher agency.

Professional experience/status of the respondents in the consortium countries and in the RIA countries

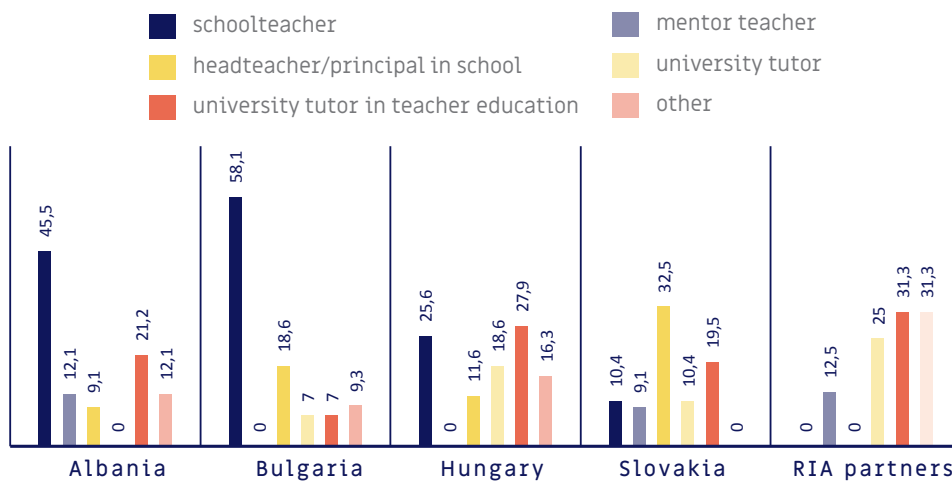


Figure 1: Professional experience/status of the respondents in the consortium countries and in the RIA countries.

Professional experience at project level

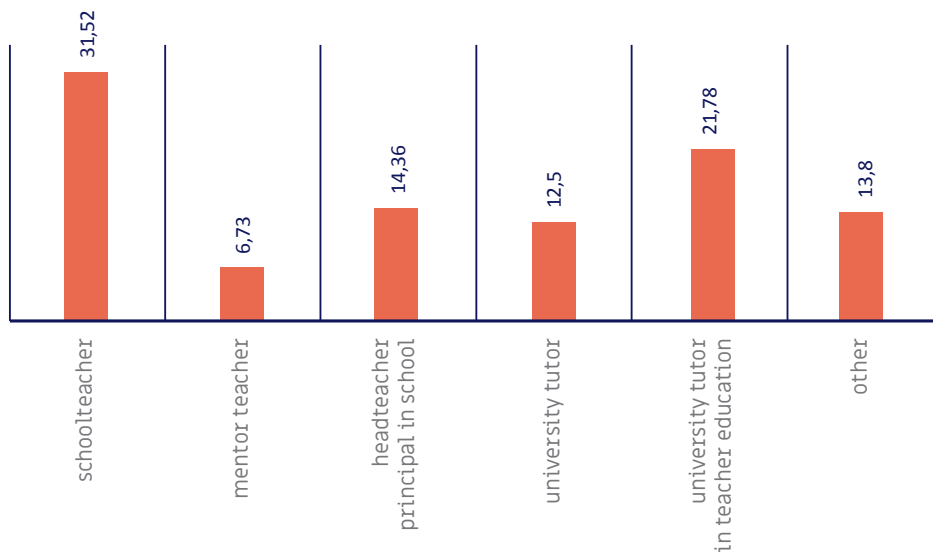


Figure 2: Professional experience/status of the respondents averaged at project level.

5.2 Record of professional practice

Another factor which may impact respondent choices is the years of professional practice the respondents have. We are proposing that the more experience a respondent has, the more grounded and reflected their considerations and choices of the four Declaration of Intent highlighted topic areas Joint research activities; Shift to skills in initial TE programmes; Issues of diversity in the TE curriculum; and Professional growth/teacher agency respectively.

Our finding is that the majority of respondents have a professional practice record of between 15 to 30 years. This may validate the supposition that actual hands-on professional experience accumulated during this time span develops the awareness of grounded knowledge and competency significance. Moreover, the same experience record enables individual professionals to practice reflection, experimentation and innovation. This may be the cohort of professionals who should be empowered to exercise leadership, and should be encouraged to initiate joint research and development projects in education.

The data from Hungary and the RIA partner countries (Spain and Greece) call for further inquiry and discussion. In Hungary the 20,9% representation of respondents with 35 to 40 years of professional practice is much higher than the project average of 8,32%. Respondents from the RIA partners with 5 to 10 years of practice at 18,8% significantly exceeds other countries' results, the average of the four consortium countries being 9,4%.

Years of professional practice of the respondents in the consortium countries and in the RIA countries

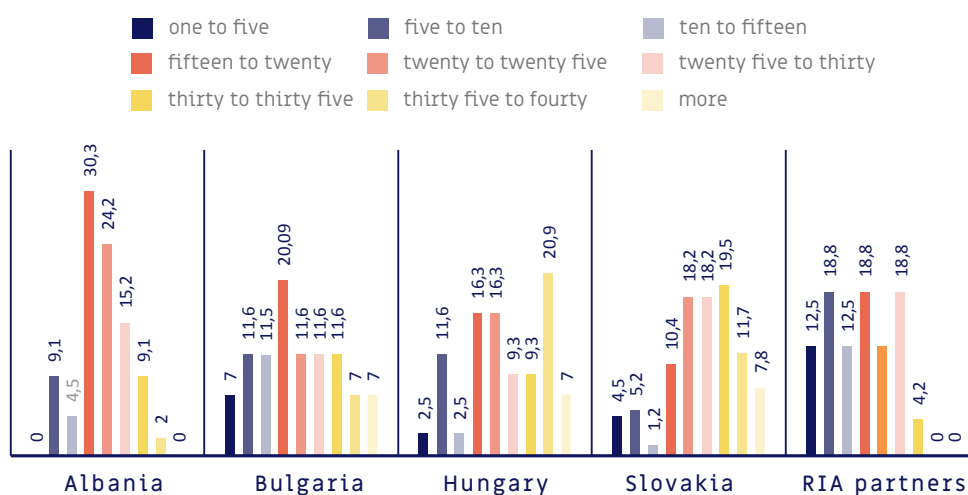


Figure 3:

Number of years of professional practice of the respondents in the consortium countries and in the RIA countries.

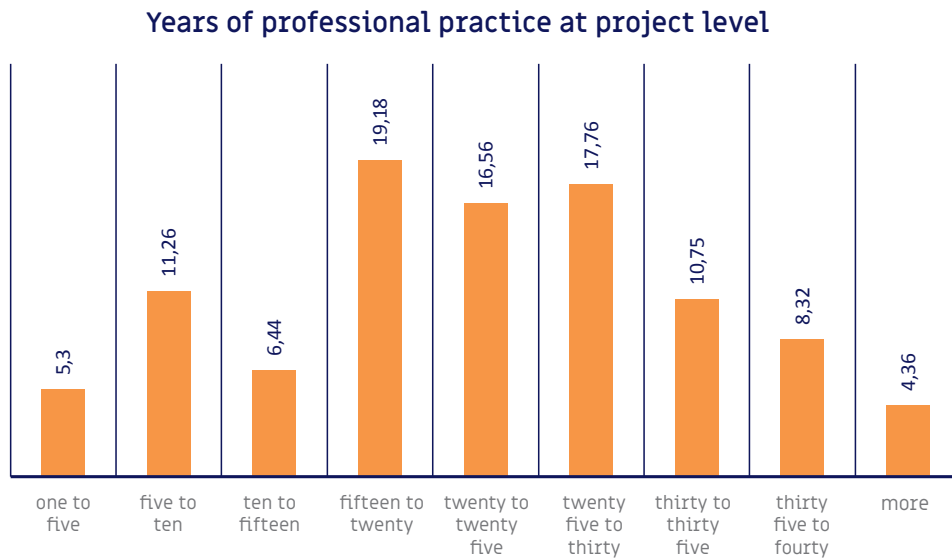






Figure 4:
Number of years of professional practice of the respondents at project level.

5.3 Weighing the significance of the four topic areas listed in the Declaration of Intent

The Declaration of Intent put forward the following topic areas for school-university co-operation:

-  • Joint research activities
-  • Shift to skills in initial teacher education programmes
-  • Issues of diversity in the teacher education curriculum
-  • Professional growth/teacher agency

Among the four Declaration of Intent topic areas two have received slightly more endorsements. **Professional growth and teacher agency** was endorsed by 75% of the respondents (150 persons out of 210) as “extremely important”. This result is in accordance with those discourses on education, pedagogy and teachers’ agency which propose that teachers should have the capacity to adapt their teaching to meet the diverse and changing needs of their students. To obtain this capacity, teachers are to direct their professional growth purposefully and constructively to, and to contribute to the growth of their colleagues.

It is important to point out that endorsements are unevenly distributed among the consortium countries and RIA partner countries. In Albania, Hungary and RIA partner countries, the number of “extremely important” endorsements is over 80%, while in Bulgaria and Slovakia we find 65% and 60%, respectively.

Priority of professional growth and teachers’ agency is a logical second choice with a high number of endorsements, deeming the *Shift to skills in initial teacher education programmes* extremely important. This would call for teachers to have a repertoire of competencies and methods to choose from, to nuance approaches and activities according to the needs of their students. This topic area was endorsed by 71% of respondents as “extremely important” (148 persons out of 210). The number of endorsements can be considered evenly distributed among respondents. This topic area receives higher numbers of endorsements than the project average in Bulgaria with 81%, and in Hungary with 77%.

The least supported topic area is the one of *Joint research activities*, endorsed as extremely important by 57% of respondents. Though in Albania with 72% and in the RIA partner countries with 67% its significance is valued much higher, the lowest support with 42% in Slovakia brings down the aggregate result. Without including the Slovak data, the project level endorsement would be 65%, still at fourth place.

The topic area *Issues of diversity in the teacher education curricula* shows a very similar tendency to the previous one. Slovak support stands at 50%, which again brings down the project average, whereas without the Slovak data this topic area exhibits 68% support.

The Slovak consortium partners offered some explanation for these low percentages by sharing that they included extra items for their own research purposes in the google-form developed by I4S experts, separate from the I4S project. As a result, contributors’ responses are more diverse with the added options, which may interfere with I4S results. In light of this situation, all the Slovak data must be dealt with caution.

When leaving out the Slovak data, endorsement proportions of the four topic areas do not change. However, the ratio of endorsements is significantly altered.

Ratio of “extremely important” endorsements of the topic areas in the consortium countries and RIA countries

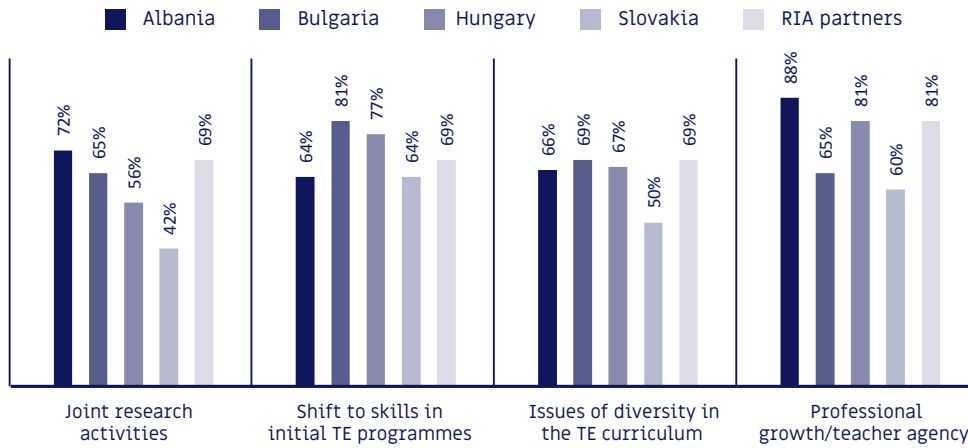


Figure 5: The ratio of “extremely important” endorsements of the topic areas in the consortium countries and RIA countries.

Ratio of “extremely important” endorsements of the topic areas averaged at project level

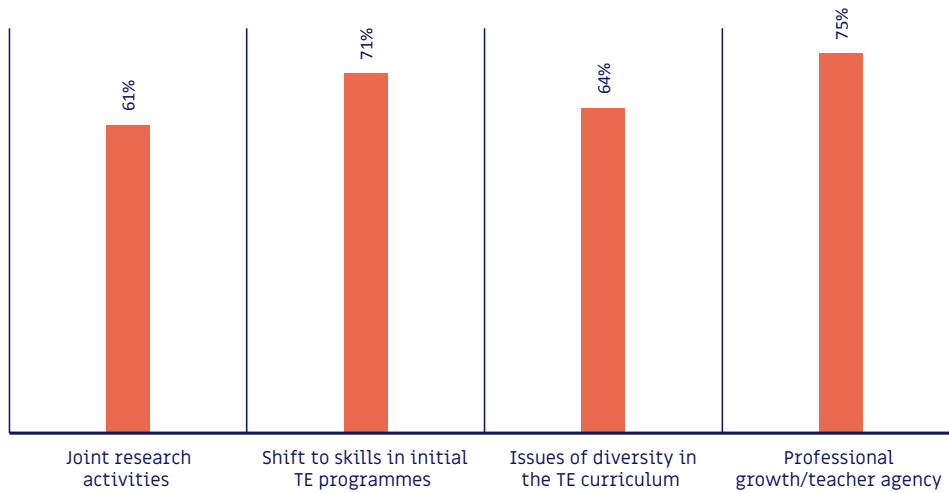


Figure 6: The ratio of “extremely important” topic area endorsements averaged at project level.

5.4 Willingness to have in depth discussions on the Declaration of Intent

An average 76,96% positive response rate to this google-form item reassuringly shows that I4S project selected topic areas are relevant, and there is a general high interest in further international dialogue. The proposition to utilize these discussions for starting Joint project activities has also been strongly supported. **Support in Albania and the RIA partner countries is especially high with 93,3% and 87,5%, on average 90%. For Bulgaria, Hungary and Slovakia an aggregate of 60% support can be perceived. This 30% difference calls for further investigation.** One plausible hypothesis suggests that geopolitical issues together with the post-soviet social characteristics shared by the consortium countries, as well as EU member and non-EU member statuses, all have an impact on the shaping of their education systems. Therefore, in further discussions of Declaration of Intent topic areas, the aspects of cultural, societal and political embeddedness of participating education professionals are advised to be recognized and included. This observation is firmly justified by the topic area of Professional growth and professional agency having been selected as extremely important by the highest number of respondents in the Declaration of Intent I4S initiative.

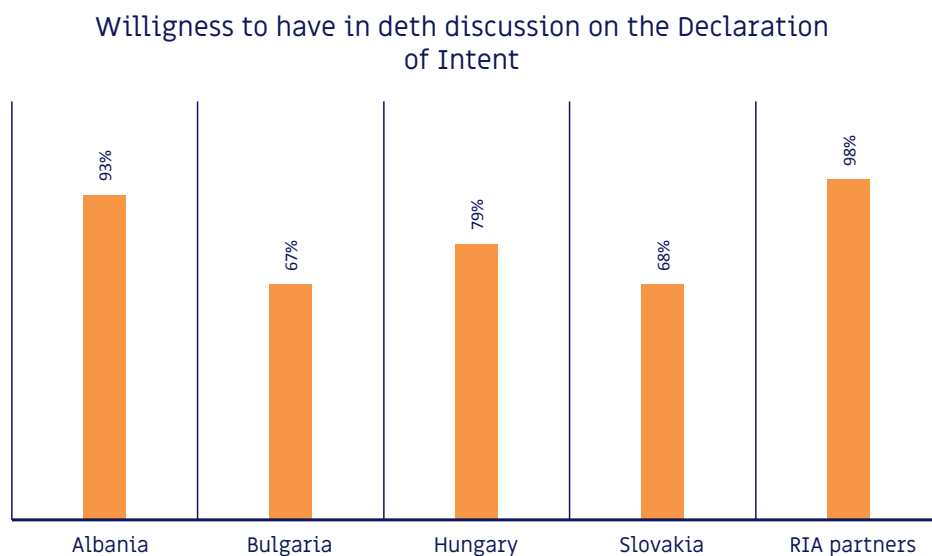


Figure 7:
Willingness to have in depth discussions on the Declaration of Intent.

6. Obstacles in implementing the work plan, and efforts made to overcome them

Analysis of the reactions, feedback and unofficially shared opinions have indicated several obstacles met by the respondents:

Several teachers and university tutors assumed that the Declaration was targeting school management and not “rank and file” teachers, and several university tutors insisted that they were bound by their universities’ policies, and unable to publicly express their views as individual professionals.

The low response rate to the e-mails sent out in all the consortium countries may suggest an existing apathy among teachers and tutors regarding individual professional decisions, sharing their views, and taking part in innovative activities. The cause of this apathy may be sought in the local socialization of education professionals.

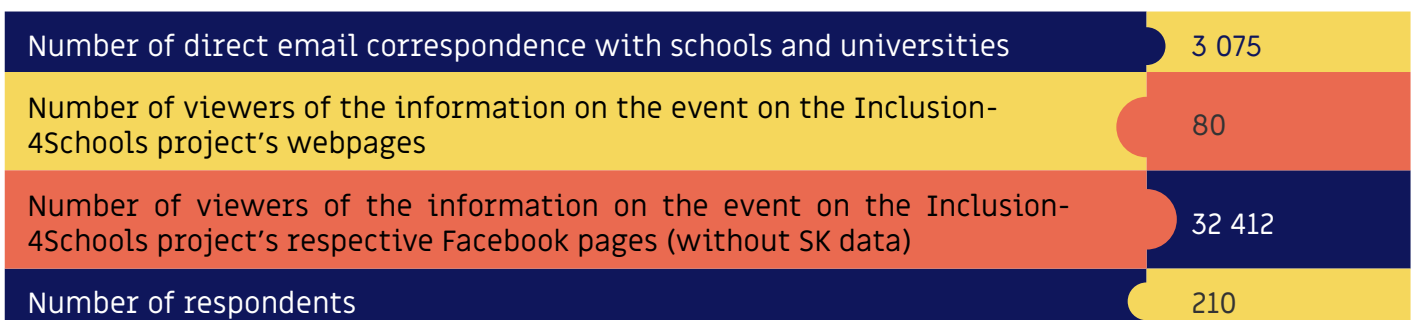
The huge workload of teachers and university tutors at the end of the school/academic year also affected their readiness to respond to emails from senders other than their institutions.

In some geographical locations, technological and computer literacy barriers made it difficult to reach prospective respondents. Some community members faced difficulties accessing digital platforms due to limited internet connectivity, or lack of familiarity with social media tools.

To counteract these difficulties, consortium partners shared the strategy of approaching their target audience not only via “mass” email correspondence, but also through individualized messages and dialogues, as well as additional phone calls. This strategy may have positively affected respondent motivation to a certain degree. However, a single project activity cannot change predominant majority of schoolteachers and university tutors, whose attitude towards becoming professionals actively seeking to shape the terrain of education from their local positions remains reluctant.

7. Impact

Initiate impact can be assessed through numbers in three ways: (1) number of direct email correspondence with school, (2) number of viewers of online information on the Declaration of Intent on the Inclusion4Schools project on its webpage and Facebook pages, and (3) the number of respondents.



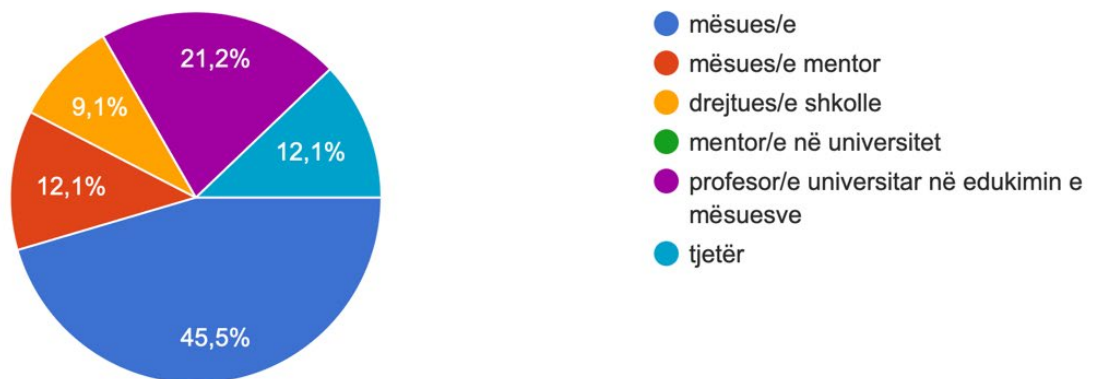
Appendix A: Professional experience/status

Diagrams appearing in the google-forms of project partners. English language explanations for the colour coded options can be found in the RIA partners' diagrams.

Albania

Përvoja profesionale - statusi aktual

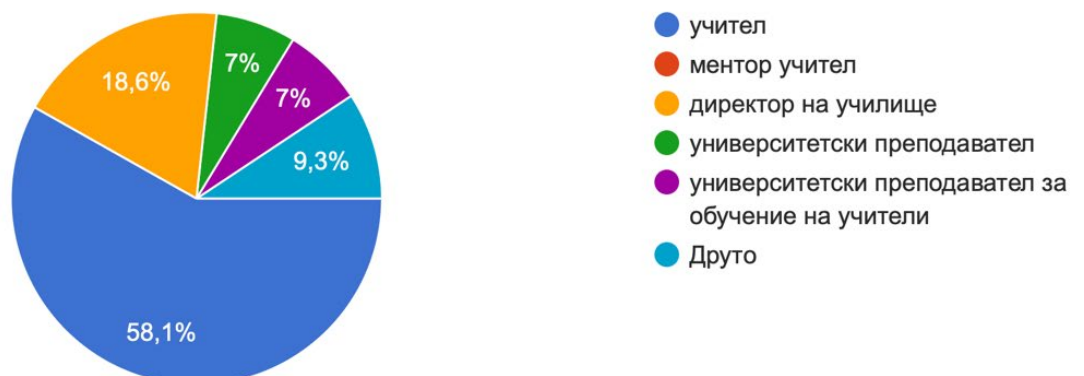
33 vâlasz



Bulgaria

Професионален опит - в момента

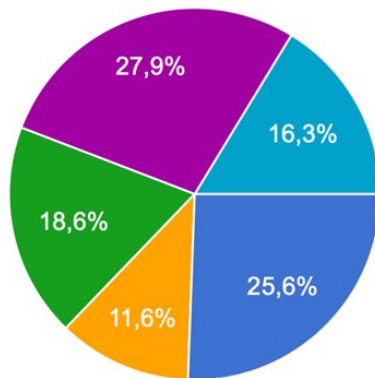
43 vâlasz



Hungary

Szakmai tapasztalat - jelenlegi státusz

43 válasz

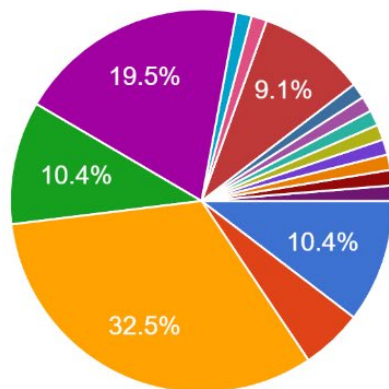


- közoktatásban dolgozó tanár
- mentortanár
- iskolaigazgató
- egyetemi oktató
- tanárképzésben dolgozó egyetemi oktató
- egyéb:

Slovakia

Odborná prax – súčasný stav

77 responses



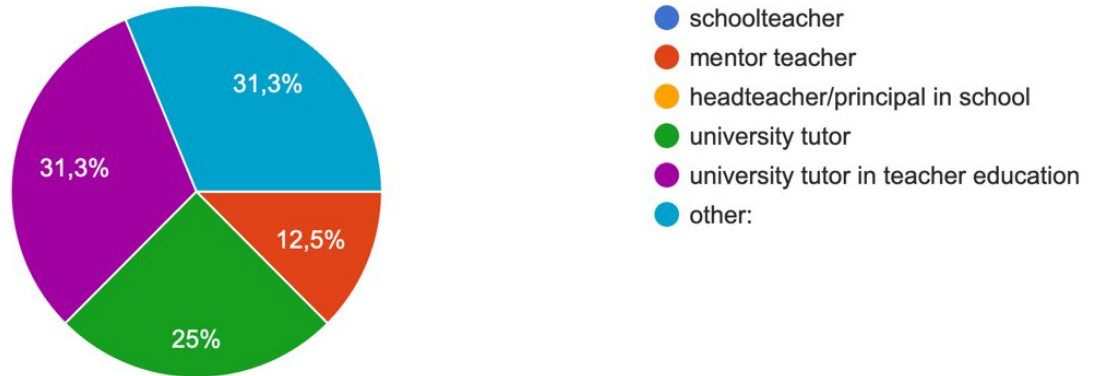
- učiteľ na škole (ZŠ, SŠ a G)
- mentor
- riaditeľ školy
- vysokoškolský učiteľ
- vysokoškolský učiteľ v oblasti príp
- vychovávateľ
- pedagogický asistent
- učiteľ materskej školy

▲ 1/3 ▼

RIA partners

Professional experience - present status

16 válasz



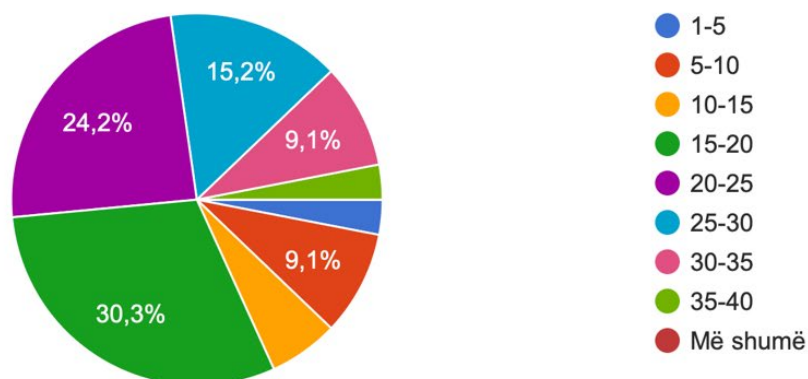
Appendix B: Professional practice record

Diagrams appearing in the google-forms of the project partners. English language explanations for the colour coded options can be found in the RIA partners' diagrams.

Albania

Vite praktike/pune profesionale

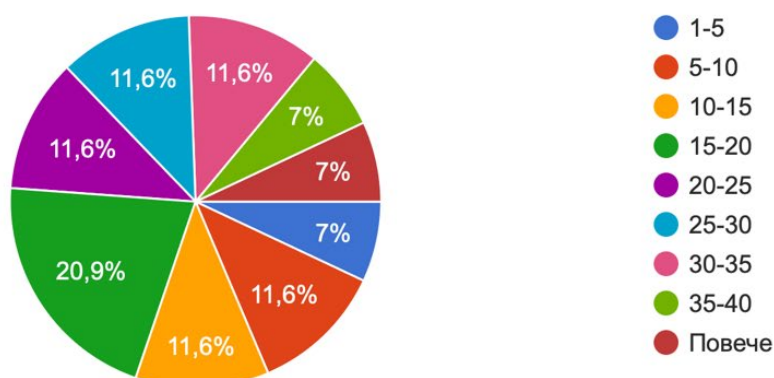
33 v asz



Bulgaria

Moļa, posocete godinite na Vašija profesionalen opit

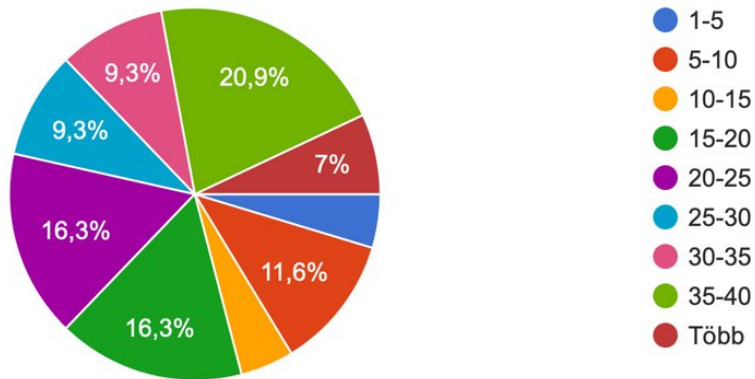
43 v asz



Hungary

Hány év szakmai gyakorlattal rendelkezik?

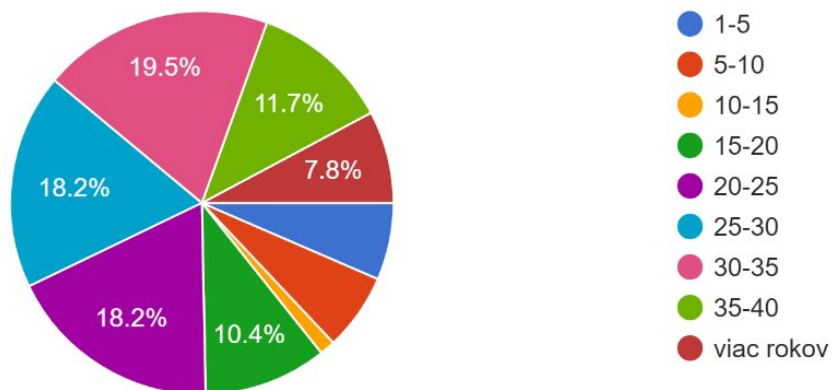
43 válasz



Slovakia

Roky odbornej praxe

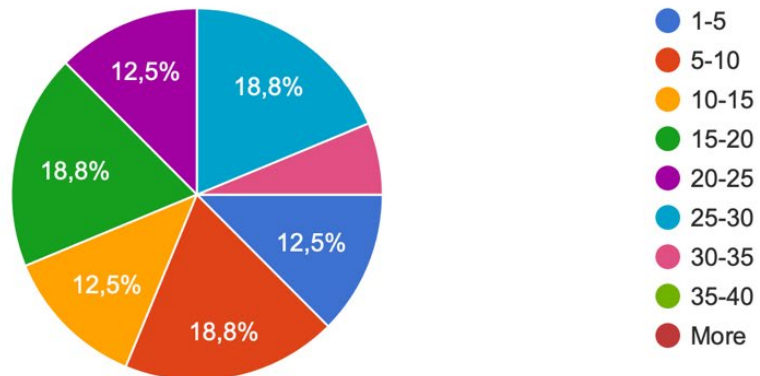
77 responses



RIA partners

Years of professional practice

16 válasz

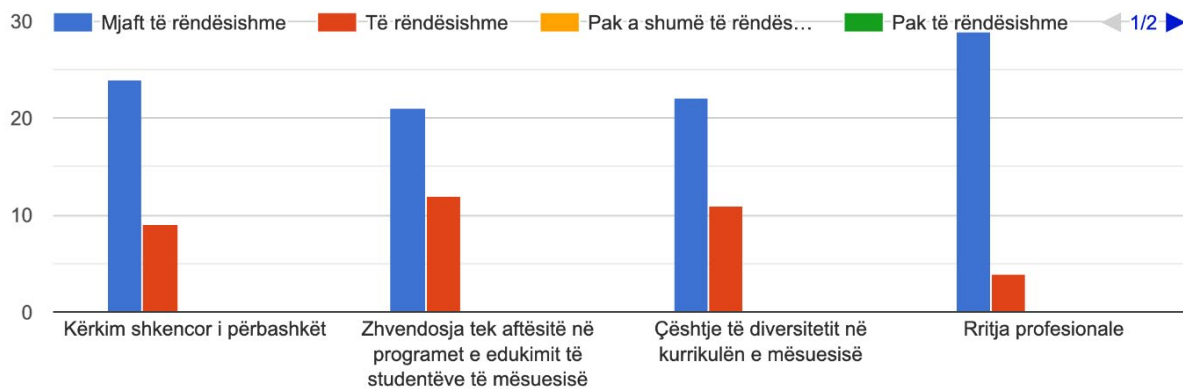


Appendix C: Ratio of endorsements for Declaration topic areas

Diagrams appearing in the google-forms of the project partners. English language explanations for the colour coded options can be found in the RIA partners' diagrams.

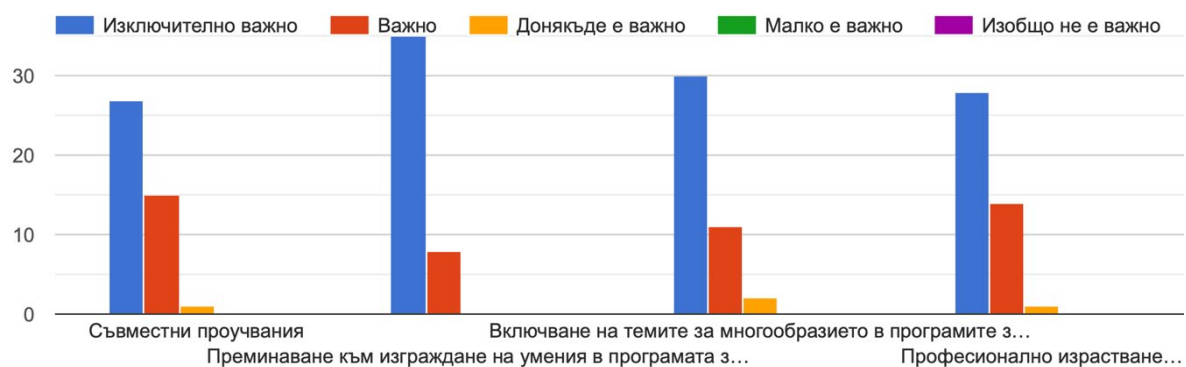
Albania

Ju lutemi, tregoni se sa të rëndësishme janë, sipas mendimit tuaj, fushat e renditura në Deklaratën e Qëllimit.



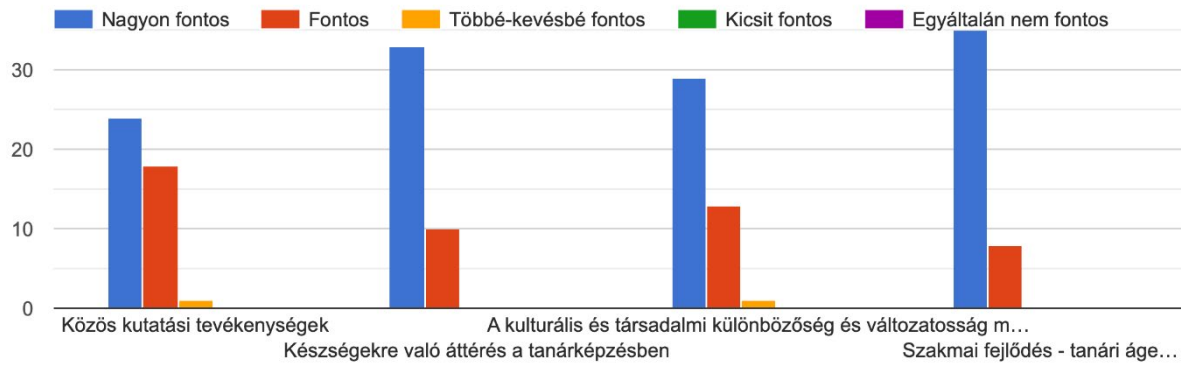
Bulgaria

Моля, посочете според Вас доколко са важни сферите на действие адресирани в Декларацията за намерения



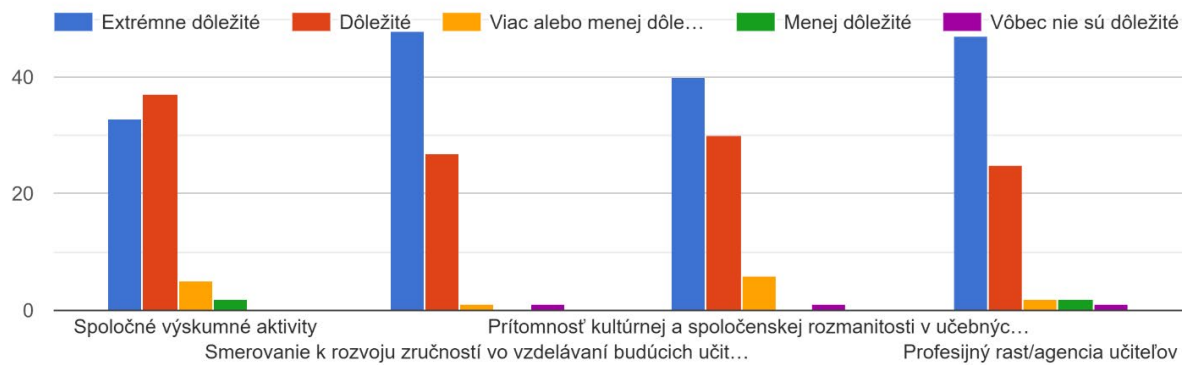
Hungary

Kérjük, jelezze, hogy Ön szerint mennyire fontosak a Szándéknyilatkozatban felsorolt területek!



Slovakia

Uvedte, prosím, nakoľko sú podľa vás dôležité oblasti uvedené vo Vyhlásení o zámere:



RIA partners

Please, indicate how important, in your view, are the areas listed in the Declaration of Intent.

