



Preliminary results of the 1st evaluation
moment questionnaire
“EUrope includes You”

Based, on the Index for inclusion- Practice and resources

Portuguese team: José Martins; Paulo Antunes and Armando Machado



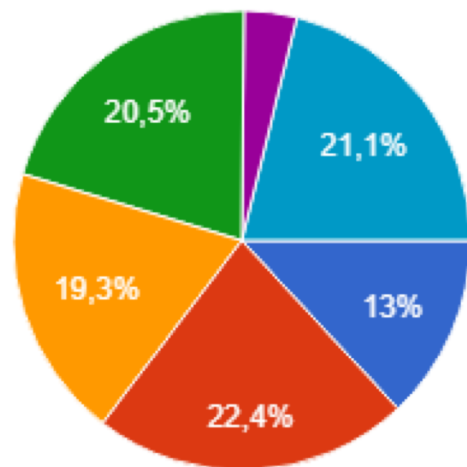
Issues

- ▶ Identification of participating countries and number of responses obtained;
- ▶ Level of teaching of the teachers of the different partners;
- ▶ Gender of teachers;
- ▶ Teaching years of teachers from different countries;
- ▶ 1° Results- Evolving inclusive practices: Orchestrating learning - Two Examples of Responses;
- ▶ 1° Results- Evolving inclusive practices: Mobilising resources- Two Examples of Responses;
- ▶ Some descriptions of inclusive education and inclusive teacher;
- ▶ Presentation of a proposal to organize the information of this project: Part 1 of the Intellectual product

Identification of participating countries and number of responses obtained.

Identify the partner country

161 respostas

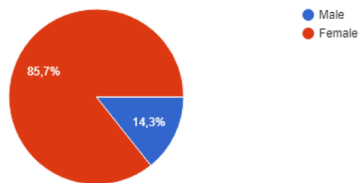


- Germany
- Italy
- Portugal
- Republic of Macedonia
- Romania
- Turkey

Gender of teachers

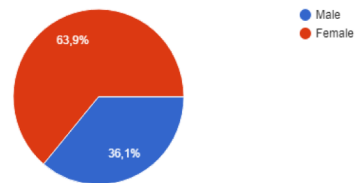
Germany

What is your gender?
21 respostas



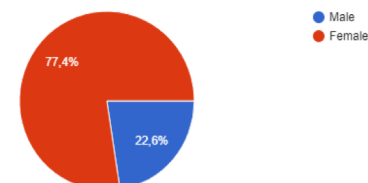
Italy

What is your gender?
36 respostas



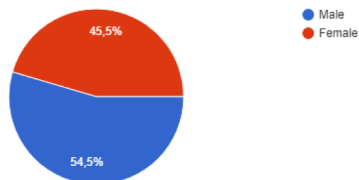
Portugal

What is your gender?
31 respostas



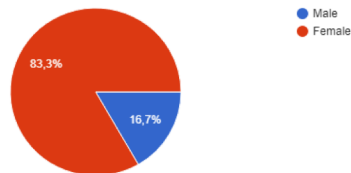
Republic of Macedonia

What is your gender?
33 respostas



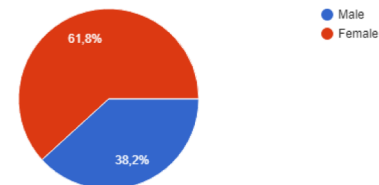
Romania

What is your gender?
6 respostas



Turkey

What is your gender?
34 respostas

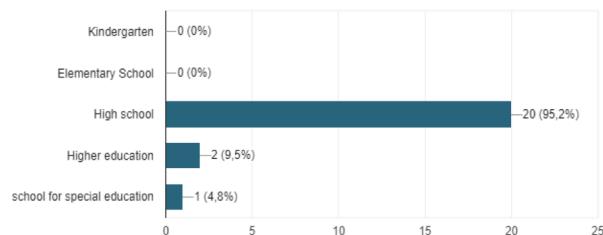


Level of teaching of the teachers of the different partners.

Germany

Please identify the level of education that you teach.

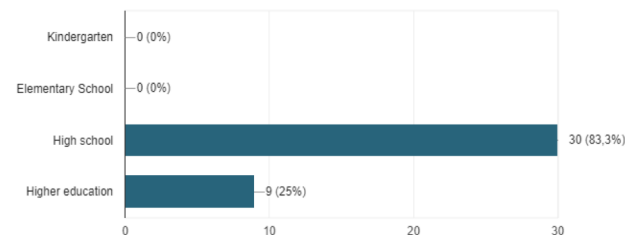
21 respostas



Italy

Please identify the level of education that you teach.

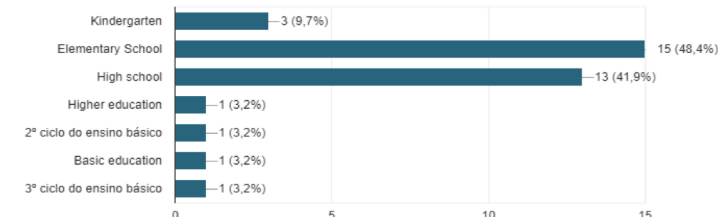
36 respostas



Portugal

Please identify the level of education that you teach.

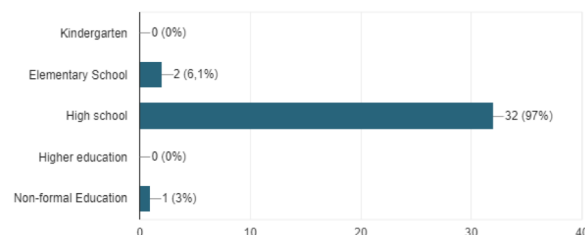
31 respostas



Republic of Macedonia

Please identify the level of education that you teach.

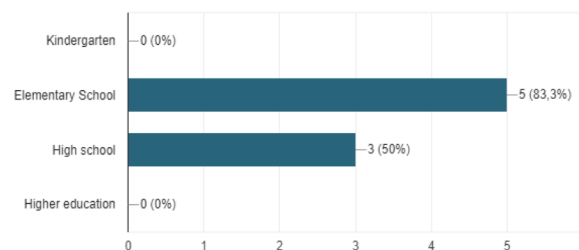
33 respostas



Romania

Please identify the level of education that you teach.

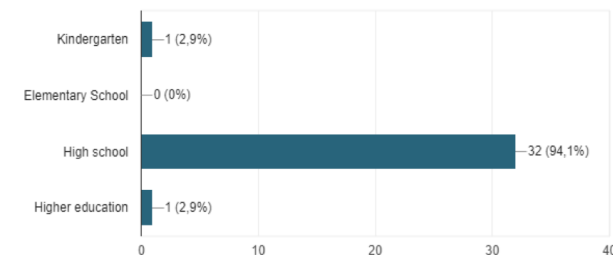
6 respostas



Turkey

Please identify the level of education that you teach.

34 respostas

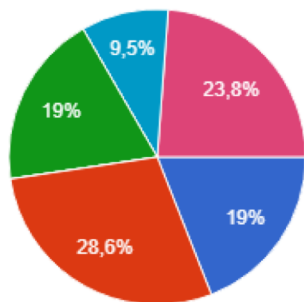


Teaching years of teachers from different countries.

Germany

How many years have you been teaching?

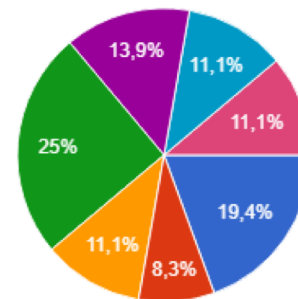
21 respostas



Italy

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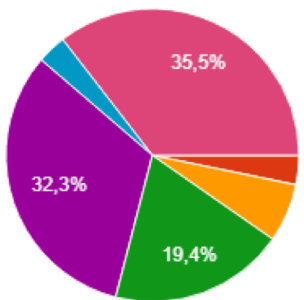
36 respostas



Portugal

How many years have you been teaching?

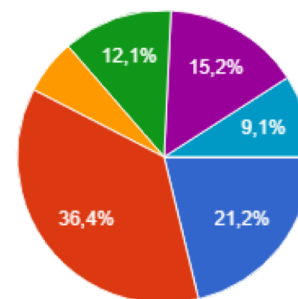
31 respostas



Republic of Macedonia

How many years have you been teaching?

33 respostas

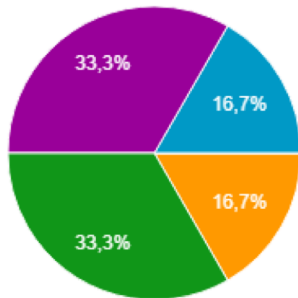


Teaching years of teachers from different countries

Romania

How many years have you been teaching?

6 respostas

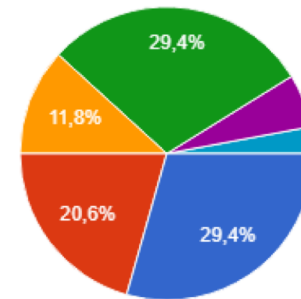


- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- More than 31 years

Turkey

How many years have you been teaching?

34 respostas



- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- More than 31 years

1^o Results- Evolving inclusive practices

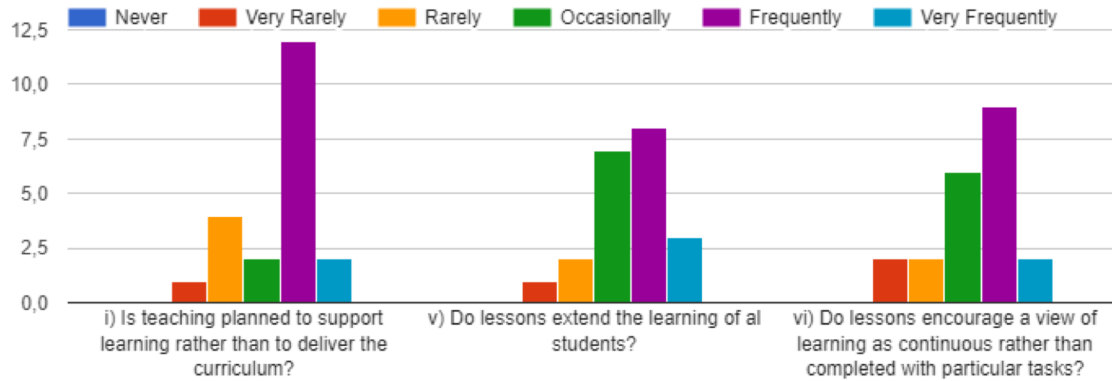
Orchestrating learning - Two Examples of Responses



Evolving inclusive practices - Orchestrating learning

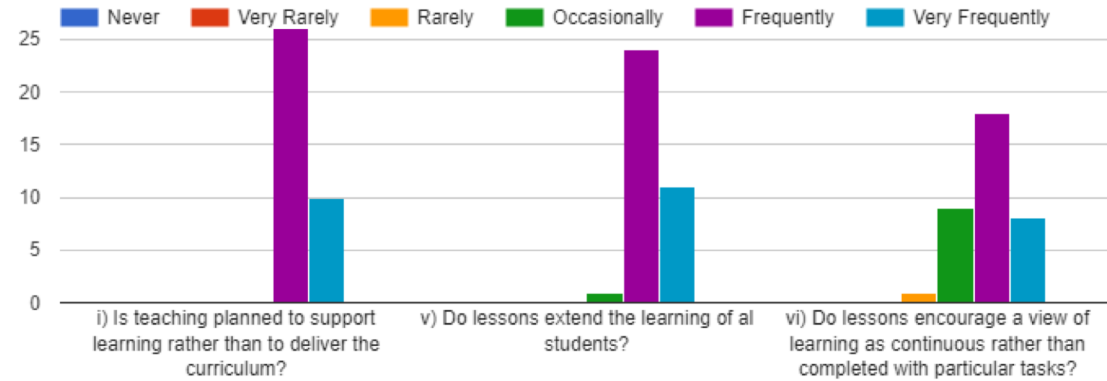
C.1.1 Teaching is planned with the learning of all students in mind.

Germany



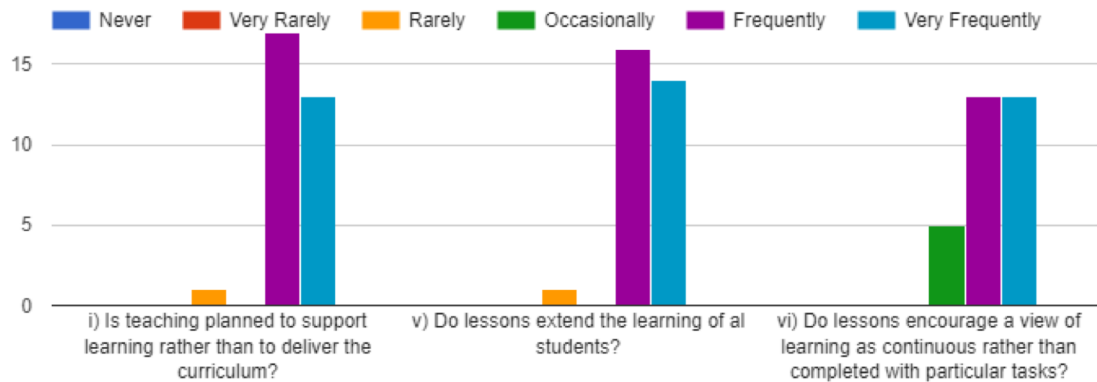
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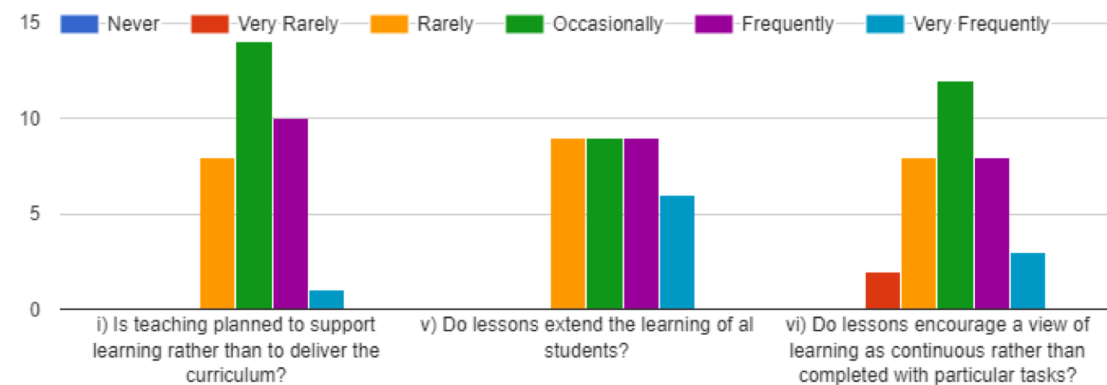
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Portugal



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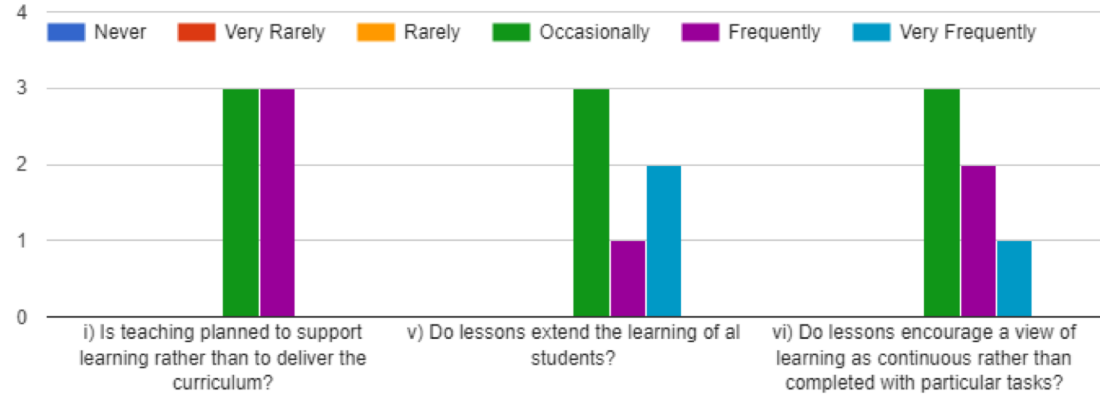
Republic of Macedonia



Evolving inclusive practices - Orchestrating learning

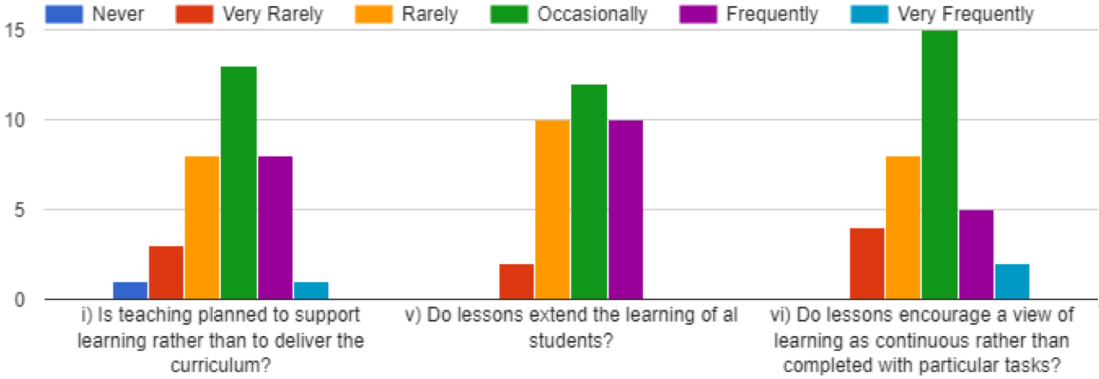
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Romania



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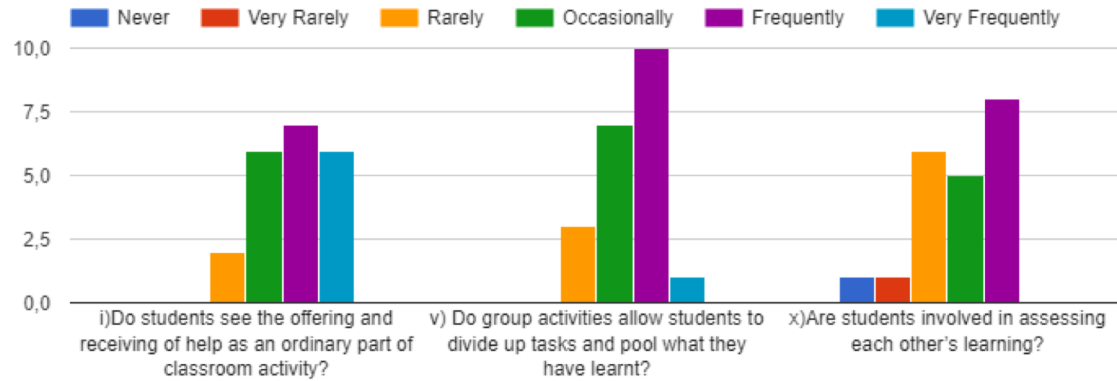
Turkey



Evolving inclusive practices - Orchestrating learning

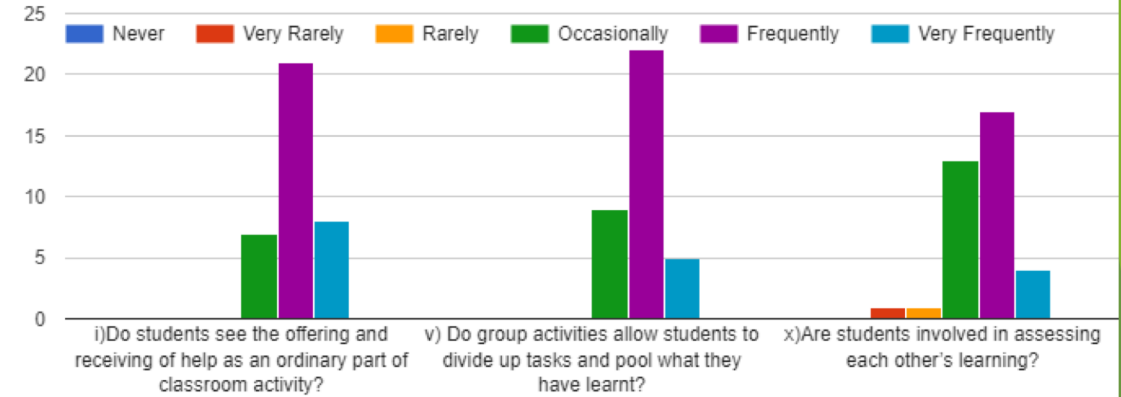
C.1.5 Students learn collaboratively.

Germany



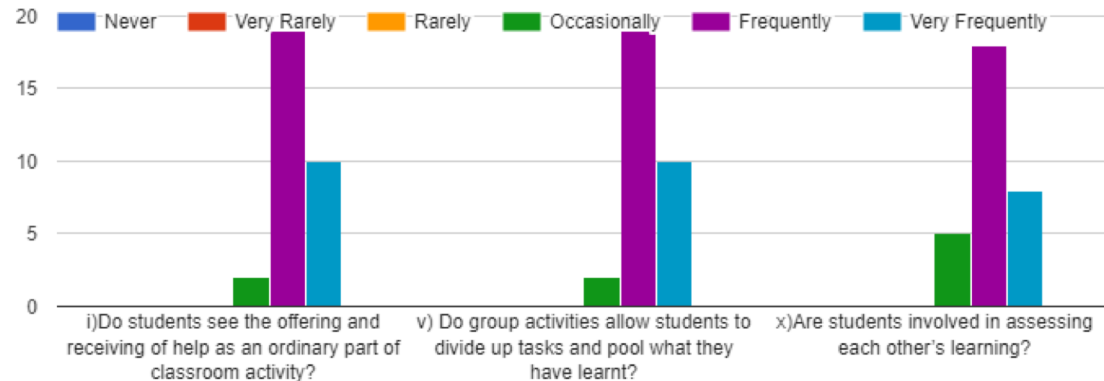
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Italy



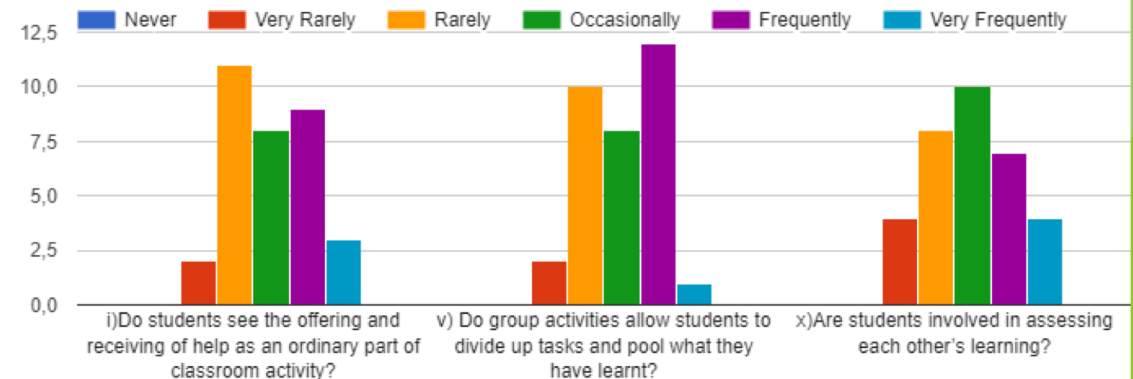
C.1.5 Students learn collaboratively.

Portugal



C.1.5 Students learn collaboratively.

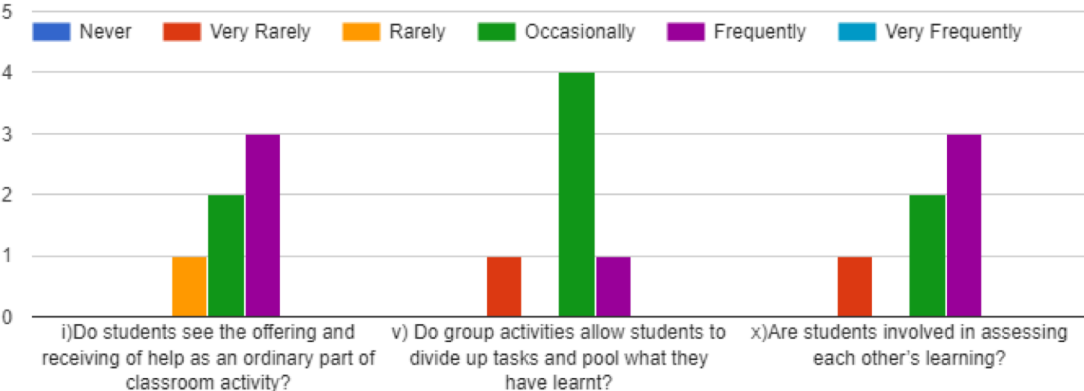
Republic of Macedonia



Evolving inclusive practices - Orchestrating learning

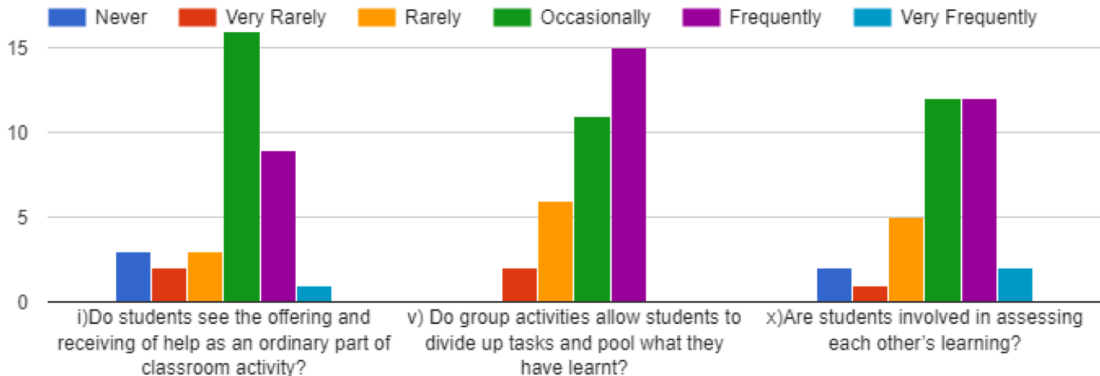
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Romania



C.1.5 Students learn collaboratively.

Turkey



1^o Results- Evolving inclusive practices -Resources

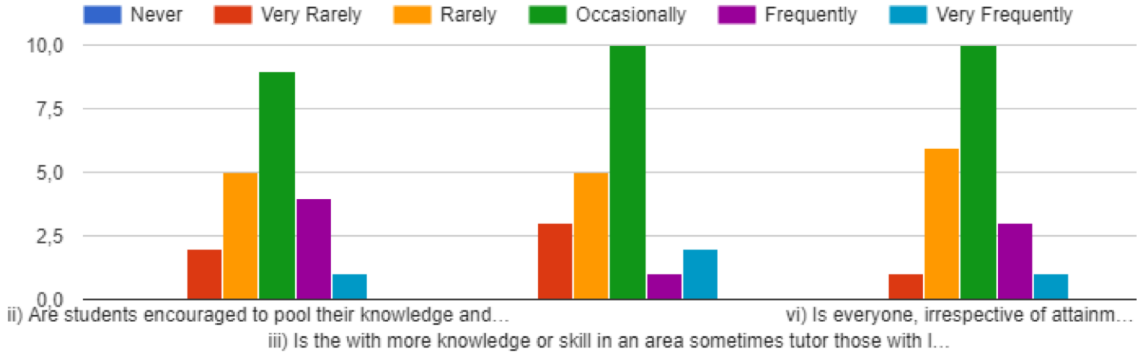
Mobilising resources- Two Examples of Responses



Evolving inclusive practices resources- Mobilising resources

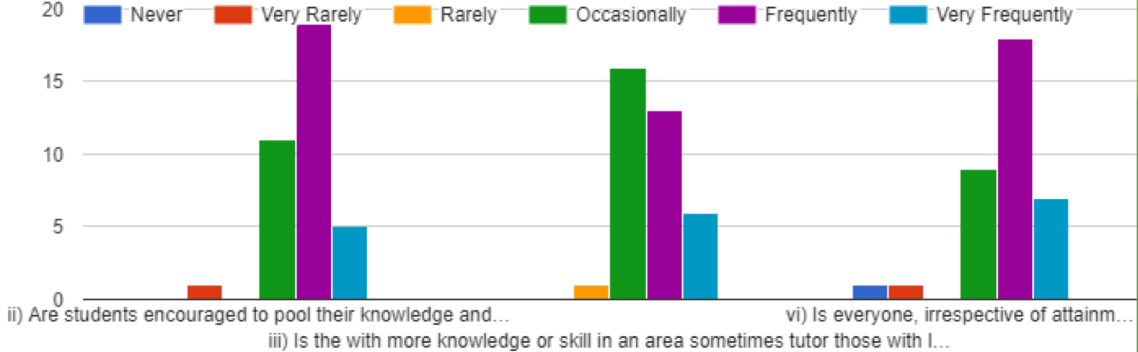
C.2.1 Student difference is used as a resource for teaching and learning.

Germany



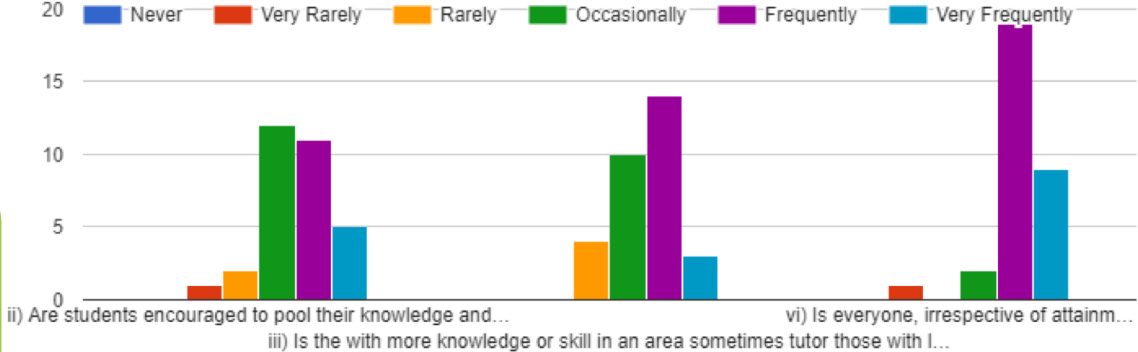
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Italy



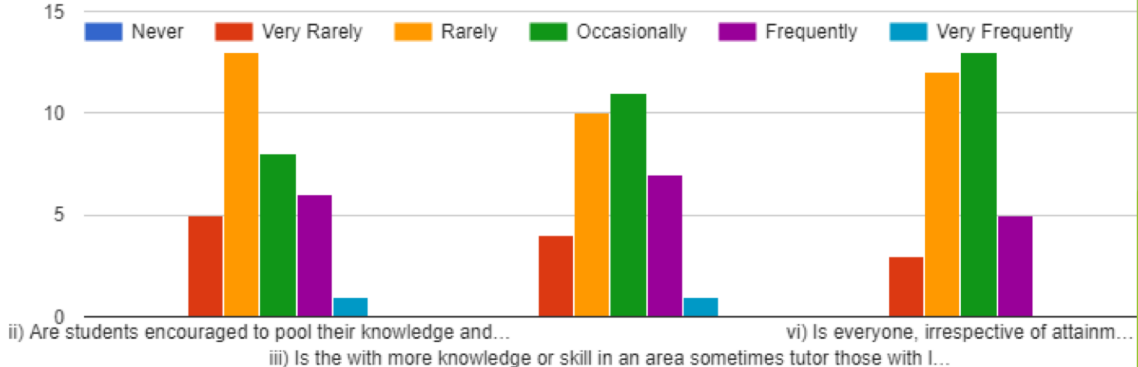
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Portugal



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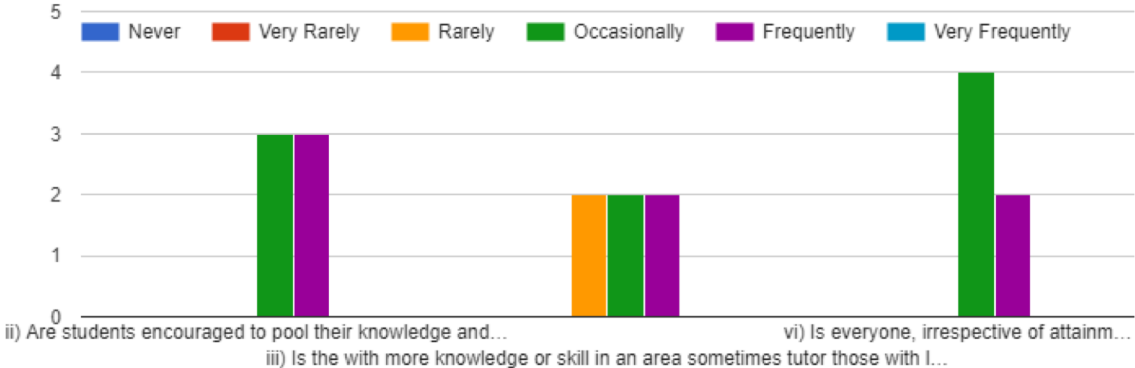
Republic of Macedonia



Evolving inclusive practices resources- Mobilising resources

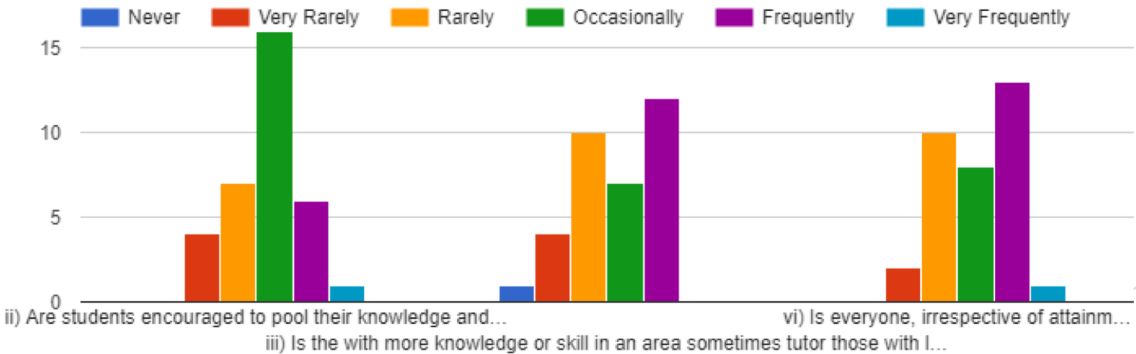
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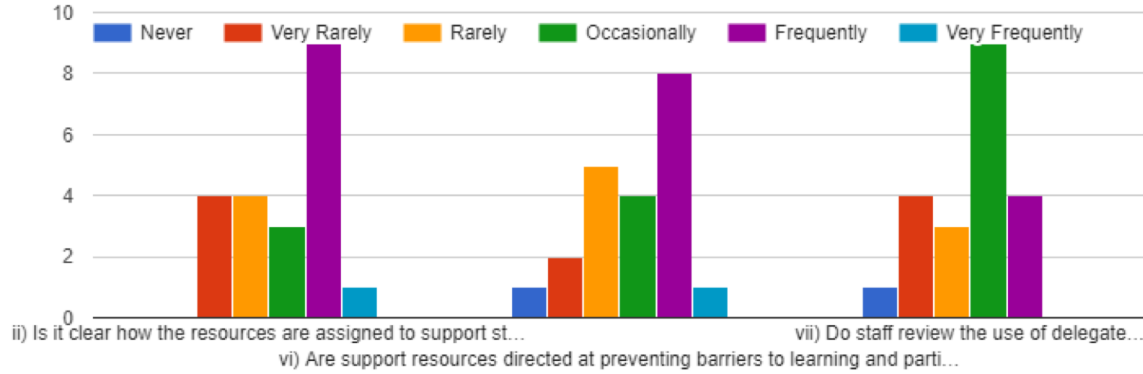
Turkey



Evolving inclusive practices resources- Mobilising resources

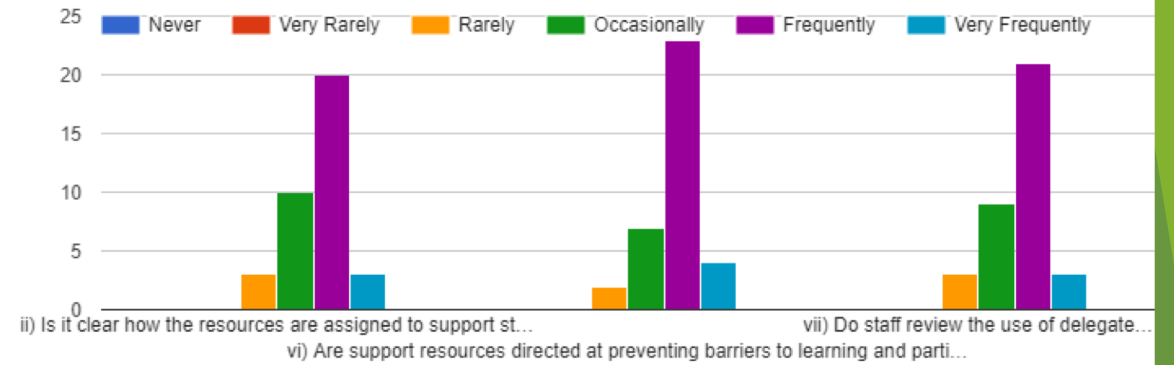
C.2.5 School resources are distributed fairly so that they support inclusion.

Germany



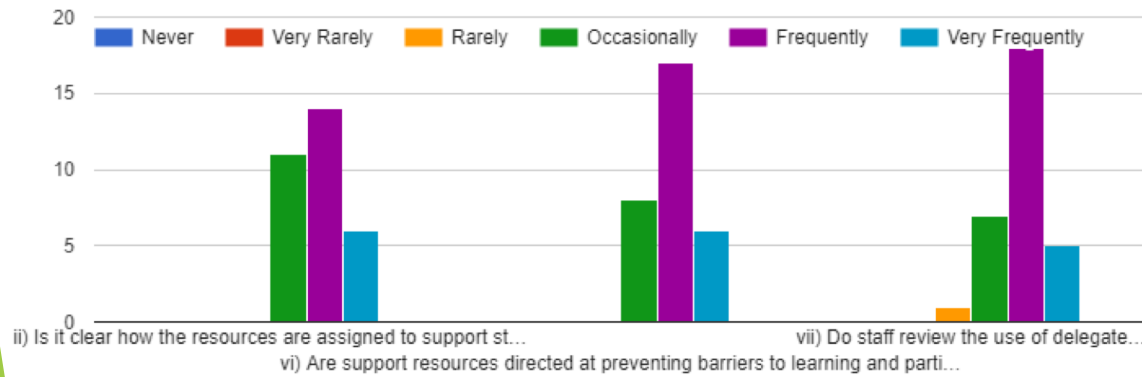
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Italy



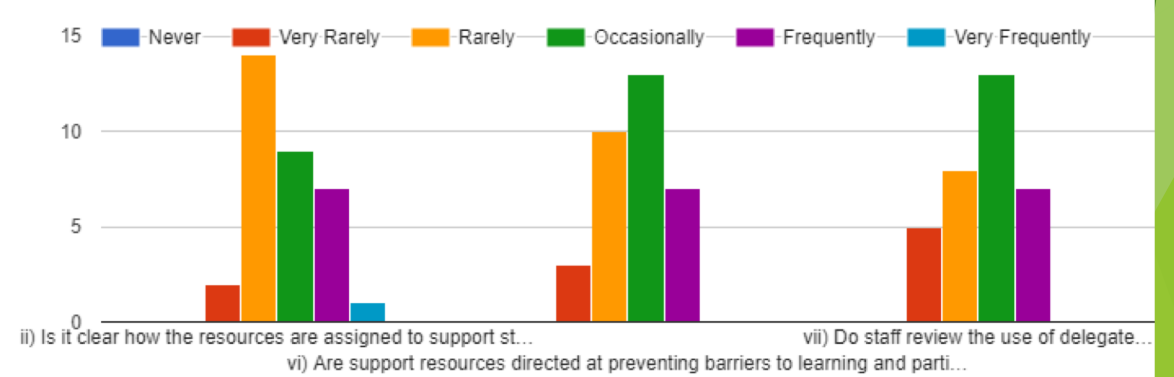
C.2.5 School resources are distributed fairly so that they support inclusion.

Portugal



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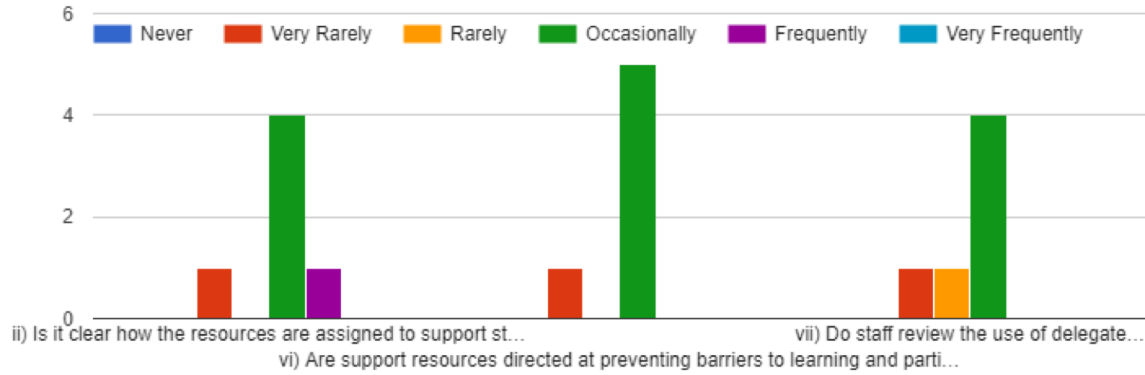
Republic of Macedonia



Evolving inclusive practices resources- Mobilising resources

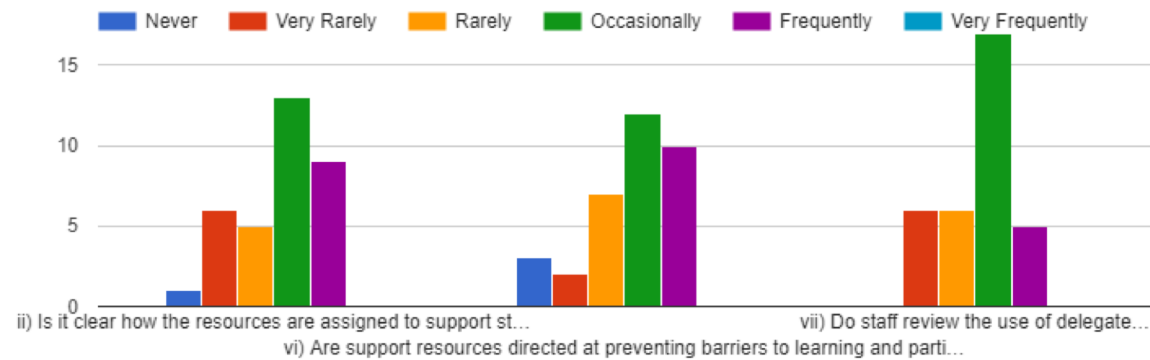
C.2.5 School resources are distributed fairly so that they support inclusion.

Romania



C.2.5 School resources are distributed fairly so that they support inclusion.

Turkey



Some descriptions of inclusive education and inclusive teacher.



Some descriptions of inclusive education

Germany

-I think, that our school is on a good way. But I think that teacher need more training and knowledge about inclusive educational practices on a continuing (!) basis. This should already start in the context of the teacher training at university;

-In my opinion, it's not working as it is practiced right now. Nowadays, the system of inclusive education seems to be some kind of exclusion, as the the special educators often leave the classroom to teach the student separately who is in need of special educations. Furthermore there is not as much stuff as you need to fulfill the requirements for a successful and appropriate inclusive education

Italy

-Effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. Our school has to work a lot on this.

-Cooperation among students from different background and an open attitude towards territory as far vas concerns culture and society.

Portugal

- Inclusive education is a wonderful idea, which is based on building an ideal school for all. For this ideal to become a reality, all citizens should be educated towards truly human values such as: tolerance, acceptance of differences, critical spirit, mutual respect, listening, freedom of expression and communication, breakdown of prejudices, an education for the regulation of consumption and materialism and perhaps an education centered on the human condition. That is, education would be the great support of this construction. Human principles and values their principles guiding.

-Will be a great change and needed change in our organization.

Some descriptions of inclusive education

Republic of Macedonia	Romania	Turkey
<p>-Implementation of inclusive education in our school is at the highest level of all schools in our municipality. Still, we have some issues: lack of specialists and additional staff to support students' needs, lack of standardized and suitable equipped classrooms and educational material (each teacher must prepare his own individual lesson plan according his teaching practice);</p> <p>-Teachers are doing their best though they don't have enough conditions.</p>	<p>-Now, in my school implementing an inclusive education is only about a small number of children with special needs benefiting from face to face support teacher one hour a week. In my opinion, in an inclusive school there is a teacher assistant in every class and there is a clear and non-discriminatory procedure concerning children with special needs;</p> <p>-In my school they are many pupils with learning disabilities, so it is important to include them in their collectives.</p>	<p>-Implementing an inclusive education in our school is not at the level as we desired but the staff are working on it by both doing projects and participating in-service training;</p> <p>-I see it as an activity that students can accept and understand better than the society.</p>

Some descriptions of inclusive teacher

Germany	Italy	Portugal
<p>-I believe that an inclusive teacher in addition to empathy has the task to prepare the students for life. He has to be well educated and should participate regularly to training courses;</p> <p>-An understanding patiently person, who tries to reach every student;</p> <p>-Empathy, flexibility, being consequent, balanced</p>	<p>-An inclusive teacher should pay more attention to the personal need of each student encouraging him /her develop his/her own path of life;</p> <p>-Inclusive teacher should be mentally open, available and supportive;</p> <p>-An inclusive teacher must be motivated, sympathetic , open-minded and helpful.</p>	<p>-An inclusive teacher, is that who values the way of being and the way of doing of students;</p> <p>-A teacher that provides equal opportunities for all students and engage them to know better themselves and the others;</p> <p>-Multitasked / skilled, resilient and flexible professional.</p>

Some descriptions of inclusive teacher

Republic of Macedonia	Romania	Turkey
<ul style="list-style-type: none">-A teacher that will pay attention to every single student in the classroom and make them feel like they are all a part of something;-Teacher must be able to notify, understand and give support to all students in classroom. But also teacher must be stimulated for additional work;-Person with a reputation and experience	<ul style="list-style-type: none">-An inclusive teacher is a resilient and open-minded person, a well-trained professional, always concerned by his own personal development;-It must be open minded and a person with good sentiments for the others;-The inclusive teacher emphasizes the development of activities that involve teamwork and cooperation.	<ul style="list-style-type: none">-the teacher is the person who embraces all students despite all their individual differences and who is in the mind of "teaching is touching the heart";-they would be extremely understanding and helpful;-Respectful of individual characteristics and differences, innovator, self developed, patient and loving people...

Intellectual output



Presentation of a proposal to organize the information of this project: Part 1 of the Intellectual product.

Organization of information for the following problems.

Does inclusion is understood in the same way by all partners?

What is Inclusion?

What dimensions does it cover?

What are your barriers and limits?

Who is it for?

Where is it applied?

What inclusion practices are used?

What resources are available?

What policies support and streamline it?

And...

- What is pedagogy?
- What is teaching and learning?
- What is effective in education? But for what?
- What is useful in education? But for whom ??
- By what right do human beings do what they do, to other human beings, for what education?
- With what right to educate?

Should we reflect on all or just some of the problems?
Which are?

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is a plain white background.

Thank you for your attention

Portuguese team.