

I-AM

TOGETHER WE ANIMATE A SCHOOL FOR ALL

INCLUSIVE EDUCATION
USING ANIMATION AND MULTIMEDIA

CAPACITY BUILDING
ON INCLUSIVE EDUCATION
FOR EDUCATIONAL STAFF

IMPACT ASSESSMENT



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Introduction

The **I_AM: “Inclusive education using Animation and Multimedia”** project aimed to support inclusive education of children with special educational needs and disabilities (SEND) through social inclusion and the sharing of common values. More specifically, it aimed to connect the dots between traditional education strategies and inclusive education techniques through multimedia usage, with the contribution of educators, role models and parents during the whole implementation of the project.

The general objective of the project was to exploit multimedia resources and especially animation for broader inclusive purposes in order to develop a welcoming environment for children with SEND to schools, by combating any stereotypes, discriminations and respecting their rights and equal access to education.

Thus, a person-centred, multi-disciplinary and art-based approach that aimed to create a safe space of encouragement through artistic expression was developed. Additionally, the creation of an inclusive educational environment among all students within classrooms was developed/targeted. This approach was based on the current needs, barriers, and facilitators on the field of educational system, targeting educational staff.

The present deliverable, named **Impact Assessment Report**, is one of the three WP9 “Process evaluation and impact assessment of the intervention” outputs. It describes the methods that were used for the assessment of the impact and efficiency of the project, particularly the impact of the blended learning programme that was based on an inter-professional learning framework and tailored tools- to foster inclusive education of children and young people with SEND and promote common values. The blended learning programme was implemented in all four participating countries: Cyprus, Greece, Hungary and Poland. In particular, the current report focuses on the assessment of the impact of the trainings in terms of skills acquired, increased awareness and changes in beliefs/attitudes in relevant issues.

1. Information about I_AM joint action

The Joint Action on Inclusive education using Animation and Multimedia (I_AM) received funding from the European Union in the framework of the Third Program of Community Action: Support to policy reform in the field of social inclusion through education, training and youth (EACEA Erasmus Plus Actions 2014-2020).

It responds to the programme's call for general education and training by developing and implementing innovative methods and practices to foster inclusive education and promote common values by promoting innovative solutions that can feed into policy solutions, in particular those discussed by the EU ET 2020 Working Group on Promoting Common Values and Inclusive Education. The project is also in line with other related initiatives from the EU, including encouraging the use of positive role models to promote social inclusion, and to prevent exclusion and violent radicalisation among young people; as well as developing a toolkit for youth workers working with young people at risk of marginalisation.



I-AM was a 2-year joint action (2020-2022). It was coordinated by CMT Prooptiki (Greece) and involved four countries (Cyprus, Greece, Hungary and Poland) represented by public institutions, and networks, NGO's, universities, as well as international organisations.

2. The Capacity Building Programme

The Capacity Building programme took place between March and April 2022, in four countries (Greece, Cyprus, Poland, and Hungary).

In the online and in-person workshops using interdisciplinary and interactive methods participated 276 participants in total, professionally coming from the education community.

The participants and number of workshops are presented in table 1.

Table 1 Number of actual participants in the Capacity Building Activities per country

Country	Number of participants	Comments
Greece	150	Due to the high number of participants, the course was held twice. Each course consisted of 3 online workshops, lasting a total of 12 hours.
Cyprus	40	Cyprus held 3 online workshops, which lasted 4 hours, where the 5 sections of the program were presented.
Poland	54	Two face-to-face workshops were organised during two weekends, through which the participants acquired basic knowledge about inclusive education and were taught certain abilities to work in a diverse group. Every workshop lasted 10 hours and 5 training modules were provided.
Hungary	32	Two workshops took place, which also include the 5 training modules of the program. At the first workshop, the participants were taught basic information about inclusive education which lasted 4 hours and during the second the participants were trained in the other modules, which lasted 8 hours.

Moreover, in collaboration with Animasyros, partners conducted 5 online Multimedia Training Webinars (2 in Greece, 1 in Cyprus, 1 in Hungary, and 1 in Poland).

The webinars gathered a wide number of participants – **173** participants in total – and each lasted a total of 4 hours. Participants who attended the multimedia training webinars had already attended- or were about to attend- the aforementioned workshops.



2.1. Structure

The Capacity Building programme consisted of 3 activities:

1. An online e-learning platform that covered the theoretical part of the training.

The completion of the e-learning course (mock-up version), developed under WP5 activities, was a prerequisite for the participation of the educational staff in the Integrated Experiential Training workshops. As soon as participants electronically sign up for the capacity building activities (through the project's website), they were provided with the training handbook (O3.1) and got access to the mock-up version of the e-learning course. Participants were asked to complete the e-learning course's modules and self-assessment tests, beforehand, having as an additional reading source the training handbook. Training facilitators monitored the progress of each participant through the online platform that hosted the course. After the completion of the e-learning course, participants were asked for feedback on the functionality of the course, in order to be finalised after the capacity building activities.

2. The experiential workshops, that were focusing more on experiential activities and the exchange of experiences/ good practices.

In each participating country, 4- days -long (5 hours each day) experiential training workshops were implemented. The selected trainers from each country followed the instructions developed and implemented the following sections during the online training sessions addressed to educational staff:

- a. A short theory-based section, which included essential elements of the forms/types and nature of disabilities, as well as the needs of children with SEND, regarding their education. Adult-appropriate teaching methods were used, such as case studies, examples, open dialogue, and other techniques, in order to introduce them to the issues covered.
 - b. An experiential learning section, where participants obtained skills on emotional intelligence. This part included experiential activities based mostly on Garner's theory on multiple intelligence, as well as the principles of empathy, emotional resilience, behavioural and social optimization, positive psychology. The learning methodology was separated and applied at two levels, i) the intrapersonal level, where participants were triggered/called to combat their own possible stereotypes and ii) the interpersonal level, where participants obtained competences and soft skills on transferring/passing on emotional intelligence skills to their students.
 - c. A practical learning section, where participants familiarised themselves with inclusive teaching and learning techniques, such as teaching approaches that address the needs of children and young people with disabilities and activities that can promote classroom inclusion.
3. The multimedia training webinars, aimed to teach animation techniques that can be used as teaching tools.

The figure below shows the order in which these actions were carried out in the 4 countries.



Figure 1 Order of action followed by all four countries for the organisation of the Capacity Building Activities

2.2. Content

The e-learning platform and the experiential workshops were developed over 5 teaching units, as below:

- Module 1: Inclusive education – Basic information
- Module 2: Developmental needs of children with SEND
- Module 3: Observation as a method of collecting information about students' special needs
- Module 4: Abilities to work in diverse groups
- Module 5: Teachers' and students' emotional intelligence and communication skills

As part of the multimedia training webinars, participants created their own animation stories for inclusive education and turned the theoretical knowledge they were taught from their country's and Animasyros webinars into interactive learning materials, which they can now integrate into their teaching process. The aim of this activity was to provide skills to educational staff in order to produce, along with their classroom, video animation with social messages about inclusive education of children with disabilities in mainstream schools.

More specifically, the multimedia online training consisted of sessions, where participants were taught how to produce step by step animated stories by three different techniques (e.g. stop-motion animation, puppetry animation etc.) and subsequently, how these small stories can be uploaded in open source platforms (like Vimeo etc.), so as to share their classrooms' teamwork with colleagues from other schools among the 4 participating countries, aiming to exchange knowledge, opinions and ideas.

3. Internal Evaluation

The present report is based on the results of the analysis of data collected from the conduct of the ex-ante assessment process before the implementation of the trainings, after the end of the trainings and again five months after the end of the trainings. In all three stages, the same e-questionnaires were addressed to participants in the four participating countries to assess knowledge, feelings and opinions. The questionnaires were translated in the four official languages of each participating country.

3.1. Methodology

3.1.1. Research Questions

The current report provides answers to the following Research Questions (RQ):

RQ1: What is the impact of the capacity building activities that were carried out in the framework of I_AM research project on the feelings of participants about the inclusion of children with disabilities in the mainstream school?

RQ2: What is the impact of the capacity building activities that were carried out in the framework of I_AM research project on the opinions of participants about the inclusion of children with disabilities in the mainstream school?

RQ3: What is the impact of the capacity building activities that were carried out in the framework of I_AM research project on the knowledge of participants about the several aspects of inclusive education?

RQ4: What is the impact of training programme of I_AM research project on the current practices and policies of inclusive education at local, national and EU level?

3.2. Methods

The methods used were mixed, including online surveys and focus groups. Two broad categories of methods can be distinguished: quantitative and qualitative.

Quantitative methods were employed to assess knowledge, beliefs and attitudes of the participants in the four participating countries.

Unlike quantitative methods, the qualitative methods, particularly focus groups, are direct methods that provide close contact with the subject, events, and behaviours being studied, and therefore can enable achieving a 'real life' picture. In this final evaluation, focus groups facilitated access to a number of participants in the capacity building activities from each country. A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The discussions in the focus groups were facilitated by representatives of the partners who were responsible for the organisation and implementation of the capacity building activities in Cyprus, Greece, Hungary and Poland.

In order to ensure the validity of the results, the combination of both quantitative and qualitative data enabled us to triangulate the findings. Triangulation is a valuable strategy that can enhance credibility

in research. It involves verifying the collected data from several methods, instruments or sources for the reliability of evidence across the resources of data. If the data collected using different methods do not agree, then we cannot be reasonably confident that we are approaching the true situation, and therefore have to be cautious. Of course, this does not mean that one set of data or any of them is wrong but that the picture is more complicated than expected.

3.2.1. Quantitative methods

The quantitative data collection instrument consisted of an online questionnaire (Annex 1), developed in LimeSurvey (social-survey.eu). Research activities conducted under previous work packages fed with data the baseline assessment, thus the questionnaire was based on data collected and other research activities under other previous work packages of the project. The questionnaire set the basis for baseline indicators that were used later on at the ex-post assessment stage.

The followed process was as follows:

- a. Right before the beginning of the trainings, brief e-questionnaires were addressed to participants to assess knowledge, opinions and feelings. In particular, as soon as participants electronically signed up for the training programme (through the project's website), they were asked to fill in a short e-questionnaire that were used as pre- intervention test, for the training's impact evaluation.
- b. Conducting the final Assessment and producing the assessment report. This activity started after the end of the trainings. It encompassed dissemination of the same questionnaire to the participants immediately after the trainings and then five months afterwards. The acquired data were analysed and compared to the analysed data of the baseline study, in order to measure the net impact of the developed methodological approach on beneficiaries.

3.2.1.1. Quantitative data collection tool: the online questionnaire

The **first section** gathers some general personal information about the participants such as demographics (e.g. age, profession, experience, workplace, etc). Demographics are collected in order to portray the profile of the participants for monitoring the programme's activity and the quality processes of the training programme. Also, this part acts as a sign up and consent form. The personal information requested (name, surname and email) was used for the enrolment in the training programme and related actions such as sending information material, evaluations, date reminders, etc. All personal details were kept safe and confidential.

Participants were assured that any data that may refer to individuals (name, surname and email) collected would be excluded from the analysis. Also, participants were made aware that the results would be used in the implementation of the programme, as well as in possible publications in scientific journals or conferences.

In addition, it was clearly stated that the study was anonymous and fully compliant with the European General Data Protection Regulation (GDPR). The results of the statistical analysis would be used for the purposes of the research, which concern groups of participants and not individuals.

It was also stated that participation in the survey was completely voluntary and could be revoked at any time by the participant. The participants were assured that there would be no personal benefit



from the participation of those taking part in the survey and that their participation would provide valuable information for the development of methods and practices for promote inclusive education of children with SEND in mainstream schools.

Finally, a personal code (ID) was created by participants, which was used only to minimise response rate errors and facilitate data management. The ID code was not linked to the personal information of the participants.

The **second section** -which is the main section of the questionnaire- consists of 3 parts. **Part A** is about the feelings of the participants concerning the inclusion of children with special educational needs and disability in mainstream school settings. In essence, participants were asked to indicate their feelings about the inclusion of children disabilities on a scale 1-7. The feelings are presented in dipole pairs, where 1 represents the negative end of the continuum, while 7 represents the positive end of the continuum.

The 7 dipole pairs are the following ones:

- a. Uncomfortable - Comfortable
- b. Negative - Positive
- c. Unconfident - Confident
- d. Pessimistic - Optimistic
- e. Worried - Self-assured
- f. Disinterested - Interested
- g. Unhappy - Happy

Part B is about opinions and attitudes that participants have about inclusion. Participants are given 12 statements and were asked to indicate their agreement or disagreement based on an 1-5 rating scale, where 1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree. The statements were the following ones:

- a. The needs of students with SEND are best served when they attend separate/special classes.
- b. Participating in a mainstream classroom will promote the academic growth of the child with SEND.
- c. Inclusion offers mixed group interaction which will foster understanding and acceptance of differences.
- d. Separate learning support classes have a negative effect on the social and emotional development of a student with SEND.
- e. The contact that children without SEND have with children with SEND, may be harmful.
- f. Including the child with SEND in the mainstream classroom will facilitate several aspects of his/her development.
- g. The inclusion of children with SEND in the mainstream classroom can be beneficial for students without SEND.
- h. Students with SEND should be given every opportunity to participate in mainstream classrooms, where possible.
- i. Adaptation of the educational material, teaching and assessment methods are crucial in inclusive education.



- j. I am supportive towards the idea of including children with SEND in my classroom.
- k. I am engaging in developing the appropriate skills to teach children with SEND in my classroom.
- l. I am willing to change my teaching processes and adjust educational material to accommodate children with SEND in my classroom.

Part C is about the knowledge of participants about the topics that were covered in the capacity building activities. The five main topics that were covered in the capacity building activities and the e-learning material were:

1. Inclusive education - Basic information
2. Developmental needs of children with SEND
3. Observation as a method of collecting information about students' special needs
4. Abilities of working in a diverse group
5. Teachers' and students' emotional intelligence and communication skills

For each topic, participants were asked to consider their knowledge and capacity to be, concerning the main ideas covered in each thematic unit. The statements that were included in the questionnaire were based on the learning outcomes and objectives of each thematic unit. For this self-evaluation task, participants indicated how poor or strong they considered their knowledge on an 1-5 rating scale, with 1 being poor and 5 being strong.

In addition, for each topic, participants were asked to indicate the validity of ten statements by stating whether they were true or false. The rationale behind the use of 'true or false' questions was to quickly determine a participant's understanding of facts, address misconceptions, and generate information recall.

This part of the questionnaire was constructed in a way that serves the needs of the research, i.e. to allow the collection of data that, after comparison with the use of specific statistical tools. The analysis of data led to conclusions about the impact and effectiveness of the blended learning programme that was implemented separately in Cyprus, Greece, Hungary and Poland.

The full questionnaire is provided in Annex I of this report.

3.2.1.2. Participants' recruitment and response rates

The survey was merged with the sign-up form and was widely advertised on the participating organisations' websites. Also, it was actively promoted through Facebook, Twitter, and Instagram using institutional accounts. In addition, an informative email was forwarded to schools and other organisations. It was also disseminated through other mailing lists, such as the dissemination list that was formed at the beginning of the project, with the aim to recruit participants whose profession falls within the research project's target group (i.e. teachers of public mainstream schools, teachers of private schools, special schools, speech therapists, psychologists, social workers etc.).

Due to this method of advertising, it was not possible to estimate response rates to the advertisement for the study. Full study information appeared on the first page of the questionnaire website. Participants were asked to indicate that they had read and understood the information and wished to provide their consent by clicking on a box. Then, the participants completed the questionnaire in their own time.

Recruitment was open in February and March 2022.

3.2.1.3. Quantitative Data Analysis

Before the actual analysis – performed with SPSS Statistics version 28 – the data set underwent a quality control with a view to eliminate contradictory or problematic responses and items. All data collected through the evaluation survey were kept strictly confidential and results are presented only in aggregated form in this report, so that individual responses to questionnaires are not recognisable. Quantitative analysis was conducted by the calculation of summary statistics using frequencies and averages.

3.2.2. Qualitative methods

The qualitative data collection instrument consisted of a semi-structured interview in focus groups (Annex 2). A focus group is a research technique used to collect data through group interaction. The group comprises a small number of people who discuss a given topic. Focus groups are used to identify and explore how people think and behave, and they throw light on why, what and how questions. Interviews in focus groups were chosen for this study because more than any qualitative methods can allow pure information transfer, particularly when a good rapport is established with interviewees in the focus group, and questions are posed in a good manner.

3.2.2.1. Qualitative data collection tool: questions for the focus groups

The questions of the interview of focus groups were split into four parts. The first part contains questions aimed to collect information about the satisfaction of the participants regarding the information about the activity objectives, content and methods before participating in the training programme and the level of their satisfaction with the amount and clarity of information.

The second part was about the way the activity was delivered. In particular, it gave the opportunity to the participants in the focus groups to discuss whether they believed that the objectives of the activity were clear to them after the training programme and the extent the objective of the training programme were achieved. It also triggered a dialogue about the appropriateness of the content of the training programme, given the participants' previous knowledge on the covered topics. It also involved participants in discussions about the appropriateness of the employed learning methods, the overall contribution of the trainers and the contribution of their follow-participants to their own learning. In addition, other questions referred to the innovation of the materials and the organisation of the training programme, according to their opinion.

The third part of the focus group interview questionnaire was about the usefulness of the activity and explored the perceptions of the participants involved with regards to the project and specifically the capacity-building activities. In essence, it explored whether the participants plan to apply what they have learnt in their work; whether their institution/employer will benefit from their participation in the training programme; and whether the participants noticed any change in their own (or their colleagues') professional practices/ behaviours after the participation in the training programme.

The last part of the focus group interview questionnaire gave the opportunity to the participants to provide additional general comments about their experience and make suggestions for changes and improvements.



3.2.2.2. Participants' recruitment and participation rate in the focus groups

Although in focus groups participants are often carefully selected by the researchers, in our case, all participants were emailed and were asked for their voluntary participation. The participation in all four countries varied, but in general, it was very limited.

3.2.2.3. Qualitative Data Analysis

The collected data were analysed using the thematic analysis method (Braun and Clarke, 2006) as this enabled the evaluator to identify commonalities and distinctive features and patterns within data. The themes emerged during data coding of the transcripts and were not formed a priori. All interview transcripts were coded, and repeating ideas gathered together to generate the themes. All data collected through the focus groups discussions were kept strictly confidential and results are presented only in aggregated form, so that individual responses to the interview questions are not recognisable.

3.3. Sample

The total number of people who expressed their interest in participating in the capacity building activities in all four countries, and thus completed the sign-up form was 502. Table 2 details the number of people who signed up for participation in the Capacity Building Activities of I-AM Project per country.

Table 2 Number of people who signed up for participation in the Capacity Building Activities of I-AM Project per country

Country	Number of people who signed up for participation in the Capacity Building Activities of I-AM Project
Cyprus	84
Greece	262
Hungary	104
Poland	52

However, the total number of the actual participants in the capacity building activities that took place in the four countries was 173 (Table 3).

Table 3 Number of actual participants in the Capacity Building Activities per country

Country	Number of participants
Greece	150
Cyprus	40
Poland	54
Hungary	32

For the purposes of the analysis of the quantitative data, only the participants who completed both the pre- and the post-training questionnaires were taken into account as full participants. This is because of the comparative analysis of the data that required the sample to be paired. The survey was administered to the participants once again, five months after the completion of the capacity building activities. The response rate was significantly lower in comparison with the numbers of the



participants in the capacity building activities in all four countries. Table 4 shows the sample size per stage and per country and totals.

Table 4 Sample size per country

Country	Pre-training survey	Post-training survey	Follow-up survey
Cyprus	39	39	16
Greece	55	55	41
Hungary	9	9	6
Poland	29	29	22
TOTALS	132	132	85

4. Results

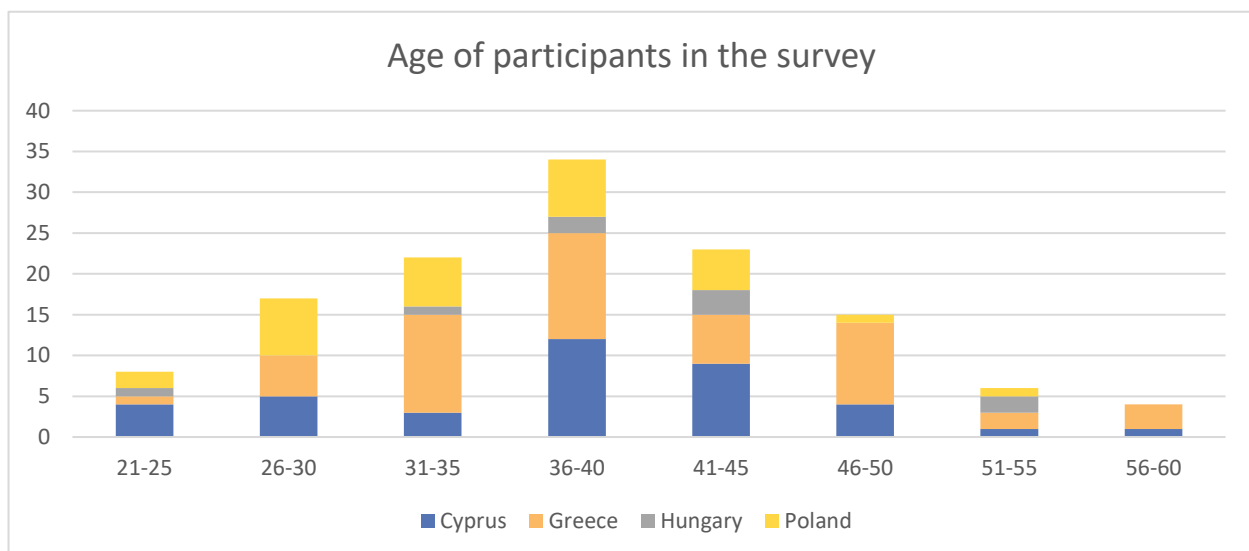
4.1. Demographics

Demographic information was collected through the sign-up forms and questionnaires that were completed by the participants.

Age of participants

Age distribution of the participants in the survey from the four participating countries is presented in Figure 2. While the average age of participants in the survey is 38.79, the highest rate of participation belongs to the age group 31-35 years (26.36%). 17.83% of the learners come from the age group 36-40. This group is followed by 26-30 with a participation rate of 17.05%.

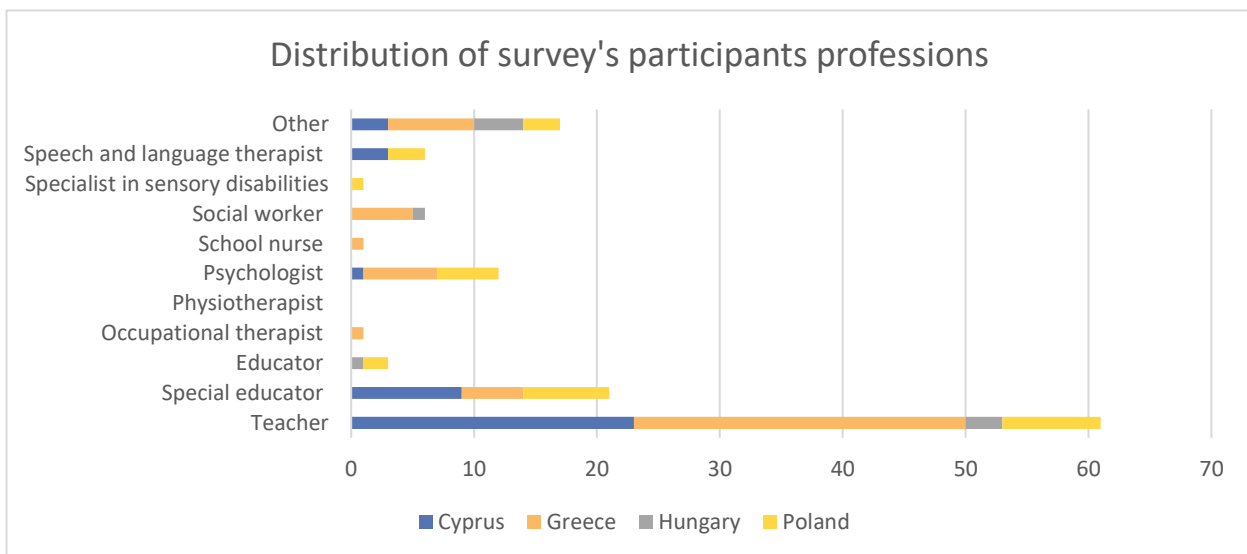
Figure 2 Age distribution of the participants in the survey



Profession of participants per country

Most of the participants in the survey are teachers (47.29%) and special teachers (16.28%). Among the other professions represented in the sample are educators (2.33%), occupational therapists (0.78%), psychologists (9.3%), social nurses (0.78%), social workers (4.65%), specialists in sensory disabilities (0.76%), speech and language therapists (4.65%) and others (13.18%). The distribution of the participants professions is presented in Figure 3.

Figure 3 Distribution of survey's participants professions

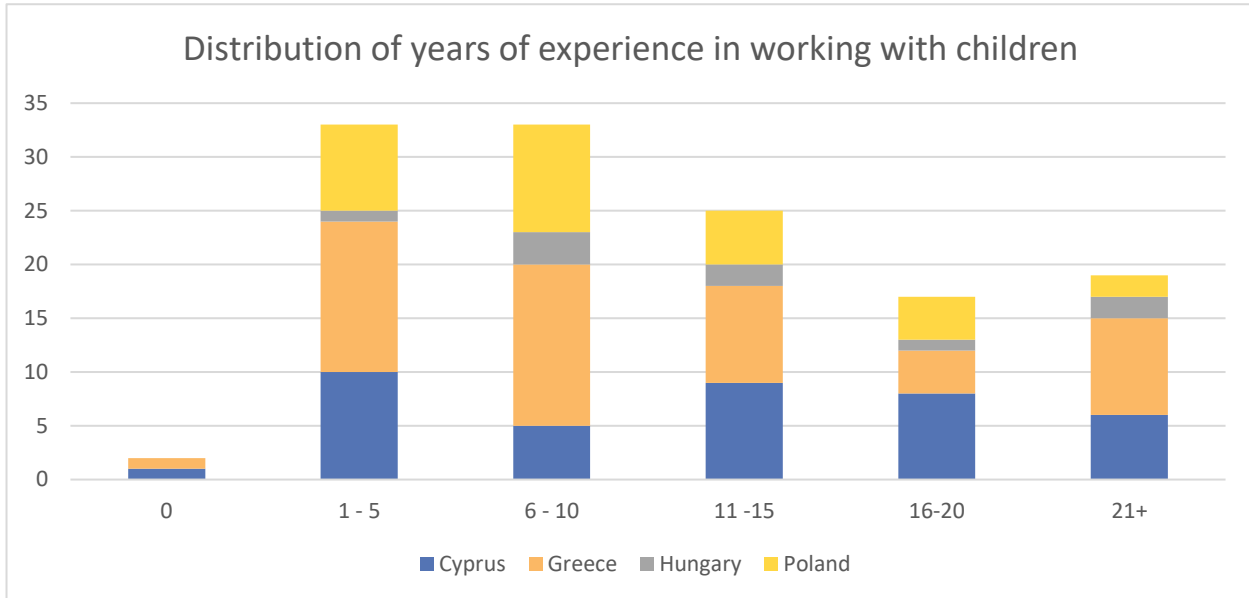


Experience/ Years working with children per country

The average experience that participants in the survey have in working with children is 12.51 years. In essence, more than 51% of the participants in the survey have experience working with children between 1 and 10 years. 19.37% of the participants stated 11-15 years of experience, while 13.18% of the participants have experience between 16-20 years. The most experienced participants with more than 21 years of experience stands at 14.73%. Only 2 participants (1.55%) stated that they have no experience in working with children. The distribution of the survey's participants years of experience in working with children is represented in Figure 4



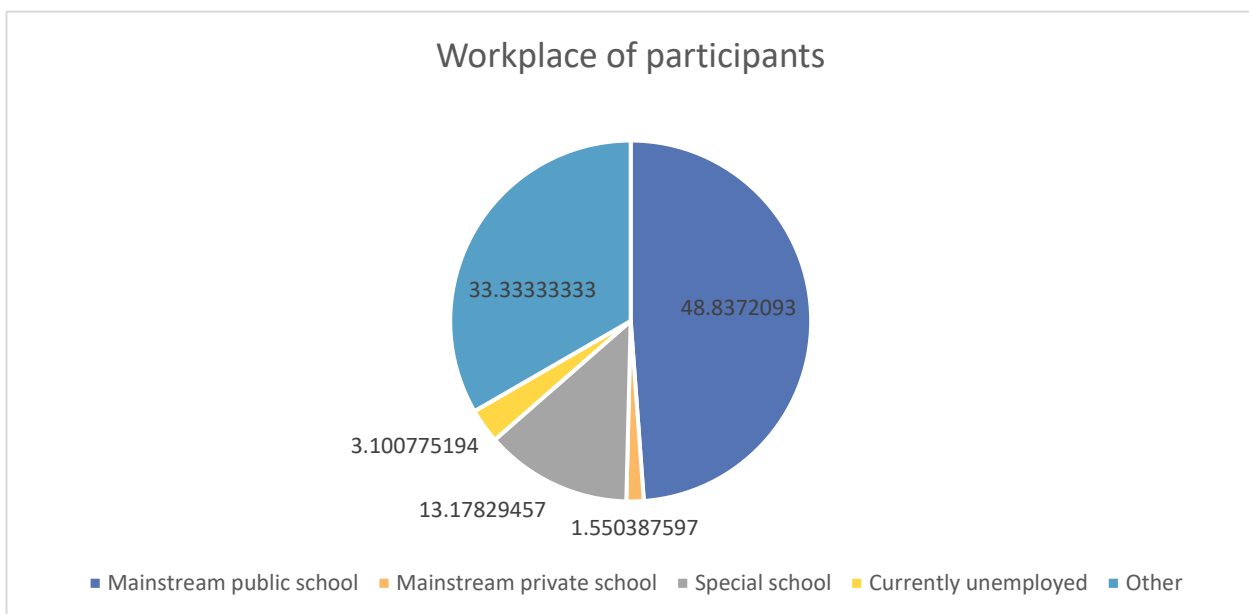
Figure 4 Distribution of years of experience in working with children



Workplace of participants

The vast majority of the participants in the survey stated that they work in mainstream public primary schools (48.84%). 13.18% of the participants work in special schools. Only 1.55% of the participants work in mainstream private schools. 3.1% of the participants stated that they are currently unemployed while 33.33% have different workplaces. Figure 5 shows the distribution of the workplace of the survey's participants.

Figure 5 Workplace of participants in the survey



Participation in other seminars about inclusive education

Most of the participants have not participated in another training about inclusion. In particular, 63.57% of the survey's participants stated that the capacity building activities of I_AM project was the first time participating in a training about inclusion and inclusive education. The chart in Figure 6 shows the percentages of the survey's participants who participated or did not participated in another training programme about inclusive education before their participation in the capacity building activities that were organised by the consortium of I_AM project.

Qualification related to inclusive education

Most of the participants do not hold a qualification related to inclusive education. In particular, only 38.76% of the survey's participants stated that they hold a relevant qualification. The chart in Figure 7 shows the percentages of the survey's participants who hold or do not hold a qualification related to inclusive education.

Figure 6 Participation in training about inclusive education

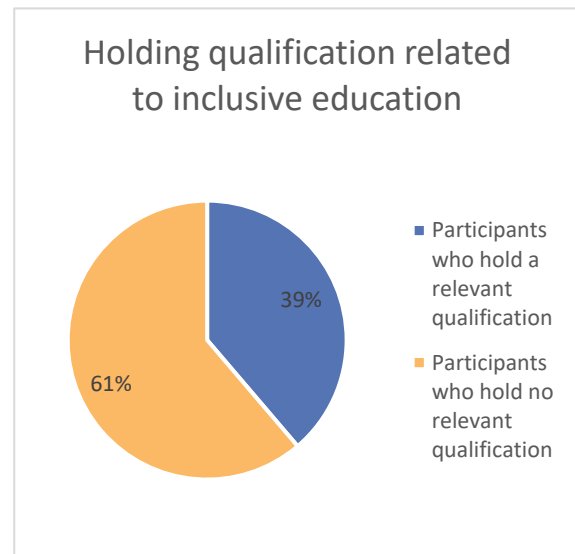
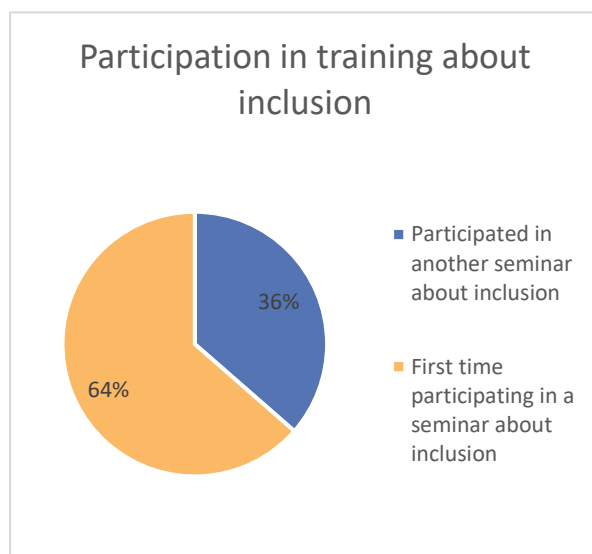


Figure 7 Participants who hold qualifications related to inclusive education



4.2. Feelings and Opinions about Inclusion

The data from the section of the questionnaire that asked participants about their feelings and opinions on including students with special educational needs and disabilities in mainstream classroom are shown in Figures 8 and 9. The two figures represent comparisons of the three measurements: pre- post- and follow-up. Interestingly, the means of the reported feelings and opinions about several aspects of inclusion seem to increase in the post-training surveys compared to the pre-training survey. However, this increase is not observable in most items' means of the follow-up survey.

Almost in every measured feeling and opinion the highest means come from the post-training survey. After trainings, participants reported more comfort and positivity towards the idea of inclusion. They also seemed to be more interested and confident with the concept. Also, they seemed to be happier and more optimistic about the idea of inclusion. Only their interest seems to be lower. Perhaps they were more curious about the new knowledge before the training than the idea of inclusion. Their self-assurance also increased. In the follow-up phase, participants' reported feelings and attitudes seemed to decrease compared to the post-training measurement. In terms of comfort, positive attitude and confidence, participants declared higher levels than in the pre-measurement. However, they were less optimistic, interested, and happy than in pre- measurement.

Figure 8 Comparison of the means of the pre-, post- and follow up surveys regarding participants' feelings about inclusion.

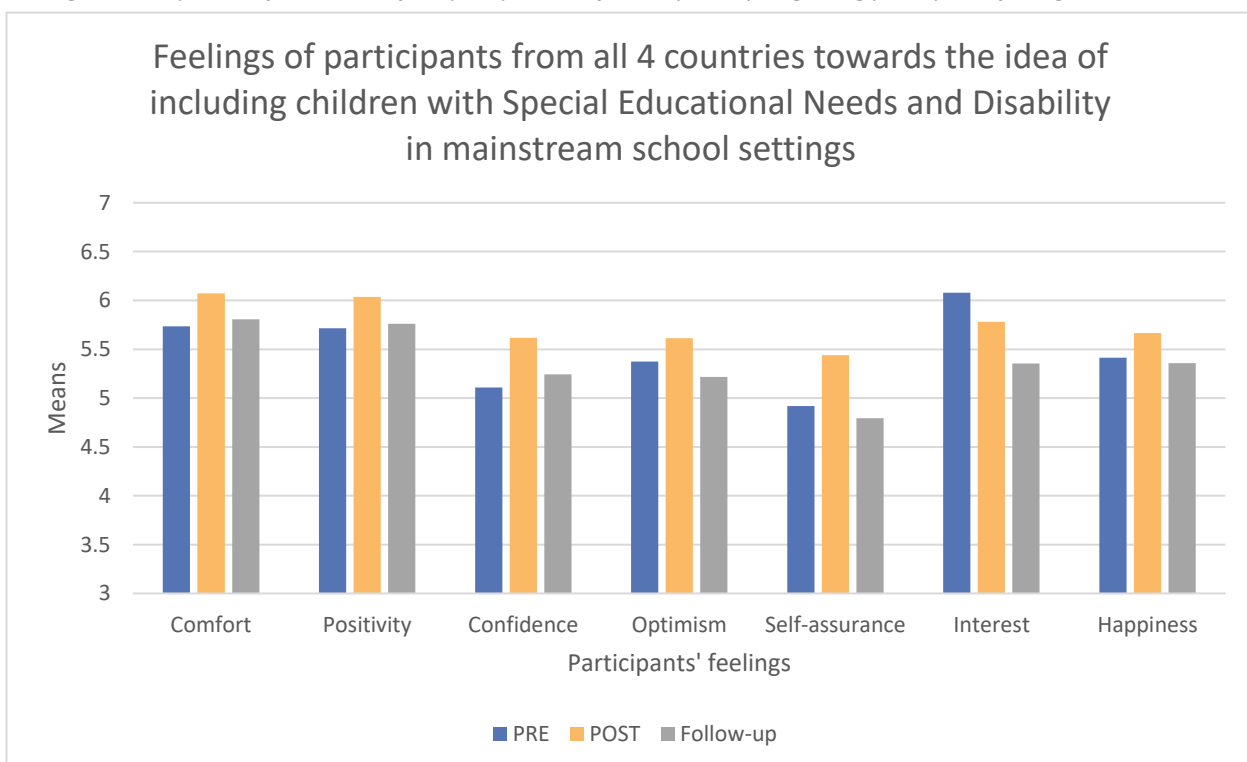




Figure 9 Comparison of the means of the pre-, post- and follow up surveys regarding participants' opinions about inclusion.





4.3. Knowledge per module

The possible impact of the blended training program on participants' knowledge was assessed using two different types of questions. The participants were asked to rate their own knowledge by responding to a series of statements that were primarily based on the learning objectives of each thematic unit and the cognitive areas addressed. Figures 10, 12, 14, 16 and 18 present the results of self-evaluations' means in pre, post and follow-up surveys for each of the five modules respectively.

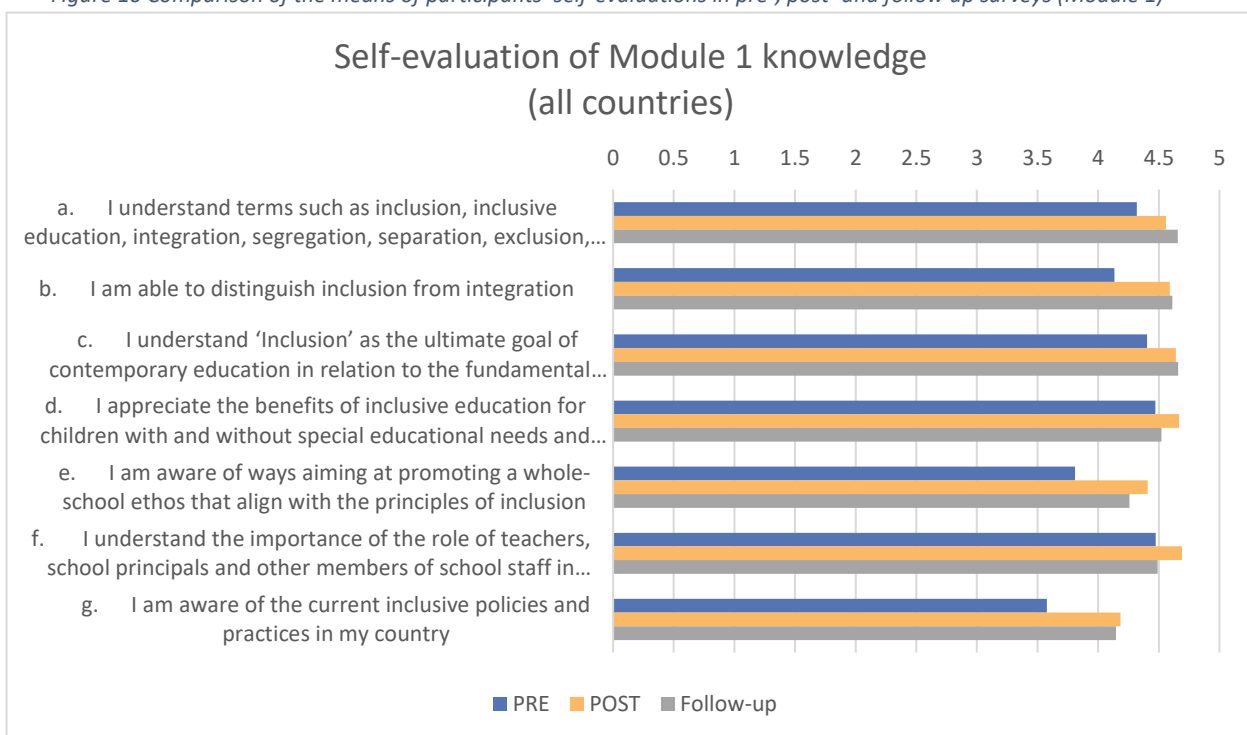
In order to gauge potential knowledge changes, the trainees also answered to a series of "true or false" questions. The participants' answers to both sorts of questions were compared before and after the trainings in an effort to spot any potential changes in their level of knowledge. Figures 11, 13, 15, 17 and 19 present the percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys for each of the five modules respectively.

Results of the quantitative data analyses are shown below, along with a few examples of qualitative data analysis for each module.

Module 1

Module 1 showed that inclusion is a complex process that takes place on many levels of social life. The condition for its implementation is the understanding of the issue and its essence. We can only talk about the effective course of inclusive education when all teachers know its principles and act in a manner consistent with its assumptions. If we understand and plan the process of inclusive education well, it will benefit not only students with disabilities, but also typically developing students. Figure 10 presents the results of self-evaluations' means in pre, post and follow-up surveys for module 1.

Figure 10 Comparison of the means of participants' self-evaluations in pre-, post- and follow up surveys (Module 1)

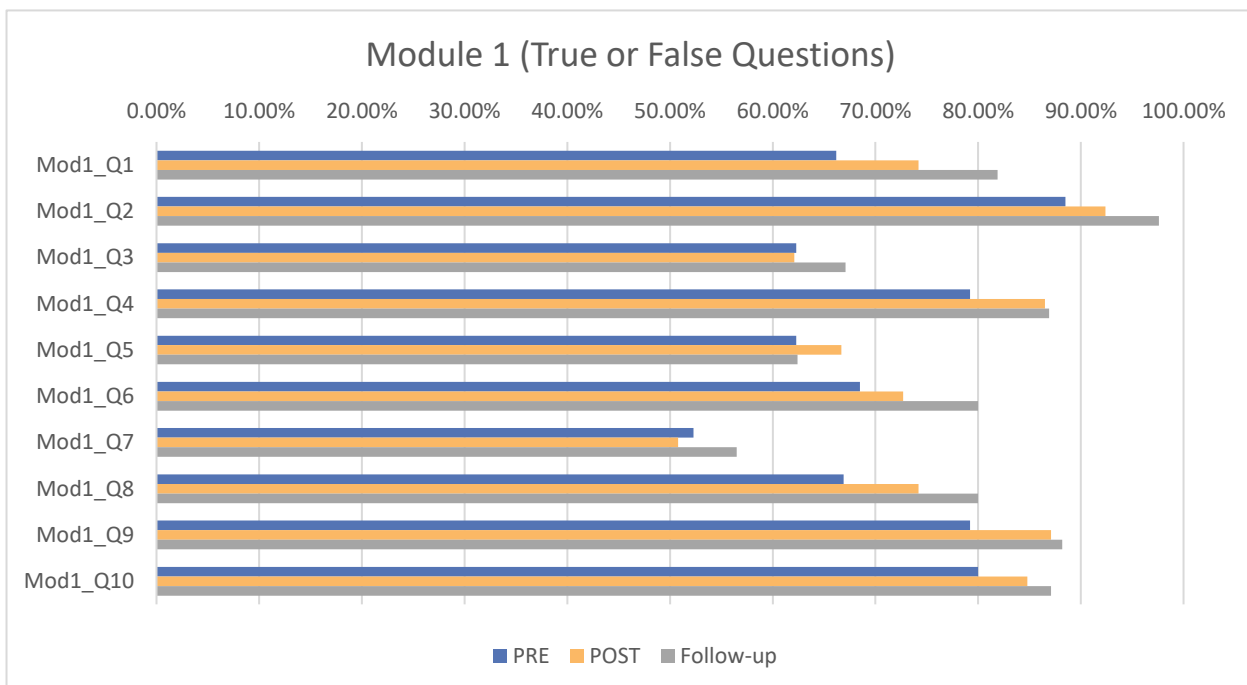




The graph shows the importance of understanding inclusion in education and the promotion of the idea of the inclusion on the whole-school ethos. The trainings significantly contributed to the increase of participants' knowledge in the field of understanding the idea of inclusion and implementing inclusive activities in school environment. The participants declared the higher level of the awareness of the current local inclusive policies and practices as well as the difference between inclusion and integration. The last remarks the biggest change in the knowledge of the participants after the training, according to the data analysis.

Figure 11 shows the percentages of participants who answered the 'true or false' questions of Module 1 correctly, in pre, post and follow-up surveys.

Figure 11 Percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys (Module 1)



In terms of knowledge about inclusion, diversity and inclusive education the way that the majority of the participants answered to the true or false questions shows an increase in all items both after the completion of training but also in the follow-up survey. It seems that participants understand that in inclusive education, it is important to look at what children are able to do rather than what they cannot do. They are aware that school inclusion requires changes on many levels (including management), as well as changes in the school environment. They correctly define and distinguish between the terms: inclusion, diversity, integration, multiculturalism. In addition, they are familiar with idea and reality of inclusive education in mainstream classrooms.



The focus group's qualitative data results support the quantitative findings. Most participants thought the information and practical applications offered were pertinent. As examples, some extracts from focus groups discussions are provided below:

'The examples provided by the instructors and the previous experience of some participants helped a lot in this, in order to make clear connections between theory and practice related to inclusive education.' (Cyprus)

'Before the seminar I wasn't sure if I could deal with inclusion. [The seminar] put the scattered knowledge into a logical order. The training came and pinned a lot of things on my mind.' (Greece)

'I had difficulty with some terms, they were unknown for me, I didn't know them. But the general impression is that those terms are presented in way that makes them completely understandable for a general teacher who is interested in special education' (Greece)

'It was useful for me to try out ideas.'(Hungary).

Participants stated that the training inspired them in their work. However, some participants declared that they would benefit from more practical information such as case studies.

'I would love to work on a more inclusive community. I would love to reach cooperative learning, self-reflection and self-development.' (Poland).

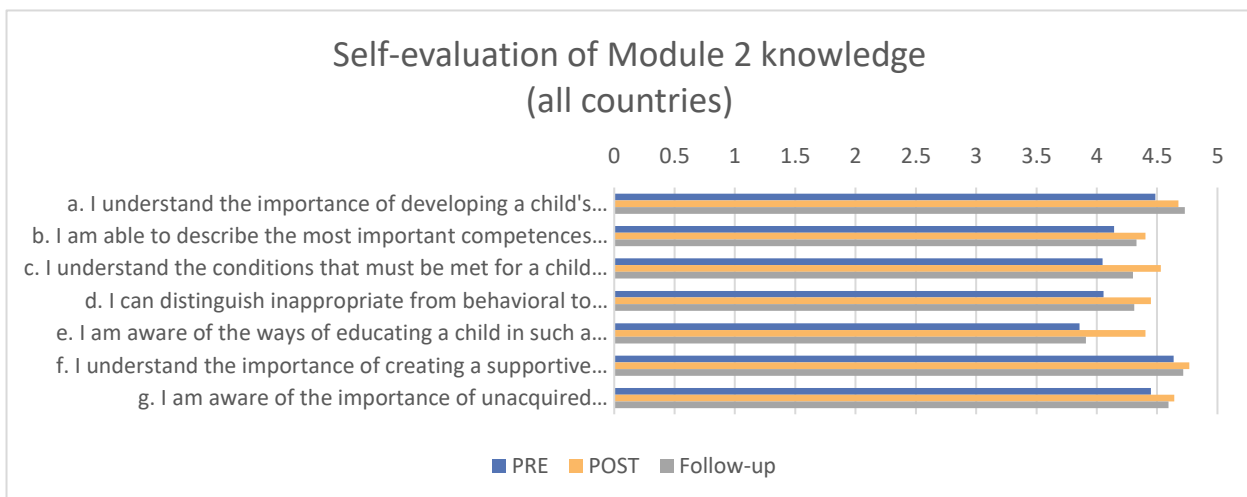
'Some more examples would be even more beneficial.' (Cyprus)



Module 2

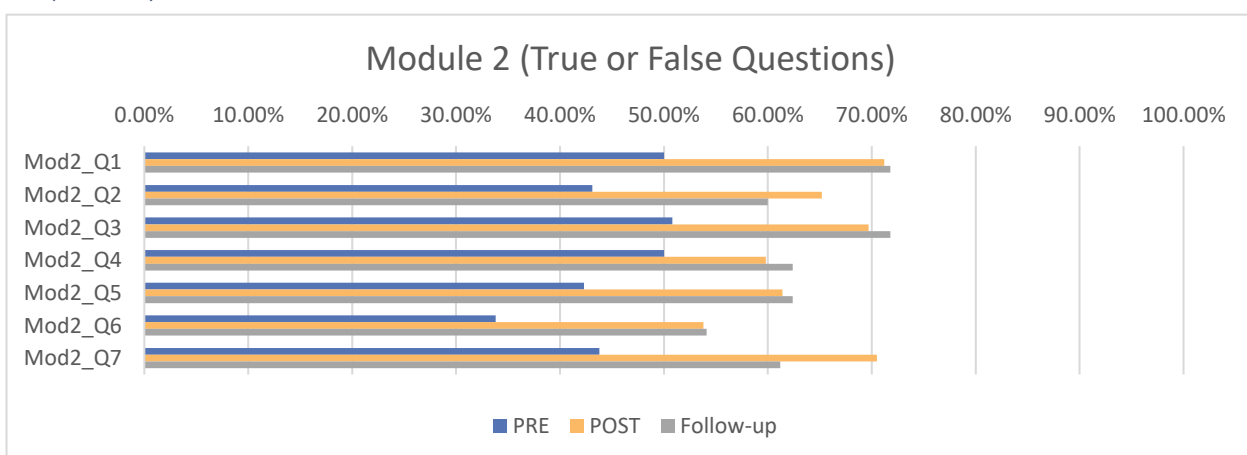
In module 2, participants were provided information about the theory of psychosocial development by Eric Ericson. Becoming aware of this theory helps specialist to understand children's and young people's needs and behaviours and equip them with knowledge that enable them to make all necessary adjustments to meet these needs. Figure 12 presents the results of self-evaluations' means in pre, post and follow-up surveys for module 2.

Figure 12 Comparison of the means of participants' self-evaluations in pre-, post- and follow up surveys (Module 2)



The graph shows the improvement of participants' knowledge regarding the developmental stages of students with special educational needs and disabilities. Acquiring knowledge about child development psychology greatly facilitates the planning of the educational process, as well as adapting this process according to the needs of students. The completion of trainings significantly contributed to the improvement of participants' knowledge around recognising the developmental needs of students. That can significantly translate into a better capacity to adapt the newly acquired knowledge in the education process. Figure 13 shows the percentages of participants who answered the 'true or false' questions of Module 2 correctly, in pre, post and follow-up surveys.

Figure 13 Percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys (Module 2)



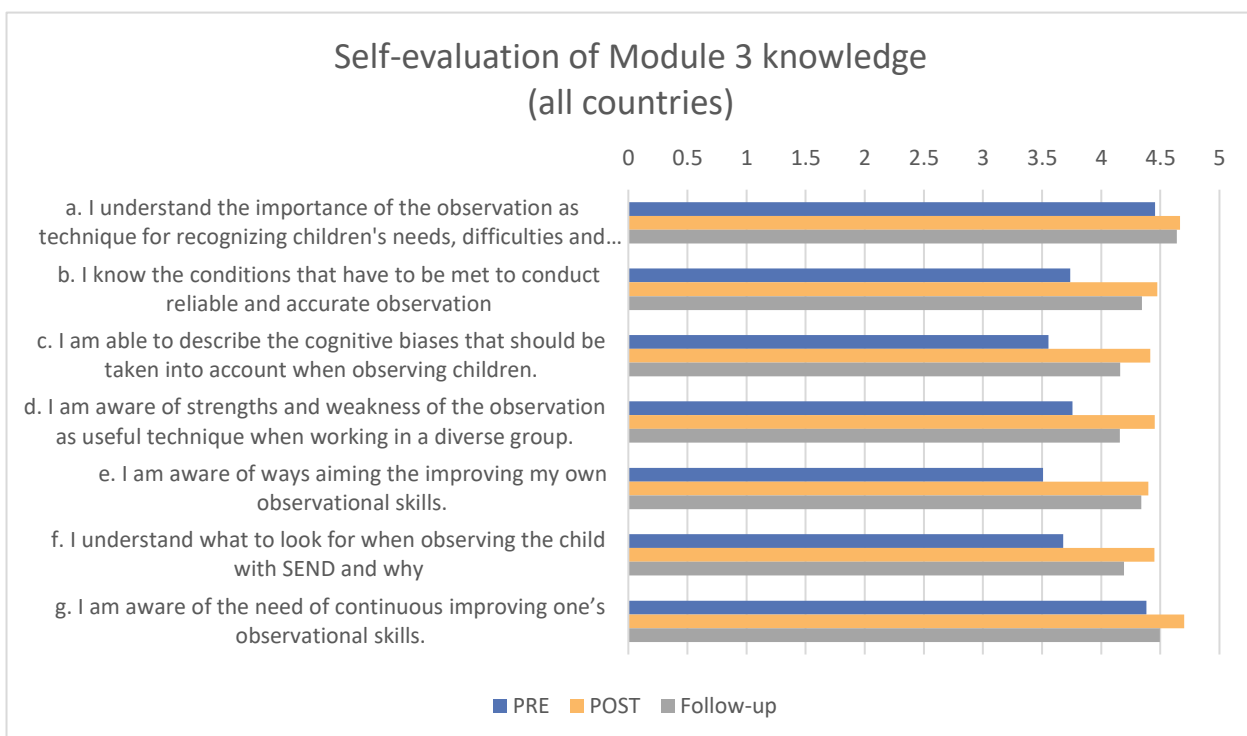


In terms of child development, participants seemed to improve their knowledge about E. Erikson's theory in pre-, post- and follow-up measurements. After the training they seemed to be more familiar with the different stages of development, the role of parents in development, and the concept of the relationship between personality formation and the development of psychosocial competence. However, in the follow-up stage, they seemed not retain the newly acquired knowledge regarding the application of Erikson's model to inclusive education. They were also unsure whether it matters when a child achieves particular competencies.

Module 3

Module 3 highlighted the important role of observation in the work of teachers. The completed trainings contributed to increasing the knowledge of the participants on the types of observations and the stages of its planning. Figure 14 presents the results of self-evaluations' means in pre, post and follow-up surveys for module 3.

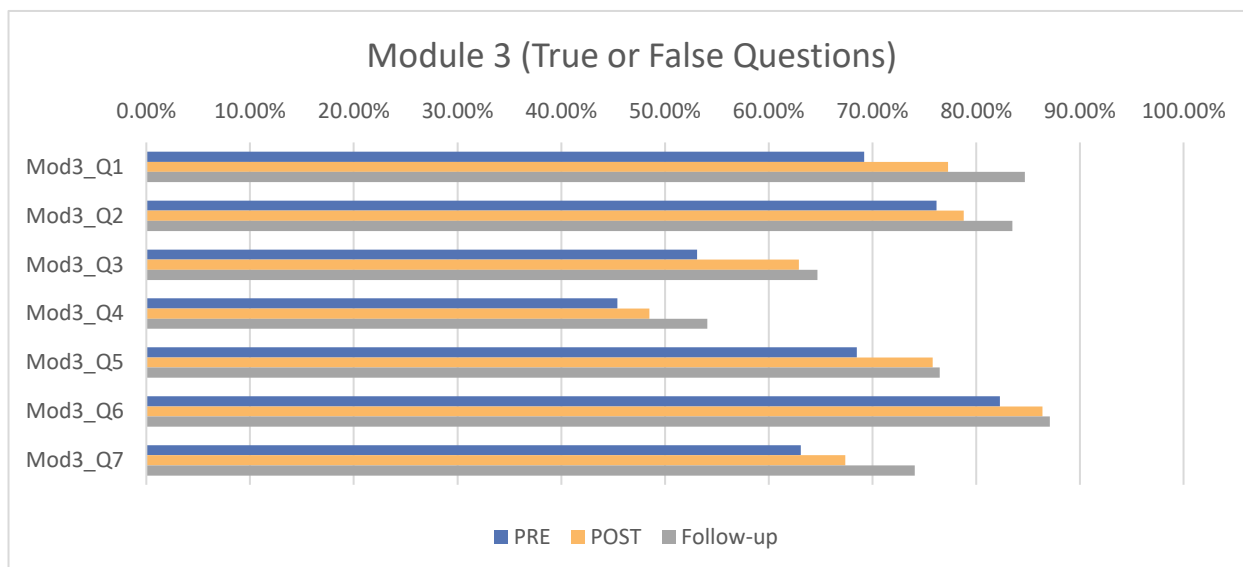
Figure 14 Comparison of the means of participants' self-evaluations in pre-, post- and follow up surveys (Module 3)



Participants significantly improved their knowledge in relation with observations as a valuable tool can provide reliable information about their students. They seemed to improve their knowledge concerning observation as a tool for those working in diverse groups. It can be claimed that Module 3 contributed to a better understanding of the role of observation in working with students with special educational needs and disabilities.

Figure 15 shows the percentages of participants who answered the 'true or false' questions of Module 3 correctly, in pre, post and follow-up surveys.

Figure 15 Percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys (Module 3)



In terms of knowledge about observation as a method of collecting information about students' special educational needs and disabilities the number of participants who gave correct answers in 'true or false' questions seemed to increase in all items of the post and follow-up measurements. They seem to be aware that reliable and accurate observation is purposeful and not biased by observer's tendency to selectively focus attention on events that are particularly important for him/her. They understand that to obtain as much information as possible, it is useful to observe child during various activities and circumstances e.g. in a peer group, during lessons, during play. They also seem to know well the types of observations and errors that may occur.

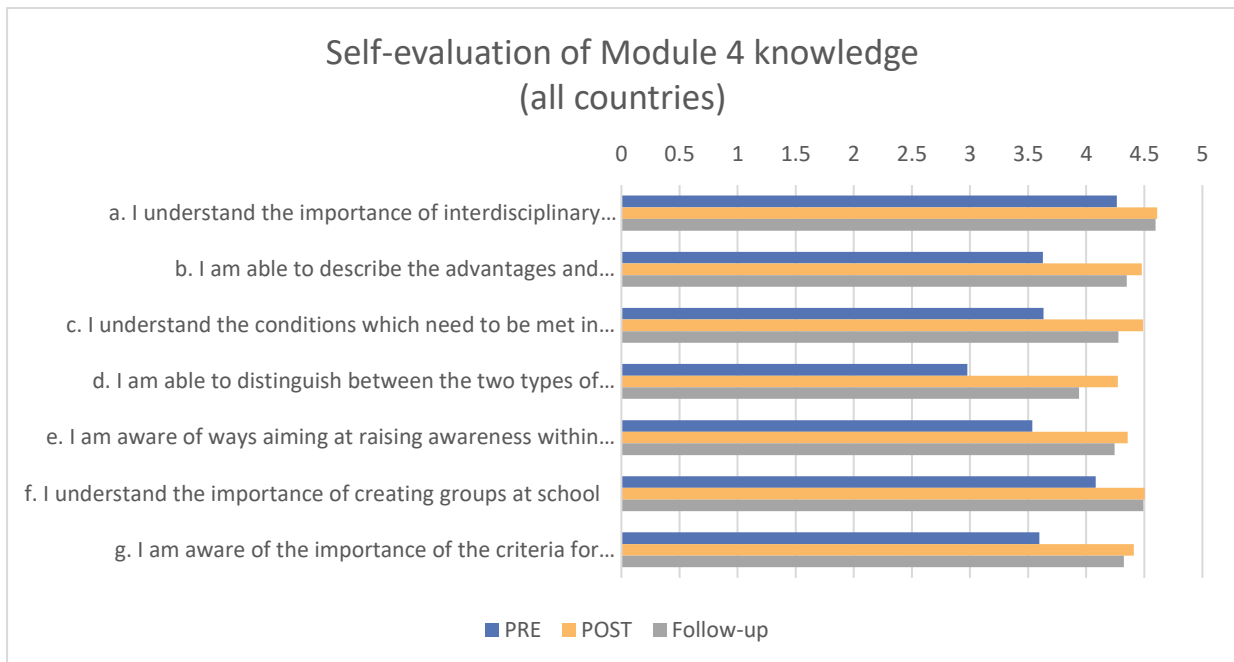
Additionally, the focus group results' qualitative data highlighted the immediacy and efficiency of the trainings' methodology. Positively surprising was the way in which information regarding observation as a tool to support the inclusion process was presented to the participants:

'Even the observation part, which we find difficult to put into practice, while we know how to observe, was given in a very easy way. Where do I start? What should I do; Where should I focus? This was different from other conferences I've attended which were very theoretical and then you had to process everything you learned to see how to put it into practice.' (Greece).

Module 4

Module 4 covered the importance of interdisciplinary cooperation for effective school inclusion. Figure 16 presents the results of self-evaluations' means in pre, post and follow-up surveys for module 4.

Figure 16 Comparison of the means of participants' self-evaluations in pre-, post- and follow up surveys (Module 4)



Participants seemed to be more familiar after the completion of the trainings with the importance of interdisciplinary cooperation in the school context and the significance of creating groups at school. There is noticeable increase of their amount of knowledge about distinguishing the two types of experiential interventions after their participation in the trainings. Their ability to describe the advantages and disadvantages of interdisciplinary cooperation also seems to be improved after the trainings, but this slightly decreased in the follow up measurement. In addition, participants seem familiar with the criteria and conditions in creating a group and skills of animators, but in the follow-up measurement their awareness somewhat decreased. The ability to build a team spirit is a very important process in promoting inclusive education.

Additionally, during the focus groups, the participants stated that they were inspired to form teams at their places of employment after receiving training:

'I would love to reform our current work in the team and invite in the students and find partners' (Hungary)

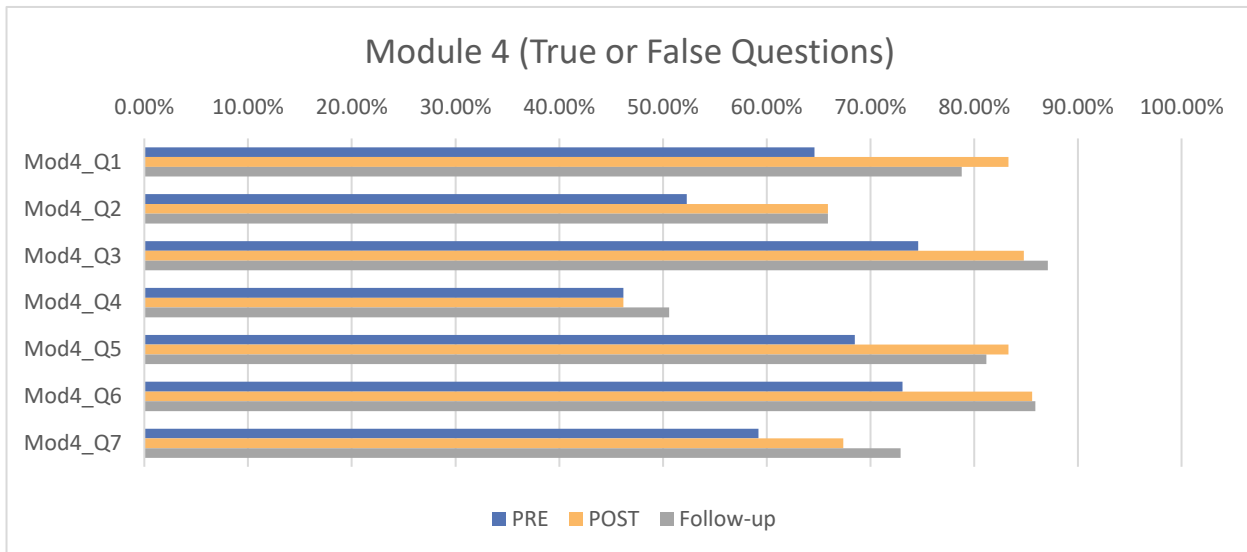
'I will ask in the school if we have a team, if yes.. is it possible to involve students as a good example?' (Hungary)

'I motivated to create school teams as a school social worker' (Hungary).

Figure 17 shows the percentages of participants who answered the 'true or false' questions of Module 4 correctly, in pre, post and follow-up surveys.



Figure 17 Percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys (Module 4)



In terms of knowledge about working in a diverse group the number of participants who gave correct answers in 'true or false' questions seemed to increase in all items of the post and follow-up measurements. However, they seemed to be unsure whether the basic principle of the interdisciplinary approach is the belief that nobody can have complete results working alone. Also, they seemed to have some doubts about animation as a tool that helps in promoting empathy. However, the differences are small and may indicate participants' reflections on their first attempts to apply the methods they have learnt.

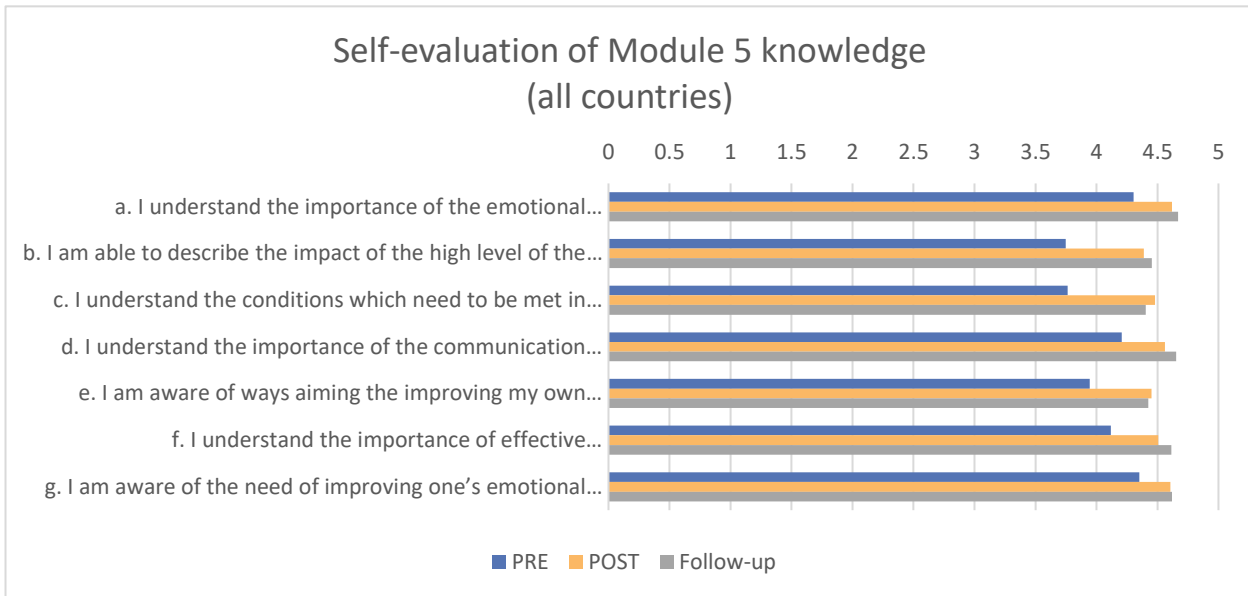
Module 5

The aim of module 5 was to present the importance of the level of emotional intelligence as well as communication skills among teachers and students. Both emotional intelligence and communication skills develop throughout one's lifespan. Training ourselves in developing both skills is crucial. Thus, the main aim of this module was to encourage the trainees to improve their emotional intelligence and communication skills which seems that it was fulfilled successfully.

Figure 18 presents the results of self-evaluations' means in pre, post and follow-up surveys for module 5.



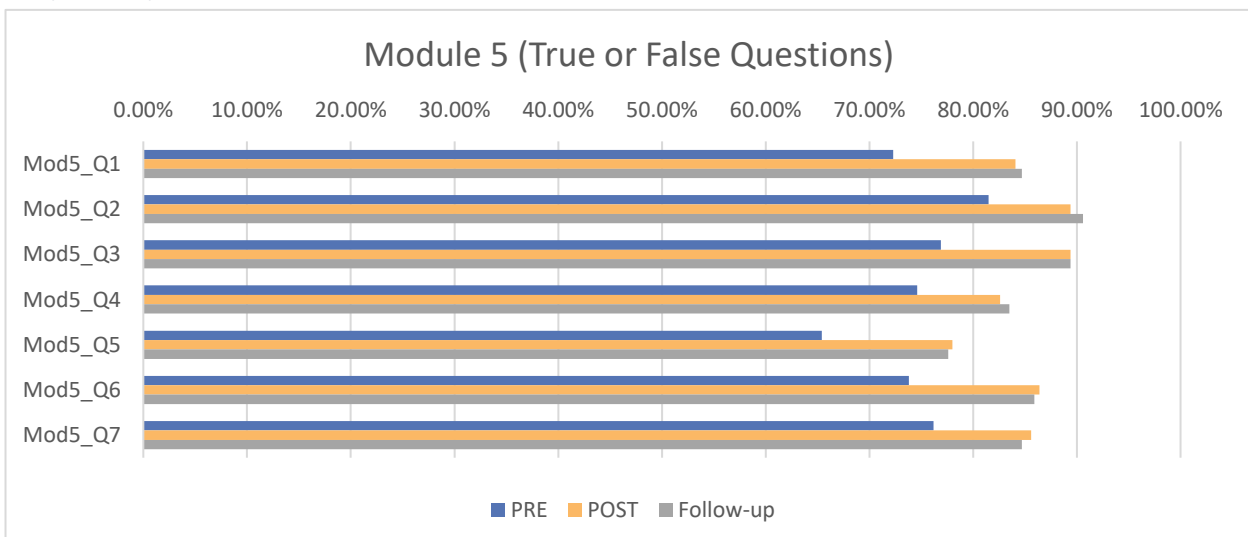
Figure 18 Comparison of the means of participants' self-evaluations in pre-, post- and follow up surveys (Module 5)



In terms of knowledge about the emotional intelligence and the communication skills a noticeable improvement of participants' knowledge is presented in every aimed point. The participants seemed to become more aware of the importance of the high level of emotional intelligence and communication skills among specialists. They seemed to better comprehend that it is crucial to work on the improvement of their students' emotional intelligence as well as their communication skills. The biggest change of the amount of knowledge seemed to be in understanding the conditions which need to be met in order to achieve an effective interdisciplinary cooperation and in the ability to describe the impact of teachers' high-level emotional intelligence on children with special educational needs and disabilities.

Figure 19 shows the percentages of participants who answered the 'true or false' questions of Module 5 correctly, in pre, post and follow-up surveys.

Figure 19 Percentages of participants who answered the 'true or false' questions correctly, in pre, post and follow-up surveys (Module 5)





After the training, the number of participants who gave correct answers in 'true or false' questions seemed to increase in all items of the post and follow-up measurements. They seem to better understand the importance of teachers' high-level emotional intelligence and communication skills on the functioning of students with SEND. They seem to be more aware of the need to improve both skills in the educational community. They also increased their amount of knowledge concerning the methods facilitating the advancement of the level of communication and emotional intelligence among students and the educational staff.

Participants in the focus groups stressed the significance of this module:

'I take with me the communication exercises: express my feelings and how to change my communication towards the kid.' (Poland)

'The part of inclusion and empathy in the classroom is very important to me. [...] Inclusion, empathy are notions that we should clearly always keep in mind and work on, and know that if a child has developed the field of empathy, he has taken ten steps above what we estimate the child could reach' (Greece)

Also, they appreciated the proposed methods to improve communication with their students:

'I take with me the communication exercises: express my feelings and how to change my communication towards the kid.' (Hungary)

Participants also noted how the offered material is complementary to one another (for instance, observation and communication):

'The amount of empathy that I thought was already in me, is now more enhanced through observation. [...]if you observe the children day by day is very beneficial' (Greece).

The five courses' content was really helpful and applicable to the participants. They considered the training materials to be significant, as well as a source of inspiration and energy for their job. The following are some excerpts from the focus groups held in Poland after the completion of the trainings:

'I bring new energy from the training and the possibility of choosing and motivation.' (Poland)

'I am constantly thinking about what to implement to my school exercises from the training (to build cohesion). I was great to hear the examples of the other participants.' (Poland)



5. Findings and Discussion

In this report, the impact of the IAM research project's capacity-building activities is examined from three perspectives: (i) feelings of participants about inclusive education with emphasis on the inclusion of students with disabilities in mainstream schools; (ii) opinions of participants about inclusive education; and (iii) participant's knowledge on five areas related to inclusive education.

The attendees of the training sessions indicated interest in taking part for a variety of personal reasons. Many of them stated that they expressed an interest in taking part in the capacity building activities because they felt that they had not been adequately prepared during their studies or that they had not received additional training from the responsible authorities in their country on topics related to inclusive education and disability, as it was also evident in the focus groups that followed the trainings. As a result, their primary motivation for expressing interest in attending the seminars was to broaden their knowledge and improve their current teaching methods.

Another important motivation for attending the seminars was to enrich their professional development portfolios since the organisers assured the participants that they would receive a certificate of attendance. Obtaining a certificate of attendance was perhaps one of the most important motivations for most participants in the training seminars in all four countries. This is because the participants seek to demonstrate that they are taking initiatives and training in this matter, something that may have an influence on their future career advancement.

This resulted in many of the participants not taking seriously the challenging questions of the questionnaire administered to evaluate the impact of the training seminars because their priority was to secure an additional certificate of attendance, rather than honestly answering the survey questions. This parameter must be taken into consideration when it comes to interpret the results. Also, when interpreting the results, it should be taken into account that the participants already had preformed knowledge, feelings and opinions in relation to issues about inclusive education. These previous opinions, knowledge and feelings that differ from participant to participant, clearly influenced the way they answered the questions.

Additionally, despite the organisers' assurances that the survey was anonymous and that the responses provided before and after the trainings would be used to assess the impact of the training rather than the participants themselves, many participants probably felt evaluated when taking part in it. However, it was evident that the participants' perception that they were being evaluated had an impact on how they responded to the questions throughout all three survey phases.

5.1. Impact on the feelings about inclusive education and the inclusion of children with disabilities in the mainstream school

Participants' perceptions of inclusive education, and in particular, the inclusion of students with disabilities in the mainstream classroom, were one of the criteria used to assess the effectiveness of the participants' training across all four countries. The participants came to the trainings with preconceived ideas and particular views regarding the inclusion of children with disabilities in the mainstream classroom. Their previous interactions with students with disabilities in their classroom, the training they had received, their prior interactions with colleagues, their prior

collaborations with parents or work colleagues, and other factors are likely to have had an impact on the feelings they had developed.

One could infer from the data analysis and the results' interpretation in relation to the participants' feelings prior to the trainings that the participants had already experienced relatively positive feelings toward the concept of inclusive education and the inclusion of students with disabilities in the mainstream classroom. However, these feelings appear to have improved right away following their involvement in the activities that built their capacities, and as a result, they appear to have adopted more positive feelings regarding the concept of inclusion. Particularly, after taking part in the trainings, participants said they felt more at ease with the concept of inclusive education. Additionally, they said that after taking part in the training, they had a more positive outlook on the concept and felt more confident. In addition, participants reported being more optimistic and confident about themselves and happier with the idea of inclusive education after completing the training.

The participants' responses on their interest in the concept of inclusive education are particularly interesting. The participants specifically replied that they had a specific interest prior to the trainings. However, based on their responses to the post-training survey, it appears that the level of interest has reduced. Following the conclusion of the capacity building activities, a potential explanation for this decline in the feeling of "interest" was also provided in the focus groups during the gathering of qualitative data. Some participants cited the trainings' brief duration and moderate workload as drawbacks. Due to fatigue, this fact might have caused the participants' interest to decline. Others in the focus groups, however, claimed that the seminars had given them enough fresh information to make them feel as though a large portion of their needs had been satisfied. As a result, they felt that their interest in learning more specifics about the particular subject had decreased after the trainings were over.

Of particular interest is the interpretation of the results of the follow-up survey. Specifically, in all seven pairs of participants' feelings in relation to inclusive education, a decrease in the average is observed, five months after the completion of the trainings. In fact, the decrease of the means in four pairs of feelings is to such an extent that the average is lower than the average of the responses of the participants before their participation in the training. A possible interpretation of the change in the feelings of the participants in the follow-up survey has to do mainly with the time that passed between the completion of the training sessions and the re-administering of the questionnaires for the conduct of the follow-up survey. As is the case in other similar studies, the interval between the post-training survey and the follow-up survey acts as a deterrent because participants may have had a number of new experiences in that period. Besides that, time has effects on participants' memory.

The fact that the number of respondents to the follow-up survey was significantly lower than the number of respondents to the pre-trainings and post-trainings surveys should also be considered when interpreting the decline in the participants' average feelings a few months after the completion of the training sessions. This decrease in the number of participants in the follow-up survey was expected, because long time had already passed since the completion of the trainings. Participants perceived participation in the last survey as unnecessary because there was no longer a benefit to obtaining an additional follow-up certificate.



What has a particular value here is that the participation in the training managed to improve participant's positive feelings towards the idea of inclusion. Indeed, the improvement in terms of feelings about inclusion is way more important than the reduction observed months later which was likely to happen due to reasons described above. This gives a clear message that such trainings should be carried out more regularly and last longer.

5.2. Impact on opinions about inclusive education and the inclusion of children with disabilities in the mainstream school

The interpretation of the survey's second part's results, which focused on participants' thoughts and opinions on many aspects of inclusive education, yields comparable conclusions to the interpretation of the survey's first part's results, which focused on participants' feelings. In this section of the questionnaire, statements were offered that connected to the core principles of inclusive education, specifically the inclusion of students with disabilities in the mainstream classroom. Once more, it must be considered that the participants in the pre-training survey had sufficient relevant knowledge from their studies, past trainings they had attended, as well as knowledge obtained from personal study and their own experiences.

The majority of the participants' responses to this section of the survey before the trainings were conducted made it clear that they had favourable opinions about many facets of inclusive education. However, after the completion of the trainings, almost every participant showed a more positive attitude towards all aspects involved in the statements of the survey's second part. The improvement was small but noticeable and it was present in all statements without exception.

The fact that almost all survey respondents appear to understand that interactions between children without disabilities and children with disabilities in mainstream classrooms cannot be harmful to the former is very encouraging. It is also very positive that they realise that learning in segregated environments can have a negative impact on the social and emotional development of children with disabilities. Also, it seems that participants perceive well that the inclusion of children with disabilities in mainstream school will serve all aspects of their development and that their inclusion in the mainstream classroom will also be beneficial for children without disabilities. In addition, participants stated that they are supportive of the idea of including children with disabilities in the mainstream classroom and that they work to develop and acquire the necessary skills and knowledge to accommodate the needs of these children. Also, they state that they are willing to change their teaching approaches and differentiate teaching materials to meet the needs of children with disabilities in their classrooms.

The majority of respondents were still in favour of inclusion in all of its manifestations as detailed in the follow-up survey's offered statements. Six of the statements saw even a slight improvement in how they were replied to, while the means of the remaining statements received a minor decrease. This may be the result of numerous factors that were mentioned in relation to the participants' feelings, such as the impact of time on memory and the accumulated new knowledge and experience in the interim.

Overall, it might be stated that the trainings were successful in upholding and somewhat improving the educators' positive views about inclusive education, and in particular, the inclusion of students

with disabilities in the mainstream classroom. However, the entire endeavour highlights the difficulties in measuring, evaluating, and interpreting views, opinions, and attitudes about inclusion. These difficulties arise from complex processes that call for the systematic collection of data as well as the use of specific weighted measurement tools, which would have significantly increased the size of the questionnaire and potentially jeopardised the effort to find a sufficient number of participants in all four countries.

5.3. Impact on participants' knowledge regarding aspects of inclusive education

One of the first steps of the I-AM research project consortium was the analysis of existing gaps, needs, and good practices of inclusive education in the four participating countries. Awareness of the existing gaps, potential needs and good practices applied in Cyprus, Greece, Hungary and Poland would be useful for the development of the approach of the I-AM research project, the educational material developed as well as the content and objectives of the subsequent trainings.

In order to achieve this, the partners from each country set out to research the literature that was already available. This research produced a wealth of knowledge about inclusive education policies and practices as well as examples of effective practices that the countries involved could use as a starting point for an idea exchange. Additionally, preliminary fieldwork was done to gather quantitative and qualitative data from education professionals and individuals with disabilities in the four countries.

There were a number of intriguing findings from the study of quantitative and qualitative data. There seems to be some level of ignorance in important areas, which emphasizes the necessity of training. For instance, many participants were unaware of the definitions of "inclusion" and "inclusive education" as well as the values and concepts that support inclusion. Also, it seemed that teachers lacked sufficient knowledge of special educational needs and how to assist students with disabilities. Additionally, the data analysis demonstrated the importance of fostering an environment of acceptance among educators, peers, and the school community as well as changing children's attitudes regarding their peers who have disabilities. Also, another gap that arose from the analysis referred to the need for teachers' support during the teaching process. For example, the need for closer collaboration with specialists, the need for better training and preparation, among others.

The consortium decided to design the capacity building activities centered around the following areas in light of the shortcomings revealed by the data analysis:

- Information on the fundamental principles of inclusive education, as well as details on the prevailing inclusive practices and policies in each of the four countries.
- Increasing public awareness of the needs and other facets of a child's holistic development who has special educational needs, with a focus on those who have mental disorders, chronic health conditions, and developmental disorders.
- Enhancing teachers' abilities to collaborate with a variety of groups (e.g., group integration, group cooperation, meeting the needs of all students).
- Improving the emotional intelligence and communication abilities of both teachers and students.
- Supporting methods for boosting students' self-esteem and emotional well-being.

- Improving teachers' observational abilities by advocating observation as a way to learn about students' special educational needs.

Considering these areas, the consortium developed the following five interrelated but stand-alone modules that constitute the blended capacity building activities of the project:

Module 1: Inclusive education – Basic information

The emphasis of module 1 was placed on inclusion which is considered to be the future of education. Some basic but essential information was provided about the meaning of inclusion in theory and how inclusion can be promoted in practice. Inclusion was approached through the lens of diversity and children's rights. The role of the whole educational staff as well as the school leadership in this venture was discussed, since their role is considered as key for the effective and successful inclusive education for all. Module 1 aimed to help the trainees learn about terms such as disability, exclusion, integration, segregation, diversity, discrimination, children's rights, among others. Most probably participants had already heard these terms, but the priority of module 1, was to explore the terms discussed under the prism of inclusion's connotations with the aim of reducing any kind of confusion and misunderstanding in regard to their actual theoretical and practical meaning that seem to exist among educators and other stakeholders. The delimitation of the meaning of such terms and other relevant information was helpful as it provided food for thought, triggered discussions and enabled reflections on the current practices that may be called inclusive in theory, but at a practical level they may not align with the principles of inclusion.

Discussions were enhanced by providing additional information about the current inclusive policies and practices in the four countries.

Module 2: Developmental needs of children with SEND

Module 2 explored the psychological mechanisms behind the formation of a child's personality. Such knowledge is crucial as it may affect teachers' attitudes, as well as their approaches, the way they communicate with students with disabilities in their classroom and their understandings about students' needs. One of the best-known concepts of personality development is Erik H. Erikson's Stages of Psychosocial Development which was scrutinised in Module 2. Emphasis was placed on the role of successive developmental crises in personality formation that contributes to children's school potential success or failure. Proper diagnosis of a child's problems in terms of deficits in the formation of personality virtues can have a significant impact on the child's academic and social success.

Module 3: Observation as a method for collecting information about students' special educational needs

Module 3 explored observation as a method for collecting information about students' special educational needs and aimed to present how observation should be conducted in order to be methodologically correct and provide reliable information. It also showed how observation can be used in the classroom where a child with special educational needs is taught, by scrutinising a number of case studies.



Module 4: Abilities to work in diverse groups

Module 4 aimed to raise awareness and promote knowledge of the communication skills needed in working in a diverse group such as an inclusive classroom. Furthermore, it aimed at highlighting the importance of interdisciplinary cooperation in the school context as a means to inclusive education. In order to develop communication skills that promote cooperation and understanding in a diverse group, this module suggested various experiential interventions that helped educators to obtain and master the appropriate tools in working effectively within an inclusive school context. These interventions refer mainly to socio-educational group animation, which is a pedagogical method of great psychological importance.

Module 5: Teachers 'and students' emotional intelligence and communication skills

The aim of module 5 was to present basic information about emotional intelligence and effective communication. The module enabled participants to systematize their knowledge of emotional intelligence and emotional communication; to consider the role of emotional intelligence and interpersonal communication in their work and in dealing with children with disabilities; to analyse the way that participants communicate with students and colleagues, as well as to increase their skills and to more effectively model the pupils they work with in developing their communication skills. It also enabled participants to explore the manifestations of emotional intelligence and its importance in their relationship with students.

5.3.1. Assessment of impact on knowledge obtained from the completion of trainings

With the aid of two different types of questions, the potential influence of the blended training program on participants' knowledge was evaluated. By responding to a series of statements that were fundamentally based on the learning outcomes of each thematic unit, as well as the cognitive regions addressed, the participants were asked to self-assess their knowledge. The trainees also responded to a series of "true or false" questions designed to assess prospective changes to their knowledge. Prior to and after the trainings, the participants' responses to both types of questions were compared in an effort to identify potential changes in their level of knowledge.

Before the onset of the trainings, the examination of the participants' responses revealed that they already possessed a good level of prior knowledge on the topics, which was likely a result of their studies, independent study, participation in earlier trainings, and life experiences. However, study of the post-training survey responses reveals that the participants learnt something significant and worthwhile from the trainings. This may be observed in how they assessed their own understanding of the subjects covered in each of the educational programme's five modules and in how they responded to the provided statements. In particular, it appears that there was an improvement in the level of knowledge according to the self-assessments of the participants in all statements, with no exception.

However, similar to the examination of how trainings affected participants' feelings and opinions about inclusive education, it appears that the knowledge the participants learnt did not last for very long, at least based on their own assessments. This is shown in the follow-up survey data, where most of the statements' response means were slightly lower than they were in Modules 1, 3, and 4 of the



post-training survey. In majority of the statements for Modules 2 and 5 compared to the post-training survey replies, there was a little rise in the means of the responses. This could mean that modules 2 and 5 had a more significant and persistent effect on participants' knowledge.

The results from the analysis of the answers to 'true-false' questions are encouraging in terms of the knowledge gained by the participants after the completion of all modules. The percentage of participants who gave a correct answer increased immediately after completing the training. This tendency was recorded in almost all questions, in all modules. In fact, the percentage of participants who answered correctly increased in the follow-up survey. This indicates that the knowledge that was gained from the participation in the training programme managed to change the way in which participants approach several aspects of inclusion. In a similar vein, the analysis of the qualitative data, despite being constrained by the small number of participants, confirms that the participants learned new information, altered their attitudes toward the idea of inclusion, and acquired new skills that enhanced their work with children with special educational needs and disabilities, both in one-to-one supporting sessions and as a part of diverse groups. This certainly counts as an important success of the programme.

Therefore, it can be claimed that participation in the training programme had a significant impact on the participants' level of knowledge, as they appeared to grow more knowledgeable about the topics covered in the programme. The planning of more frequent and extensive trainings seems to be essential to maximising this benefit.

5.4. Further impact of I_AM research project

The inclusion of children with special educational needs and disabilities into mainstream education has received growing support and international interest over the past 20 years. The European policy context reflects the general trend to move away from segregated special schooling. As part of the European Disability Strategy, the European Commission encourages Member States to offer inclusive, high-quality Education.

Inclusive education aims to promote citizenship and the common values of human rights, freedom, tolerance and non-discrimination through education. It builds on innovative approaches and practices developed for the education of people with disabilities to design effective and equitable education systems for all learners in a lifelong perspective, covering all aspects of education. Inclusive education combines performance, quality and equity. Enrolment in mainstream education and implementing the right to inclusive education for all learners requires a learning environment which is accessible and adapted to each learner's needs. A right to education should relate to social inclusion and citizenship. The Commission presented the European Pillar of Social Rights in April 2017. The Pillar sets out 20 key principles and rights to support fair and well-functioning labour markets and welfare systems.

In terms of policies and activities directly related to I_AM project, the EU promotes the active inclusion and full participation of people with disabilities in the society, in line with the EU human rights approach to disability. This approach is also at the core of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), to which the EU is a party. The European Commission's European Disability Strategy 2010-2020, adopted in 2010, builds on the UNCRPD. It provides the framework for empowering people with disability to fully participate in society and ensure they can enjoy their



fundamental rights. The strategy reiterates the EU committed to promote the participation of people with disabilities in leisure activities, employment, education, health, social services and to achieve the transition from institutional to community-based care.

I_AM project intended to achieve European cooperation among Hungary, Greece, Cyprus and Poland aiming at transferring research findings and final products/results to countries not involved in the project. In particular, the blended learning programme was entirely made available remotely in English and thus it is accessible beyond the life of the project, eliminating geographical barriers. The dissemination and exploitation strategies of the project were also carefully designed to reach out to additional relevant stakeholders across the EU. I_AM project - through its innovation, tools and outputs, especially the e-learning - is capable of supporting additional educational staff in other EU member states and initiatives and activities oriented towards inclusive classrooms. These outputs have also been published and disseminated on the project's website, the partners' website and the EPALE platform. Involving countries that are not in the consortium brings an added value to the project at local, regional and EU level since the exchange of know-how between other EU stakeholders ensures that the tools developed to address the identified needs can be applicable to different educative, economic, social, linguistic and geographical settings of Europe. These additional targets were reached out thanks to the projects' dissemination activities and the testimonials of the participants in the capacity building activities of the project who disperse the news and the successes of the project through their first-hand experiences.

I_AM project contributed towards the promotion of innovative solutions that can feed into policy solutions, in particular those discussed by the EU ET 2020 Working Group on Promoting Common Values and Inclusive Education. In essence, the co-created-tailored educative tool together with the blended learning programme benefitted and contributed to improvements at local, regional and EU level. At the local and national level, project's innovative approach contributed to the improvement of local schools' communities and national educational systems. Specifically, improving skills and competences of educational staff through projects innovative toolkit further inclusiveness has been achieved. Also, educational staffs' teaching/classroom management techniques have been enhanced, with subsequent benefits for all students' progress, development and academic attainment. In addition, establishing connections and communication channels among educational staff, parents and all the close to schools' communities' stakeholders eases educational staff's work and raises awareness on social inclusion of children with special educational needs and disabilities. Therefore, school and local societies act as a unify nation with common values and anti-discriminatory attitudes. Moreover, through educational staff capacity building, more appropriate educational support (human and technical resources) and adaptation of educational approaches in accordance with each student's unique needs is accomplished. Collaborative culture among all members of a school community has been promoted and role models' value has been at great importance in this effort of promoting inclusiveness.

At a national level, I_AM project's innovation also benefitted each country's educational system. Through the support from national ministries of education, transferring project's successful results and initiatives to appropriate decision-makers will potentially lead to project's educative tool validation/license for future integration of the latter into the national curricula of partners countries



or national in-service training programmes/schemes (academia), adult learning workshops, and seminars (in the field of VET training and good practices). This is because I_AM project's implementation focused on beneficiaries' actual realities and problems as they experienced them during their everyday lives within school. To this end not only the already active educational staff benefitted from I_AM project's approach and innovation, but also the future educational staff generations will have the opportunity to learn and get trained under project's ideals creating multipliers effects. Furthermore, the development of such tools, the provision of related skills/competences to educational staff and the establishment of communication channels by joining forces with parents, role models, experts on relevant issues, all stakeholders that are close related with the schools' communities, as well as with academia and VET/research providers, is an initiative that provides an innovative but also a pragmatic policy approach positively impacting policy and decision-making processes.

At an EU level, throughout and beyond project's implementation, dissemination and exploitation activities interested third parties are welcome/expected to join and to extend the network of trainers and trainees encouraging corresponding international mobility across Europe.

The first group of the target groups of the I_AM project are educational staff, both mainstream and special, special (educational) staff such as psychologists, social workers etc. In this context, based on the activities that were implemented, the foreseeable impact of the project regarding these groups is that teachers and special staff are currently acting as multipliers of diversity acceptance both in the school community and in their wider social environment. The role of these groups is multidimensional and thus their training does have an effect not only on their perceptions towards diversity, but also on their distinctive role as educators.

Specifically, developing social and emotional skills and skills that help educators to adopt a more innovative and attractive teaching for children, will contribute firstly to a reformation of perceptions towards diversity and secondly to the cultivation of acceptance in the school environment. Perceptions have changed while gaining empathy skills; empathy skills are integrated into a wider theory of emotional management, according to which emotions, as a decisive dimension of the self, act interactionally with social stimulus and body stimulus and reshape how persons, and in this case teachers, think about diversity. From a sociological perspective, personal perceptions interact with social perceptions, as the one shapes the other. By changing personal perceptions regarding diversity, it is expected that in the school environment where these perceptions manifest, they contribute to the cultivation of acceptance diversity. Also, teachers in the school environment are accompanied by symbols of power, which make students obey to the rules of the school's micro-society. Students can thus learn from the teachers that diversity belongs to the common place of the school and is something from which they can learn. Even more, gaining this kind of skills is something that remains in time, meaning that each year, while having different students, teachers will be able to pass these values to every next school generation.

Additionally, I_AM idea has had a direct impact on skills and competencies of the involved educational staff: sharing experiences and knowledge sharing provided both mainstream and special education teachers, as well as special educational staff such as psychologists, social workers, occupational therapists, students/future teachers and other relevant experts dealing with children with SEND inside



schools, with new examples and new ideas as well as experimentation of the didactic tools creating new paths of blended cooperative techniques, teaching solutions and tools whose usefulness and effectiveness have been strengthened.

In addition, I_AM project provided innovative experimental/artistic teaching tools aimed at making learning more attractive through the use of animation. Developing a didactical kit based mainly on the “hands on participatory” approach, the final goal was to increase inclusive classrooms through interactive/artistic and team based didactical activities where students were asked to be co-actors in the process rather than to attend traditional classes.

In general terms, I_AM project had a positive impact on external participating actors/institutions as well. Associated partners (schools from the four participating countries), local authorities (at a local and national level), teachers associations, VET/trainings providers, academics and civil society had opportunities to improve their decision making and policy making processes in this specific field thanks to the knowledge sharing and exchange as well as opportunities to establish links/connections for a long-lasting cooperation focused on special educational issues. Also, the abovementioned actors had the chance to compare and enrich their expertise in the field addressed through the mutual exchange and feedback that took place throughout the project’s lifespan.

Regarding the impact and the legacy of I_AM project on children and young people with or without special educational needs and disabilities, it is expected that they will live in an environment of acceptance and common values in their everyday lives beyond school environment. By learning in their early years to accept diversity, it is expected that children will act as multipliers of such values in the near or distant future. Especially through animation, children gain skills of empathy that enhance the sense of acceptance and equality. At this level, they have also been enabled to adopt such behaviours that approve and promote the acceptance of diversity, and that they show no tolerance to discriminative behaviours. By cultivating through teachers, a ground of productive coexistence, it is anticipated that behaviours of bullying will be limited, and students will develop, to the point that is related to school, healthy and stable personalities. More, it is anticipated that students with special educational needs and disabilities will improve their learning skills, not only because they will be less distracted by discriminative behaviours, but also because they will be enabled to cooperate in more thriving school environments. On the other hand, students without disabilities have been enabled to learn from the experience of students with disabilities as they were given opportunities to ask questions, to learn and to understand what living with a disability is like. This was mainly facilitated through the intervention and the incorporation of animation in teachers’ teaching approaches.



6. Conclusions and Recommendations

The capacity building activities of I-AM project were successful in increasing the participants' knowledge and understanding of the various facets of inclusive education that were covered in the training programme as well as their awareness of these topics. In essence, the training provided an opportunity to acquire new knowledge for the participants. They developed new capacities, acquired new skills, and exchanged experiences. The training significantly contributed to understanding the context of inclusion and inclusive education, whereas the knowledge and experience that the participants gained during the training will contribute to improving the quality of their work. In fact, the training significantly raised participants' awareness of the idea of inclusion and building an inclusive environment. The proportion of participants who correctly answered "true-false" questions started to rise immediately following the training. This pattern was observed in nearly all the questions and offered modules. The number of people who correctly responded rose in the follow-up survey. This shows that the knowledge gained from taking part in the training program was able to alter the way they handle a number of inclusive education-related issues. Thus, it could be claimed that participation in the training programme had a significant impact on the participants' level of knowledge, who seemed to become more aware of the topics that were covered in the programme. However, it is important to accept that the organisation of more frequent and longer-lasting trainings appears to be crucial in order to maximise the trainings' impact on participants' level of knowledge.

After the completion of the trainings, there was a noticeable improvement in the participants' feelings and attitudes toward the concept of inclusive education. However, in the follow-up study, a means' decline in the participants' positive attitudes regarding the concept of inclusive education was noted. The worsening of feelings' means five months after the completion of the capacity building activities, provided the distinct improvement right after the completion of the trainings, unveils the necessity of the organisation of more frequent and longer-term trainings. It can be argued that expressing feelings on inclusive education, quantifying, analysing, and interpreting these feelings are difficult tasks that need for the use of specialised weighted assessment methods and the systematic data collection. A possible reason for the decline can be the fact that the trainings were of short duration and a bit heavy loaded. This may have caused fatigue in the participants. This can be avoided by reducing the duration of each session and simultaneously increasing the number of training sessions. In addition, training sessions must be spread out over a longer period of time so as to increase the adoption and implementation rate and decrease possible fatigue. In addition, the follow-up survey's noticeably low response rate did not yield enough information to track the precise effect of the capacity building activities on participants' perceptions of inclusion. The interpretation of the data was greatly impacted by the small sample size compared to the pre- and post-training surveys because both concepts are quite complex. More efforts, including additional inducement, must be made to raise the follow-up survey response rate.

The trainings were successful in upholding and somewhat enhancing the positive opinions of the attendees about inclusive education, and in particular, the inclusion of students with disabilities in mainstream classrooms. Nonetheless, the lengthy interval between the post-training and follow-up questionnaires, as well as the participants' newly gained information and experiences, are ascribed to a little unfavourable change in the participants' replies to a small number of statements about



inclusive education in the follow-up survey. Again, measuring, evaluating and interpreting views, opinions and attitudes about inclusion involve complex processes that require the systematic collection of data as well as the use of specific weighted measurement tools. However, specific weighted measurement tools would have substantially increased the size of the questionnaire and thus may have threatened the endeavour to recruit a satisfying number of participants in all four countries. Another important assumption that must be taken into account has to do with one of the most significant inducements for the participants to participate in the capacity building activities which was receiving a participation certificate. This also affected their responses in the survey. To encourage education professionals to participate in such training programmes without focusing on earning additional certificates, more and varied incentives must be offered.

Importantly, I_AM project helped to advance creative approaches that can inform policy decisions, particularly those that were discussed by the EU ET 2020 Working Group on Promoting Common Values and Inclusive Education. I_AM project intended to achieve European cooperation among Hungary, Greece, Cyprus and Poland aiming at transferring research findings and final products/results to countries not involved in the project. The blended learning programme was entirely made available remotely in English and thus it is accessible beyond the life of the project, eliminating geographical barriers. The dissemination and exploitation strategies of the project were also carefully designed to reach out to additional relevant stakeholders across the EU. Involving countries that are not in the consortium brings an added value to the project at local, regional and EU level since the exchange of know-how between other EU stakeholders ensures that the tools developed to address the identified needs can be applicable to different educative, economic, social, linguistic and geographical settings of Europe.

Educational staff from both mainstream and special schools, as well as others, make up the first target group of the I AM project and are currently serving as multipliers of diversity acceptance both inside the school community and in their broader social environment. Due to the multifaceted nature of these groups' roles, training has an impact on both their perceptions of diversity and their distinctive roles as educators. Investing in teachers' professional development, particularly in fostering social and emotional competence and abilities that support educators in adopting a more innovative and attractive teaching approach for children, will firstly contribute to a change in perceptions toward diversity and secondly to the promotion of acceptance in the school environment. It is anticipated that through altering individual perceptions of diversity, which appear in the educational setting, they will aid in the promotion of diversity acceptance. Teachers serve as significant others and role models for their students. As a result, students will learn from the trained teachers that it is important to appreciate and promote diversity in the classroom. Importantly, this stance is anticipated to endure. Additionally, instructors will be able to transmit these ideals to each successive school generation by working with a diverse group of students each academic year.

This report demonstrates that the I_AM idea has had a direct impact on the skills and competencies of the involved educational staff. Participants received new examples and ideas from the sharing of experiences and knowledge, and the didactic tools were experimented with, opening up new avenues for blended cooperative techniques, teaching solutions, and tools whose usefulness and effectiveness were strengthened.



At a national level, I_AM project's innovation can further benefit each country's educational system. Through the support from national ministries of education, transferring project's successful results and initiatives to appropriate decision-makers will potentially lead to project's educative tool validation/license for future integration of the latter into the national curricula of partners countries or national in-service training programmes/schemes (academia), adult learning workshops, and seminars (in the field of VET training and good practices). At an EU level, throughout and beyond project's implementation, dissemination and exploitation activities, third parties must be invited to join and thus extend the network of trainers and trainees encouraging corresponding international mobility across Europe.

Finally, the project's impact results call for further training of in-service and future teachers and other school staff in several theoretical and practical perspectives of inclusive education tailored around the context of each country and the features and gaps of the potential participants. Among the aspects and themes that may be included in such capacity building activities should reflect the results and the impact of I_AM project. Thus, future capacity building activities and policy changing endeavours must incorporate efforts towards:

- ✓ respecting the needs of students with special educational needs and disabilities among educational staff and students in mainstream settings
- ✓ promoting healthy cooperation in multidisciplinary teams
- ✓ introducing a less-demanding curriculum so to make to invest in cultivating thriving learning environments, promoting positive attitudes, openness and cooperation between peers with or without special educational needs and disabilities.
- ✓ providing further support to subject teachers
- ✓ promoting alternative approaches such as the change of school ethos through the engagement with creative activities such as the use of animation for the promotion of the values of inclusion in schools.
- ✓ involving the entire school staff (i.e. cleaners, support staff, etc.) in activities that aim to build positive relations with students with special educational needs and disabilities.
- ✓ ensuring that schools are well equipped with the necessary teaching aids (i.e. technological equipment etc.) to facilitate inclusive practices in the mainstream classroom
- ✓ promoting practices that strengthen the cooperation between the school and external institutions supporting students with SEND, e.g. involving volunteers
- ✓ engaging parents of typically developing students in activities aiming to raise awareness about inclusion, disability and children's rights.
- ✓ supporting policy framework outlining the responsibilities of school leaders and staff on key issues such as communication with parents/carers and other stakeholders to ensure trust and respect.
- ✓ having education policies in place ensuring that all schools are supported with resources and teachers are provided with professional development opportunities to enable them to make necessary adjustments to meet the needs of students with disabilities so they enjoy their right to education on an equal basis with others (in line with the UN Convention on the Rights of Persons with Disabilities, 2006).



**INCLUSIVE EDUCATION USING
ANIMATION AND
MULTIMEDIA**

- ✓ ensuring that the vision and goals of inclusive education are communicated clearly by the current Education policies.
- ✓ ensuring that social inclusion and equity are the core principles guiding education policies and plans.
- ✓ developing top-level strategies (such as national strategies), citizenship education frameworks or action plans in support of citizenship education.
- ✓ providing multifaceted support to teachers to help them deal with diversity, controversial and sensitive issues in the classroom as well as digital education.
- ✓ promoting involvement and networking among teachers, educators, school principals, parents, students, professionals, staff and institutions working for education is considered an effective approach in promoting inclusive education.





INCLUSIVE EDUCATION USING
ANIMATION AND
MULTIMEDIA

Annex I

I-AM Training Programme

Welcome to the I-AM project's training programme!

In order to sign up for the workshops, please fill in the following form.

[Sign up consent form](#)

To sign up for the workshop we ask for some information about you in order to coordinate your participation in the training more effectively. The personal information requested (name, surname and email) will be used for your enrollment in the training program and related actions (sending information material, evaluations, date reminders, etc.). **Demographics (e.g. profession, experience, etc) are collected** in order to portray the profile of the participants for monitoring the programs activity and the quality processes of the training programme.

During the online workshops, photos (screenshots) will be taken, that will be used as evidence that the meeting was held in the respective deliverables to the European Commission, as well as material for the dissemination activities (newsletters, social media posts, etc.). If participants do not want their face to be visible, they can have their web cameras turned off.

The management of personal data will be carried out by experienced staff of the coordinator of the project, namely CMT Prooptiki and the (ORGANIZATION'S NAME) in accordance with the General Data Protection Regulation (GDPR). The personal data collected will be retained safely for at least five years after the completion of the project.

There will be no personal benefits from the participation of those who take part in these activities. All information will be used for the purposes of the project's activities only. Participation is completely voluntary and can be revoked at any time by the participant. For more information about your rights or for further information about the project please contact (EMAIL)

I hereby acknowledge, consent, and agree, to all the following terms and conditions:

1. I give permission to the coordinator of the programme (CMT Prooptiki), as well as to the partners, to use photos that will show my face, as proof that the meeting took place in the respective deliverables to the European Commission and for the project's dissemination purposes.
2. This consent has been read and fully understood.

I consent and agree to all the terms and conditions

I do not consent and agree



Pre-training survey

Dear participant,

We invite you to fill in this pre-training survey in relation to the upcoming training workshops.

The study you are invited is a part of the EU co-funded project I_AM: “Inclusive education using Animation and Multimedia”. The purpose of this survey is to evaluate the effectiveness of the training activity that you are attending. To help us, we kindly ask you to complete this questionnaire. You will be asked to complete the same questionnaire again, at the end of the training, for comparison purposes. Any data that may refer to individuals (name, surname and email) collected in the previous form are excluded from the analysis. The results will be used in the implementation of the program, as well as in possible publications in scientific journals or conferences.

This study is anonymous and fully compliant with the European General Data Protection Regulation (GDPR). The results of the statistical analysis will be used for the purposes of the research, which concern groups of participants and not individuals. The results will be anonymous and confidential. A personal code (ID) will be created by participants, which will be used only to minimize response rate errors and facilitate data management. The ID code will be not linked to the personal information of the participant.

Participation in this survey is completely voluntary and can be revoked at any time by the participant. There will be no personal benefit from the participation of those taking part in this research.

However, your participation will provide valuable information for the development of methods and practices for promote inclusive education of children with SEND in mainstream schools.

The management of personal data will be carried out by the coordinator of the project, namely CMT Prooptiki and partner responsible for the activity, namely Open University of Cyprus in accordance with the General Data Protection Regulation (GDPR). For information about the aim of the survey contact (institutions name) at (example@domainname.com)

Pre-training survey consent form

I hereby acknowledge, consent, and agree, to all the following terms and conditions:

1. I have become aware of the aim of the action and have had the opportunity to receive further information.
2. I participate completely voluntarily in this action.
3. I consent to the research team collecting, analyzing and writing the material obtained under this research project anonymously, and I am aware that any response to this action is strictly confidential, and will only be used by the team for the production of primary and secondary data of this research and forthcoming research publications/ announcements.
4. I am aware that I may receive a summary of the results upon request.
 - I consent and agree to all the terms and conditions
 - I do not consent and agree



Questions

Your answers to all questions are anonymous. However, so that we can group your evaluation forms together while maintaining your anonymity, we would like you to create a code and use it on every form.

To create your own personal, confidential evaluation code, please write the following:

- a. The first letter of the town where you were born:
- b. The first letter of your mother's first name:
- c. The date that you were born (DDMM without the year):

For example, a participant born in Budapest on 14/07/1960 to a mother named Maria, would have the code B-M-1407.

Please remember that this code will be used again for the questionnaire you will be asked to complete at the end of the training.

Demographics

1. Please fill in your name in CAPITAL letters
2. Please fill in your email address
3. Which country are you from?
4. What is your age?
5. What is your profession?

- | | |
|---|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> School nurse |
| <input type="checkbox"/> Special educator | <input type="checkbox"/> Social worker |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Specialist in sensory disabilities |
| <input type="checkbox"/> Occupational therapist | <input type="checkbox"/> Speech and language therapist |
| <input type="checkbox"/> Physiotherapist | <input type="checkbox"/> Other (short free text) |
| <input type="checkbox"/> Psychologist | |

6. Do you have any qualification and/or certified experience related to inclusive education?
 Yes
 No

If yes, please provide a short description

7. What is your workplace
 Mainstream public school
 Mainstream private school
 Special school
 Currently unemployed
 Other (short free text)
8. How many years have you been working with children?
9. Have you participated in other seminars/workshops on inclusive education in the last five years?
 Yes
 No
10. Have you participated in other seminars/workshops related to animation and/ or cinema?
 Yes
 No
11. What motivated you to participate in this training programme?



The items below cover the main contents of the upcoming training sessions. If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate our effectiveness in providing you with quality training.

A. Feelings

12. On a scale 1-7 please indicate the number which best describes your feelings about Inclusion

Including children with Special Educational Needs and Disability in mainstream school settings makes me feel:

	1	2	3	4	5	6	7	N/A
Uncomfortable - Comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative - Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unconfident - Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pessimistic - Optimistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worried - Self-assured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disinterested - Interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unhappy - Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Opinions and attitudes about Inclusion

13. Please read the following statements which are about your opinions, attitudes, and intentions about Inclusion.

On a scale 1-5 indicate your agreement or disagreement with each statement by choosing the number that best represents your opinion

1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree

	1	2	3	4	5	N/A
The needs of students with SEND are best served when they attend separate/special classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in a mainstream classroom will promote the academic growth of the child with SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion offers mixed group interaction which will foster understanding and acceptance of differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separate learning support classes have a negative effect on the social and emotional development of a student with SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contact that children without SEND have with children with SEND, may be harmful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including the child with SEND in the mainstream classroom will facilitate several aspects of his/her development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The inclusion of children with SEND in the mainstream classroom can be beneficial for students without SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with SEND should be given every opportunity to participate in mainstream classrooms, where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptation of the educational material, teaching and assessment methods are crucial in inclusive education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am supportive towards the idea of including children with SEND in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am engaging in developing the appropriate skills to teach children with SEND in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to change my teaching processes and adjust educational material to accommodate children with SEND in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C. Knowledge

14. On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:

	1	2	3	4	5	N/A
I understand terms such as inclusion, inclusive education, integration, segregation, separation, exclusion, diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to distinguish inclusion from integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand 'Inclusion' as the ultimate goal of contemporary education in relation to the fundamental right to education for everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I appreciate the benefits of inclusive education for children with and without special educational needs and disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of ways aiming at promoting a whole-school ethos that align with the principles of inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of the role of teachers, school principals and other members of school staff in promoting inclusive practices in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the current inclusive policies and practices in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In the following table, state whether the 10 statements that are related to inclusion, diversity and inclusive education are true or false.

	T	F	N/A
Multiculturalism and diversity are used synonymously because these terms have the same meanings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the most important conditions for the success of inclusive education is the cultivation of an environment of acceptance and appreciation of diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity and Inclusion are terms that can be used interchangeably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity is mainly defined by the characteristics of race and gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion can be defined as the integration of children with SEND in mainstream settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In inclusive education, children do not need to have the same education goals in order to learn together in mainstream classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with SEND more benefit by attending a setting with children with similar features, capacities and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make our school diverse and inclusive, we should start from the top of the school management.			
Inclusion involves the transformation of schools and other centres of learning to cater for all children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In inclusive education, it is important to look at what children are able to do rather than what they can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16. On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:

	1	2	3	4	5	N/A
I understand the importance of developing a child's personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to describe the most important competences shaped in a child in the education process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the conditions that must be met for a child to properly develop the sense of competence at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish inappropriate from behavioral to satisfy the need for recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the ways of educating a child in such a way that it overcomes subsequent developmental crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of creating a supportive relationship between teacher and student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the importance of unacquired competences from the earlier development periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. In the following table, state whether the 7 statements that are related to the child development are true or false.

	T	F	N/A
E. Erickson's theory is the only theory describing the development of a child's personality competences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In E. Erikson's theory, it does not matter when the child achieves particular competences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Erikson believed that only parents have an influence on developing a child's psychosocial competences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
According to E. Erikson, the preschool age is the most important period of development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with special educational needs cannot go through the developmental stages described by E. Erikson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Erikson recommends a segregated model of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Erikson's model does not apply to inclusive education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:

	1	2	3	4	5	N/A
I understand the importance of the observation as technique for recognizing children's needs, difficulties and strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the conditions that have to be met to conduct reliable and accurate observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to describe the cognitive biases that should be taken into account when observing children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of strengths and weakness of the observation as useful technique when working in a diverse group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of ways aiming the improving my own observational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what to look for when observing the child with SEND and why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the need of continuous improving one's observational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



19. In the following table, state whether the 7 statements that are related to observation are true or false.

	T	F	N/A
Reliable and accurate observation is objective and purposeful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The observer's weakness may manifest in a tendency to selectively focus attention on events that are particularly important for him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The halo effect causes that if we don't like a child, we tend to attribute negative traits to the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participatory observation is one form of indirect observation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher can't conduct active observation in school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In order to obtain as much information as possible, it is useful to observe child during various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing a child in a peer group is not a source of information how the child manifests symptoms of difficulties related to special educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:

	1	2	3	4	5	N/A
I understand the importance of interdisciplinary cooperation in the school context as a means to inclusive education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to describe the advantages and disadvantages of interdisciplinary cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the conditions which need to be met in order to achieve effective interdisciplinary cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to distinguish between the two types of experiential interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of ways aiming at raising awareness within the educational community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of creating groups at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the importance of the criteria for creating a group and also the conditions and skills of each animator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. In the following table, state whether the 7 statements that are related to working in a diverse group are true or false.

	T	F	N/A
The basic principle of the interdisciplinary approach is the belief that nobody can have complete results working alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The need for interdisciplinary cooperation is not reflected in international law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The challenges and conditions for a successful interdisciplinary collaboration are plenty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising awareness by informing students is the only way of prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating animation groups is an amazing tool because it promotes empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before creating a group many factors need to be consider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a group only animation exercises are performed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



22. On a scale of 1 to 5, with 1 being poor and 5 being strong, at what level do you consider your knowledge and capacity to be, concerning the following:

	1	2	3	4	5	N/A
I understand the importance of the emotional intelligence in the educational community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to describe the impact of the high level of the teachers' emotional intelligence on the children with SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the conditions which need to be met in order to achieve effective interdisciplinary cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of the communication skills in the educational community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of ways aiming the improving my own communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of effective communication skills on the functioning of the children with SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the need of improving one's emotional intelligence and communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. In the following table, state whether the 7 statements that are related to emotional intelligence and communication skills are true or false.

	T	F	N/A
It is possible to improve one's emotional intelligence on the every stage of one's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both, verbal and non-verbal communication is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interpersonal communication has an important impact on working with pupils with SEND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is possible to improve one's interpersonal communication on the every stage of one's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The emotional intelligence of pupils with SEND is always very low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a great need to help pupils to increase their interpersonal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every day at school setting the pupils' interpersonal intelligence as well as the emotional intelligence could be improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Annex II

Questionnaire for Focus Groups Discussions

I - INFORMATION RECEIVED BEFORE THE ACTIVITY

1. Were the activity objectives, content and methods clear for you before participating in the training program?

II - THE WAY THE ACTIVITY WAS DELIVERED

Objectives

2. Are the objectives of the activity clear for you after the training program?
3. In your opinion, to what extent were the objectives of the training program were achieved?

Contents

4. Given the courses' objectives, how appropriate was the content of the training program?
5. Given your level of prior knowledge, how appropriate was the content of the training program?
6. Have the topics of inclusive education been adequately integrated into the training program?

Methods

7. Were the learning methods used generally appropriate?
8. How would you evaluate the overall contribution of the trainers?

Group of participants

9. Have your fellow participants contributed to your learning?

Innovation

10. Were the materials and content introduced to you new and innovative?

Organization

11. Would you say that the training program was well organized?

III - USEFULNESS OF THE ACTIVITY

12. Are you satisfied with the quality of the training program?
13. Will you apply what you have learnt in your work?
14. Will your institution / employer benefit from your participation in the training program?
15. How would you suggest the instructors (members of the project's partnership) could improve the overall quality of their contribution? (You may name someone in particular if you wish).

IV - GENERAL COMMENTS

16. Please use the field below if you want to comment on something else. If you wish to comment on a particular question, please indicate the reference number.

Evaluation of the asynchronous e-learning platform

How would you evaluate the overall quality of the e-learning platform (in terms of content, appearance and usefulness)? Please explain.



CONTACT INFO

www.inclusiveeducation.eu
info@inclusiveeducation.eu