



Co-funded by
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INCLUSION AND CONTINUITY IN EDUCATION (THE BEST PRACTICE OF CONTINUING INCLUSIVE EDUCATION AFTER PRIMARY SCHOOL)

PROJECT MEETING Publication plan



InClusion and
Continuity in Education

12.12.2024.



Plan for the Erasmus+ Survey Publication

1. Introduction
2. Methodology
3. Key Findings – A, B, C, D
4. Comparative Analysis
5. Implications and Recommendations
6. Conclusion
7. Call to Action

Introduction

- **Purpose of the survey:** Explain that the survey aimed to assess perspectives on inclusive education among teachers and school administration staff across four countries.
- **Target groups:** Highlight that responses were collected from teachers and administrative staff to provide a comprehensive understanding.
- **Relevance:** Emphasize the importance of inclusive education and how this survey contributes to identifying challenges, successes, and areas for improvement.

Methodology

- **Participants:**
 - Breakdown of respondents by gender, age, and roles (teachers vs. administration).
 - Total number of participants across countries.
- **Survey structure:**
 - Explain the 4 sections (Demographic Information, Inclusive Education in Theory, Inclusive Education in Practice, Future Needs).
 - Mention that the same set of 18 questions was used for all countries.
- **Timeframe:** Include details about when and how the data was collected.

Key findings «A» Demographic information

- **Gender and Age Distribution:**
 - Compare the gender ratio of teachers vs. administrative staff.
 - Analyze age brackets of respondents across countries.
- **Experience in Education:**
 - Highlight differences in years of experience among teachers and administrators.

Insights: Note whether age or experience influences views on inclusive education.

Key findings «B» Inclusive education in theory

- **Definition of Inclusive Education:**
 - Compare how teachers and administration staff perceive inclusive education.
 - Highlight variations across countries in choosing the most appropriate definition.
- **Perceived Effectiveness:**
 - Present responses to questions about the usefulness of inclusive education for:
 - Pupils with special educational needs (SEN).
 - Other pupils in the classroom.
- **Mutual Benefits:**
 - Analyze agreement with statements about the benefits of inclusion for all students.

Insights:

- Are theoretical understandings of inclusion aligned across roles and countries?
- Identify areas of strong consensus and divergence.

Key findings «C» Inclusive education in practice

- **Implementation and Support:**
 - Compare responses on whether inclusive education is promoted and implemented.
 - Highlight differences between teachers' and administrators' perspectives on training and support.
- **Training and Comfort Levels:**
 - Analyze the availability of professional development opportunities in inclusive settings.
 - Discuss levels of comfort with inclusive education among teachers and administrators.
- **Regulations:**
 - Explore the administration's views on hiring regulations related to inclusive education training.

Insights:

- Are teachers receiving adequate training and support?
- How do regulations and institutional support differ across countries?

Key findings «D» Future needs: Training and support

- **Resources Needed:**

- Compare perspectives on the need for additional funding, materials, and smaller class sizes.
- Highlight differences between teachers' and administrators' priorities.

- **Desired Changes:**

- Identify areas where respondents feel improvements are necessary to enhance inclusion.

Insights:

- Highlight key resource gaps and the most commonly shared needs across countries.
- Suggest actionable recommendations based on data.

Comperative analysis

- **Across Countries:**

- Summarize similarities and differences in perspectives on inclusive education.
- Highlight any standout trends (e.g., a country with more advanced practices or higher comfort levels).

- **Across Roles:**

- Compare responses between teachers and administrators.
- Discuss any gaps in understanding or priorities between these groups.

Implications and recommendations

- Provide actionable recommendations based on survey findings:
 - For schools: Invest in professional development and inclusive education resources.
 - For governments: Increase funding and ensure supportive policies.
 - For Erasmus+: Continue fostering collaboration between schools in inclusive practices.
- Highlight examples of best practices observed in participating countries.

Conclusion

- Recap the importance of inclusive education and how the survey results contribute to this goal.
- Emphasize the need for collaboration to address challenges identified in the survey.
- Thank the participants and the Erasmus+ program for their contributions.

Call to action

- Invite readers to take steps toward improving inclusive education.
- Provide links to:
 - More detailed findings (if available).
 - Erasmus+ project resources.
 - Opportunities to join similar initiatives.



How we can work on this? What information each organisations should provide?

1. ???



HAVE A GOOD EVENING!