



# Project Status: Europe Includes You

Presented by the Portuguese team

Boon- July 9-12, 2019



# Topics covered



Quantitative and Qualitative analysis - *Final results* - 1st evaluation moment:



Inclusion project- *Art as an instrument of success* - examples of activities developed in Portugal;



Analysis of results on *mobility in Romania*.



Guidelines and Alerts



# Quantitative analysis- *Final results* - 1st evaluation moment

Implementing an inclusive education in the school.



Implementing an inclusive education in the school.

Sample, number of responses and percentages

## 1st evaluation moment



Partners identification		
Partners	Number of replies	%
Germany	30	17,6
Italy	36	21,2
Portugal	31	18,2
Macedónia	33	19,4
Romania	6	3,5
Turkey	34	20
Total	<b>170</b>	100



Implementing an inclusive education in the school.

## Level of Teaching

1st evaluation moment



	L evel of teaching - Countries involved											
Participants	Germany		Italy		Portugal		Macedonia		Romania		Turkey	
Level of education that you teaches	F	%	F	%	F	%	F	%	F	%	F	%
Kindergarten	0	0	0	0	3	9,7	0	0	0	0	1	2,9
Elementary School	1	3	0	0	15	48,4	2	6,1	5	83	0	0
High School	27	90	30	83	13	41,9	32	97	3	50	32	94,1
Higher Education	3	10	9	25	1	3,2	0	0	0	0	1	2,9
School for special education	1	3,3	0	0	1	3,2	0	0	0	0	0	0
Other	1	3,3	0	0	1	3,2	1	3	0	0	0	0



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Gender of respondents

			Gender of respondents									
	Germany		Italy		Portugal		Macedonia		Romania		Turkey	
	F	%	F	%	F	%	F	%	F	%	F	%
Male	7	23,3	13	36,1	7	22,6	18	54,5	1	16,7	13	38,2
Female	23	76,7	23	63,9	24	77,4	15	45,5	5	83,3	21	61,8



## 1st evaluation moment



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Years of  
Partner  
Teaching

	Distribution of Years of Partner Teaching											
	Germany		Italy		Portugal		Rep. Macedonia		Romania		Turkey	
	F	%	F	%	F	%	F	%	F	%	F	%
1 to 5 years	5	16,7	7	<b>19,4</b>	0	0	7	21,2	0	0	10	<b>29,4</b>
6 to 10 years	8	<b>26,7</b>	3	8,3	1	3,2	12	<b>36,4</b>	0	0	7	20,6
11 to 15 years	3	10	4	11,1	2	6,5	2	6,1	1	16,7	4	11,8
16 to 20 years	6	20	9	<b>25</b>	6	19,4	4	12,1	2	<b>33,3</b>	10	<b>29,4</b>
21 to 25 years	0	0	5	13,9	10	<b>32,3</b>	5	15,2	2	<b>33,3</b>	2	5,9
26 to 30 years	2	6,7	4	11,1	1	3,2	3	9,1	1	16,7	1	2,9
More than 31 years	2	6,7	4	11,1	11	<b>35,5</b>	0	0	0	0	0	0



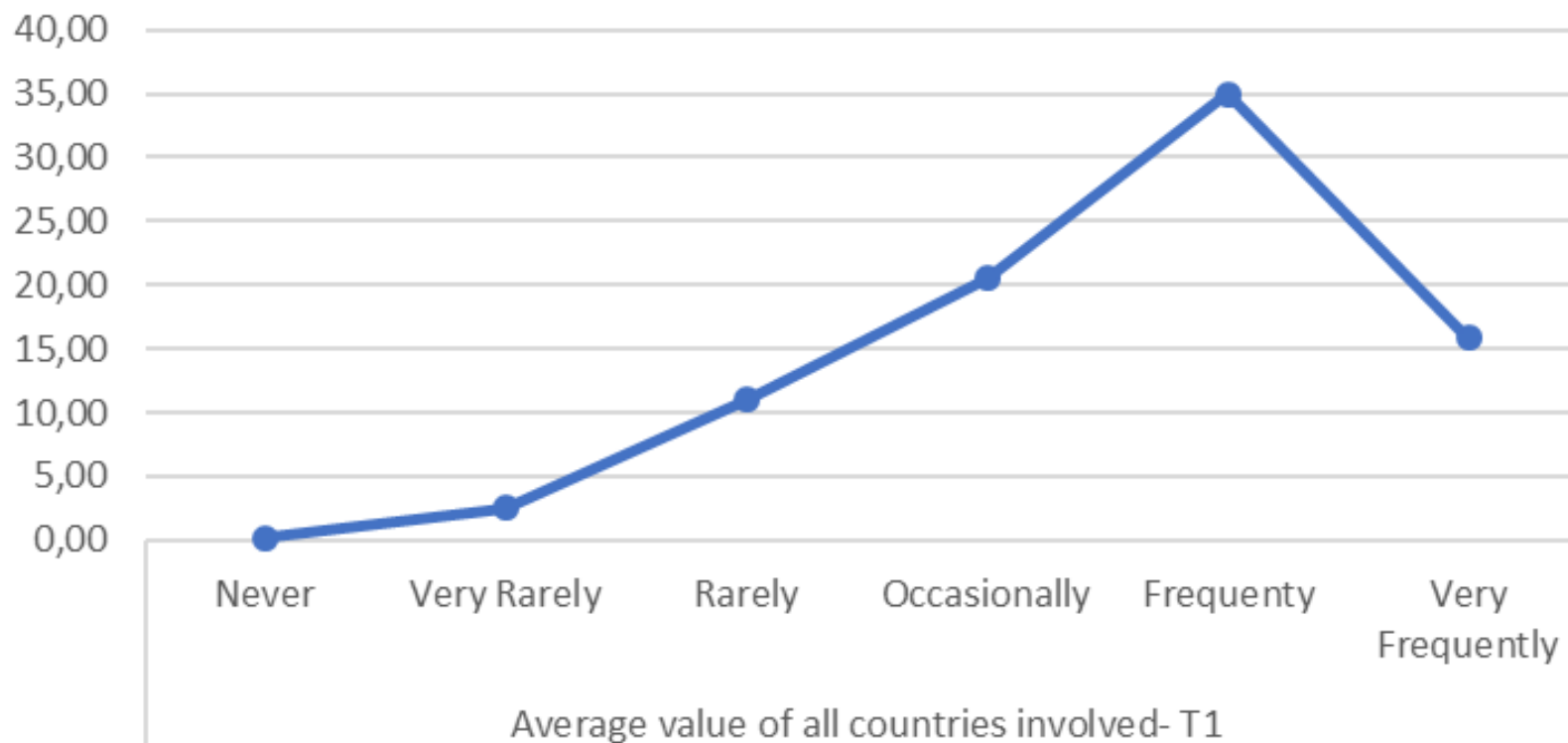
Implementing an inclusive education in the school.

1st evaluation moment



## 1st Domain: Orchestrating learning

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







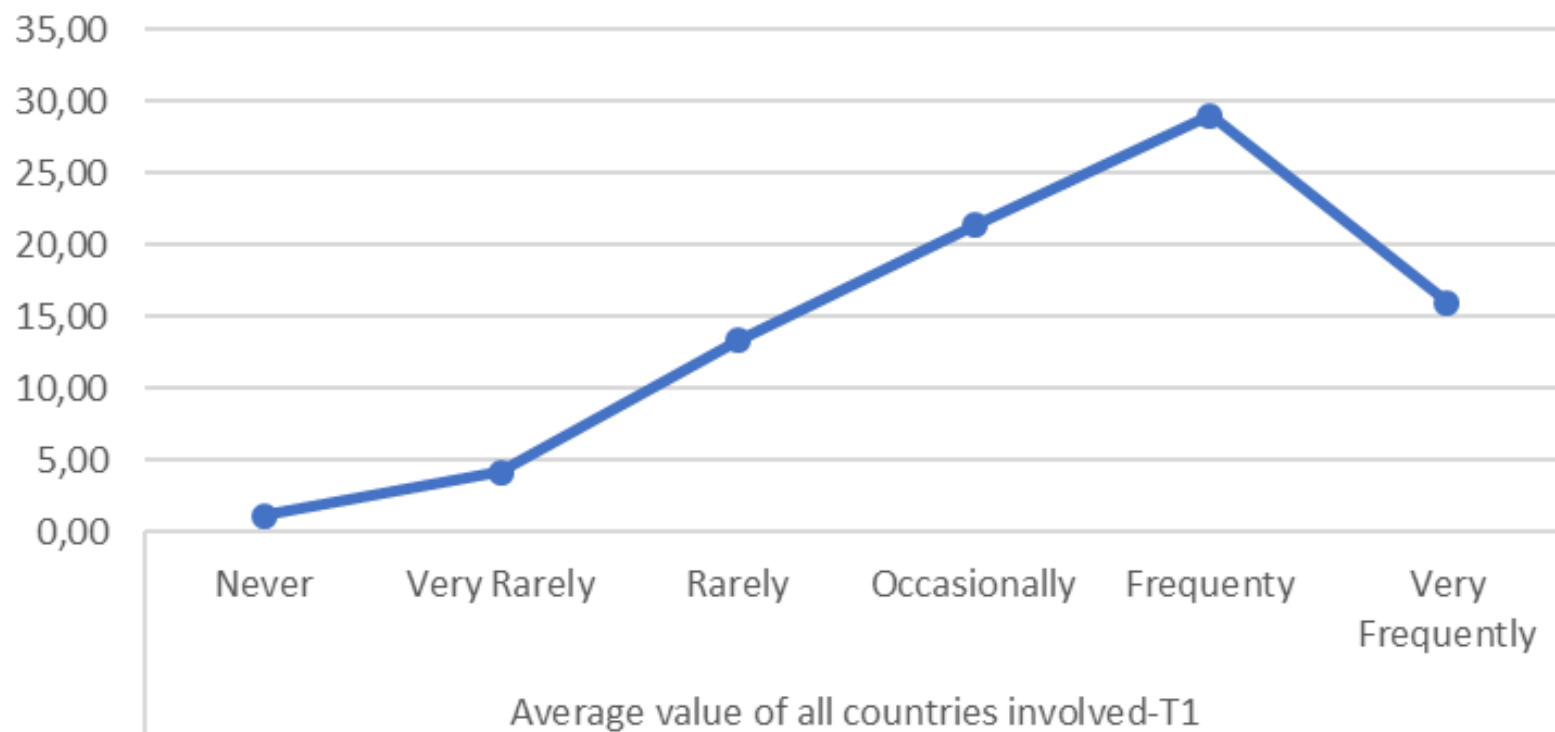
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## 1st Domain: Orchestating learning

1st evaluation moment



C.1.2 Lessons encourage the participation of all students.





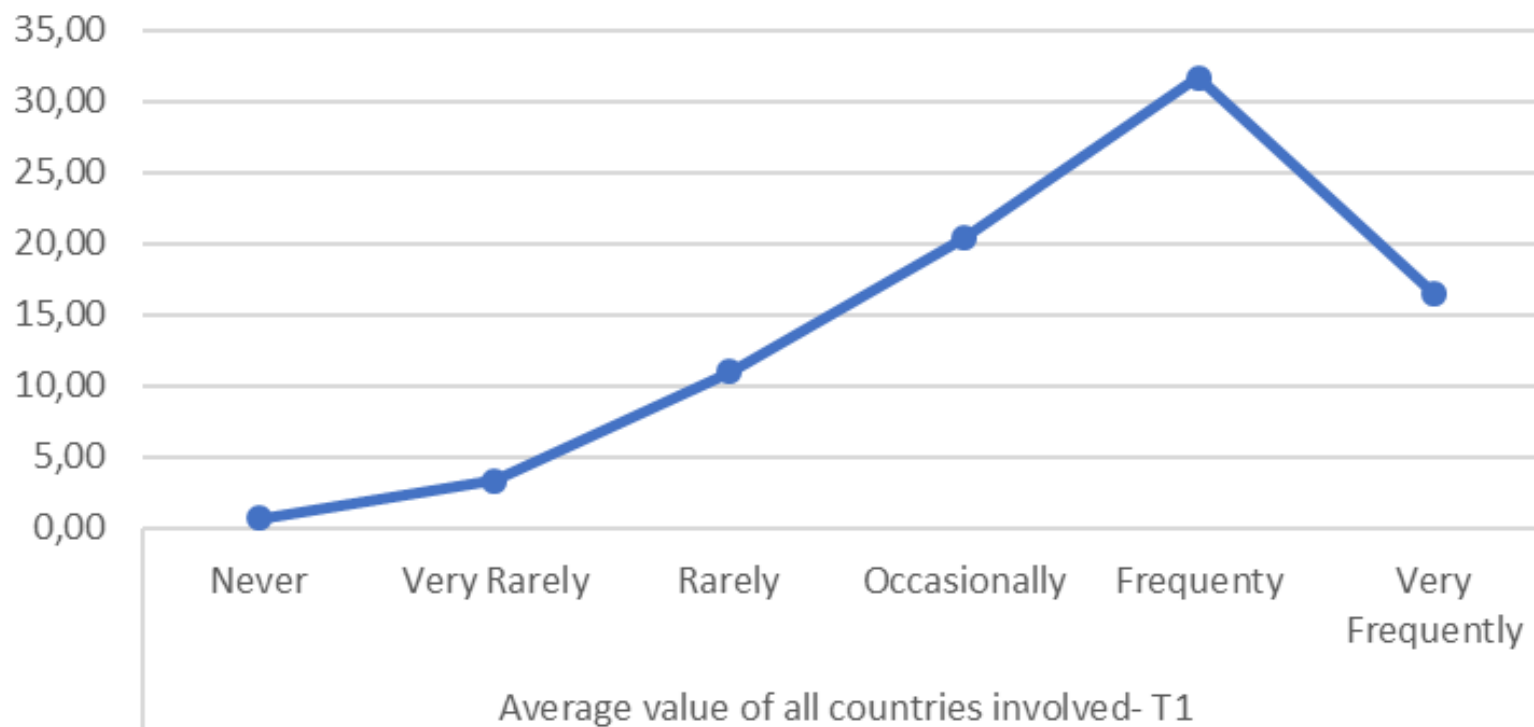
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## 1st Domain: Orchestating learning

1st evaluation moment



### C.1.3 Lessons develop an understanding of difference.





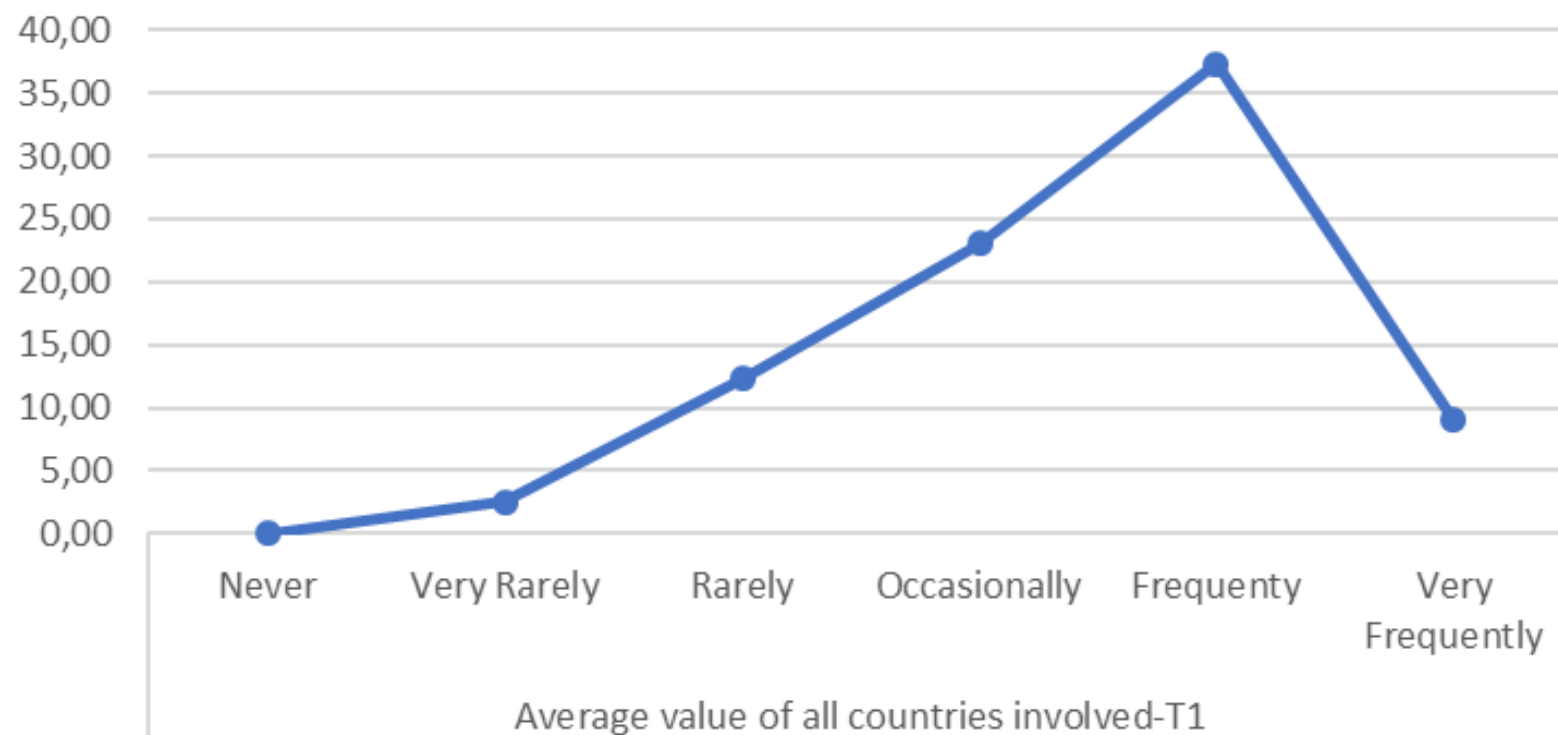
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## 1st Domain: Orchestrating learning

1st evaluation moment



C.1.4 Students are actively involved in their own learning

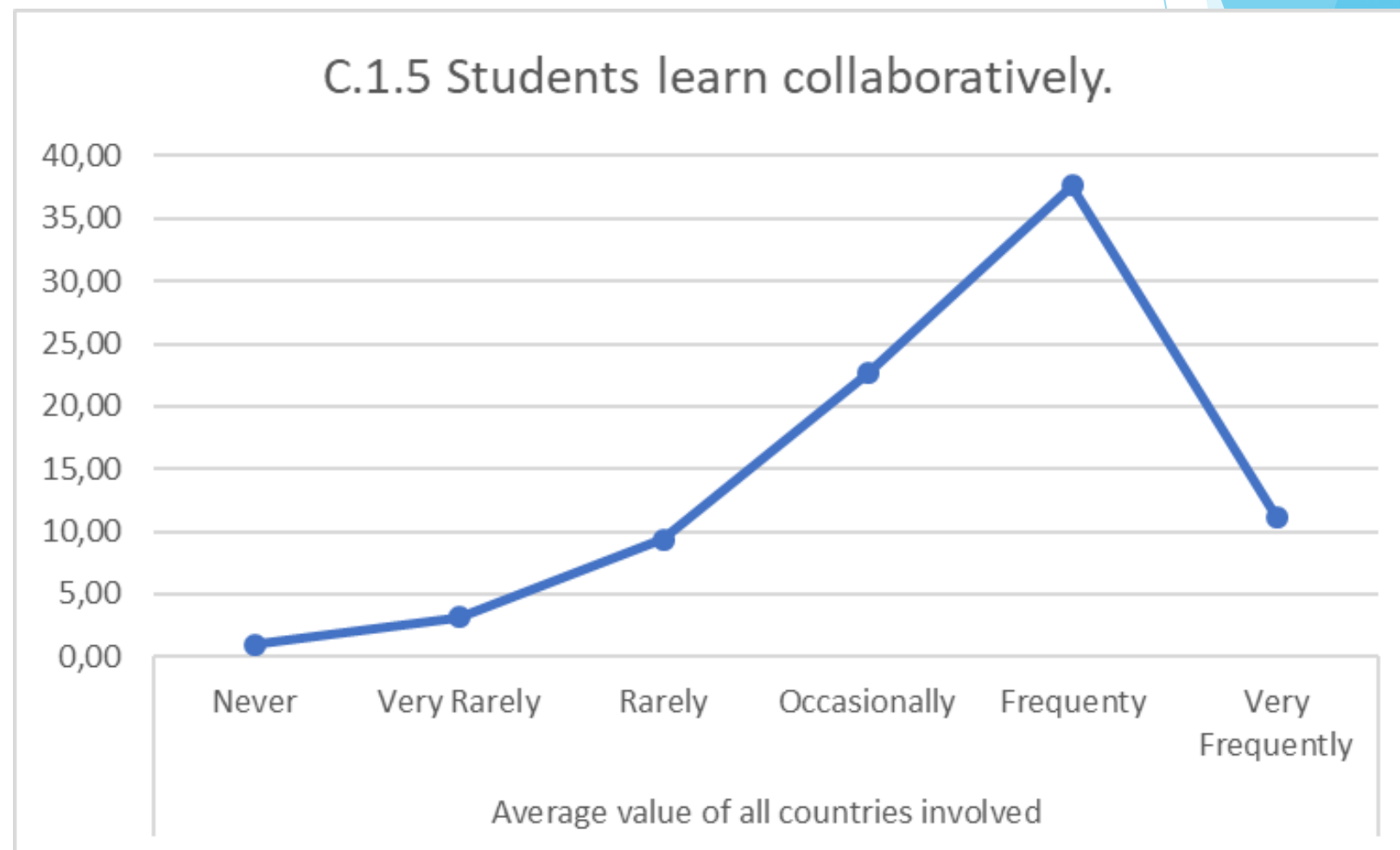




Implementing an inclusive education in the school.

## 1st Domain: Orchestating learning

1st evaluation moment





1st evaluation moment



Implementing an inclusive education in the school.

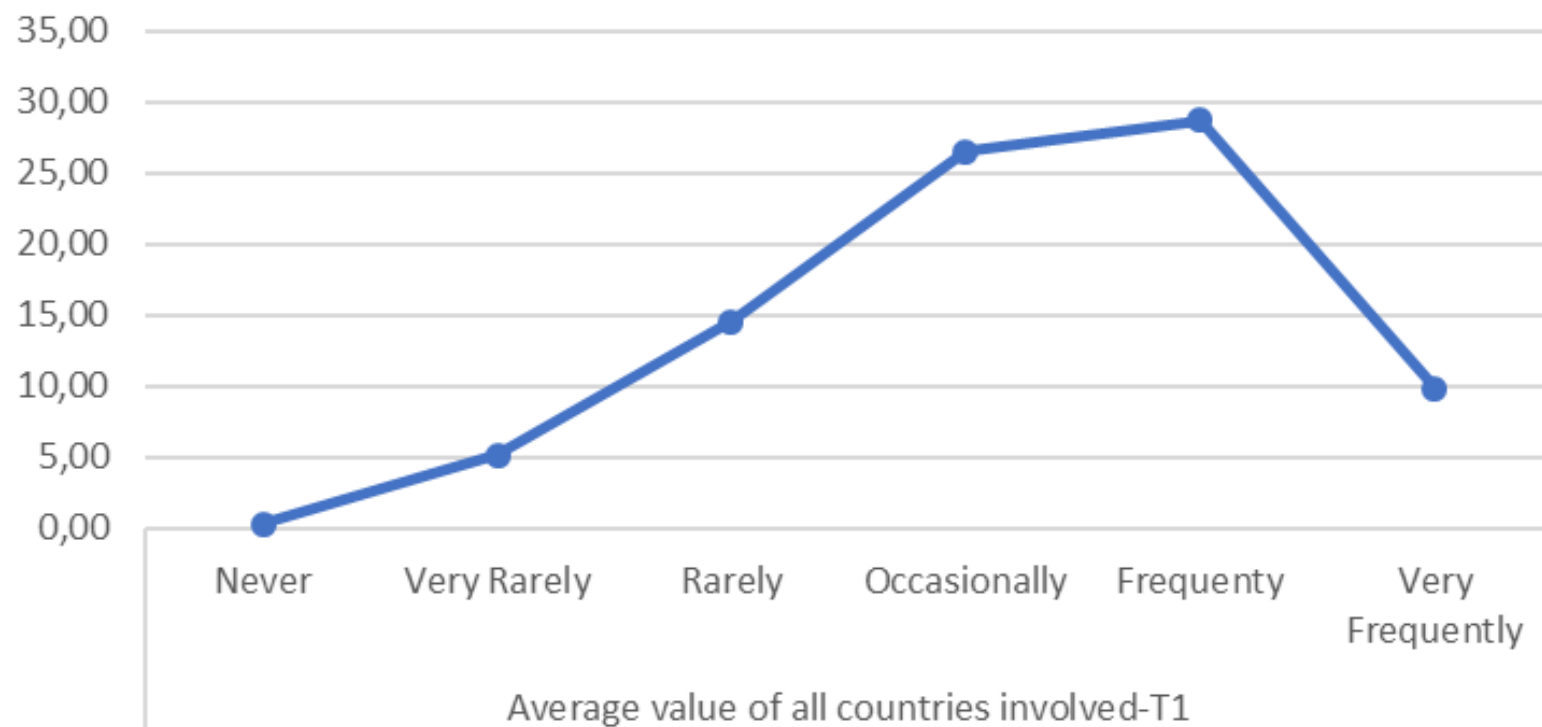
**1st Domain:**

**Orchestating learning**

*Does the child have a duty to be evaluated by the adult, how and in what, and why?*

*What other ways of evaluating can we ponder?*

C.1.6 Assessment contributes to the achievements of all students.





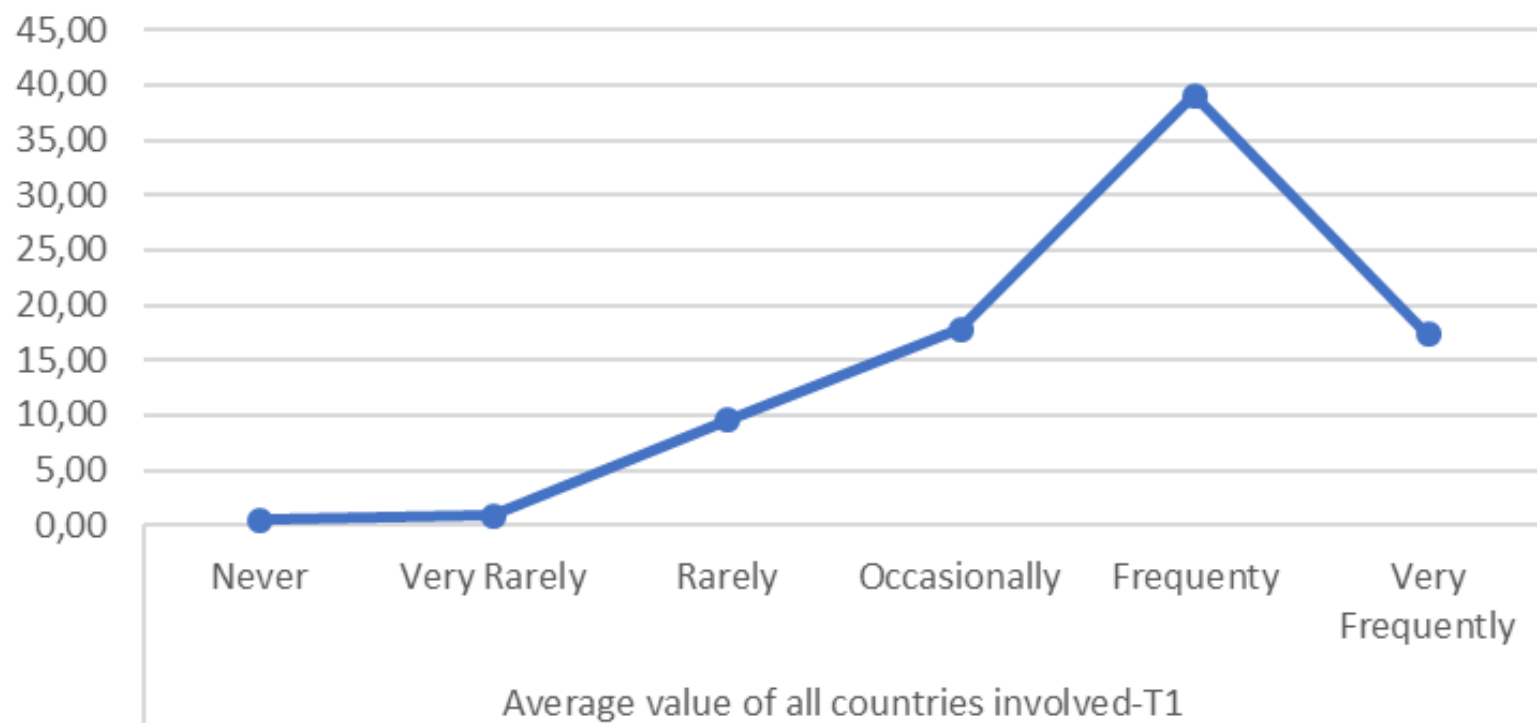
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## 1st Domain: Orchestating learning

1st evaluation moment



C.1.7 Classroom discipline is based on mutual respect.





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# Mobilising resources

2 st Domain



Implementing an inclusive education in the school.

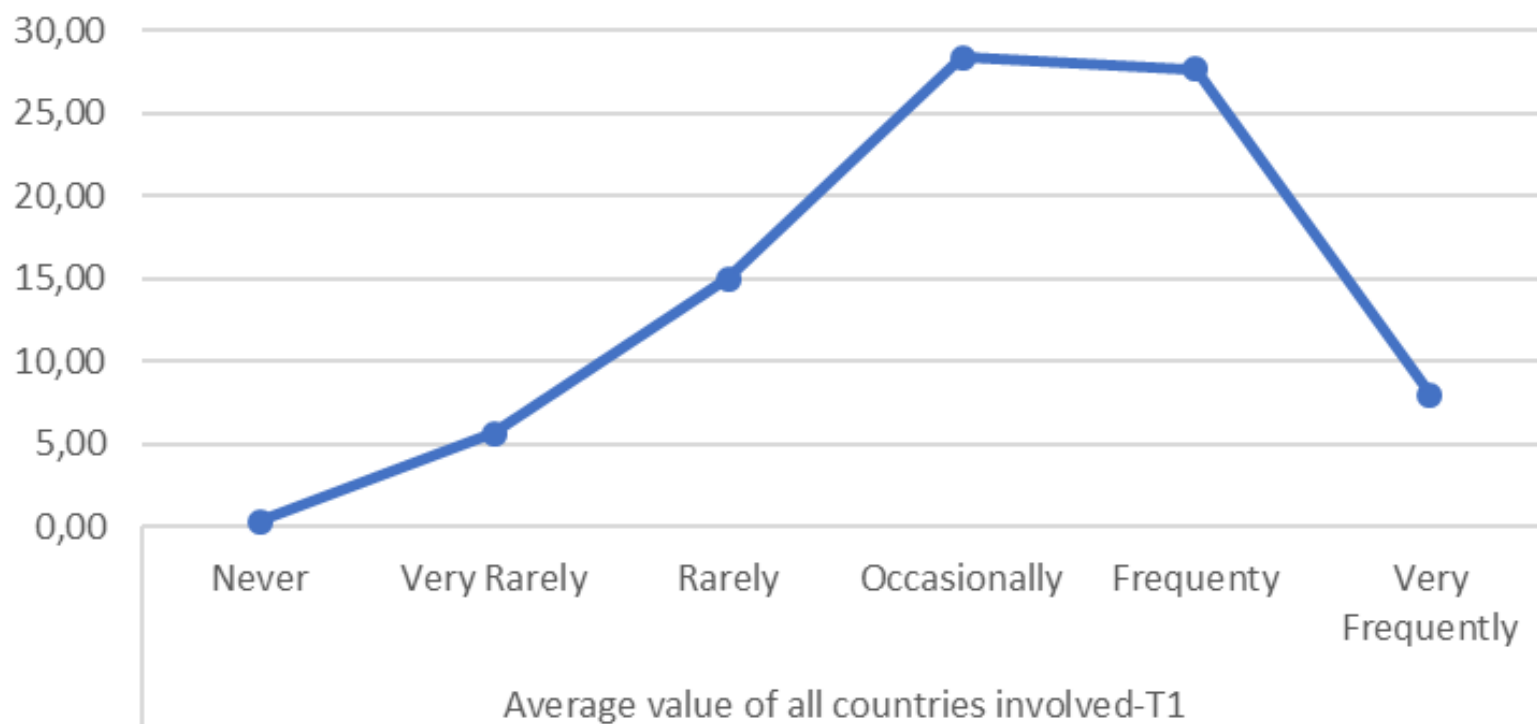
**2 st Domain:**

**Mobilising resources**

1st evaluation moment



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







Implementing an inclusive education in the school.

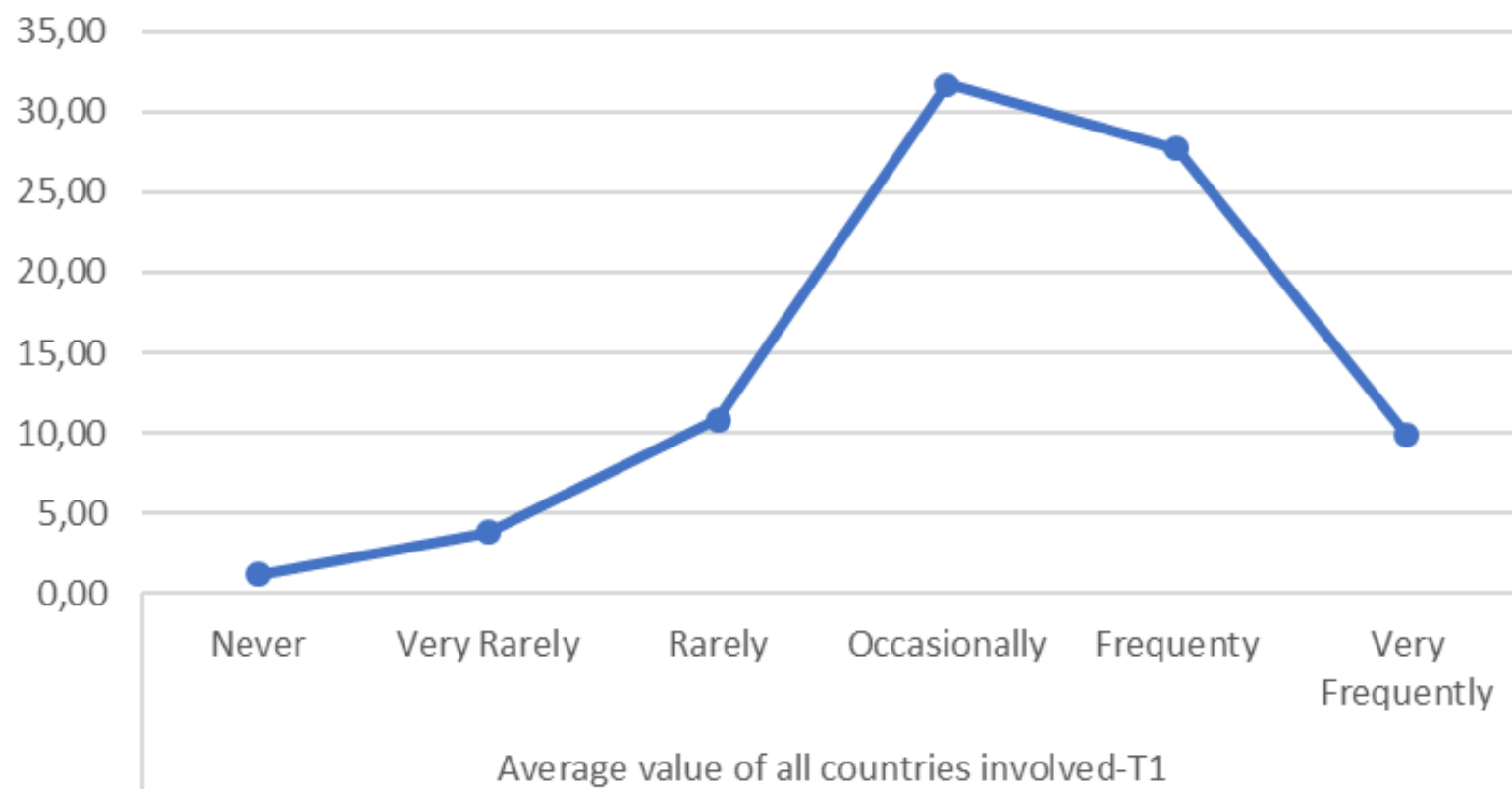
**2 st Domain:**

**Mobilising resources**

1st evaluation moment



C.2.2 Staff expertise is fully utilised.





Implementing an inclusive education in the school.

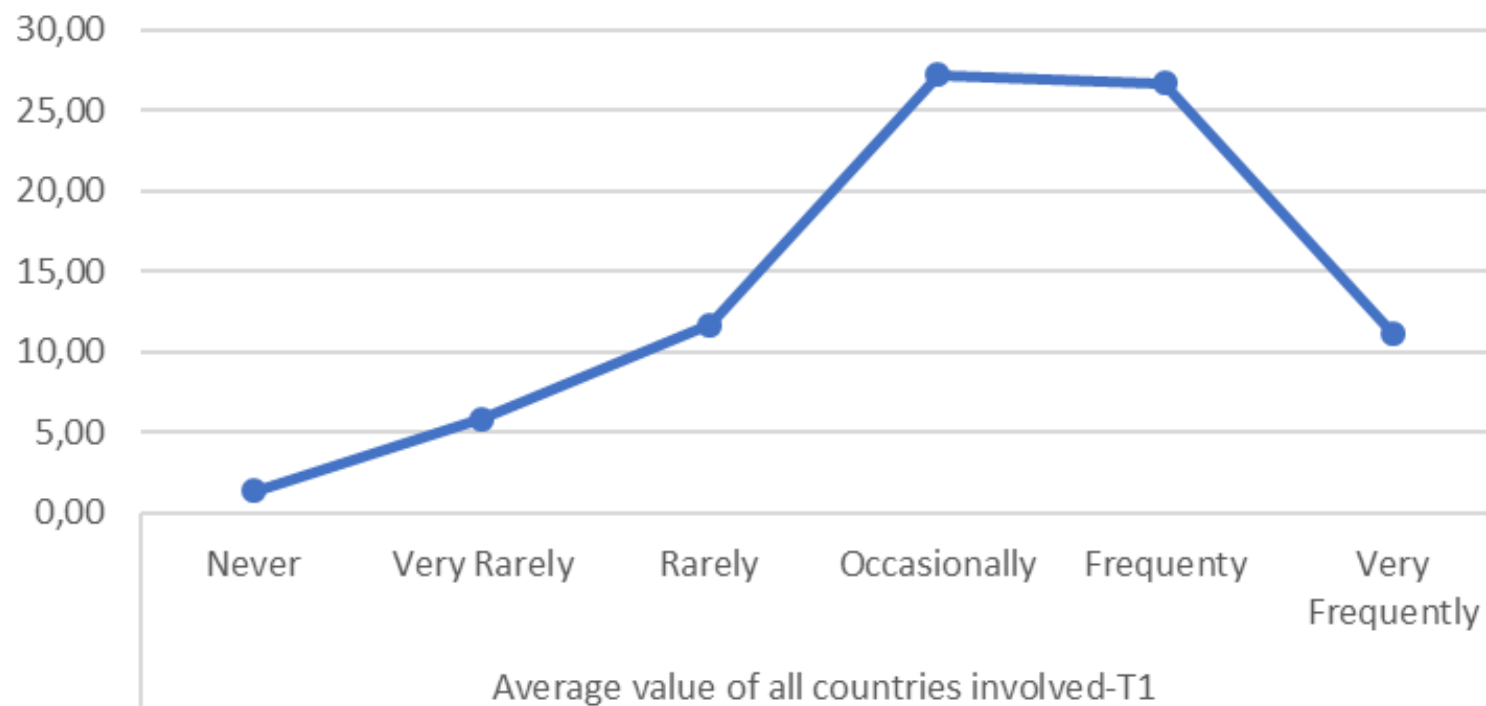
**2 st Domain:**

**Mobilising resources**

1st evaluation moment



### C.2.3 Staff develop resources to support learning and participation.





Implementing an inclusive education in the school.

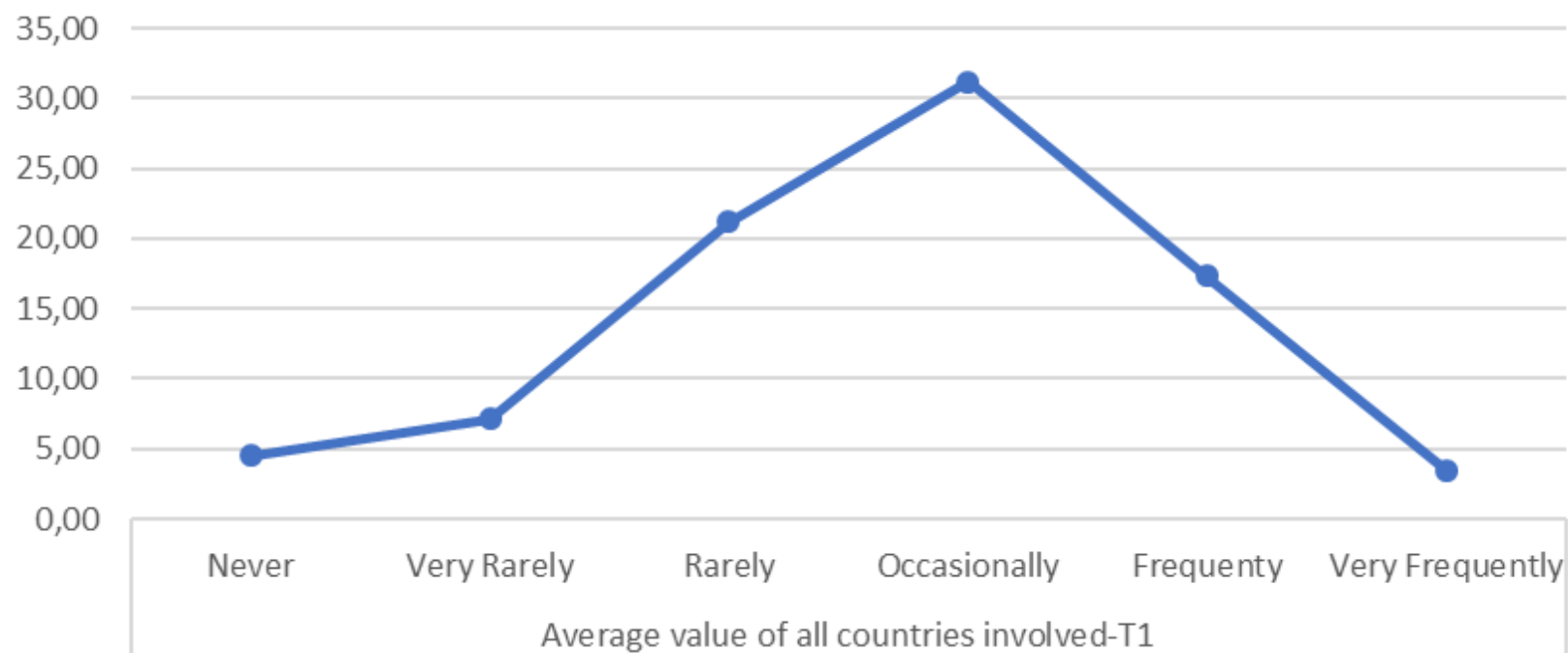
**2 st Domain:**

**Mobilising resources**

1st evaluation moment



C.2.4 Community resources are known and drawn upon.





Implementing an inclusive education in the school.

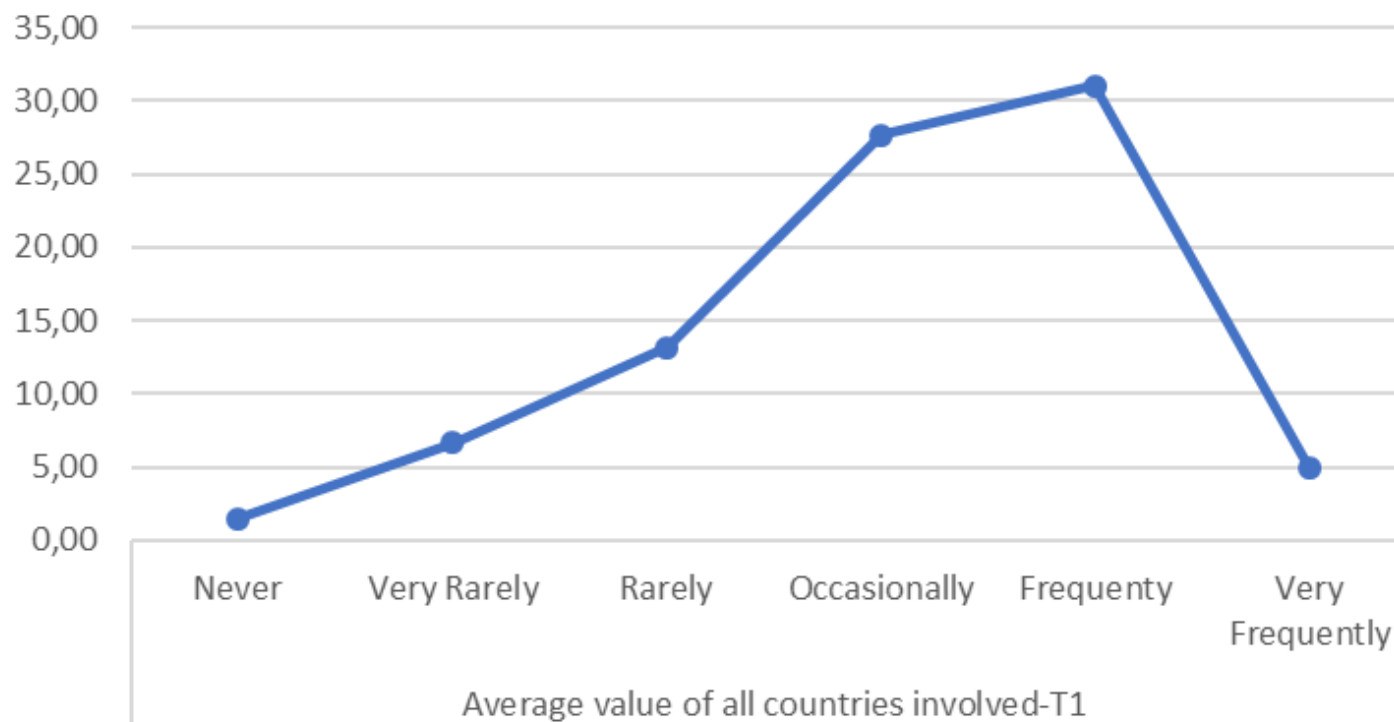
**2 st Domain:**

**Mobilising resources**

1st evaluation moment



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





# Qualitative analysis - *Final results* - 1st evaluation moment- Synthesis

Implementation of inclusive education

The profile of inclusive teacher



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# Implementation of inclusive education- Synthesis

- ▶ ***Inclusive education*** is organized according to different categories that fit its context. This is defined as an intention, a desire that signals human needs.
- ▶ The needs that materialize the birth of hope, an education that evolves and is increasingly accessible, that contributes to a better and healthier world from the physical, emotional, psychic and social point of view of humanity. Accompanying this description inclusive education is also dependent on the involvement of the state, municipalities, companies and associations.
- ▶ Their organization depends on the commitment and commitments made by their principals in school organizations, teachers, families and students. For this, it is urgent to create a legal framework to defend it, in order to overcome its barriers associated with the spaces and activities developed in schools, to build a curriculum that effectively values this education, teacher training and law access to quality education for all.
- ▶ It is thus important to experiment, implement, disseminate and value new ideas and projects, stimulating balanced financial support and reasonable resources for those involved in this process who almost always support inclusive practices with altruistic hard work.



# The profile of inclusive teacher-Synthesis

- ▶ ***The profile of the inclusive teacher*** is defined as a complex entity, since in this profile the role of mediator, manager of differentiated practices, of a continuous and curious learner is inserted, who also becomes a researcher who reflects on their own practice. Parallel to this description, in order to understand the ambiguous world of inclusion, this teacher must be a bearer of a holistic and multicultural view of teaching and learning, acting as a catalyst for human development.
- ▶ For this to happen, you must appropriate a set of skills that, in addition to those already described, still focus on accurate emotional intelligence and the ability to communicate and negotiate effectively.

# Project Synthesis- ART AS A SUCCESS INSTRUMENT



Grouping of Schools of Moure  
and Ribeira do Neiva-Portugal

This project is supported by  
learning through art, in a  
broad sense.





## Project Synthesis- ART AS A SUCCESS INSTRUMENT

**Problem:** Intervention program in the school context, resulting from an effective need to make school more inclusive and motivating. It seeks an approach through Education through Art, seeing it as a promoter of success.

**General Objective:** To build and implement a learning enrichment program that encourages the inclusion of children, as well as their interests in order to:

**Specific Objectives:** i) To arouse their interest and curiosity; ii) To make educational action more effective; iii) To develop integrative activities; (iv) enhancing flexibility; v) To promote a more active, continuous and organized intervention of the parents in the life of the grouping; vi) Establish other partnerships; vi) To value the identity of the grouping.

### Background

A complex project that aims to develop students' competences in a world that is viewed as Volatile, Uncertain, Complex and Ambitious (VICA).

### Key Concepts

- Inclusive and multidimensional education;
- Children's Interests;
- Education through art
- Project methodology
- Autonomy and ability to self-regulate the student.

### Resources

#### - Humans:

Group Teachers  
Psychology and Guidance Service

Other stakeholders (according to the areas of interest diagnosed).

#### - Materials:

Questionnaires and support materials (didactic and others);  
CIM Project.

### Activities

Activities of three types with varying degrees of complexity:

**Type I:** exploration activities;

**Type II:** Small group project activities;

**Type III:** Activity of great commitment and autonomy of the student.

### Outputs

Sustained by the following indicators which will try to obtain their degree of efficacy when:

- Evolution of student self-concept;
- Evolution of your reasoning
- Evolution of planning capacity;
- Evolution of self-regulation capacity;
- Modifications in your cognitive functioning profile;

### Results in the medium term

Creation of a new discipline that will be part of the educational culture of the group.

### Short-term results

- It can be an inclusive resource in which students' interests are valued and their network of knowledge and understanding of the world expanded.
- Promotion of self-esteem improvement and self-concept of the participants.

### Long-term results

Construction of a sustainable and replicable area in other educational environments, in the context of inclusion, and may be universal.



## Some activities explored. Example 1: Create your pet - for children 6 to 10 years old



Learning Panel: Different stages of activity with students - Create your animals.







## Some activities explored. Example 2: Emotions: The Scream and the Kiss - Young Teens



Starting with the masterpieces  
of Klimt and Munch





## Some activities explored. Example 3: Exploring Future Problems of Humanity- Young Adolescent and Adults



Say it! If you were Prime Minister what did you do, to get Portugal out of crisis?

Portugal is in scramble to disappear with the rise of the average level of sea water. We are looking for solutions to this problem.







# Analysis of results on *mobility in Romania.*

Clicar



## Guidelines and Alerts for the success of the project

- ▶ Each country should reflect on the initial questions related to inclusion. so far only Portugal and Macedonia have done this work;
- ▶ Now that you are aware of the first quantitative and qualitative analysis of the project, each country should reflect on what is going well, what is going wrong and what can be done to improve;
- ▶ Do not forget to organize the schedules of the activities in the model presented
- ▶ You should read the first report that was submitted.
- ▶ Respecting deadlines on reports, required information and commitments is now vital
- ▶ (...)



Thank you for your attention.