

# Inclusion4Schools

## D4.2 Report on Internal Online and Offline Events



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## Partners

Participant organisation name	Country
<a href="#">John Wesley Theological College</a>	Hungary
<a href="#">C.E.G.A. Foundation</a>	Bulgaria
<a href="#">J. Selye University</a>	Slovakia
<a href="#">Albanian National Orphans Association</a>	Albania



## Version and Contribution History

Version	Date	Author/ Editor	Contributors	
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_final2	18.11.2024	Éva Thun, Zsuzsanna Hanna Biró	SK: Melinda Nagy	a map and two appendixes have been added to the data for Slovakia

## List of Abbreviations

Abbreviation	Explanation
CSA	Coordination and Support Action
D	Deliverable
GA	General Agreement
I4S	Inclusion4Schools
SSE	School Self-Evaluation
TT	Teacher Training
WP	Work Package

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## Inclusion4Schools project summary

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

(1) to support and coordinate community schools and their respective communities of practice, and

(2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

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

## **Introduction: Rationale and justification for the online seminars and summer and winter schools**

Inclusion4Schools is aiming to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education. The project strives against the logic of exclusion in education and against the systemic (re)production of inequalities – insisting on a bottom-up strategy – in the context of segregated schools and communities.

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

For the above purpose, in WP4 Task 4.1 of I4S, the evaluation of transformative practices is to be combined with the empowering tool of schools' and communities' self-evaluation for in-service teachers for the sake of enhancing self-reflection and promoting active participation in the improvement procedures of their respective institutions.

The claim for accentuating self-evaluation and developing improvement strategies and the related competencies arises from the need for fostering a shift towards inclusive education which is ready to cater to heterogeneous societies. Schools practising inclusive pedagogy accommodate all children regardless of their physical, intellectual, social, cultural, emotional, linguistic, or other conditions. Highlighting inclusive education entails such pedagogical practices that develop opportunities for formal and informal learning while making sure that social justice is present at the core.

The inclusive and transformative approach perquisites that the teachers, the other educators, the non-teaching support staff, the community, and the parents are consenting participants in offering their share. Initial and in-service teacher education should also be involved in the development of adequate pedagogies as well as in preparing trainee teachers to be able to function meaningfully in the inclusive educational environment.





The basis for starting a development plan in a school is the exploration of the state of the affairs at a given point, therefore School Self-Evaluation was put in the focus in the project activities of Tasks 4.1.1 and 4.1.2. These activities invited the participants to set out to research and document those areas in which improvement is expected to be conducive to change for better functioning and achieving effectiveness in the local contexts. The SSE method applies the methodology of action research in that the cyclical administration of the evaluation process has the potential to measure the impact of the introduced changes towards inclusive and quality pedagogies.

In the Tasks 4.1 of I4S online seminars and on-site teacher training events were designed to focus on widening and strengthening practising teachers' theoretical knowledge and practical competencies and skills which are conducive to the introduction and/or inclusive pedagogy and transformative practices as everyday reality of schools.

The online seminars of Task 4.1.1 were elaborated and delivered with the goal that the participants would master the procedural steps of School Self-Evaluation, so that they would be able to use the method in their own specific school environment. The online format made it possible to maximize the number of interested participants. It also allowed for offering abundant structured knowledge input, as well as ample practice materials leading to individual and group creative efforts from the part of the participants.

The on-site training events of Task 4.1.2 provided the opportunity for practising and sharing the competencies – critical thinking, creativity, communication and cooperation - needed for the execution of the self-evaluation cycles, as well as these competencies can be applied to introduce other innovative pedagogical practices.

Additionally, these events offered space and time for sharing experiences, establishing professional contacts among teachers, for spending time together with fellow professionals, getting inspiration from each other and just enjoying an out of school professional experience.

# I. ONLINE SEMINARS on School Self-Evaluation (SSE)

## 1. Conceptualisation and design

As a first step the experts of the consortium partners discussed and decided on the conceptualization of the seminar on School Self-evaluation.

The education policy literature in the international setting produces clear evidence to the fact that there has been an increasing interest in decentralising governments' control and move school evaluation responsibility to schools. School evaluation is often viewed as a top-down process in the form of school inspection conducted by evaluators who are not directly involved in the activities of the school being evaluated. This definition includes evaluations conducted by a national authority, but also by external partners such as school heads from other schools, representatives of a local authority, or researchers. From the point of view of educational policy accountability is the key term, which disregards the differences in the socio-cultural environment of schools.

School Self-evaluation takes a different approach and highlights that since it is a context embedded process it must be responsive to the needs of the schools, i.e. a bottom-up process is also justified from the pedagogical perspective.

School Self-Evaluation empowers a school community to identify and affirm good practices, and to take action on areas that lead to improvement. School self-evaluation is primarily about schools taking ownership of their own development and contributes to a sustainable approach to ensure effectiveness.

School Self-Evaluation involves reflective enquiry leading to action planning for improvement that is informed by evidence gathered within each school's unique context. The process enables schools to use this evidence to identify meaningful and specific targets and actions, it enables them to create and implement improvement plans, to measure their progress, and to identify their achievements.

SSE is about strategies for improving the school's capacity for providing adequate, needs based education, rather than blindly accepting the edicts of centralised directives uncritically.

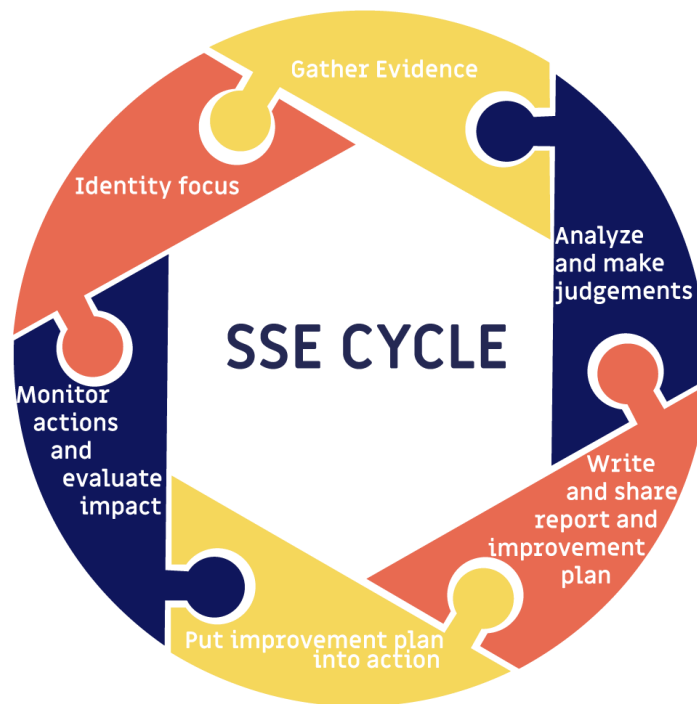


Figure 1.: The SSE cycle

*Based on: School Self-Evaluation Guidelines 2016-2020  
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The School Self-Evaluation process is iterative, as it facilitates repeated cycles of analysis or a return to a previous stage of the cycle.

The first three steps of the framework outline the investigation phase of the process. This investigation forms the basis for developing the improvement plan and for preparing its implementation.

The process begins with the identification of an area for focus and inquiry through the participants' own understanding and knowledge of their school context. This is followed by the gathering of evidence about the area chosen. The evidence is then analysed and judgments are made regarding the school's current strengths and areas for improvement.

The next step ensures that the school provides a record of the evaluation and describe the actions for improvement. This takes place during or at the end of the investigation phase. The resulting school self-evaluation report and improvement plan is shared with the school community.

The improvement plan is then put into action and is monitored and evaluated over the course of its implementation until practice becomes embedded. The cycle can

then begin again, focusing on either a new area which has been identified, or returning to the same area to seek further, deeper improvement.

#### References:

McNamara, Gerry, Martin Brown, Sarah Gardezi, Joe O'Hara, Shivaun O'Brien, and Craig Skerritt (2021): Embedding Self-Evaluation in School Routines. SAGE Open October-December 2021: 1–10.

OECD Education Working Papers No. 42. School Evaluation: Current Practices in OECD Countries and a Literature Review. 2009. <https://dx.doi.org/10.1787/218816547156>

Supporting school self-evaluation and development through quality assurance policies: key considerations for policy makers Report by ET2020 Working Group Schools. May 2020.

## 2. Objectives of the SSE seminars

The interactive online seminars of I4S WP4 Task 1.1 first provided the participants with an overview of approaches to evaluation in a broader context considering internal and external evaluation guided by country legislation. The main part of the seminar focused on sharing knowledge and skills necessary for School Self-Evaluation understood as a collaborative, inclusive, and reflective process of internal school review. For the seminars six areas were selected as parts of School Self-evaluation in order to demonstrate that improvement will happen when clearly identifiable topics are dealt with in a given social, cultural and educational context.

The objectives of the seminars were the followings:

- to familiarize the participants with the key concepts of school self-evaluation
- to provide input for the participants on how to carry out school self-evaluation
- to identify relevant topics to put in the focus, while relying on the participants' professional experiences
- to introduce and practise the use of methodologies for gathering evidence
- to discuss and practice the analysis and reporting of the findings
- to provide input on how to design improvement plans and methods of monitoring



The expected outcomes were also formulated, it was postulated that the participants completing the seminar will be enabled to:

- understand the meaning of school evaluation in general and School Self-Evaluation in particular
- explain the benefits of SSE
- identify the roles and responsibilities of members of the school community towards the implementation of SSE
- describe the six-step process of SSE
- analyse and evaluate the topics and sub-topics offer in the seminar
- identify further relevant topics to put in the focus
- use appropriate methodology for gathering evidence
- apply the evaluation criteria to form judgements on a particular aspect of educational practices
- prepare an improvement plan based on the findings focusing in a particular area in a given school context.

### **3. Description of the work carried out**

#### **3.1 Medium, structure and content of the seminars**

##### **3.1.1 Medium**

The online seminars have been realized in the form of an online Moodle LMS and are hosted (for all the consortium partners) by Wesley, Hungary: <https://elearning.wesley.hu/>

The Moodle LMS platform made it possible that the contents of the seminars could be shared by all the four consortium members in their own languages. This arrangement also accommodated that the seminar leaders could continually share their experiences.

Another advantage of the use of Moodle was that the participants could study at their own pace, as well as they could communicate freely with each other and share their work if they wished to.

Yet another advantage of the use of Moodle was that newer and newer participants could join the seminar during the designated period for Task 4.1.



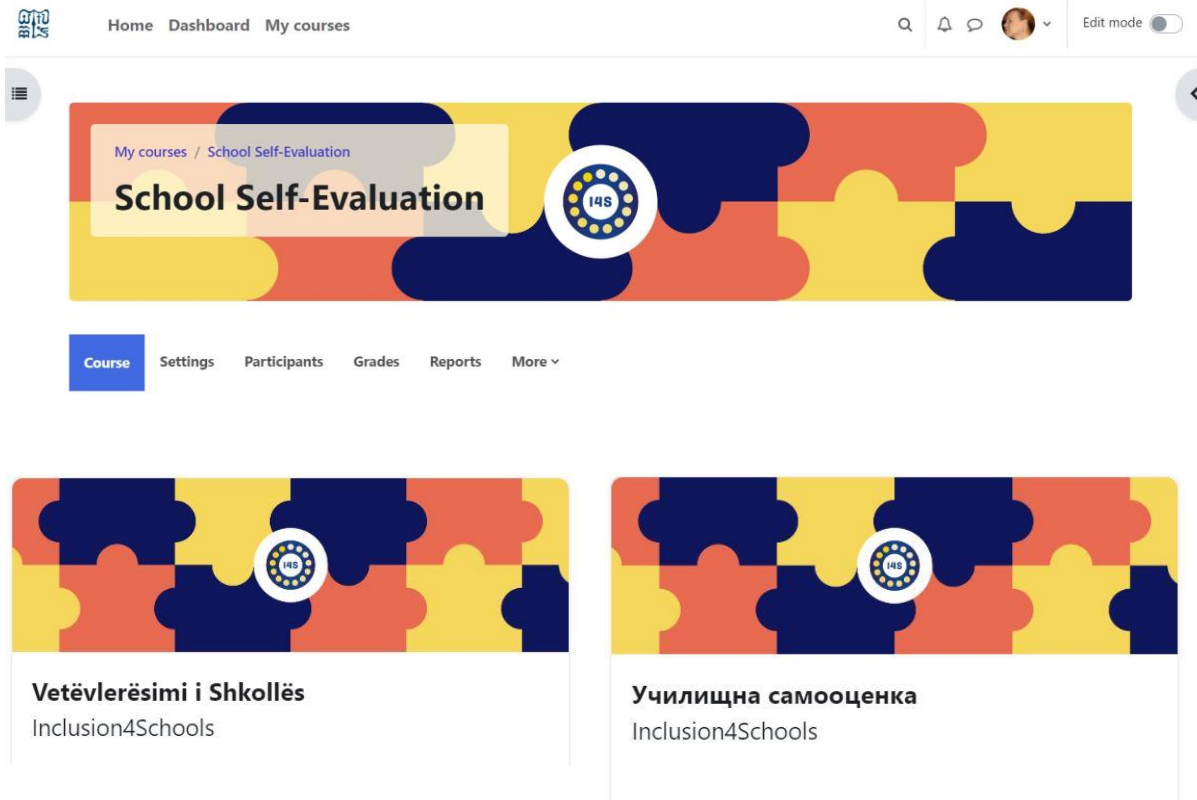


Home Dashboard My courses

# Inclusion4Schools

Go To Courses


PARTNEREINK


My courses / School Self-Evaluation

## School Self-Evaluation

Course Settings Participants Grades Reports More



**Vetëvlerësimi i Shkollës**  
Inclusion4Schools



**Училищна самооценка**  
Inclusion4Schools





Figure 2.: Moodle platform of the Seminars on SSE

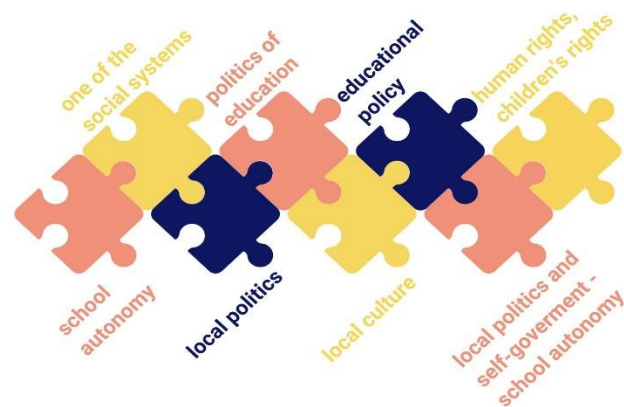
### 3.1.2 Structure

The online seminars consisted of 3 main blocks. In the first one input was given on the broader context of theories on evaluation and assessment as well we EU and local policies of school evaluation. An overview of approaches to evaluation in a broader context considering internal and external evaluation guided by country legislation was also discussed. The second block consisted of 6 thematic modules. Within these modules the participants were to complete specific tasks either individually or together with other seminar members. This meant that participants were not required to accomplish the tasks synchronously, but at their own pace. Meanwhile, individual consultations were offered by the seminar leaders, as well as scheduled open forums for whole group discussions. The closing block of the seminar was the evaluation of the seminar itself, self-check for the participants, feedback questionnaires and forum for discussion.

### 3.1.3 Contents

#### 3.1.3.1 Input on educational theories and EU policy on school evaluation

The fundamental characteristics of an education system and its relation to other systems in society feeding into SSE.



### 3.1.3.2 Topics for acquiring practical skill and competencies in SSE

3.1.3.2.1 School vision and mission: *Adequate and contextualized school vision statement*: educational goals, community priorities for the future, core values, knowledge, practices and skills; *Transparent and action-oriented school mission statement*: a tool used to drive improvement within the school community mapping the activities towards a desired outcome.

3.1.3.2.2 School as learning organization: *Context and resources*: characteristics of the school population; students' socio-economic and cultural backgrounds; Economic and structural resources; diversification of funding sources, volunteering; Human resources and skills available in the community for cooperation, participation and social interaction; *Processes of educational and teaching practices*: functional curriculum design and assessment; set of varied methods and instruments used to assess students' knowledge and skills; inclusion and teaching differentiation: strategies adopted for special needs recognition within classroom work and other educational contexts; strategies to adjust teaching activities to each student's educational needs.

3.1.3.2.3 Management and organizational practices: *Development and human resources*: Existing expertise -inventory of staff skills and their use; collaboration between teachers; activities in working groups; knowledge, skills and experience in leadership; *Attention to building care, learning and achievement cultures*: changing expectations and improving the quality of practice (transformational leadership); distribution of responsibilities and accountabilities (collaborative leadership); Engaging productively with external agencies in ways which provided additional benefits to the school.



3.1.3.2.4 Teacher professionalism: *Communication*: forging and maintaining interpersonal relationships; knowing and adapting to an audience; leadership; listening; networking; speaking with clarity and avoiding jargon; writing reports, instructions, and correspondence; *Critical thinking*: adapting to the changing needs of students; creating and maintaining a comfortable learning environment; developing and delivering lessons appropriate for your audience; proactively addressing issues with students and colleagues; setting expectations and goals; solving problems and creating solutions; attending and running meetings with students, parents, colleagues, and administrators; keeping and maintaining records; managing time in and out of the classroom; prioritization; seeing issues ahead of time and knowing where to get help; *Creativity*: able to embrace ambiguity, being engaged, not afraid to fail, willing to try new things.

3.1.3.2.5 Social learning: *Awareness about the social context of the school*: behaviours, values, interactions, cultural practices; the role of observation and modelling in learning, attention, retention, reproduction, and motivation; understand ways how positive role models can be used to encourage desirable behaviours and to facilitate social change; *Developing sense of self-efficacy*: sense of commitment to their interests and activities; confidence in one's abilities even when things become difficult setting goals that are achievable, but not necessarily easy.

3.1.3.2.6 School-Community Engagement: *Local Embeddedness*: shaping a common vision for student success and make sure that everyone—from teachers to parents to community leaders—have a role to play in that vision; sharing data and resources that can help families and community organizations better support student learning outside of school; understand the unique context and assets of specific communities and encourage the sharing of diverse perspectives.



## 3.2 The Process of delivering the seminars

### 3.2.1 Preparations

Initially the content of the seminars was developed in English, so that it would serve as a master version for the consortium countries. In January 2023, the methodology of creating the content materials of the seminars in the relevant languages was developed, which was followed by the translation of the content into the national languages (Albanian, Bulgarian, Hungarian and Slovak), again using English as the master language and changing the content where the topics and tasks were country specific. Then Moodle courses were created. Within the same period, the recruiting of participants started in Albania and Bulgaria, and slightly later in Slovakia.

Since Wesley was the leading consortium partner in this Task, the Hungarian experts were the main actors in developing the contents of the seminars. Consequently, it was the Hungarian partner who was the first to offer the seminar countrywide mainly to in-service and pre-service teachers, and school heads. The first seminar was launched in October 2022, at Wesley, Hungary. (*See Milestone 9 Event Report.*)

### 3.2.2 Recruiting the participants

The participants were recruited via country wide advertising of the seminars, mainly targeting schools in disadvantaged geographical locations in all consortium countries. However, as it turned out later, teachers from all walks of the education scenario showed interest. The Slovak partner opted for targeting pre-service student teachers in larger numbers.

The recruiting phase was repeated several times, as some otherwise interested applicants were somewhat discouraged by the unfamiliar online medium. Therefore, we acted on this issue and pre-seminar trainings were offered on how to use Moodle.

The advantages of using Moodle proved to be rewarding, since Moodle allowed for individual pacing, i.e. the participants had the options to decide for themselves concerning the time they spend on the completion of the tasks. There was also the opportunity to connect with colleagues for opinion and advice.

The Moodle SSE seminars were accompanied by consultations via Zoom. In Hungary one weekly occasion was offered, when questions and concerns could be discussed with the teachers of the seminars. The Moodle SSE seminars repeatedly accepted applicants until June 2024 in all of the consortium countries.



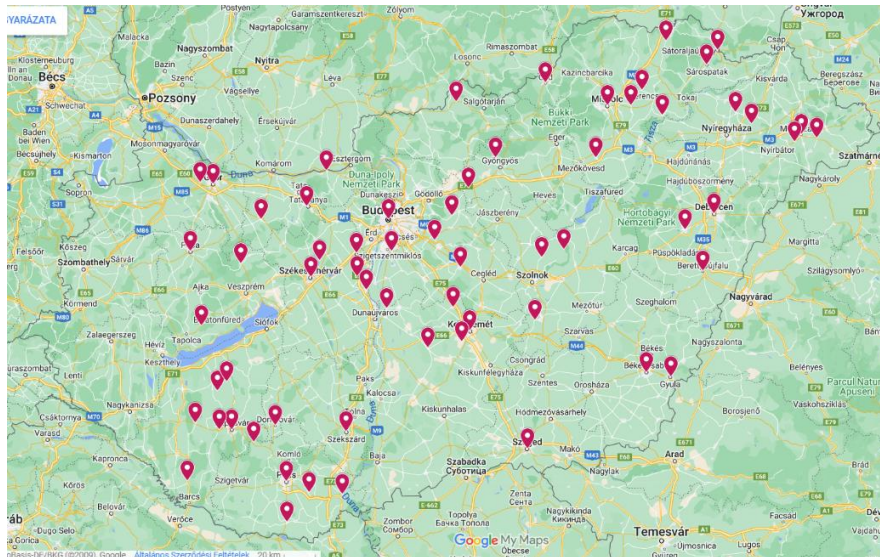
### 3.2.3 Timing and participation numbers

No	Date	Location	Partners involved	Participants
1	October 2022 – March 2024	Moodle and Zoom, Hungary	Wesley	135
2	March 2023 – June 2024	Moodle and Zoom, Albania	ANOA	140
3	February 2023- June 2024	Moodle and Zoom, Bulgaria	CEGA	120
4	June 2024 – June 2024	Moodle Slovakia	SELYE	44
			Total No. of Participant	439

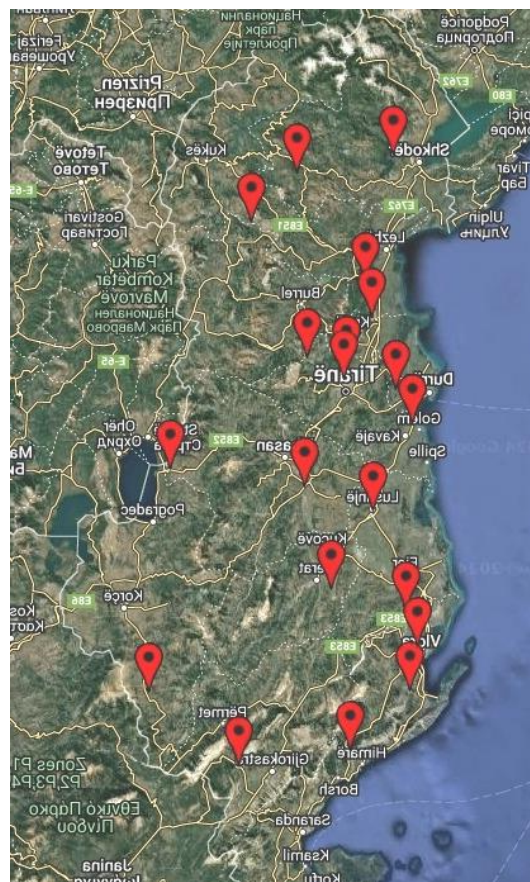
In the GA 500 persons was the target number to be involved directly, however, the difficulty of the Slovak consortium partner in recruiting resulted in fewer participants.

### 3.2.4. Participation according to geographic locations

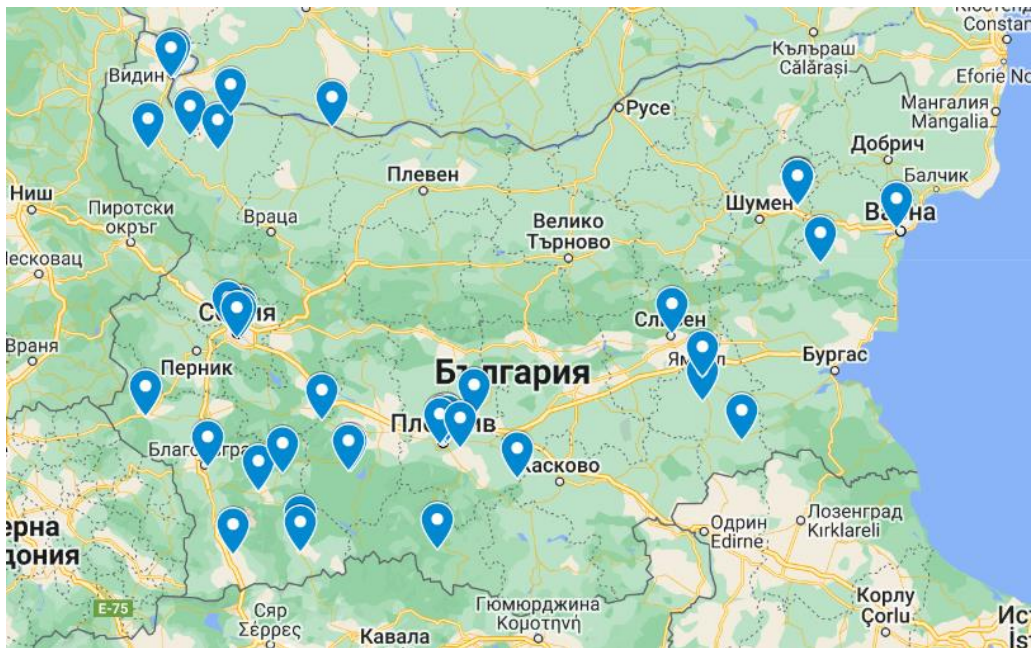
#### Hungary



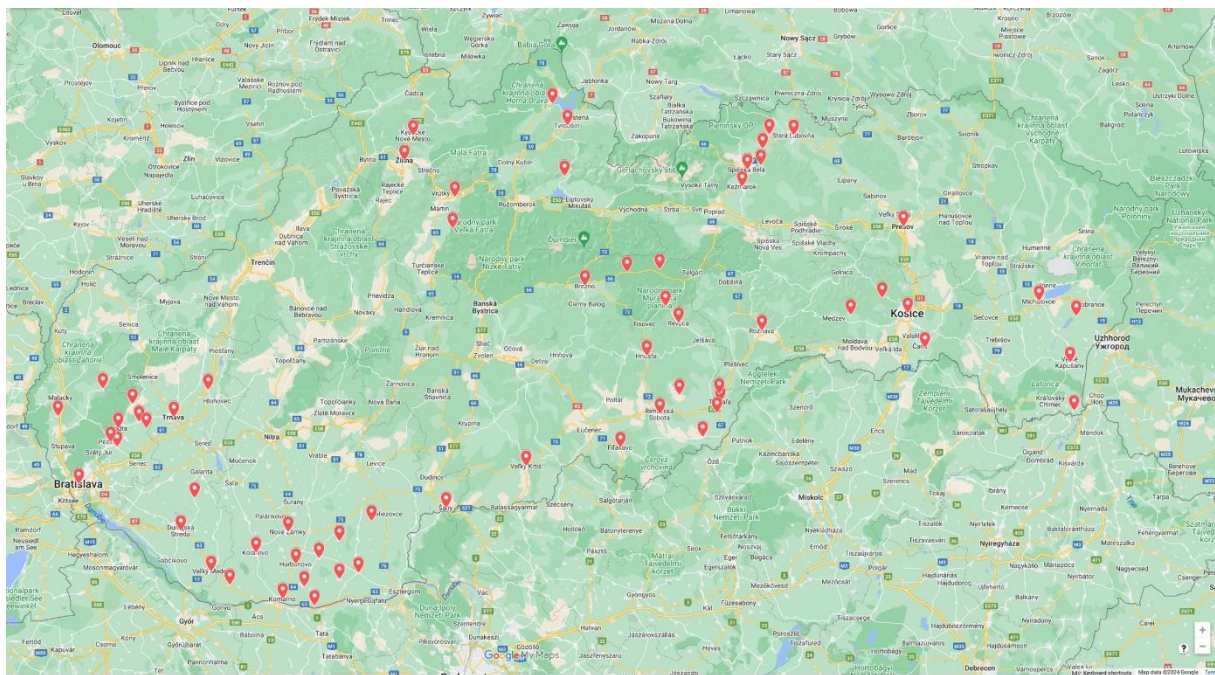
#### Albania



## Bulgaria



## Slovakia



## 4. Outcome based on the participants' feedback

As the participants enrolled as individuals voluntarily, this may be a positive indicator factor for concluding that there is a cohort of teachers who understand their work in a wider sense than just teaching and facilitate learning, but they understand the role of the school as a (social) learning organization which should be altered according to the varying needs of the students, and catering for the needs of teachers as creative professionals. We received continuous feedback during the seminars when discussing the assignments in the forum, in the Zoom meetings and in individual e-mail correspondence. At the end of the seminar a comprehensive feedback form was applied to inquire about the participants opinion on the content, quality and usefulness of the seminars.

### 4.1 Overall satisfaction

Overall Satisfaction: Several participants expressed a general appreciation for the seminars, with comments such as *"To be honest I liked everything" and "everything."* (Albania) *"The content was delivered in a very accessible manner. I am fully satisfied. Please, make more similar training seminars."* (Bulgaria) *"I certainly have not been made "work" this much in any other in-service course in the last 15 years like in this seminar, but it was good. I note this as a positive!!!! We covered a lot of interesting topics and reading the literature on these topics inspired me to read even more."* *"For me, this is what the course has set out to do: awareness."* (Hungary) *"The seminar was very inspiring and enriching for me. It motivated me and gave me positive energy to continue my teaching activities and not to give up."* (Slovakia). These comments without doubt indicate a high level of overall satisfaction among the attendees.

The general high interest of teachers – which is reflected in the number of applications reinforces the I4S project's initial supposition that teachers consider the topic of self-evaluation as a worthy but rarely discussed area of their work. This is especially true once we are aware that the participants got engaged in the seminar in full knowledge of the fact that they take on extra time and effort which will not count in the bureaucratic official system of the teacher further development scheme of their respective countries, i.e. they will not receive credits towards promotion. Therefore, it is safe to conclude that we were witnessing the participant teachers' autonomous initiative and will for widening their scope of knowledge and skills.



The Slovak partner was an exception in this respect, as they opted for the accreditation of the seminar and the spring/summer schools together as an in-service teacher development course offered by Selye University. See the documentation in Appendix C.

The majority of the respondents in the other three countries reassured us that their knowledge and competences increased to a great extent, with plenty of new knowledge and approaches. The overall high interest and satisfaction with the seminar content, the professional commitment and appreciation of the opportunity that the seminars provided are reflected in the percentages given by the participants when asked about their willingness and aspiration to further take part in self-development trainings of similar contents:

Albania	100%
Hungary	100%
Bulgaria	53%
Slovakia	–

The lower percentage in Bulgaria can be explained by the strict hierarchical arrangement of institutional management, as individual teachers are not encouraged to initiate new practices and are not expected to get involved in decision making at school level. Though, the hierarchical centrally organised education system is in place in Hungary as well, however, the Hungarian participants did not express such concerns. Instead, they emphasised their need for non-bureaucratic professional environments, and their need to learn the skills which advance leadership qualities.

The following table shows the participants' interest in their involvement in the follow-up activities of the Inclusion4School project. The high percentages can be attributed to the fact that active participation, initiation of innovative solutions were encouraged, which served the professional empowerment of the teachers, together with the opportunity for in depth discussions and for networking.

Albania	90%
Hungary	90%
Bulgaria	80%
Slovakia	90%

#### 4.2 Salient points of the participants' feedback

The participants were asked to identify those aspects of the seminars which they found the most useful and rewarding during working on both the assigned and individually chosen topics.

The responses highlight a range of aspects that the participants found most valuable about the seminars. The abundance and variety of these aspects in all four countries may indicate that the SSE seminars developed within I4S should be offered on a regular basis, for which the follow up stage of the project should strive for.

**Systematized and Updated Knowledge:** A high number of participants in all four seminars highlighted the value of deep, systematized, and updated knowledge about the topic. This highlights( the importance of thorough and current content in professional development trainings.

**Clear Explanation of Concepts:** Clear explanations of previously unheard concepts were valued, indicating that the seminar effectively addressed participants' knowledge gaps and clarified complex ideas: *"clarity of definitions and explanations"* *"clarity"* (Albania, Hungary).

**Abundant and Diverse Materials made available in Moodle:** The availability and quality of materials uploaded to the platform were appreciated by several participants in all consortium countries: *"well-edited and logically structured course material"* (Albania). This indicates that the seminars provided valuable resources that the participants could use during and after the event. The participants valued the diverse and comprehensive materials provided, including experiences from other countries and sources of information in foreign languages.



This diversity is likely to enrich the learning experience and to provide broader perspectives.

**The Balance of Practical Activities and Theoretical Assignments:** The practical activities and assignments were highly appreciated, with some participants noting that they did not consider the tasks a burden but rather valuable practice; *“theoretical soundness, practical applicability, personalised exercises, interdisciplinary content”* (Hungary) were the phrases used in the feedback. This suggests a well-balanced integration of theory and practice in the seminar.

**Communication and Open Discussions:** Open communication with the seminar members and discussions were frequently mentioned as positive aspects. This highlights the importance of interactive and engaging elements: *“Practical guidelines and applicable methods. Exchange of experience. Well-structured plan. Good sequence of the tasks.”* (Bulgaria). *“Professional dialogue with the course leader and colleagues through online discussions. I was encouraged to explore areas that were not yet fully known to me.”* (Hungary).

**Social and Collaborative Aspects:** Many participants valued the social aspect of the seminars, including meeting colleagues from different regions and schools and the opportunity for sharing experiences. This suggests that the seminars successfully fostered a collaborative and supportive environment.

**Flexibility:** Flexibility in offering online consultations and assistance in completing assignments was also noted as a positive aspect. This flexibility likely made the seminars more accessible and accommodating to participants' schedules.

**Innovative Knowledge and Critical Thinking:** The provision of innovative knowledge and the emphasis on critical thinking as a prerequisite for social change were appreciated. This suggests that the seminars successfully introduced new concepts and encouraged participants to think critically about their work.

**Specific Content Areas:** Specific topics such as education policies, external and internal self-evaluation, and critical thinking were highlighted by many participants. This indicates that these areas were particularly relevant and impactful. Among the topics offered in the second module of the seminar significant number of participants in all four countries listed the following ones, in the order of mentions: *School as a learning organisation, School-community engagement, Vision and mission, Teacher professionalism*. Seminar participants showed significantly less interest in the topics of *Socialization and Social Learning and Management practices*.



## 5. Obstacles in implementing the work plan and efforts made to overcome them

**High workload of teachers:** Teachers in Bulgaria and Hungary have an outstandingly high workload, as in addition to their work with students and parents they must also deal with a heavy load of administrative tasks. Many participants from these two countries shared that even if they were very interested in a particular topic, it was hard for them to be consistently and equally engaged in the virtual seminar.

To address this obstacle, in Hungary weekly Zoom meetings were held, as well as in Bulgaria when certain tasks were completed collectively and in groups on these occasions. Additionally, intensive individual communication with some of the participants (by email and phone) proved to be supportive to address their issues with the seminar tasks.

**Keeping up motivation in the online environment:** It was challenging to keep the participants involved during the whole period of the seminars. Taking part in an online course is still a novelty to most of the teachers, which require a lot more intrinsic motivation as the feedback is delayed and reliance in individual decision is high. Self-directed learning seems to represent a challenge for teachers. This forecasts that already in initial teacher training the skills, habits and attitudes towards the ability to work and to learn independently should be incorporated.

**Differences in the status of school evaluation in the consortium countries:** School self-evaluation as a mandatory procedure in educational and school management is not understood identically in the 4 countries of the I4S project. Therefore, the initiative that teachers should get engaged in voluntarily chosen professional activity required considerable effort at the beginning of the seminars. The school self-evaluation is not mandatory in Bulgaria.

Although the seminar was aimed at teachers, several participants suggested considering the necessity of school principals' involvement, particularly in Bulgaria.

In all 4 countries the lack of adequate computer literacy of teachers was an obstacle to overcome, consequently raising the teachers' awareness about the necessity to master digital skills required a lot of effort on the part of the seminar instructors. The phenomenon of learned helplessness was a barrier to be dismantled.

The development and preparation of the Moodle courses in 5 languages took a long time before becoming fully operational, meaning the software development and



the translation of the materials, which occasionally caused delays after the enrolment of the participants. Apparently, more persons should have been allocated for this task in the project with full time dedication to this Task.

## 6. Impact

The impact of the events can be assessed in numbers in three ways: (1) number of direct email correspondence with school, (2) the number of viewers of the information on the event on the Inclusion4Schools project’s webpage and its Facebook pages, (3) the number of applicants.

<b>Number of direct email correspondence with schools</b>	<b>1377</b>
<b>Number of viewers of the information on the event on the Bulgarian version of the Inclusion4Schools project’s webpage</b>	<b>124</b>
<b>Number of viewers of the information on the event on the Inclusion4Schools project’s respective Facebook pages (without SK data)</b>	<b>61 818</b>
<b>Number of applicants</b>	<b>454</b>
<b>Number of participants</b>	<b>439</b>

Considering the direct e-mail correspondence and the number of participants, as well as the number of indirect reaches, the planned numbers of 500 and 5000 respectively was considerably exceeded. This also reflects an unusually high interest in the content of the seminar, despite the difficulties stemming from the lack of adequate computer literacy at the beginning.

## II. TEACHER TRAININGS: Summer/Winter Schools

### 1. Introduction: conceptualization and rationale

Since an outstanding objective of the Tasks in WP4.1 is to facilitate and support the communities' and networks' professional self-evaluation, it is essential to raise awareness and offer trainings in the competencies which are needed to carry out self-evaluation projects/programmes. While the online seminars focused on the methodology of institutional self-evaluation, the onsite professional development training events (summer schools and winter schools) aim at individual and group developmental activities in such competencies which are indispensable for the successful application of the SSE method. These events also allow for networking and knowledge sharing.

Professional development in teaching is usually described as mastery of skills, development of competencies and procedures related to new methodologies and methods, problem solving, critical reflection, innovation, etc. Within a 2-3-day event it is advisable to select only a few – but essential - focuses which may then inspire the participants to continue with self-development.

A sense of belonging and a feeling of fulfilment are at the core of teacher engagement, hence community building and exchanging experiences are of paramount importance.

Confidence and empowerment resulting from these trainings – when teachers from different schools spend time together and share personal and professional experiences - help foster a positive professional culture.

Therefore, the teacher development trainings have been designed to give an introduction and provide exposure to such learning experiences and innovative methods which help master and practise such competencies which contribute to teachers who work in schools with a diversity of challenges, in disadvantaged, interethnic and intercultural, or difficult socio-economic environments.

The selected competencies are as follows:

**Critical thinking:** critical thinking can be described as the ability to think reflectively and independently. It involves the use of reasoning skills and active participation in debate and decision-making.

**Communication:** communication skills are essential when working with others. In addition to the content of what is communicated, skills such as volume, clarity, empathy, respect and understanding of non-verbal cues play an important role.

**Creativity:** from a pedagogical point of view, creativity is a physical, emotional and cognitive as well as an iterative and generative human capacity. It is therefore present in all new value-creating activities in which curiosity, ingenuity and resourcefulness play a role.

**Community building:** because of the unique diversity of communities, positive and lasting results can only be guaranteed if community members apply clear 'rules of engagement' in the process of community change. The autonomy, adaptability and personal integrity of community members play a major role in enabling them to define their own change agenda and at the same time to manage the situation where the process of change is given greater emphasis.

**Reference:** Jefferson, M. and Andersen, M. (2017): *Transforming Schools: Creativity, Critical Reflection, Communication, Collaboration*. Bloomsbury Publishing.

## 2. Objectives of the Teacher Training Events

The objectives of the teacher training events were formulated in accordance with the overall objectives of WP4, i.e. facilitating and supporting the communities' and networks' professional self-evaluation in order to allow for knowledge sharing and self-reflection in a sustainable manner (also bearing in mind the post-programme phase).

In a short professional development training the objectives are focused and selected. During the trainings the emphasis falls on engaging the participants so that their involvement can be characterized by the followings:

- integration of holistic learning approach
- participants get familiar with avenues for social or collaborative learning
- activities stimulate communication skills and encourage debates
- incorporation of digital tools to promote critical and creative thinking
- use of drama-based activities
- activities engage and motivate the participants
- strategies create sticky learning experiences
- influence and trigger behavioural changes
- reinforcing the participants' learning so that the "forgetting curve" does not set in

The teacher training events are offered to all teachers who are keen to take advantage of the opportunity for renewal and professional development through active participation in collaborative sessions. In addition to professional and personal empowerment, participants will be able to prepare themselves to pass on the new knowledge and skills they have learned through experience to their colleagues back in their own schools.

### **3. Presentation of the teacher training events**

At the preparation stage for the teacher training events the representatives of the consortium partners held internal workshops where they discussed and outlined the contents of the trainings. The envisaged local needs of teachers were taken into consideration. The agreement of the consortium partners was that variations in the contents is more useful than insisting on identical activities. As a result, the design of the events was developed following the principle of subsidiarity, at a local level, while keeping the focus on providing the opportunity for practising competencies and offering an interactive, practical and cooperative learning experience.





SUMMER  
AND  
WINTER  
SCHOOLS

Figure 3.: Selection of photos of summer and winter schools in the 4 countries

### 3.1 Dates and participation numbers of the teacher training events

Country	Event	Date	No. of participants
Hungary	1 <sup>st</sup> school	27-29 April 2023 MILESTONE	50
Hungary	2 <sup>nd</sup> school	29 June - 1 July 2023	30
Albania	1 <sup>st</sup> school	4-6 January 2024	40
Bulgaria	1 <sup>st</sup> school	15-17 March 2024	45
Slovakia	1 <sup>st</sup> school	19-21 April 2024	40
Bulgaria	2 <sup>nd</sup> school	10-12 May 2024	59
Slovakia	2 <sup>nd</sup> school	10-12 May 2024	40
Albania	2 <sup>nd</sup> school	21-22 June 2024	40
Bulgaria	3 <sup>rd</sup> school	28-30 June 2024	21
Albania	3 <sup>rd</sup> school	11-12 July 2024	37
Total No. of Participants			<b>402</b>

The actual number of participants slightly exceeds the planned number of 400 participants in GA. The number of applicants was even higher. However, the budget of the I4S did not allow for accepting more persons interested.



### 3.2 Albania: Inclusive approaches to mandatory education (I AM E)

*See Programmes in Annex A, and Notes on the trainers and presenters in Annex B.*

The first teacher training event was organized in Golem/ Durrës, an area that was a bit secluded and by the sea. The idea of this selection was to create the possibility for everyone to focus on each other and have no possibility to go outside the location.

This training event aimed to equip educators with comprehensive strategies to foster inclusive education environments. Leadership was highlighted as a pivotal element, emphasizing the role of school administrators and teachers in instigating changes. Participants delved into effective leadership models that prioritized diversity, equity, and inclusion, fostering a school culture where every student felt valued and supported. Through case studies and interactive sessions, the educators explored how to cultivate inclusive leadership skills, such as empathy, active listening, and decision-making that catered to student needs. Considering that two chairs of the Regional Education Offices from Korca and Lezha were present, which made it possible to discuss education management issues.

Communication was another cornerstone of inclusive education and was addressed in the TT through various lenses. Educators learned how to establish open channels of communication with students, parents, and colleagues to ensure everyone was involved in the educational journey. Practical communication strategies, including the use of inclusive language and non-verbal cues, were examined to create environments where diverse voices were heard and respected. Additionally, participants explored the role of communication technology in enhancing accessibility and facilitating collaboration among stakeholders. Through these discussions and hands-on activities, educators developed a repertoire of communication skills essential for promoting inclusivity in educational settings.

Community building was integral to creating inclusive educational environments, and this teacher training event explored diverse approaches to fostering a sense of belonging among students, parents, and staff. Participants delved into strategies for building strong, supportive communities within schools, emphasizing the importance of collaboration, mutual respect, and cultural competence. Through workshops and collaborative projects, educators learned how to create inclusive spaces where all members felt valued and empowered to contribute. Moreover, the TT explored the role of community partnerships in enriching the educational experience and expanding support networks for



students with diverse needs. By embracing community-building practices, educators could cultivate environments where every individual was celebrated for their unique strengths and contributions.

The nonformal education techniques were very welcomed by the participants and they were happy to get acquainted with digital tools like, Mentimeter, Padlet etc.

The second training event was organized in CAT (Center for Advanced Training), Tirana. CAT has been a strong supporter for the Project, since they have served as the centre to apply for Module Accreditation by the Albanian Ministry of Education, in regard to Inclusive Approaches in Education, specifically (Inclusive approaches, to combat the phenomenon of segregation based on ethnicity, social and economic). This session aimed to equip participants with the knowledge and skills necessary to drive organizational success, lead effectively, and create a supportive and empowering educational environment.

Differently from the winter school the second training event was more focused on the organisational perspective of the class and school management. The objective of this training event was that by the end of the session, participants will gain an understanding of the following:

- *Keys to Organizational Effectiveness:* Participants will learn the essential elements that contribute to a well-functioning and efficient organization.
- *Different Leadership Styles:* The session will explore various approaches to leadership, helping participants recognize and adopt the most effective style for their context.
- *The Crucial Role of School Principals in Leadership:* Emphasis will be placed on the significant impact that school principals have as leaders within educational settings.
- *The Impact of Effective Leaders:* Participants will understand how effective leadership can make a substantial difference in organizational outcomes and team dynamics.
- *Importance of Creating a Positive Culture and Building Trust Among Staff:* The training will highlight strategies for fostering a positive work environment and developing mutual trust within the staff.
- *The Role of Instructional Leaders in Empowering Schools and Youth:* Participants will learn about the pivotal role that instructional leaders play in enhancing the capabilities of both the school and its students.

The third training event was organized in Peja, Kosovo, in response to repeated requests from teachers, and it did not affect the project's cost efficiency. The

venue, situated in the centre of Peja, offered standard accommodation and technical support necessary for the activity.

The training was designed to equip teachers with the knowledge and skills necessary to integrate sustainability, data collection, and community development into their educational practices. The training aimed to foster a holistic approach to education that empowers both teachers and students to make informed decisions and contribute positively to their communities.

This event was focused on the diagnostic perspective of learning and school data management. Methodology for measuring the sustainability of learning was presented, i.e. a structured approach to evaluating long-term educational outcomes, an essential component for continuous improvement in inclusive education. An overview of the essential steps in the data collection process was introduced. Ensuring the accuracy of collected data was discussed by checking for inconsistencies and correcting errors is vital for maintaining data integrity. Following this, data analysis is performed using statistical tools to identify patterns and trends, such as academic performance, attendance rates, and behavioural issues. The interpretation and reporting phase involves transforming the analysed data into understandable insights. It was stressed that reliable data at the school level requires a dedicated team of professionals, including data coordinators and teachers committed to accurate data management.

Community building was integral to creating inclusive educational environments, and this TT explored diverse approaches to fostering a sense of belonging among students, parents, and staff. Participants delved into strategies for building strong, supportive communities within schools, emphasizing the importance of collaboration, mutual respect, and cultural competence. Through workshops and collaborative projects, educators learned how to create inclusive spaces where all members felt valued and empowered to contribute. Moreover, the TT explored the role of community partnerships in enriching the educational experience and expanding support networks for students with diverse needs.



### 3.3 BULGARIA: Development of critical, communicative, creative, and community-building skills

*See Programmes in Annex A, and Notes on the trainers and presenters in Annex B.*

The contents of the three Bulgarian training events were identical in that they were designed to emphasize active participation: contribution and collaboration. The participants were encouraged to actively participate in discussions (both in groups and in general discussions) and share their experiences and best practices and were also fostered to use the opportunity for networking with like-minded colleagues from various schools in various towns and villages in North-West Bulgaria. They were also encouraged to provide feedback on the training and make comments and suggestions. We engaged in an approach different from the traditional framework of teacher training sessions in Bulgaria, which are mostly lecture-based. Most of the innovative methods and teaching techniques which were presented to teachers were also applied during the training to demonstrate how they work in practise (besides their presentation and the discussions on them). We aimed by going through these alternative ways of learning to help teachers recognize their value and adapt them to their own teaching practices. The sessions were practical and oriented to help the participants in their concrete work, and the training team constantly sought to adapt to their concrete needs.

The topics and activities were designed according to a concept which understands education as a complex and multidimensional system and there was a strong emphasis on a holistic approach to the development of key competences and skills and how they are also related to the aim of building school community. The training included a lot of group work and relied on the participants' contributions which encouraged active involvement in the process, and implied that all participants' inputs, suggestions, and opinions are equally valued, and important for the outcomes of everyone's learning process.

In their interactions with the participants, the trainers mostly used the "Socratic method" of asking questions, instead of lecturing. Through various method, as brainstorming, work in groups, and general discussions, all participants were asked to share their views on the discussed topics from the perspective of the education system in Bulgaria and their own experiences at their schools. The trainers wrote on a flipchart all the inputs of the participants during the brainstorming and general discussions and the participants elaborated their own posters during the group work. At the end of each session and of the whole training, the trainers moderated a process of summarising and systemising of all the participants' suggestions.



The first teacher training event was held in a small town in the North-West region of Bulgaria (in Montana Province), called Varshets, in Medicus Hotel, Varshets. The venue was selected after careful consideration: we wanted to make sure that all the activities of the training take place in one location, so that no time or energy is lost by commuting from venue to venue.

The second teacher training event was held in Velingrad, a town in Southern of Bulgaria (in Pazardzhik Province), one of the most popular Bulgarian balneological resorts, in Kamena Hotel. We were looking for a place that would have enough room and reliable infrastructure to host a training space for 59 people, so the venue had to have a well-separated conference room.

The third teacher training event was held in Saints Constantine and Helena resort town on the Bulgarian Black Sea coast within a landscaped park 10km north of downtown Varna (the largest city on the Bulgarian Black Sea Coast and in the Northern Bulgaria region).

As the majority of the participants were teachers from various schools from the town Novi Pazar, most of them have already known each other, although, so far they have never had the opportunity to engage in more intensive professional and non-formal communication. Also, the other participants (from Varna and the village of Dalgopol) managed to integrate themselves in the group consisting predominantly of participants from Novi Pazar. The participants who were not teachers including representatives of the municipality of Novi Pazar were also integrated in the group. During the summer school, spontaneously the participants sit all together for lunch and dinner on one long table. That good non-formal communication between participants contributed to very good atmosphere during the training sessions and very active work in groups.

### **3.4 HUNGARY: YOU SHOULD START THE CHANGE! 4Cs - Critical, communicative, creative and community-building pedagogical exercises**

*See Programmes in Annex A, and Notes on the trainers and presenters in Annex B.*

Both teacher training events were held in a small, historical town north of Budapest, called Esztergom, in Bellevue Hotel, Esztergom. The venue was selected after careful consideration: we wanted to make sure that all the activities of the training take place in one location, so that no time or energy is lost by commuting from venue to venue. We were looking for a place that would have enough room



and reliable infrastructure to host a training space for 50 people, so the venue had to have a well-separated conference room. Also, we were looking for a venue which would allow participants to socialize outside of the training hours.

The two training events – not identical, though, in every segment – were prepared to focus on the same goals and followed the same methodology.

The teacher training events set out to provide an interactive, practical and cooperative learning experience, where participants were encouraged to share their knowledge in a spirit of collegial support. To move away from the traditional framework of teacher training sessions, which are mostly lecture-based in Hungary, we engaged in an approach similar to experience-based pedagogy: through the types of activities that we ourselves used during the programme. Our expectation was that, going through these ways of learning, teachers will recognize their value, and they will adapt them to their own teaching practices.

Many of the topics and activities addressed issues related to an understanding of education as a complex, multidimensional system, where the intersectionality of layers results in different realities in terms of structural-systemic, institutional, and individual specificities. For this purpose, the skills of critical thinking and competencies needed to be able to participate in debates are of utmost importance. Additionally, the professional quality of being able to perform as an active agent of one's own environment should be inevitable, which would be detected in the uniqueness of school culture and the ethos of practised modes of pedagogy.

When preparing the conceptual framework of the event another primary factor was the aim of creating a democratic, non-hierarchical atmosphere where the importance of peer-learning supersedes titles, privileges, and authority.

The heavy use of group work, and the reliance on participants' own input in connecting activities one after the other during the sessions not only encouraged active involvement in the process, but also suggested that all participants' input, opinions and suggestions are equally valued. In other words, we wanted to encourage everyone present to think of themselves as agents and shapers of their own and each other's learning. For example, the thesis statements in the debate workshop were not pre-written, instead, they were drafted based on the mentimeter application task where all participants were asked to share their views on pressing issues related to education in Hungary. Or, in the resilient schools session, participants engaged in a creative poster making activity about

different aspects of education, and the final, single poster product was created through the cohesion of the individual three posters.

Lecture-based, frontal knowledge sharing happened the least during our 2-day programmes, and this was a highly conscious choice on our part: we asked all presenters to prepare activities rather than slides. The concept of 4K - an important element of the title of the training - was to be internalised by an inductive learning experience rather than having been passively absorbed.

### **3.5 SLOVAKIA: "Let's initiate change together!" 4C - Good practice in education communication, critical, creative and community supporting**

*See Programmes in Annex A, and Notes on the trainers and presenters in Annex B.*

In Slovakia the two teacher training events had a special aspect in that the first one was for Hungarian speaking teachers in Slovakia, while the second one was held in Slovak language to make the training available for all interested.

Both training events took place in the family wellness hotel Marina in Patince. Seminars, workshops, exercises took place in the large conference hall of the hotel. For team-building bowling, billiards, wellness pool and sauna world were available, the conference hall and lobby bar were ideal for consultations, exchange of views, knowledge and experience.

The first teacher training event was oriented towards developing inclusive and communicative attitudes. The weekend training programme consisted of seminars, workshops, practicing examples of good practice, on the topics mentioned in the title of the training.

The implementation of the individual exercises and workshops was divided over the entire duration of the training. After the start of the training, the participants attended a workshop on "*Teamwork and community development*": examples of good practices in the spirit of positive psychology and inclusive education.

On the second day, in the morning, exercises and workshops were held on "*Self-evaluation and self-development*": examples of good practice using reframing, re-evaluation techniques, and "*Reflective thinking and creative approach*": examples of good practices in reflective thinking and creative educational approaches. After the lunch break, the participants completed situational exercises on "*The 4K -*



*Pedagogical and Situational Exercises*": examples of good practices in the spirit of critical thinking, communication, creativity and collaboration. Participants were able to try out good practice exercises in different forms, in small and large groups, presenting the creative process and demonstrating communication approaches and rich interpersonal relationships. The training, workshops and exercises also included rich discussions, exchange of experiences, joint reflections, which the participants had the opportunity to engage in throughout the whole programme. Space was available for exploring opinions, reflections, evaluations and conclusions on the last day of the training.

The second teacher training event was organized for and attended by the Slovak side of the international project. The training took place with the participation of forty registered teachers from different parts of the Slovak Republic. Participants were able to try out good practice exercises in different forms, in small and large groups, presenting the creative process and demonstrating communication approaches and rich interpersonal relationships. The training, workshops and exercises also included rich discussions, exchange of experiences, joint reflections,

The second teacher training event introduced exercises and workshops on *"The Road to Inclusion 1."*: introduction to inclusion, working with basic concepts and examples of good practices in the field of drama pedagogy, and *"The Road to Inclusion 2."*: examples of good practice using drama pedagogy. After the lunch break, the participants completed situational exercises on *"School Self-Assessment"*: examples of good practice for developing reflective and critical thinking competencies. Participants were able to try out good practice exercises in different forms, in small and large groups, presenting the creative process and demonstrating communication approaches and rich interpersonal relationships.

## 4. Outcome of the teacher training events

The teacher trainings events were conceptualised in such a way that collaboration, sharing, brainstorming, debate, role-playing, etc. were in the focus, i.e. such activities which evolve during the process of carrying out tasks targeting specific goals, the knowledge and competence content of the activities were contributed by the participants. Therefore, the outcome could be only partially predicted and





could not be measured in the traditional sense. The outcome can be identified in terms of knowledge, comprehension, application, analysis, synthesis and evaluation:

- **Knowledge:** new concepts, theories and facts were discussed as topics of the activities.
- **Comprehension:** understanding, interpreting, comparing, contrasting and explaining facts and opinions formed the basis of debates and discussions.
- **Application:** Applying knowledge and skills to new situations and to solve problems were required and successfully achieved (critical thinking).
- **Analysis:** Identifying the organizational structure of schools and identifying the parts, relationships and principles were introduced (resilient schools).
- **Synthesis:** Integrating ideas into a solution, proposing action plans, formulating new approaches and methodologies were discussed in the creativity sections.
- **Evaluation:** Judging the quality of something based on its adequacy, value and logic was practised (in situational role play).

Accordingly, for the purpose of finding out about the participants' judgement and opinion on their experiences during the training events a feedback questionnaire was administered, which was supposed to be identical for all of the events and consortium countries. Therefore, it is safe to provide an aggregate discussion of the outcome.

The overall satisfaction with the trainings was probed by asking the following questions:

*"Would you participate in similar training in the future? "*

*"Would you recommend the training to your colleagues? "*

The responses turned out to be exceptionally positive, with 100% of respondents answering yes to these questions in three countries. The lower percentage in Bulgaria may be explained by the fact that the questions were formulated slightly differently. Accordingly, the results can still be included, but with caution.

Albania	100%
Hungary	100%
Bulgaria	83%
Slovakia	100%

As for the focus areas, activities developing communication skills was the most highly rated, followed by community building. Critical thinking activities were the third most highly rated ones. Consequently, we can conclude that the *“knowledge, comprehension, application, analysis, synthesis and evaluation”* sequence was put to proper use during the activities. This may underline the fact that the participants are well aware of the newly emerging needs for schools to become active sites of shaping their cultural and social environment and teachers to become active agents in this functional reinterpretation of education.

communication skills	77%
community building	71%
critical thinking	68%
creativity	60%

The percentages demonstrated in the table above may be explained by the novelty in the implementation of the trainings, i.e. the I4S project’s pronounced insistence on the participants’ active involvement and vocalisation of their views and reflections on their own performance as teachers, as well as sharing, arguing and negotiating group decisions. The participants may have found the activities offered for these purposes somewhat intimidating, since in the countries of the consortium teachers’ successful professional performance often interpreted in

terms of following pre-determined bureaucratic procedures. Therefore, activities which were designed for professional and personal empowerment for professional autonomy required 'getting used to' alternatives.

The differences between the percentages of overall satisfaction and the evaluation results of the focus areas may be explained by yet another factor. The conclusion of the trainers and organizers in this matter brings in the factor of implementation and delivery of the training events, which was consciously designed to create a non-hierarchical atmosphere where the importance of peer-learning superseded titles, privileges, and authority. In most of the participants' view this intense experience of the collaborative and interactive nature of the trainings overrode the challenges of the topical activities.

It is noteworthy to point out that these choices were consistent in all four countries in all 10 events.

In conclusion, we may safely establish that the teacher training events fulfilled – even exceeded -the purposes defined in the GA of the Inclusion4Schools project.

## **5. Obstacles in implementing the work plan and efforts made to overcome them**

According to the GA the lead partner of WP4 was John Selye University, Slovakia. After considerable delay WP4 was taken over by John Wesley Theological College, Hungary. Hence the activities started several months later than originally planned, after the switch was authorized and documented in an amendment to the working plan. The milestone of Task 4.2 was executed by John Wesley Theological College, Hungary.

The changes in the responsibilities of John Wesley Theological College, Hungary, resulted in a lot higher workload for the Hungarian staff: the organization and realization of the teacher training/spring school required unforeseen overload in the working hours for the organizers of the events.

The decision on designing the teacher training events in such a way that the local contexts and teachers' in-service training needs were put in the forefront, while keeping a common project focus in mind proved to be adequate. Consequently, the consortium partners had the choice in when and where they wished to organize the teacher training events. This freedom compensated for the delayed start.



## 6. Impact

Number of direct email correspondence with schools	1416
Number of viewers of the information on the event on the version of the Inclusion4Schools project's webpage	3104
Number of viewers of the information on the event on the Inclusion4Schools project's respective Facebook pages	10174
Number of applicants	437
Number of participants	402

The number of directly reached persons – participants and persons reached via email correspondence -, as well as the number of indirectly reached persons are higher than planned in the GA.

## Appendix A

### Programmes of the Training

Hungary 1st school 27-29 April 2023 MILESTONE 9

27 April 2023	Arrival, registration, dinner
28 April 2023	
07:00–09:00	Breakfast
09.00–09.20	Welcome Presentation of the programme (Dr. Éva Thun) Presentation of the Inclusion4Schools project (Dr. Zsuzsanna Hanna Biró)
09.20–9.55	Icebreaker Let's get acquainted! We count on everyone's participation. (Dr. Zsuzsanna Hanna Biró)
09.55–10:30	What have we have brought? What are we anticipating to receive? (Dr. Zsuzsanna Hanna Biró)
10:30–11.00	Coffee break
11.00–12.30	COMMUNICATION - BLOCK 1 (Fruzsina Márta Tóth) How to argue? Developing the culture of debate.
12.30–14.00	Lunch break
14.00–16.00	CRITICAL THINKING - BLOCK 1 (Dr. Éva Thun) Using critical thinking - pedagogical case studies and problem-solving role-play.
16.00–16.30	Coffee break
16.30–18:00	CREATIVITY - BLOCK 1 (Invited speakers/facilitators: Borbála Takács and Anita Nagy, Kacsakő Association) Exercises to develop intercultural competences at school.
18:00-	Dinner, free time
20:00	Freedom Writers' Diary (2007) film



29 April 2023	
07:00–09:00	Breakfast
09:00–10:30	CREATIVITY - BLOCK 2 (Invited speakers/facilitators: Erzsébet Molnár and Csilla Mitró, Petőfi Sándor Primary School, Taktakenéz) Experience-based pedagogical innovation – film club as a site of learning.
10:30–11:00	Coffee break
11:00–12:30	CRITICAL THINKING - BLOCK 2 (Invited speaker/facilitator: Dr. Klára Gulyás, University of Tokaj-Hegyalja, Sárospatak) How can schools become resilient? Individual and institutional advocacy.
12.30–13:30	Lunch break
13.30–15:00	COMMUNICATION - BLOCK 2 (Dr. Éva Thun) Teachers' identities and the role of agency.
15.00–15:30	Evaluation, closing

Hungary 2nd school 29 June - 1 July 2023

29 June 2023	Arrival, registration, dinner
30 June 2023	
07:00–09:00	Breakfast
09.00–09.20	Welcome Presentation of the programme (Dr. Éva Thun) Presentation of the Inclusion4Schools project (Dr. Zsuzsanna Hanna Biró)
09.20–9.55	Icebreaker Let's get acquainted! We count on everyone's participation. (Dr. Zsuzsanna Hanna Biró)
09.55–10:30	What have we have brought? What we are anticipating to receive? (Dr. Zsuzsanna Hanna Biró)
10:30–11.00	Coffee break



11.00–12.30	COMMUNICATION - BLOCK 1 (Dr. Zsuzsanna Hanna Biró and Dr. Flórián Sipos) How to argue? Developing the culture of debate.
12.30–14.00	Lunch break
14.00–16.00	CRITICAL THINKING - BLOCK 1 (Invited speaker/facilitator: Dr. Klára Gulyás, University of Tokaj-Hegyalja, Sárospatak) How can schools become resilient? Individual and institutional advocacy.
16.00–16.30	Coffee break
16.30–18:00	CRITICAL THINKING - BLOCK 2 (Dr. Éva Thun) Using critical thinking - pedagogical case studies and problem-solving role-play.
18:00-	Dinner, free time
20:00	Freedom Writers' Diary (2007) film
29 April 2023	
07:00–09:00	Breakfast
09:00–10:30	COMMUNICATION - BLOCK 2 (Dr. György Mészáros) Social differences and personal experiences- sharing reflections and role play.
10:30–11:00	Coffee break
11:00–12:30	CREATIVITY - BLOCK 1 (Invited speakers/facilitators: Boróka Bartók and Olga Irimiás, Artemisszió Foundation) Intercultural encounters: different perspectives and creative tools.
12.30–13:30	Lunch break
13.30–15:00	CREATIVITY - BLOCK 2 (Invited speaker/facilitator: Dr. Szilvia Németh, educational researcher, sociologist) The well-functioning classroom - Opportunities for developing creativity in the school environment.
15.00–15:30	Evaluation, closing



Albania 1st school 4-6 January 2024

4 – 6 January 2024	"Fafa" Complex, Golem, Durrës
4 January 2024	
10:30-11:00	Registration
11:00-11:20	Presentation of the Project Inclusion4Schools - Envina Xhemi ZAVALANI, Project Manager for Albania
11:20-11:30	Experiences on community collaboration and educational institutions in addressing segregation - Vinjola Rota, Director of the Regional Education Directorate, Korçë
11:30-13:00	Exchange Platform for the Good Practices of the Inclusion4Schools Project and the opportunities it offers for Albanian schools (School inclusion procedures) - Envina Xhemi ZAVALANI, Project Manager for Albania
13:00-15:00	Lunch break
15:00-17:00	Introduction of participants to each other and non-formal discussions
17:00-19:00	Leadership and team management in segregated schools. - Satki Ismaili, Education Director, Trainer for Professional Development of Teachers, North Macedonia.
19:00-20:30	Dinner and free time
5 January 2024	
9:30-11:30	Effective communication in educational institutions, Dr. Eriada Çela, Lecturer, "Aleksandër Xhuvani" University, Elbasan
11:30-11:45	Break
11:45-13:30	Non-formal methods in increasing student inclusion in teaching - Ana Dervishi, Trainer on non-formal education
13.30–14:30	Lunch break





15:00-17:00	Community building and community inclusion methods in education - Envina Xhemi ZAVALANI, Project Manager for Albania
17:00-17:15	Break
17:15-18:30	Evaluation of the activity and recommendations for educational institution directors on measures for segregated schools. - Moderator, Dr. Eriada Çela, Envina Xhemi ZAVALANI

Bulgaria 1st school 15-17 March 2024

15 March 2024	
Until 16:30	Arrival and registration
17:00–19:00	<p>Session 1: Opening of the Spring School</p> <ul style="list-style-type: none"> <li>– Welcome</li> <li>– Acquaintance (trainers and participants introduce themselves and the latter share their expectations for the training)</li> <li>– Brief introduction to the training goals (Dr Rumyan Sechkov)</li> <li>– Presentation of the programme (Dr Emanuil Georgiev)</li> <li>– Sharing experience of the participating schools, discussion</li> </ul>
19:30-	Dinner
16 March 2023	
08:00–09:30	Breakfast
09:30–09:50	Session 2: Presentation of the Inclusion4Schools project (Dr Rumyan Sechkov)

09:50–11:00	<p><b>Session 3: Development of critical thinking as a focus of work at school (Dr Emanuil Georgiev)</b></p> <ul style="list-style-type: none"> <li>– Brainstorming on the term “critical thinking”</li> <li>– Presentation on development of critical thinking at school</li> <li>– How to develop critical thinking at school – work in groups</li> <li>– Presentation of the outcomes from the work in groups and discussion on the presented ideas for development of critical thinking at school</li> </ul>
11:00–11:30	Coffee break
11:30–12:30	<p><b>Session 4: Communication and collaboration: Development of communication skills as a focus of work at school (Dr Emanuil Georgiev)</b></p> <ul style="list-style-type: none"> <li>– Introduction to the topic</li> <li>– Work in groups: Ideas for development of communication skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
12:30–13:30	Lunch break
13:30–15:00	<p><b>Session 5: Development of creativity at school (Dr Emanuil Georgiev)</b></p> <ul style="list-style-type: none"> <li>– Introduction to the topic – why it is important to develop creativity at school.</li> <li>– Work in groups: ideas for how to develop creative skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
15:00–15:30	Coffee break

15:30–17:30	<p>Session 6: Vision and mission of the school (Dr Rumyan Sechkov, Dr Emanuil Georgiev)</p> <p>General discussion: the participants were invited to share the vision and mission of their schools according to the adopted strategies for development of the schools (Dr Emanuil Georgiev)</p> <p>To what extent the involvement of parents and the broader community is embedded in the school strategies. A summary discussion on the importance of the school community for better education and wellbeing of the children (Dr Rumyan Sechkov)</p> <p>Summary and closure of the training day (Dr Emanuil Georgiev)</p>
19:30-	Dinner
17 March 2024	
08:00–09:00	Breakfast
09:00–10:30	<p>Session 7: Building school community (Dr Emanuil Georgiev, Dr Ralitza Sechkova)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic of school community</li> <li>– Brainstorming: which stakeholders need to be involved?</li> <li>– Ideas for building school community (work in groups)</li> <li>– Sharing of the groups' ideas for building school community and discussion</li> </ul>
10:30–10:45	Break
10:45–12:30	Session 8: Final discussion, evaluation, closing
12.30–13:30	Lunch and departure of participants

Slovakia 1st school 19-21 April 2024

Date	Programme
19 April 2024	
15:00-16.30	Check in, free programme
16.30-17:00	Registration
17:00-17.15	<p>Welcome - Introduction</p> <p>Dr. habil. PaedDr. Melinda Nagy, PhD., Coordinator of the Inclusion4Schools project for the Slovak Republic,</p> <p>Dr. Éva Thun, PhD., Assistant Professor and Senior Researcher of the Department of Education of the John Wesley Theological College (J. Wesley Theological College)</p>
17:15-18:45	<p>„Teamwork and community development“</p> <p>– Examples of good practice in the spirit of psychology and inclusive education</p>
19.00-23.00	Dinner and team building – relax, wellness, bowling
20 April 2024	
07:00-09:30	Breakfast
09:30-11:00	<p>“Self-evaluation and self-development“</p> <p>Examples of good practice using reframing, re-evaluation techniques</p>
11:00-11:30	Break
11:30-13:00	<p>“Reflective thinking and creative approach“</p> <p>Examples of good practice in reflective thinking and creative educational approach</p>



13:00-14:00	Lunch
14:00-15:30	"The 4C - Pedagogical and Situational Exercises" Examples of good practice in the spirit of critical thinking, communication, creativity and collaboration
15:30-16:00	Coffee break
16:00-17:30	Discussion, joint reflection, survey of opinions and experience
17.30-23.00	Dinner and team building – wellness, bowling
21 April 2024	
07:00-10:00	Breakfast, check out
10:00-11:00	Consultation, exploration and exchange of views, evaluation

Bulgaria 2nd school 10-12 May 2024

10 May 2024	
Until 16:30	Arrival and registration
17:00–19:00	<p>Session 1: Opening of the Spring School</p> <p>Welcome</p> <ul style="list-style-type: none"> <li>– Acquaintance (trainers and participants introduce themselves and the latter share their expectations for the training)</li> <li>– Brief introduction to the training goals (Dr Rumyan Sechkov)</li> <li>– Presentation of the programme (Dr Emanuil Georgiev)</li> <li>– Sharing experience of the participating schools, discussion</li> </ul>



19:30-	Dinner
11 May 2024	
08:00–09:30	Breakfast
09:30–09:50	Session 2: Presentation of the Inclusion4Schools project (Dr Rumyan Sechkov)
09:50–11:00	<p>Session 3: Development of critical thinking as a focus of work at school (Dr Emanuil Georgiev)</p> <ul style="list-style-type: none"> <li>– Brainstorming on the term “critical thinking”</li> <li>– Presentation on development of critical thinking at school</li> <li>– How to develop critical thinking at school – work in groups</li> <li>– Presentation of the outcomes from the work in groups and discussion on the presented ideas for development of critical thinking at school</li> </ul>
11:00–11:30	Coffee break
11:30–12:30	<p>Session 4: Communication and collaboration: Development of communication skills as a focus of work at school (Dr Emanuil Georgiev)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic</li> <li>– Work in groups: Ideas for development of communication skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
12:30–13:30	Lunch break

13:30–15:00	<p>Session 5: Development of creativity at school (Dr Emanuil Georgiev)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic – why it is important to develop creativity at school.</li> <li>– Work in groups: ideas for how to develop creative skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
15:00–15:30	Coffee break
15:30–17:30	<p>Session 6: Vision and mission of the school (Dr Rumyan Sechkov, Dr Emanuil Georgiev)</p> <p>General discussion: the participants were invited to share the vision and mission of their schools according to the adopted strategies for development of the schools (Dr Emanuil Georgiev)</p> <p>To what extent the involvement of parents and the broader community is embedded in the school strategies. A summary discussion on the importance of the school community for better education and wellbeing of the children (Dr Rumyan Sechkov)</p> <p>Summary and closure of the training day (Dr Emanuil Georgiev)</p>
19:30-	Dinner
12 May 2024	
08:00–09:00	Breakfast

09:00–10:30	<p>Session 7: Building school community (Dr Emanuil Georgiev, Dr Ralitza Sechkova)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic of school community</li> <li>– Brainstorming: which stakeholders need to be involved?</li> <li>– Ideas for building school community (work in groups)</li> <li>– Sharing of the groups’ ideas for building school community and discussion</li> </ul>
10:30–10:45	Break
10:45–12:30	Session 8: Final discussion, evaluation, closing
12.30–13:30	Lunch and departure of participants

Slovakia 2nd school 10-12 May 2024

Date	Programme
10 May 2024	
15:00-16.00	Check in, free programme
16.00-16:30	Registration
16:30-16.45	<p>Welcome - Introduction</p> <p>Dr. habil. PaedDr. Melinda Nagy, PhD., Coordinator of the Inclusion4Schools project for the Slovak Republic</p>
16:45-18:15	<p>„Teamwork and community development“</p> <ul style="list-style-type: none"> <li>– Examples of good practice in the spirit of psychology and inclusive education</li> </ul>
18.15-21.00	Dinner and team building – relax, wellness, bowling
10 May 2024	



07:00-09:30	Breakfast
09:30-11:00	The Road to Inclusion 1. Introduction to inclusion, working with basic concepts and examples of good practice in the field of drama pedagogy
11:00-11:30	Break
11:30-13:00	The Road to Inclusion 1. Examples of good practice using drama pedagogy
13:00-14:00	Lunch
14:00-15:30	„School Self-Assessment“ Examples of good practice to develop competences in reflective and critical thinking
15:30-16:00	Coffee break
16:00-17:30	Discussion, joint reflection, survey of opinions and experience
17.30-21.00	Dinner and team building – wellness, bowling
10 May 2024	
07:00-10:00	Breakfast, check out
10:00-11:00	Consultation, exploration and exchange of views, reflection

Albania 2nd school 21-22 June 2024

21-22 June 2024	CAT (Centre for Advanced Training)
21 June 2024	
10:30-11:00	Registration



11:00-11:20	Presentation of the Project Inclusion4Schools - Envina Xhemi ZAVALANI, Project Manager for Albania
11:20-11:30	PEDAGOGICAL DIAGNOSIS OF THE SCHOOL -Prof.Asoc.Dr. Vabona Loshi Softa
11:30-13:00	Exchange Platform for the Good Practices of the Inclusion4Schools Project and the opportunities it offers for Albanian schools (School inclusion procedures) - Envina Xhemi ZAVALANI, Project Manager for Albania
13:00-15:00	Lunch break
15:00-17:00	Introduction of participants to each other and non-formal discussions
17:00-19:00	The role of the principal in creating a climate of cooperation for strengthening the organization. -Klotilda Jaupi Bilcari, "Qemal Stafa " High School Tirana.
19:00-20:30	Dinner and free time
22 June 2024	
9:30-11:30	Organizational Development of the Teacher in the Framework of Leadership Improvement- Prof. Assoc. Valbona Loshi Faculty of Social Sciences Albanian University
11:30-11:45	Break
11:45-13:30	A methodology for measuring sustainability of learning- Prof. Assoc. Dr. Leke Pepkolaj Doctoral School Coordinator Tirana Metropolitan University
13.30–14:30	Lunch break
15:00-17:00	Community building and community inclusion methods in education - Envina Xhemi ZAVALANI, Project Manager for Albania
17:00-17:15	Break
17:15-18:30	Evaluation of the activity and recommendations for educational institution directors on measures for segregated schools. - Moderator, Envina Xhemi ZAVALANI



Bulgaria 3rd school 28-30 June 2024

28 June 2024	
Until 16:30	Arrival and registration
17:00–18:30	<p><b>Session 1: Opening of the Summer School</b></p> <ul style="list-style-type: none"> <li>– Welcome</li> <li>– Acquaintance (trainers and participants introduce themselves and the latter share their expectations for the training)</li> <li>– Brief introduction to the training goals (Dr Rumyan Sechkov)</li> <li>– Presentation of the programme (Dr Emanuil Georgiev)</li> <li>– Sharing experience of the participating schools, discussion</li> </ul>
18:30–19:00	<p><b>Session 2: Presentation of the Inclusion4Schools project (Dr Rumyan Sechkov)</b></p>
19:00-	Dinner
29 June 2024	
08:00–09:30	Breakfast
09:30–11:00	<p><b>Session 3: Development of critical thinking as a focus of work at school (Dr Emanuil Georgiev)</b></p> <ul style="list-style-type: none"> <li>– Brainstorming on the term “critical thinking”</li> <li>– Presentation on development of critical thinking at school</li> <li>– How to develop critical thinking at school – work in groups</li> </ul>



	<ul style="list-style-type: none"> <li>– Presentation of the outcomes from the work in groups and discussion on the presented ideas for development of critical thinking at school</li> </ul>
11:00–11:30	Coffee break
11:30–12:30	<p>Session 4: Communication and collaboration: Development of communication skills as a focus of work at school (Dr Emanuil Georgiev)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic</li> <li>– Work in groups: Ideas for development of communication skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
12:30–13:30	Lunch break
13:30–15:00	<p>Session 5: Development of creativity at school (Dr Emanuil Georgiev)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic – why it is important to develop creativity at school.</li> <li>– Work in groups: ideas for how to develop creative skills at school.</li> <li>– Presentation and discussion on the outcomes from the work in groups</li> </ul>
15:00–15:30	Coffee break
15:30–17:30	<p>Session 6: Vision and mission of the school (Dr Rumyan Sechkov, Dr Emanuil Georgiev)</p> <p>General discussion: the participants were invited to share the vision and mission of their schools according to the adopted strategies for development of the schools (Dr Emanuil Georgiev)</p>

	<p>To what extent the involvement of parents and the broader community is embedded in the school strategies. A summary discussion on the importance of the school community for better education and wellbeing of the children (Dr Rumyan Sechkov)</p> <p>Summary and closure of the training day (Dr Emanuil Georgiev)</p>
19:00-	Dinner
30 June 2024	
08:00–09:00	Breakfast
09:00–10:30	<p>Session 7: Building school community (Dr Emanuil Georgiev, Dr Ralitza Sechkova)</p> <ul style="list-style-type: none"> <li>– Introduction to the topic of school community</li> <li>– Brainstorming: which stakeholders need to be involved?</li> <li>– Ideas for building school community (work in groups)</li> <li>– Sharing of the groups' ideas for building school community and discussion</li> </ul>
10:30–10:45	Break
10:45–12:30	Session 8: Final discussion, evaluation, closing
12.30–13:30	Lunch and departure of participants

Albania 3rd school 11-12 July 2024

11-12 July 2024	Hotel "Dukagjini"
11 July 2024	
8.00-8.30	Registration and departure /Introduction of participants to each other and non-formal discussions
11:30-12.00	Presentation of the Project Inclusion4Schools - Envina Xhemi ZAVALANI, Project Manager for Albania
12:00-12:30	Exchange Platform for the Good Practices of the Inclusion4Schools Project and the opportunities it offers for Albanian schools (School inclusion procedures) - Envina Xhemi ZAVALANI, Project Manager for Albania
11:30-13:00	First part of Introduction of participants to each other and non-formal discussions
13:00-15:00	Lunch break
15:00-17:00	Second part of Introduction of participants to each other and non-formal discussions
17:00-19:00	The profile of the inclusive Teacher - Envina Xhemi ZAVALANI, Project Manager for Albania
19:00-20:30	Dinner and free time
12 July 2024	
9:30-11:30	Addressing the statistics on school level, (collection, elaboration and analyses) and importance of data accuracy in practice and policy design. - Assoc. Prof. Dr. Sandër KOVAÇI, University of Tira and Chair of the Higher Education Trade Union.
11:30-11:45	Break
11:45-13:30	Community building and community inclusion methods in education - Envina Xhemi ZAVALANI, Project Manager for Albania
13.30-14:30	Lunch break



15:00-15:30	Evaluation of the activity and recommendations for educational institution directors on measures for segregated schools. - Moderator, Envina Xhemi ZAVALANI
15.30	Departure



## Appendix B

### Notes on Trainers and Presenters

#### Albania

Eriada Çela is a dedicated scholar in the field of pedagogy and gender studies, boasting an impressive academic background. She earned her PhD in Pedagogy from the University of Tirana, Albania, in 2016, and furthered her research as a Fulbright Visiting Scholar at Rutgers State University, USA, from January to May 2019. With teaching experience spanning over a decade at "Aleksandër Xhuvani" University in Elbasan, Albania, Eriada has also contributed to international academic exchanges, including a teaching stint at Pitesti University in Romania through the Erasmus Plus program. In addition to her teaching commitments, Eriada is an avid researcher with numerous publications in academic journals and conference proceedings. Her scholarly interests primarily revolve around gender studies, education, and pedagogy, reflecting her deep commitment to promoting gender equality. Fluent in Albanian, English, Italian, and proficient in French, Eriada's linguistic skills complement her international academic endeavours. Beyond her academic achievements, Eriada is actively engaged in promoting gender equality through her involvement in roundtable discussions and seminars at "Aleksandër Xhuvani" University, Elbasan. Her contributions to academia, coupled with her dedication to fostering inclusive education, mark her as a leading figure in the field of pedagogy and gender studies.

Satki Ismaili is the Director of Cyril and Methodius Primary School in Tetovo. He has over 34 years of experience in education, successfully implementing a plethora of methods -- interactive and digital strategies in education. He has participated in several conferences and training and received many awards and certificates of appreciation on a national and international level. Ismaili is a renowned trainer on professional development especially for teachers and directors in Macedonia. He promotes two-way communication between teachers and students and believes in creating an inclusive classroom cutting across socio-economic differences. Ismaili is constantly engaged in projects supported by USAID, UNICEF, UNDP, British Council, and other organizations to improve the quality of teaching in his school and across the country.

Klotilda Jaupi is the principal of one of the oldest High Schools in the Capital- Experienced Instructor with a demonstrated history of working in the education





management industry. Skilled in Nonprofit Organizations, Microsoft Word, Educational Technology, Curriculum Development, and Public Speaking. Strong education professional with a Master of Science - MS focused in School Administration from European University of Tirana.

Valbona Loshi is an accomplished academic, currently serving as the Head of the Scientific Research and Academic Publishing Office at Albanian University. She has been a lecturer in the fields of social sciences and foreign languages for two decades (2003-2024), with experience in both public and private higher education institutions. Ms. Loshi holds a degree in English Language from Tirana University and a Scientific Master's degree in Education Research. She completed her doctoral studies at the Faculty of Social Sciences, University of Tirana, earning her Doctor of Sciences title in 2016. In 2023, she was conferred the title of Professor Associate. Since 2019, she has been an external expert at the Albanian Agency for Quality Assurance in Higher Education (ASCAL). Additionally, she is a member of several Scientific International Committees and Quality Assurance Boards in International Higher Education Organizations. Ms. Loshi has extensive experience in International Projects by the European Commission.

Ana Dervishi MULLANJI serves as the Executive Director and co-founder of Beyond Barriers, an organization established in 2004. With a background in Social Sciences and a Master of Science in European Project Management from Firenze-IT, Mrs. Mullanji is a seasoned professional in her field. She has participated in various youth work and youth policy development programs under the Council of Europe, accumulating over 18 years of expertise in the sector of Civil Society Organizations (CSOs) and youth work. Accredited by SALTO-SEE, Ana is recognized as an independent trainer in non-formal education and human rights. She also serves as a consulting expert and expert trainer at Youth@Work - Strategic Partnership for Employment and Entrepreneurship, a program managed by 11 EU National Agencies and 5 SALTO resource centers, and financed by the European Commission. Ana specializes in multiple areas including voluntary infrastructure, cultural diversity, intercultural learning, employability skills, youth entrepreneurship, active citizenship, active youth participation, non-formal education, and youth policy development. Over the years, she has played a pivotal role as the Contact Point for the Erasmus+ and ESC Programs in Albania, providing essential support, information, and training to all interested beneficiaries in the country.



Leke Pepkolaj graduated with a 5-year degree in mathematics from the University of Tirana in 1998. He completed his PhD in mathematics at the University of Salerno, Italy, in 2015. In 2023, he was awarded the title of Associate Professor by the University of Tirana. Currently, he lectures on Algebra-Geometry and Numerical Methods for Engineering at Tirana Metropolitan University. Since 2018, he has been part of the External Evaluation Group for the accreditation of institutions and study programs in higher education at ASCAL. He has also been a part-time lecturer at the University of Shkodra since 2018. From September 2021 to 2023, he served as the Head of the Department of Information Technology at "Qiriazi" University College. Between 2015 and 2021, he was a full-time lecturer at Albanian University, where he held positions such as coordinator of basic education subjects, coordinator of the Erasmus+ program at the department level, and member of the Internal Quality Assurance Unit. His research interests include mathematics didactics, e-learning, mathematics teacher training, STEM education, and the PISA assessment. He has co-authored approximately 35 scientific articles and conference papers and is a reviewer for numerous international journals. Additionally, he has been involved in various national and international projects as both a coordinator and partner. Lekë Pepkolaj is also an active contributor to educational discussions in the media, writing articles on critical educational issues.

Vinjola Rota after a long experience in education, from teacher to school Principal she is now the Chair of the Regional Education Directorate Korca, covering one-fourth of Albania administrative education divisions.

Envina Xhemi ZAVALANI is responsible for the coordination and reporting of the project activities of ANOA, member of the project's Management Committee. Communication with third parties, establishing and maintaining network. Community building and community engagement activities. She holds an MA degree in Gender Studies in Central European University, Budapest, Hungary 2003. Her extensive activity is focused in civil society and public administration. These experiences involve gender mainstreaming policies in decision-making, politics and other areas. Valuable work includes education, Vocational Education and Training alongside work with youth, disadvantaged youth and non-formal activities with young people



## Bulgaria

Emanuil Georgiev, PhD is an expert, and trainer on behalf of the Bulgarian participant of Inclusion4Schools project (CEGA Foundation). He graduated in Philosophy (BA in 2005 and MA in 2007) from the St. Kliment Ohridski Sofia University and acquired a PhD in Cultural Studies (2016) from the same institution. He worked as a lecturer in the university and participated in several multidisciplinary scientific projects. In 2010-2016, he worked as a teacher in Philosophy, Psychology, Ethics and Law, and Citizenship in several state and private schools in Sofia and Plovdiv (including the National High School for Ancient Languages and Cultures in Sofia, and British International Classic School in Plovdiv). In 2012-2013, he completed the Teach for Bulgaria teachers' programme and worked as a teacher in Plovdiv within the Teacher Leader model of Teach for All international network. Since 2016, Dr Georgiev has worked on several projects related to digital and media literacy of children and young people, has established and coordinated a youth voluntary organisation of the Bulgarian Safer Internet Centre (called Youth panel), as a trainer in the Centre's Cybercout training program for children and provides a lot of trainings of children, young people, parents, teachers, social workers and other professionals working with children on topics of online safety, digital and media literacy, countering fake news and misinformation, development of key competences at school, innovative methods in education and building school community.

Dr Rumyan Sechkov is the leader of the I4S project in Bulgaria. He studied in the Faculty of History of the Sofia University "St. Kliment Ohridski" (1975 – 1979), Masters' Degree in history, Sovietology. In 1985 he has completed the post-graduate course at the State University of Minsk, Belarus, (1981 – 1985) with a PhD diploma in contemporary history, Sovietology. In 1985 – 2022 Rumyan Sechkov is working in the Institute for Historical Research at the Bulgarian Academy of Sciences, studying the processes of contemporary development of Russia and of the post-Soviet states. In 1999 – 2015 he is conducting a course on the history of the world after the 1989 at the New Bulgarian University. Dr Sechkov is author of over 70 published studies and articles analysing the political context in contemporary Bulgaria, Bulgarian – Russian Relations, surveys in the domain of Sovietology, surveys and articles on Roma issues incl. the monography The Informal Leader in the Roma Community. Survey (co-author with Y. Nunev). Dr Sechkov is involved in the NGO sector since 90s, he is cofounder of CEGA Foundation and other NGOs, working for development and social inclusion. In 2000 – 2007 he is involved in the



Child Welfare Reform Project of the World Bank and the Ministry of Social Policy and Labour in Bulgaria responsible for needs assessment and research, monitoring and evaluation activities, and for the overall coordination of the project component III Prevention: Child Development in Disadvantaged Communities: Designing, setting procedures and rules, management of a Grant Scheme for preschool education projects (funded by the Japan Social Development Fund and the Bulgarian Government with a total amount of \$1,300,000). Since 2004 he is Director of CEGA Foundation responsible for the overall management of the Foundation, research projects, monitoring and evaluation, advocacy and lobbying for improvement of education in Bulgaria, team leader of projects Roma integration, social inclusion of vulnerable groups, etc. For over 20 years he is a member of the National Council for Cooperation on Ethnic and Integration Issues at the Council of Ministries in Bulgaria; as well as of over 10 working groups and councils, focused on education, Roma integration, civil society development.

Dr Ralitzia Sechkova is WP3 leader of Inclusion4Schools. In 1979 she graduated in Sofia University "St. Clement Ohridski" with a Masters' Degree in history; in 1986 she graduated PhD in contemporary history. Since 1991 Ralitzia Sechkova has been involved in the NGO sector. She has over 22 years of experience in projects, aimed at Roma community development, empowerment and social inclusion of Roma and marginalized groups with a focus on the domains of education, employment, housing, human rights, access to community-based social services and mainstream public services. The experience is gained in working at CEGA Foundation (she is one of the initiators of the organization), at Roma-Lom Foundation and several other NGOs. In 2005-2008 she has worked in Romania as key expert on monitoring and evaluation in three Roma-focused projects, funded by EU. In 2008-2019 Dr Ralitzia Sechkova worked as a part-time consultant at UNICEF Bulgaria on regional planning and development of Roma focused community-based services. As a researcher she has conducted a number of field surveys for needs assessment in Roma communities, an opinion poll on the attitudes of Roma youngsters to child marriages, education and professional realization; situational analysis and needs assessment reports. She is author of handbooks and manuals for establishment and implementation of innovative models of inclusive programs and services targeting Roma and most vulnerable groups. In 2023 – 2024 she conducted field research for the World Bank developing two analytical reports – one related to the attitudes of most marginalized Roma households towards employment opportunities and financial inclusion, and the second report – analysing the access of isolated Roma communities to outreach social services in Bulgaria.



## Hungary

Artemisszió Foundation (Boróka Bartók, Olga Irimiás) has been working for more than twenty years to create a cooperative, solidarity-based society in Hungary. We want to live in a country where those who are disadvantaged have a chance and diversity is a value. In a globalising world, understanding cultural diversity has become a necessary competence for peaceful coexistence. We believe this is the way forward. Olga Irimiás coordinates projects at Artemissio that strengthen social inclusion through the arts. Her professional background includes international relations studies, art project management and art therapy. Boróka Bartók has studies and professional experience in sustainability and spatial development. She is a member of the team coordinating participatory social activism projects at our Foundation.

Zsuzsanna Hanna Biró is the Project Coordinator of Inclusion4Schools, Head of Department of Educational at John Wesley Theological College. She graduated in German Studies (2000) and General and Applied Linguistics (2005), she received her PhD in Education (2013). She organized the Hungarian Sign Language Program Office and became its director for some years. An important element of her academic career is the comparative analysis of scientific and professional journals (in 2009), and analysis of the history of educational science. She was the leader of a project to produce a “map of Hungarian educational research”. In “A Culturally Composite Elites, Regime Changes and Social Crises in Multi-Ethnic and Multi-Confessional Eastern Europe (The Carpathian Basin and the Baltics in Comparison 1900-1950)” FP7 Research she gained experience in coordinating the work of international researchers. Since 2008 she is the member of the editorial board of the quarterly of *Educatio*, an academic journal which focuses on the society questions of education. As head of the Wesley Department of Educational Sciences (since 2018), she focused its activity on studying the pedagogy of the disadvantaged. She launched monthly events called “PedLabor” on actual questions in the educational system, a community-building workshop and liberal forum to discuss educational issues.

Klára Gulyás was a nominee for the Aranypánt Prize 2023. She works as a lecturer at the Comenius Institute of Educational Sciences of Tokaj-Hegyalja University. Her career, dedication and professional humility are exemplary. She is the kind of educator who goes beyond education and tries to give something back to her community in every possible way. She wrote her PhD thesis on the educational integration and inclusion of Roma in Hungary in 2021, she is an educational



organiser for the UCCU Roma Informal Education Foundation and teaches, among other subjects, Multi- and Intercultural Education. ([www.unithe.hu](http://www.unithe.hu))

Kacsakő Association (Anita Nagy, Borbála Takács) is an informal group of young people in Budapest. In 2018 the association started a project called Kacsakő Experience Camp. Psychologists, sociologists, sport coaches, and intercultural educators of disadvantaged children - are making a dream come true by organizing activities with an inclusive approach. They provide opportunities for children with different socio-economic backgrounds to meet and gain shared experiences. They contribute to the development of their social and emotional skills, we help them become more tolerant and open to different points of views, while they support them to form a diverse and inclusive community. Their activities and summer camps are free of charge. The participants are 9-14 years old children who come from state care institutions, Roma segregations and from segregated schools, and also children who come from majority, non-Roma, privileged families. (<https://kacsakoegyesulet.hu/#en>)

György Mészáros is a senior researcher of Inclusion4Schools, Associate professor at the Faculty of Education and Psychology, Eötvös Loránd University. He defended his PhD in 2009 and habilitated in 2016. He worked as a secondary school teacher among Roma students for several years and is still engaged in different emancipatory education practices working with teachers and other practitioners. He is a member of the Public Sociology Working Group "Helyzet". As a researcher, he is engaged in critical ethnography mainly, but his research interests include: philosophy of education, critical citizenship, pedagogical anthropology and sexuality and gender topics. He is the head of the Anthropology of Education Research Group at his Faculty and served as a member of the Administrative Council of the Association for Teacher Education in Europe between 2012 and 2018. Personal motivation: "I am a father, a teacher and an arduous fighter for a better society. As an ethnographer and interested in the philosophy of education, I always interpret the everyday reality of education to offer insights for transformation. While I believe in the possibility of change, I am also aware of the systemic constraints that we are all embedded in. My experience as a secondary school teacher in an impoverished Roma neighbourhood led me to be a critical pedagogue."

Erzsébet Molnár and Csilla Mitró are head teacher and teacher at Petőfi Sándor Elementary School in Taktakenéz. Erzsébet Molnár has been teaching at the Petőfi Sándor Primary School in Taktakenéz since 1983. She started as a teacher of



mathematics and physics, later applied to the Kossuth Lajos University of Debrecen to study computer science and graduated in 1998. In 2001 she successfully applied for the post of head teacher of the school. In order to be able to perform her managerial work to a high standard, she applied to the Budapest University of Technology for a degree in management studies in the same year, which she successfully completed in 2003. As a lifelong learner, she is constantly training herself. She believes that continuous learning is a necessity for all educators and a duty as a head of an institution. Csilla Mitró is a qualified master teacher. She has been working at Petőfi Sándor Primary School in Taktakenéz since 2002. In the institution she is the head teacher of a small class of a merged special needs class, and she also leads individual and group-based pedagogical “rehabilitation” and development sessions. The basic pillars of her pedagogical beliefs are: promoting and supporting children’s development, providing a solid foundation, experiential learning, full acceptance, the use of modern working methods, adaptive teaching, conscious planning and self-reflection. In recent years, in addition to her work in special needs education, she has had the opportunity to try her hand at various activities in the institution, such as leading a working group on methodological adaptation, conducting measurements and attitude tests, talent management, active participation in pedagogical innovations and projects, mentoring, camp management, and leading career guidance sessions. Currently, as head of the ILMT (Support for the Prevention of Early School Leaving) micro-group, she is mainly working in the field of institutional and organisational development. She finds self-training important. In the past and at present, she has always felt the need for further development and professional renewal.

Szilvia Németh is an educational researcher, sociologist. Since 2003 she has been working as an educational specialist and researcher, mainly in the field of equity, access to quality education and creative education. Until 2008, as a researcher at the National Institute of Public Education, then at the Institute for Educational Research and Development, she was involved in the design and management of research and development projects aimed at the integrated education of disadvantaged and Roma pupils. Between 2007 and 2009, she worked as an education expert in the European Commission’s Directorate-General for Education and Culture’s working group on access to lifelong learning and social inclusion. Since 2008, she has been working at T-Tudok Knowledge Management and Education Research Centre, as its Executive Director since 2012. Since 2014, she has been leading the Creative Partnerships Hungary programme, in addition to participating in national and international research projects. Since 2020, she has been lecturer at the Department of Education at John Wesley Theological College.



Flórián Sipos is the PCO Assistant of Inclusion4Schools, social scientist, historian, philologist. He is a social scientist, historian, and philologist and is affiliated with the University of Debrecen. His main research areas cover youth sociology, political/civic participation, discourse analysis, social innovation, and social investment. He has 15 years of experience in executing EC funded international projects, including Life Long Learning, FP7, Horizon 2020 programmes and is currently working on launching an ESFRI Roadmap 2021 Research Infrastructure, GUIDE aiming at executing the first European birth cohort survey. He is an expert of the European Economic and Social Committee with the task of preparing recommendations on the application of co-creative methods in service development in Europe. Personal motivation: "I joined the project because I was able to fully identify with its main objectives: to improve the relationship between schools located in segregated areas and the local community and to collect and nurture transformative practices. In the project, I have already gained a plethora of invaluable knowledge in the field of educational innovation." ([www.inclusion4schools.eu](http://www.inclusion4schools.eu))

Fruzsina Mária Tóth was a Junior Researcher at Inclusion4Schools. She studied Sociology, Social Policy and European Studies in Hungary (Eötvös Loránd University, Budapest), Germany (Humboldt Universität zu Berlin, George-August-Universität Göttingen) and the Netherlands (University of Groningen). Prior to joining the Inclusion4Schools project, Fruzsina spent two years in Vienna, Austria gaining professional experience at international institutions. At the EU Fundamental Rights Agency (FRA) she worked on several EU-wide surveys and policy research projects, such as the FRA Fundamental Rights Survey, the Roma Survey 2020, and the annual Fundamental Rights Report. ([www.inclusion4schools.eu](http://www.inclusion4schools.eu))

Éva Thun was a senior researcher and WP4 Leader of Inclusion4Schools (until 31 August 2024). She is a part-time lecturer at the Department of Education John Wesley Theological College (WJLF), Budapest, Hungary; formerly professor at the Institute of Education University of Pannonia, Hungary. She has published works (in Hungarian and English) on issues of gender, multiculturalism and social and cultural equality in public and higher education. She holds a PhD in Education Science, an MA in Gender Studies, and an MEd in English and Russian languages. In 2010, she has contributed to the Eurydice Thematic Study on Gender and Education, and most recently to the analysis of the implementation of equal opportunity policies in education in Hungary, by applying interdisciplinary social science approaches (Gender-related challenges in European education systems European Institute for Gender Equality – EIGE/2016/OPER/08, national expert). She is a long-





time advocate of introducing feminist theory and Gender Studies into the academia in Hungary. Her current research focus is the effect of the presence or absence of women educators' gender awareness on the construction of their professional identities.

## Slovakia

Dr. univ. Agáta Csehiová, PhD. is an Associate Professor at the Faculty of Education UJS. Since 2018 she is working at J. Selye University in Komárno Faculty of Education Departments as associate professor. She mainly teaches educational subjects to future pre-school teachers and elementary school teachers. In addition to her pedagogical and artistic work, she has significant scientific and publishing activities. At the center of her scientific activity is the development of complex personality, positive psychology, positive pedagogy.

Andrea Lánczos is an experienced mentor from the Institute for Educational Innovation. Since 2009 Andrea Lánczos has been a trainer of non-violent communication (NBC), co-author and lecturer of accredited teacher training courses on this topic. Thanks to these programmes, teachers, special educators and psychologists from all over Slovakia can learn the basics of EMC and how to teach it to children, while the main aim of the programme is to train contemporary mediators.

Csilla Szabó is an experienced mentor from the Institute for Educational Innovation. Csilla Szabó helps teachers through her mentoring work. She helps them find the joy and success of meaningful action in their work. She helps teachers to learn new methods and techniques, especially through drama pedagogy, as she is one of the most highly qualified professionals in the field.

Mgr. Anita Tóth-Bakos, PhD. is an assistant professor at the Faculty of Education UJS. Since 2012 is an assistant professor at the Department of Preschool and Elementary Education at the Faculty of Education at Selye J. University in Komárno, from 2012 to 2015 was the Head of Department. She mainly teaches subjects of psychology, inclusive pedagogy and music education for future teachers at all levels. Her publication and research interest focuses on the alternative methods of music education, developing by music and innovative methods of teaching, like flipped classroom, web-based applications.



## Appendix C

### The Accreditation documents of János Selye University, Slovakia





**Univerzita J. Selyeho**  
Bratislavská cesta 3322, P.O.Box 54, 945 01 Komárno

**Dr. habil. PaedDr. Kinga Horváth, PhD.**  
dekanka  
Pedagogická fakulta  
Univerzity J. Selyeho

Váš list číslo / zo dňa

Naše číslo  
2945/2290/2024/RK/KR

Vybavuje / klapka / email  
Zakar / 616 / zakarp@uj.s.sk

Komárno  
18. 4. 2024

**VEC**

**Schválenie programu inovačného vzdelávania *Sebahodnotenie školy v prospech inkluzívnej edukácie***

Vážená pani dekanka,

na základe Vášho návrhu zo dňa 17. 4. 2024 č. 2700/2251/2024/PF/DK v zmysle § 55 ods. 4 bodu b) zákona č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

**s c h v a ŕ u j e m**

program inovačného vzdelávania *Sebahodnotenie školy v prospech inkluzívnej edukácie*.

S pozdravom



**Dr. habil. PaedDr. György Juhász, PhD.**  
rektor UJS



**Program inovačného vzdelávania  
„Sebahodnotenie školy v prospech inkluzívnej edukácie“**

Názov, sídlo, identifikačné číslo organizácie poskytovateľa programu	Univerzita J. Selyeho Bratislavská cesta 3322 945 01 Komárno IČO: 37961632
Názov programu vzdelávania	Sebahodnotenie školy v prospech inkluzívnej edukácie
Druh vzdelávania	Inovačné vzdelávanie
Garantujúce pracovisko	Pedagogická fakulta
Odborný garant programu	Dr. habil. PaedDr. Melinda Nagy, PhD. nagym@ujvs.sk +421 35 3260 737
Rozsah vzdelávania	50 hodín – (8 hodín prezenčne a 42 hodín dištančne)
Forma vzdelávania	Kombinovaná (prezenčná/online/dištančná).
Jazyk vzdelávania	Maďarský/slovenský
Ciele a obsah vzdelávania	<p><b>Ciele inovačného vzdelávania „Sebahodnotenie školy v prospech inkluzívnej edukácie“</b></p> <p>Hlavný cieľ: Poskytnúť účastníkom kurzu komplexné vedomosti a zručnosti potrebné na sebahodnotenie školy v prospech inkluzívnej edukácie.</p> <p>Podciele inovačného vzdelávania: Oboznámiť účastníkov s konceptmi a metodikami sebahodnotenia školy, aby mohli efektívne identifikovať silné a slabé stránky v oblasti inkluzívnej edukácie. Poskytnúť účastníkom znalosti o tom, ako sebahodnotenie prispieva k zvyšovaniu kapacity školy na riadenie zmien a zlepšenie vzdelávacieho procesu v súlade s potrebami spoločnosti. Umožniť účastníkom aplikovať teoretické znalosti v praktických situáciách prostredníctvom analýzy príkladov dobrej praxe a vývoja strategických plánov zameraných na podporu inkluzívnej edukácie. Rozvíjať schopnosti účastníkov pracovať efektívne v tíme a podporovať rozvoj školskej komunity. Sú to kľúčové kompetencie z hľadiska úspešnej adaptácie inkluzívnych praktík do edukačnej praxe. Pripraviť účastníkov na to, ako prakticky vykonávať sebahodnotenie v rámci rôznych oblastí školskej činnosti, ako sú vzdelávací systém, školské riadenie, učiteľská profesionalita a zapájanie sa do budovania komunity.</p> <p><b>Tematické celky obsahu vzdelávania a ich rozsah v hodinách:</b></p> <p>1. Iniciujme zmeny spoločne (8 hodín prezenčne): Praktické workshopy, cvičenia, príklady dobrej praxe na rozvoj komunikačných, kritických a kreatívnych zručností.</p>

	<p>Tímová práca a rozvoj školskej komunity. Diskusie a praktické príklady z pozitívnej psychológie a inkluzívnej edukácie.</p> <p>2. Teoretická časť sebahodnotenia školy (16 hodín dištančne): Vzdelávací systém ako sociálny systém. Autonómia škôl a právo na vzdelávanie. Funkcie a význam externého a interného hodnotenia. Metóda sebahodnotenia školy na účely zlepšenia.</p> <p>3. Praktická časť sebahodnotenia školy (26 hodín dištančne): V tejto časti ponúka možnosť výberu zo šiestich oblastí rozvíjania: Vízia a poslanie školy Škola ako učiaca sa organizácia Postupy riadenia Profesionalita učiteľov Socializácia a sociálne učenie Zapojenie sa do miestnej komunity</p> <p>Tento komplexný prístup umožňuje účastníkom inovačného vzdelávania získať jednak potrebné teoretické vedomosti a znalosti, ale taktiež ich vedieť prakticky aplikovať v kontexte inkluzívnej edukácie, čím prispievajú k efektívnemu a trvalému zlepšeniu, skvalitneniu vzdelávacích prístupov na príslušných školách a v školských zariadeniach.</p>
<p><b>Cieľová skupina</b></p>	<p><b>Katégorie pedagogických zamestnancov</b></p> <ul style="list-style-type: none"> <li>- učiteľ</li> <li>- majster odbornej výchovy</li> <li>- vychovávateľ</li> <li>- pedagogický asistent</li> </ul> <p><b>Podkategória</b></p> <ul style="list-style-type: none"> <li>- učiteľ materskej školy</li> <li>- učiteľ prvého stupňa základnej školy</li> <li>- učiteľ druhého stupňa základnej školy</li> <li>- učiteľ strednej školy</li> </ul> <p><b>Kariérový stupeň</b></p> <ul style="list-style-type: none"> <li>- samostatný pedagogický zamestnanec</li> <li>- pedagogický zamestnanec s prvou atestáciou</li> <li>- pedagogický zamestnanec s druhou atestáciou</li> </ul>
<p><b>Predpoklady pre prijatie</b></p>	<p>Na vzdelávanie bude zaradený pedagogický zamestnanec v uvedenej kategórii, podkategórii a na kariérovom stupni, ktorý spĺňa kvalifikačné predpoklady v súlade s vyhláškou MŠVVaŠ SR č. 1/2020 Z. z.</p> <p>Uchádzač bude zaradený na vzdelávanie na základe písomnej prihlášky.</p> <p>Zaradenie na vzdelávanie následne posúdi poskytovateľ vzdelávania na základe prihlášky, v prípade potreby aj dokladov o dosiahnutom vzdelaní uchádzača.</p>

<b>Podmienky ukončenia vzdelávacieho programu</b>	1. Najmenej 80 % osobná účasť na prezenčnej forme vzdelávania. 2. Aktívne zapojenie sa do dištančných foriem vzdelávania. 3. Vypracovanie a odovzdanie výstupu dištančnej formy vzdelávania. 4. Vypracovanie a predstavenie záverečnej prezentácie pred trojčlennou komisiou v súlade s § 56 ods. 1 zákona č. 138/2019 Z. z.	
<b>Termín podávania prihlášok</b>	od 19. 04. 2024 od 18. 04. 2024	
<b>Získané profesijné kompetencie absolventa programu vzdelávania</b>	Po úspešnom absolvovaní vzdelávacieho programu absolvent dokáže:	
	Vedomosti	<ul style="list-style-type: none"> <li>- Získať znalosti o kľúčových prvkoch inkluzívnej edukácie a osvojiť si príklady dobrej praxe zamerané na komunikáciu, kritické myslenie, kreativitu a podporu komunity.</li> <li>- Porozumieť vzdelávaciemu systému ako sociálnemu systému, autonómii a právu na vzdelávanie, ako aj funkciám externého a interného hodnotenia v kontexte sebahodnotenia školy.</li> <li>- Osvojiť si teoretické znalosti o metodológii sebahodnotenia školy a jej aplikácii na zlepšenie fungovania školského prostredia a edukačného procesu.</li> </ul>
	Zručnosti	<ul style="list-style-type: none"> <li>- Naučiť sa, ako efektívne vykonávať sebahodnotenie v špecifických oblastiach školského riadenia, ako sú vízia a poslanie školy, škola ako učiacia sa organizácia, postupy riadenia, profesionalita učiteľov, socializácia a sociálne učenie, kooperácia, zapojenie sa do miestnej komunity a komunitu podporujúcej práce.</li> <li>- Rozvíjať praktické zručnosti z hľadiska implementácie inkluzívnych prístupov v rámci školského prostredia, zahŕňajúc tímovú prácu a rozvíjanie školskej komunity na základe inkluzívnych princípov.</li> </ul>
	Postoje	<ul style="list-style-type: none"> <li>- Vytvoriť a posilniť pozitívne postoje k inkluzívnej edukácii a významu sebahodnotenia ako nástroja na zlepšenie školského prostredia a vzdelávacích výsledkov.</li> <li>- Rozvinúť osobný a profesionálny záväzok k neustálemu zdokonaľovaniu sa v oblasti inkluzívnej edukácie a sebahodnotenia s cieľom prispieť k tvorbe kvalitnejšej inkluzívnej školskej kultúry.</li> </ul>
<b>Opatrenia na zabezpečenie kvality</b>	Odborný garant programu vzdelávania spĺňa požiadavky § 55 ods. 4 zákona č. 138/2019 Z. z.	

	Člen a predseda komisie spĺňajú požiadavku § 56 ods. 2 zákona č. 138/2019 Z. z. Vyučujúci vzdelávania sú učitelia s odbornou kompetentnosťou v danej oblasti.
<b>Odtlačok pečiatky poskytovateľa a podpis štatutárneho zástupcu</b>	Dr. habil. PaedDr. György Juhász, PhD.
<b>Dátum schválenia vzdelávacieho programu</b>	18. 04. 2024

