



THE INSCOOL II PROJECT

The INSCOOL II project involved partners working in Hungary, Belgium, Italy, the Netherlands, Poland, Spain and the United Kingdom.

The project aimed to significantly increase the knowledge and skills of school leaders, teachers and teacher trainees/pre-service teachers to work inclusively with the increasing range of diverse learners in their schools. The project scaled up the good practice established with the [*Inclusive Schools project*](#).

The main objectives were:

- To promote change in school culture to enable people to live, work and learn together equitably and peacefully, without fear of discrimination or bullying;
- To deepen educators' knowledge and understanding of inclusive education policy, practice and culture;
- To influence policy change at school, local, regional and national levels;
- To contribute, through promoting a sense of belonging and the common values of respect, freedom, democracy and equality, to the decrease of radicalisation.

WHAT DID WE DO?

A needs analysis report¹	To get to know more in depth the needs of school leaders, teachers and teacher trainees, covering all participating countries (Hungary, Italy, the Netherlands, Poland, Spain and the United Kingdom). It also includes a comparative needs analysis.
A collection of inspiring practices	Building upon the knowledge and practical experience from previous projects and initiatives; the same report covers 30 inspiring practices shown with guidance to help readers to better navigate the best practices and make the best use of them.
Face to face training	The trainings were developed, piloted and made available for anybody who wants to deliver an inclusion training with separate training materials developed for teachers and school leaders. The main topics include understanding inclusion and the need to change, managing change, classroom practice, whole school approaches and models for conflict resolution.
Massive Open Online Course²	The course covers the theoretical basis, core concepts, understanding the context, inclusive approaches, basic tools and resources, whole-school approach and open schooling; as well as exercises on self-reflection and connections with the group, re-enactments, successes, and successful failures. Over 400 participants from across Europe have already signed up.

1 INSCOOL II project (2022). [*Inclusive education needs assessment and collection of inspiring practices*](#).

2 [*INSCOOL II project MOOC*](#).



ADVOCACY FOR CHANGES ON A SYSTEMIC LEVEL

Advocacy activities on a local/national level:

The rationale behind the creation of the advocacy groups was to develop the competences of teacher trainees, teachers and school leaders to upscale inclusive education practices in schools and advocate for inclusion in policy making processes at local and national levels, as well as EU level through the project consortium's activities and networks.

- **Formation of the advocacy groups:** each project partner brought together a diverse group of actors, including participants in the face-to-face training sessions throughout 2022 and 2023 as well as parents, project managers working on inclusion, non-teaching staff (i.e. psychologists), teaching training institutions and foster homes. The advocacy groups also included representatives from public bodies and private entities.
- **Meetings of the advocacy groups:** They focused on the existing knowledge of project participants around policy making as well as networking with other education stakeholders who joined the advocacy groups meetings. They also discussed the further use of the tools and training after the project ends and how the project results could support them in their own local advocacy for inclusive schools.
- **Recommendations of the advocacy groups³:** the results from the meetings were collected in a report that covered the challenges faced at the policy and practical levels in each of their contexts as well as their recommendations for addressing the challenges.

Advocacy activities on a European level:

Final Conference⁴:

The main activity at EU level was the final conference in May 2023. It was an opportunity for exchange among project partners, participants in the project (i.e. teachers, teacher trainees and school leaders), civil society organisations and representatives from EU institutions and Member States. The concept of invisible diversity was discussed, which project partners have also tried to capture through the courses and MOOC. Inclusion in schools (and in our communities) was recognised as a precondition for a thriving society.

The need for defined but flexible strategies for the implementation of inclusion measures was underlined, as was the need for additional funding and its efficient use. These strategies must be co-developed at different levels with the diversity of learners, educators, parents and the wider community. These processes can also support the development of common definitions of inclusion in education. Three workshops took place to discuss policies supporting inclusion and training opportunities (online and face to face) for teachers, teacher trainees and school leaders.

Policy recommendations⁵

Brings together the current policy context around inclusion in education, the results of the advocacy groups, the inputs from the Final Conference and previous projects focused on inclusion in relation to teachers, teacher trainees and school leaders. The document provides recommendations for EU institutions to work together with Member States in different areas: i) professional development, training offer, ii) shortages and wellbeing, iii) systemic cooperation and whole-school approach and iv) public funding for education.

³ INSCOOL II project (2023). *Recommendations from the advocacy groups*.

⁴ LLLP (2023). *Final conference – Inclusion in action: a holistic approach to inclusion*.

⁵ INSCOOL II project (2023). *Policy recommendations*.

