

Dear ..... (School head, Teacher .....),

we are involved in a research project<sup>1</sup> together with European universities, institutions and organizations, whose aim is to investigate which paths are to be pursued to improve the quality of school inclusion. The aim is to get a vision that would open to the territory, taking into account how pivotal could be the involvement of all the players and resources of the context within which the school lives and acts. In other words, how to set up a real policy for inclusion.

In this first stage, that will produce the development of a tool for assessing the quality of inclusive policies, we kindly ask for your collaboration to pinpoint some indicators of such assessment tool. Concretely, we provide you with two lists with 8 statements each, that you should grade by ranking them from 1 (the statement(s) you believe to be least relevant) to 8 (the statement(s) you believe is the most relevant of all).

In short, you should identify which are the elements that, above others, can contribute to inclusive education, namely in the creation of educational contexts (classes and schools) able to see individual differences as an enrichment and to remove the barriers to learning, participation and achievement of all.

Thank you very much for your collaboration. We will keep you informed on the evolution and results of the research.

The Research Team

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<sup>1</sup> The project is funded by the European programme Erasmus Plus and sees the participation of 5 Countries: Italy, Spain, Belgium, Romania, Lithuania. Name: "Algorithm for new Ecological approaches to Inclusion" (612163- EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN - EPPKA3) - Support for Policy Reform - IPI-SOC-IN - Social inclusion in the fields of education and training.



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Relationship between school and territory: general aspects								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the school would organize moments of public debate and public training on the topic of inclusion that would see the involvement of families also								
That the school would be aware of external projects aimed at promoting inclusion and would use the resources available in the territory (families, associations, social private institutions, not-for-profit sector) to improve the teaching practices and the inclusive perspective.								
That activities in horizontal continuity (families, associations, territory) and vertical continuity (between the different school grades and between the classes of the same school) would take into consideration the special needs of some learners								
That the school would promote inclusive projects concerned with the territory (sustainable mobility for learners, youth centers, accessibility, inclusive basket (baskin) tournaments, reading aloud projects...)								
That the whole documentation related to the inclusive process is really available by all subjects (families, associations, etc.) and that the info provided would be made accessible to all, even through the use of different modalities (braille, texts translated in different languages, technological devices, etc.)								
That local communities are involved in the school activities and vice-versa, also through the opening of the school spaces to initiatives aimed at the territory.								
To involve not only the schools, but the whole community in the debate about the improvement of inclusive education								
That the counselling activities would take into consideration the special needs of some learners								

Relationship between school and territory: specific aspects Teachers								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the projects organized by the school have amongst their aims that of creating a collaboration with territorial agencies (museums, libraries, multimedia halls, sport centers) and/or specialized structures (day-care centers, social cooperatives, youth centers, structures equipped for welcoming disabled individuals...)								
The presence of reference figures and/or formal teams to manage the connection with the territory (other schools, local institutions, etc.) and the collaboration between networks of schools								
To involve parents/families/caregivers in the definitions of the curriculum and of the different aspects of school life (school rules, joint educational responsibility and/or other relevant documents)								
The regular promotion of projects on inclusion that actively involve schools and local institutions to improve the educational quality of all schools								
The interaction and collaboration with the school of the whole territory in a respectful manner functional to achieving inclusive aims.								

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The discussion of the topics of inclusion with colleagues from other school grades.									
That the schools of the territory share and support the same idea of inclusion									
The collaboration and sharing of an inclusive path with all the parents/families/caregivers of the whole class.									

Relationship between school and territory: specific aspects School heads								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the projects organized by the school have amongst their aims that of creating a collaboration with territorial agencies (museums, libraries, multimedia halls, sport centers) and/or the specialized structures (day-care centers, social cooperatives, youth centers, structures equipped for welcoming disabled individuals...)								
The presence of reference figures and/or formal teams to manage the connection with the territory (other schools, local institutions, etc.) and the collaboration between networks of schools								
To involve parents/families/caregivers in the definitions of the curriculum and of the different aspects of school life (school rules, joint educational responsibility and/or other relevant documents)								
The regular promotion of projects on inclusion that actively involve schools and local institutions to improve the educational quality of all schools								
The interaction and collaboration with the school of the whole territory in a respectful manner functional to achieving inclusive aims								
The relations that links the school to the organizations, associations and institutions in the territory with the aim of developing projects for inclusion								
That the schools of the territory share and support the same idea of inclusion								
To work systematically and in detail on the welcoming of minorities, by urging the schools in the whole territory to play an active role in this								

Relationship between school and territory: specific aspects Policy Makers								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
To let the schools of the territory, know about projects aimed at promoting social inclusion								
The involvement of external professionals such as psychologists and researchers in the drafting of new, updated plans for inclusion.								
To organize local and national conferences, open to different stakeholders								

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The regular promotion of projects on inclusion that would actively involve schools and institutions in the territory for the improvement of the quality of the educational curricula of all the schools									
The interaction and collaboration with the school of the whole territory in a respectful manner functional to achieving inclusive aims									
The relations that links the school to the organizations, associations and institutions in the territories with the aim of developing projects for inclusion									
That the schools of the territory share and support the same idea of inclusion									
To work systematically and in detail on the welcoming of minorities, by urging the schools in the whole territory to play an active role in this									

Relationship between school and territory: specific aspects Families								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1   2   3   4   5   6   7   8							
To involve parents/families/caregivers in the definitions of the curriculum and of the different aspects of school life (school rules, joint educational responsibility and/or other relevant documents)								
The interaction and collaboration with the school of the whole territory in a respectful manner functional to achieving inclusive aims								
The collaboration, sharing and communication between the schools and the families of all learners to co-create and follow through the learning path of the students								
That parents/families would interact with the school management when problematic issues concerning inclusion arise								
That the schools of the territory share and support the same idea of inclusion								
The daily and constant communication with the school head and teachers about the inclusion of all learners								
The collaboration and sharing of a path for inclusion with the parents/families of the whole class								
Discussing with parents/families the topics of inclusion								

Relationship between school and territory: specific aspects Students								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1   2   3   4   5   6   7   8							
To be given the chance, as a student, of making your voice heard in your territory in favor of inclusion.								
To collaborate with your peers from other schools in the territory to support the inclusion of your schoolmates with disability/SEN								
That your teachers would provide you with information on initiatives to foster school inclusion in your territory								
To attend camps and extra-school activities in your territory to be equipped with the right "tools" to understand diversity								

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To attend meetings with experts and academics that can provide answers to your questions about inclusion									
To plan, together with your teachers and experts from outside the school, welcoming and supporting activities for your peers with disability/SEN									
To plan meetings between students and parents/families of peers with disability/SEN									
To be involved by your teachers in actively helping, even outside school hours, your peers with disability/SEN									

Relationship between school and territory: Educators								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
The presence of reference figures and/or formal teams to manage the connection with the territory (other schools, local institutions, etc.) and the collaboration between networks of schools								
To involve parents/families/caregivers in the definitions of the curriculum and of the different aspects of school life (school rules, joint educational responsibility and/or other relevant documents)								
The regular promotion of projects on inclusion that would actively involve schools and institutions in the territory for the improvement of the quality of the educational curricula of all the schools								
The relations that links the school to the organizations, associations and institutions in the territory with the aim of developing projects for inclusion								
The collaboration, sharing and communication between the schools and the families of all learners to co-create and follow through the learning path of the students								
That the schools of the territory share and support the same idea of inclusion								
The daily and constant communication with the school head and teachers about the inclusion of all learners								
Discussing with parents/families the topics of inclusion								

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Relationship between school and territory: Psychologists and other professionals								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
The presence of reference figures and/or formal teams to manage the connection with the territory (other schools, local institutions, etc.) and the collaboration between networks of schools								
To involve parents/families/caregivers in the definitions of the curriculum and of the different aspects of school life (school rules, joint educational responsibility and/or other relevant documents)								
The regular promotion of projects on inclusion that actively involve schools and local institutions to improve the educational quality of all schools								
The relations that links the school to the organizations, associations and institutions in the territory with the aim of developing projects for inclusion								
The collaboration, sharing and communication between the schools and the families of all learners to co-create and follow through the learning path of the students								
That the schools of the territory share and support the same idea of inclusion								
The daily and constant communication with the school head and teachers about inclusion of all learners								
Discussing with parents/families the topics of inclusion								

School organization and territory: general aspects								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the school is adequately equipped to welcome learners with severe disabilities								
That in the development of the curriculum, the school approach on its organization and on the assessment practices, is an inclusive one that would guarantee, with appropriate actions, the successful performance of all learners.								
That the development for an individual educational plan for the learner with disability is done by keeping into account families/parents' suggestions and – where possible – of the learner themselves, therefore of the many realities (school and extra school) and life contexts of the learner.								
That the school project for the learner with disability is developed within a whole life project being thus coherent with it, and that its realization sees the participation, in the school, of other experts together with the teachers.								
That the school is equipped with tools for detecting early signs of school drop-out								
That the school organization, in particular: time schedule, spaces, staff and resources management, is structured to foster accessibility and the achievement of all learners								
That the school develops and promotes, within itself, projects that put in first place inclusive goals								

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A structured, systemic procedure that would allow the analysis of the inclusive process, the detection of needs, the assessment of the different paths and the reaching of inclusive goals.														
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School organization and territory: specific aspects Teachers								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That in the assessment of inclusion, it is taken into account the inclusive projects expected in the school organization documents, as well as the number of projects yearly carried out in collaboration with other institutions/associations in the territory.								
That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
That the school would expect and encourage moments of debate between regular and support teachers								
That the constant monitoring of the participation levels to school activities such as projects and school trips of all learners, included those, with disabilities, is marked as a priority								
That the school must receive more funding from institutions to reach its inclusive aims								
To think about and discuss, in the class with the learners, disabilities and other special educational needs								
That in selecting projects to participate in during the school year, great attention is given to the needs, characteristics and potential of all learners so they would be included and take part in the proposed activities								

School organization and territory: specific aspects School heads								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That in the assessment of inclusion, it is taken into account the inclusive projects expected in the school organization documents, as well as the number of projects yearly carried out in collaboration with institutions/associations in the territory.								
That the school would monitor learners with SEN at every transition from one educational grade to another								
That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
That the school would expect and encourage moments of debate between regular and support teachers								

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That the school and the different agencies in the territory share methods and tools for assessing the quality of inclusion (shared planning and development of self-assessment tools)									
That the constant monitoring of the participation levels to school activities such as projects and school trips of all learners, included those, with disabilities, is marked a priority									
That the school must receive more funding from institutions to reach its inclusive aims									

School organization and territory: specific aspects Policy Makers								
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That the school would monitor learners with SEN at every transition from one educational grade to another								
That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
That the school and the different agencies in the territory share methods and tool for assessing the quality of inclusion (shared planning and development of self-assessment tools)								
To take part in the meetings of the school teams to draft plans for inclusion								
The alliance with the families/parents with the students in the drafting of innovative inclusive policies								
That the school must receive more funding from institutions to reach its inclusive aims								

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School organization and territory: specific aspects Families								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the school would monitor learners with SEN at every transition from one educational grade to another								
That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
To take part in the meetings of the school teams to draft plans for inclusion								
The alliance with the families/parents with the students in the drafting of innovative inclusive policies								
That parents/families are involved in some school activities								
That the school should be equipped with more tools and materials to reach its inclusive goals								
That the school must receive more funding from institutions to reach its inclusive aims								

School organization and territory: specific aspects Students								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
To think about and discuss, in the class with the learners, disabilities and other special educational needs								
To make your voice heard in the development of inclusive activities								
That the school would create groups with weekly or monthly rotation so that your peers with disability/SEN can work with everybody								
To be directly involved, with your teachers, in the creation of teaching – learning materials to support the participation of your peers with disability/SEN								
That teachers and school heads share with you the school's inclusive plan so you can help in its implementation								
That your peers with disability/SEN go on school trips/take part in extra school activities								
To be actual friends and not only schoolmates with learners with disability/SEN								
Play the role of "educator" towards those peers that act with hostility/bully students with disability/SEN								

School organization and territory: specific aspects Educators	
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)

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	1	2	3	4	5	6	7	8
That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
That the school and the different agencies in the territory share methods and tools for assessing the quality of inclusion (shared planning and development of self-assessment tools)								
To take part in the meetings of the school teams to draft plans for inclusion								
That the school should be equipped with more tools and resources to achieve its inclusive goals								
To think about and discuss, in the class with the learners, disabilities and other special educational needs								
That in selecting projects to participate in during the school year, great attention is given to the needs, characteristics and potential of all learners so they would be included and take part in the proposed activities								
That teachers and school heads share with you the school's inclusive plan so you can help in its implementation								

School organization and territory: specific aspects Psychologists and other professionals								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
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That the people with disability, families, and associations are involved in the creation and assessment of the network's works								
The presence of external services of support that would contribute in the development of teaching – learning and in the reduction of barriers to learning and participation								
That the school and the different agencies in the territory share methods and tool for assessing the quality of inclusion (shared planning and development of self-assessment tools)								
To take part in the meetings of the school teams to draft plans for inclusion								
That the school should be equipped with more tools and resources to achieve its inclusive goals								
To think about and discuss, in the class with the learners, disabilities and other special educational needs								
That in selecting projects to participate in during the school year, great attention is given to the needs, characteristics and potential of all learners so they would be included and take part in the proposed activities								
That teachers and school heads share with you the school's inclusive plan so you can help in its implementation								

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Training, upgrading and inclusive culture: general aspects								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That policies are aimed at preventing obstacles to learning and participation of all learners								
That all the key players share a common vision of inclusive policies and culture								
That general and support teachers be permanent resources in order to guarantee educational continuity								
The presence of types of monitoring and assessing of the achievement and performance of learners with serious difficulties and of the effectiveness of the actions implemented								
That the whole school staff is trained in order to oppose bullying, racism, sexism and homophobia								
The creation of a community of practice between school, territory, school networks and/or services on inclusion to produce documentation, share results, knowledge, information and good practices.								
That the schools have an assessment protocol for the quality of inclusion that is shared by all stakeholders								
The there is a set of assessment criteria at national level to evaluate the inclusive process and that these are made public with the aim of allowing parents/families to choose a school also on the basis of its inclusive standards.								

Training, upgrading and inclusive culture: specific aspects Teachers								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the training on inclusion concerns all diversities, including high cognitive potential/gifted learners and it is aimed at preventing any risk of exclusion or marginalization								
That the school collaborates with universities and research centers to plan research-action paths in order to assess the impact of the inclusive education models proposed.								
That support teachers work as a resource for the whole class or as key systemic figures for inclusion								
That the needs of learners with disability or other SEN should be addressed by all teachers of all subjects and not just by support teachers								
That the school weighs in on the whole community and cultural contexts on the topics of inclusion								
That the different generation of teachers that are today in the school share the same idea of inclusion								
That parents/families as well are trained on the topics of inclusion								
Discussing inclusion also with teachers from other European countries								

**Training, upgrading and inclusive culture: specific aspects School heads**

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To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the whole school staff is trained on the topics of inclusive education and that training and upgrading of teachers foresee a shared interaction between support teachers, general teachers, school heads and system's reference figures								
That the training on inclusion concerns all diversities, including high cognitive potential/gifted learners and it is aimed at preventing any risk of exclusion or marginalization								
That the school collaborates with universities and research centers to plan research-action paths in order to assess the impact of the inclusive education models proposed.								
That support teachers work as a resource for the whole class or as key systemic figures for inclusion								
Relying on evidence – based research to draft and revise inclusive policies								
That your institution works to overcome prejudices or wrong assumptions on inclusion								
That the needs of learners with disability or other SEN should be addressed by all teachers of all subjects and not just by support teachers								
That the school weighs in on the whole community and cultural contexts on the topics of inclusion								

Training, upgrading and inclusive culture: specific aspects Policy Makers								
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the whole school staff is trained on the topics of inclusive education and that training and upgrading of teachers foresee a shared interaction between support teachers, general teachers, school heads and system's reference figures								
That support teachers work as a resource for the whole class or as key systemic figures for inclusion								
Relying on evidence – based research to draft and revise inclusive policies								
To work systematically and in detail on the topic of welcoming minorities, urging the schools in the whole territory to play an active role in this								
To work together with national governmental bodies in order to make inclusion a key part in the education courses of future teachers								
To be always updated on the last developments of European policies on inclusion so to apply them in your country/territory								
That local school share and support the idea of inclusion promoted by your institution								
That your institution works to overcome prejudices or wrong assumptions on inclusion								

Training, upgrading and inclusive culture: specific aspects Families	
To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)

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	1	2	3	4	5	6	7	8
That the different generations of teachers that are today in the school share the same idea of inclusion								
That parents/families as well are trained on the topics of inclusion								
That the school urges parents/families to take part in the projects on inclusion promoted by the school								
That parents/families contribute in order to include all learners in school								
That parents/families contribute in the assessment of the inclusive process aimed at all learners								
That the school organizes moments of debate with the students where to reflect and discuss, together with the teachers, disabilities and other kind of special educational needs								
That the school organizes projects/labs during the school year to help students becoming more inclusive								
That diversity and inclusion become subject in the school curriculum								

### Training, upgrading and inclusive culture: specific aspects Students

To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
To discuss the topics of inclusion also with students from other European countries								
That the different generations of teachers that are today in the school share the same idea of inclusion								
That parents contribute to the assessing the inclusion of all learners								
That the school organizes moments of debate with the students where to reflect and discuss, together with the teachers, disabilities and other kind of special educational needs								
That the school organizes projects/labs during the school year to help students becoming more inclusive								
To be actively involved by your school in order to support the participation in the various activities of your peers with disability/SEN								
That diversity and inclusion become subject in the school curriculum								
That you provide an active contribution in order to foster the inclusion of your peers with disability/SEN								

### Training, upgrading and inclusive culture: specific aspects Educators

To assess the quality of school inclusion, how relevant is to you:	Please rank this statement from 1 (is the least relevant) to 8 (is the most relevant)							
	1	2	3	4	5	6	7	8
That the school collaborates with universities and research centers to plan research-action paths in order to assess the impact of the inclusive education models proposed.								
That the school weighs in on the whole community and cultural contexts on the topics of inclusion								

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That parents/families as well are trained on the topics of inclusion									
That the school urges parents/families to take part in the projects on inclusion promoted by the school									
That the school organizes projects/labs during the school year to help students becoming more inclusive									
To discuss the idea of inclusion with parents/families									
To discuss the idea of inclusion with learners									
To discuss the idea of inclusion also with colleagues from other European countries									

Training, upgrading and inclusive culture: specific aspects Psychologists and other professionals								
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