

WEUNIQUE – ONLINE COURSES FOR TEACHERS TO CREATE AN INCLUSIVE CLASSROOM ENVIRONMENT

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A [short project description](#) is published on the European School Education Platform.

GENERAL DESCRIPTION AND RELEVANCE OF THE MEASURE

WHEN WAS THE MEASURE FIRST STARTED?

The Erasmus+-funded WeUnique project started in January 2023 and ran until June 2024.

IS THE MEASURE STILL RUNNING? IF NOT, WHY?

The project was funded until June 2024.

WHICH NEEDS DOES THE MEASURE ADDRESS?

Through educational actions and projects, the organizations that form a partnership for this project aim to promote inclusive schools and real equality of opportunity for students with educational needs due to disability and cultural difference. It promotes universal design for learning, with special emphasis on ICT and the support resources it needs. Partners are eager to contribute their resources, knowledge and experience to the work done by schools to provide an inclusive and quality education for all students. With these actions partners are also aiming at the inclusive education goals set by Agenda 2030. The consortium wants to help teachers to prepare and adapt to new changes schools to improve classroom inclusiveness. Using the project results, they will be able to present their school's teachers with a guide on how to create an inclusive classroom, and also to help teachers and others to gain knowledge. Most importantly, they will address the profiles of different children and their needs to feel included and important in the classroom community.

WHO WAS INVOLVED IN IDENTIFYING NEEDS, THE PLANNING AND THE DESIGN OF THE MEASURE?

The project partnership.

WHO IS/WAS RESPONSIBLE FOR THE IMPLEMENTATION OF THE MEASURE?

The project partners:

- National Association of Distance Education (<https://ndma.it/>)
- Center for Promoting Lifelong Learning – CPIP (<https://cpip.ro/>)
- Cocemfe Sevilla (<https://cocemfesevilla.es/>)
- Baltic Education Technology Institute – BETI (<https://beti.lt/>)

WHAT RESOURCES ARE/WERE INVOLVED (E.G. MATERIAL, SPACE, AMOUNT OF FUNDING)?

The project received €60,000 funding from Erasmus+.

HOW ARE PEOPLE INVOLVED IN IMPLEMENTATION BEING SUPPORTED (E.G. DO THEY RECEIVE SPECIFIC TRAINING)?

The project partners involved in implementation are specialists from various fields who actively share their knowledge and expertise. They also receive specific training within their own organizations. Partners have been supported throughout the project by consultations from psychologists.

IMPACT OF THE MEASURE

WHAT HAS BEEN THE IMPACT OF THE MEASURE?

IMPACT ON PARTICIPANTS AND TARGET GROUPS

- **Teachers and specialists** received comprehensive training, enhancing their ability to create inclusive classrooms using practical tools and lesson plans. Surveys showed that 93% of teachers felt more prepared to manage diverse classrooms after the training.
- **The primary target group (children)** benefited from curricula specifically created for their needs, which will help them feel more included. Specialized techniques and adapted activities improved inclusion and reduced bullying. Teachers reported a 30% increase in classroom participation among these children (this feedback was received from some teachers, who participated in the webinars and later provided their insights into using the materials in the classroom).
- **Social specialists and psychologists** gained access to new methodologies and resources for working with children with different needs, as well as best practices from other countries.
- **School administrators and policymakers** accessed best practices for implementing inclusive education on a broader scale.

RESULTS FROM THE WEBINARS:

- Webinar 1: 194 registered, 89 evaluated
- Webinar 2: 226 registered, 97 evaluated
- Webinar 3: 268 registered, 97 evaluated

All registered participants received an email with information on how to join the webinars. Although not all registered participants attended, they were provided with a link to the website where the webinars are stored. The number of participants during the webinars closely matched the number of those who evaluated them, as the links to evaluation forms were only shown at the end of each webinar. This ensured that feedback was given by those who actively participated.

Feedback from evaluation forms

Webinar 1

- 96.6% rated the webinar as excellent
- 100% reported that they increased their competencies to create an inclusive classroom to some extent (evaluated at least 3 of 5 points)
- 100% are likely to use some of the information taught in this webinar in their practice

Webinar 2

- 93.8% rated the webinar as excellent
- 100% reported that they increased their competencies to create an inclusive classroom to some extent (evaluated at least 3 of 5 points)
- 100% are likely to use some of the information taught in this webinar in their practice

Webinar 3

- 91% rated the webinar as excellent
- 98% reported that they increased their competencies to create an inclusive classroom to some extent (evaluated at least 3 of 5 points)
- 99% are likely to use some of the information taught in this webinar in their practice

The platform, presented during the webinars, was evaluated by participants. At least 80 attendees in each webinar completed feedback forms. 87.6% in webinar 1, 86% in webinar 2, and 91% in webinar 3 evaluated platform structure and content to be easy to use and access (goal 75%).

In Webinar 1 85%, Webinar 2 88%, and Webinar 3 91% found the instruments, methods and approaches to be comprehensive and useful (Agree + Strongly agree; goal 75%).

WHAT HAS CONTRIBUTED MOST TO THE SUCCESS OF THE MEASURE?

Throughout the project, the success of the course creation steps was largely due to the partners' expertise and the involvement of specialists from various fields (psychologists, social specialists working every day with children with different needs). Additionally, strong dissemination efforts and the active engagement of schools in earlier activities were crucial to the success of the final stage: the 3 online webinars. These webinars far exceeded

expectations – around 200 participants registered for each session and approximately 100 attended, totalling 300 participants – well above the initial goal of 30 participants per webinar.

Dissemination activities

- 71 social media posts: 26,686 people reached using partners' social media channels and WeUnique Facebook page
- 16 events where the project was presented: 1,216 people reached – teachers, specialists, organizations providing educational activities, stakeholders, European educational actors (including policymakers, practitioners and researchers), as the project was also presented during the international conference ALTA'23
- 5 personalized dissemination activities: phone calls, emails to schools (335 people contacted)

HAVE THERE BEEN ANY OBSTACLES WHEN IMPLEMENTING THE MEASURE, AND HOW HAVE THEY BEEN ADDRESSED?

The main challenge arose during data collection for the questionnaires. We were concerned that we might not get enough responses. To reach as many people as possible, our partners took extra steps to share our project with a wider audience. This included posting information in relevant Facebook groups for teachers, sending emails to schools and reaching out directly to teachers and specialists. In simple terms, we used a variety of ways to spread the word.

EVIDENCE BASE

IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED, AND HOW IS IT DONE?

We implemented both internal and external evaluation processes, with specific indicators set at the outset to measure satisfaction with the created outcomes. The internal evaluation was conducted by the project partners, who filled out questionnaires designed to assess the success of different activities: results created during activities, partners meetings, project management activities. The internal evaluation confirmed that all set indicators were met. The project partners expressed high levels of satisfaction with the created results, the effectiveness of partner meetings and the management of project activities.

The external evaluation focused on feedback gathered during the three webinars, with the primary goal of obtaining opinions from teachers and specialists. The external evaluation results demonstrated that the set criteria for satisfaction with the platform, content, and webinars were not only met but exceeded, with evaluations consistently above the 75% threshold. The high number of participants in the webinars underscored the overall success of the project. (more information is provided in the previous questions)

ARE FURTHER EVALUATIONS PLANNED AND WHEN WILL THE RESULTS BE AVAILABLE (IF THEY PLAN TO BE PUBLISHED)?

The results of the project are available on the website <https://weunique.eu/> or Erasmus+ results platform <https://erasmus-plus.ec.europa.eu/projects/search/details/2022-2-LT01-KA210-SCH-000101111>



Each of the three main children's target groups (children with Autism Spectrum Disorder (ASD), children with Physical Disabilities, Immigrant children) had a personalized guide. While the guides had a similar structure, the materials were very different. Each guide consisted of a visual infographic to help teachers present a specific group to children, tips for teachers on how to organize work and where to focus, OER to gain more knowledge, and other useful links to help teachers improve their knowledge on inclusive education. The guides also included three plans/suggestions for "Class meeting" lessons, three success stories (one from each country), and a section with advice, suggestions, and answers to questions from a psychologist's viewpoint based on the main issues teachers faced.

- 1st module: <https://weunique.eu/module/module-1/>
- 2nd module: <https://weunique.eu/module/module-2/>
- 3rd module: <https://weunique.eu/module/module-3/>

IS THERE ANY SPECIFIC THEORY OR RESEARCH/SCIENTIFIC LITERATURE THAT HAS BEEN AN INSPIRATION IN THE CONSTRUCTION OF THE MEASURE?

The project idea inspiration were these factors:

- A reform in Lithuania about inclusive education starts in 2024, and the preparation needed to start before, to have materials ready and teachers prepared as soon as possible. This is to avoid the catastrophe faced when the COVID-19 pandemic hit and teachers and schools were not ready to provide online education, even though the digital tools were around for a long time.
- 'Agenda 2030 for sustainable goals', which says that we need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- The Spanish Disability Strategy 2022–2030, promoted by the Ministry of Social Rights and Agenda 2030, calls for the application of the Organic Law for the Modification of the LOE (LOMLOE) and, specifically, an additional provision that seeks to make Spanish education 'transition' to a 'model of inclusive education'.
- The 2022 SDG progress report officially states that the COVID-19 pandemic has deepened a global learning crisis, and deepened the problem of children with disabilities in learning and well-being even more.

CONTACT DETAILS

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