European Association of History Educators EUROCLIO

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Erasmus+ Project *Strategies for Inclusion – Making High Quality History and Citizenship Education More Inclusive and Accessible*

INTELLECTUAL OUTPUT 2 - NEEDS ASSESSMENT

PRELIMINARY REPORT

(1ST ROUND)

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1. Introduction

International and national policy mandates and recommendations call attention to the role of education and training in promoting fundamental values, social inclusion and democracy. In the Incheon Declaration (2015, p.5[2]) UNESCO reiterates:

> *the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.*

Similarly, the EU strategic framework for European cooperation in education and training (ET 2020) states the defense of the same goals and concerns, which have been reinforced by other communications, such as the Paris Declaration (2015)[3] that challenges the education sector to:

> Ensuring young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
> Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to discrimination and indoctrination;
> Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs; and
> Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

In view of the threats and problems that are currently arising, educational systems are given greater responsibility to prepare young people with an efficient intellectual and emotional apparatus to demonstrate civic competence and to defend fundamental civilizational achievements of humanity.

In the same way, the European Agency for Special Needs and Inclusive Education (2016, p. 9), considers raising the achievement of all learners as an "ethical imperative", claiming that "access and quality are linked and are mutually reinforcing and central to ensuring inclusive education", as defended by UNESCO (2009). Furthermore, as PISA Programme findings (OECD, 2012) have demonstrated, "the highest performing education systems are those that combine quality with equity" (idem).

Corroborating the above-mentioned views, the Agency recognizes as well that "too often learners who are perceived to be different for any reason are still marginalised or excluded" (idem, p. 10), situation that continues to feeding intergenerational chains of segregation.

[2] Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. - http://en.unesco.org/world-education-forum-2015/incheon-declaration [2017.2. 15]

[3] http://ec.europa.eu/education/policy/strategic-framework/social-inclusion_en [2017.2. 15]

In a pragmatic way, it clarifies the meaning of the concept of inclusion[4] and points out lines of action that may lead to effective transformations in the educational field and, consequently, in society. Thus, argues that all the stakeholders involved in education should act coherently in order to gradually build educational systems and learning communities that embody common fundamental values in societies that may become increasingly inclusive by[5]:

1. Collaborative policy and practice
2. Support for school and system leaders
3. Inclusive accountability
4. Personalisation through listening to learners
5. Professional development for inclusive education
6. Pedagogical approaches for all.

In the frame of these broad debates, guidelines and concerns, EUROCLIO and other partners in the "Strategies for Inclusion" Erasmus+ Project have been challenged to contribute to this long term process by also having as reference - for the actions undertaken in the various dimensions of the project - the research in historical cognition that contributed to transformations in curricula, exams and educational resources and practices in many countries, for more than four decades.

Well-grounded in research (Ashby & Lee; 2000; Barca, 2005; Chapman, 2009; Donovan & Bransford, 2005; Lee, 2005; Van Straaten, Wilschut & Oostdam, 2016), history education concerned with historical enquiry in classroom gives room to students communicate their ideas and perspectives and, departing from their prior knowledge, construct new knowledge by getting involved in tasks which allow them to interpreting a diverse range of historical sources and, thus, being challenged to construct historical explanations, elements of significance, (multi)perspective, among other dimensions of exploring evidence. By doing so, monitored by their teachers, they are challenged to mobilize diverse abilities.

If this constructivist, competence-based, approach is implemented teachers, as facilitators, are attentive to provide support or challenge when a student needs to access a given stage or to be challenged to perform better. And this applies to the student groups to whom this project aims to give the due response.

However, it should also be noted that empirical studies on students 'and teachers' conceptions (Ashby, 2005; Carvalho & Barca, 2012; Gago, 2005, 2008; Hsiao, 2005; Magalhães,

[4] "Inclusive systems should develop forms of teaching and learning that enable all learners to participate fully in the learning process and prevent school failure" (idem, p. 56).
[5] More information at https://www.european-agency.org/agency-projects/ra4al/synthesis-report. [2017.2. 15]

& Gago, 2009; VanSledright & Afflerbach, 2005), carried out in several countries, have also shown that curricula and practices seem still predominantly based on content oriented models that do not sufficiently consider the development of structuring or second order concepts of historical knowledge.

Anchored in the mentioned references, concerns and *modus operandi*, the main challenge of the current project is to add relevant contributions to the teaching and learning of history and citizenship to student groups that are frequently excluded.

2. The project

"How to make history and citizenship education more accessible and inclusive?" is, therefore, the challenge of this project that started in September 2015 and will continue till 31 August 2018, in partnership with organizations from Armenia, Norway, Portugal, Slovenia and The Netherlands.

As an organization that proved efficiency in establishing bridges between teachers, researchers and other stakeholders across countries, sectors and school subjects, EUROCLIO is coordinating this project that aims to provide solutions in history and citizenship education for teachers and learners, especially those with diverse learning needs and abilities.

Why is making history and citizenship education accessible to all on an equal footing such an essential aim? Both history and citizenship education play a pivotal role in educating citizens of democratic societies. Citizenship refers to membership of a society or community based on the principle of equality and shared responsibility of all members with respect to the fate of their society or community. Citizenship is not a natural phenomenon, but something that one should strive for. In many societies, even democratic ones, citizenship is only partially realized, either because inhabitants are denied the opportunities to exercise citizens' rights and duties, or because they do not seize these opportunities, or because they lack the required information or abilities to be able to seize them. An essential feature of citizenship is the notion that in principle the rights and duties connected to it are equal and open to all. Equality before the law is one of the fundaments of democratic constitutions. Combined with the notion that the abilities to exercise citizens' rights and duties are not given to humans by nature, but must be acquired by education, this underlines the importance of making education accessible to all, especially education in the subjects of citizenship and history. It is simply a basic human right to be able to study history and citizenship on an equal basis for all students in our schools. It is also a cornerstone of democracy.

3. Assessing the Needs

With the aforementioned purpose in mind, this area of the project intended to identify the barriers to the implementation of a high quality history and citizenship teaching and learning for the targeted students, ensuring that the other intellectual outputs corresponded to the needs. More specifically, it aimed to:

- get a better understanding about what the real barriers are for teaching and learning these subjects ;
- collect input to ensure that the educational resources developed and teachers' training sessions are meeting the needs of students and educators;
- provide evidence that can be used for advocacy purposes and policy recommendations.

The goals set the involvement of at least 100 history and citizenship educators from a variety of educational sectors and schooling cycles, from primary to higher education, working in at least 15 (mostly European) countries. Inputs should be geographically and gender balanced and relevant for the target school subjects.

4. Method of the Study

Having in mind the time horizon of the project and its transnational nature, it was decided to apply a teachers' online survey and, depending on the results obtained, to apply follow-up interviews.

The process was unfolded into two stages. The first one aimed at testing the questionnaire in order to evaluate if it would be understood by educators and served the set objectives. If so, the version would then be spread widely.

Both questionnaires were filled in a Google Form accessed through a link disseminated by EUROCLIO, for the initial version, and by all project partners, for the final one.

4.1. The Online Survey

4.1.1. Initial Stage

Thus, a first version was applied to a diversified group of 14 educators, from 14 countries, who attended the International Training Seminar “Changing Europe”, held in Vilnius from 13 to 16 May 2016.

The questionnaire was organized in 3 Sections:

Section I - Background Information;

Section II - Are the current school responses meeting the needs of students with diverse learning needs?

Section III - Which would be the most important requirements to meet the needs of students with diverse learning needs?

The first group of questions intended to portray the sample regarding their academic and professional development education as well as their experience in teaching the set student groups. The second one aimed to capture their perceptions about existing barriers regarding the organizational / contextual level as well as curricular options, resources and practices. Finally, the last section meant to collect further input about teachers' needs on educational resources, strategies, professional development and their views on what is more urgent to change in school management and educational policy to promote inclusive teaching of history and citizenship, particularly to the target students of this project.

The analysis of the results, during the transnational meeting in Ljubljana, in June 2016, proved the need to adjust some questions in order to turn them more focused on the school subjects and student target groups and to reduce the length of the questionnaire.

4.1.2. Final Stage

4.1.2.1. Participants

After validated by the consortium, the link to the reformulated version of the questionnaire (Annex I) was disseminated by the project partners to their networks, via email, in a letter with background information about the project, the objectives of the questionnaire and the target recipients. It was available from 20 July till 26 September 2016.

In order to reach the widest possible number of teachers, of all levels and cycles of schooling, EUROCLIO[6] sent the request to its associated members and others participating in activities and projects of the Association.

Considering the characteristics of the target population in this study a convenience sampling was employed being the participant teachers those who volunteered to respond to the questionnaire.

4.1.2.2. The Questionnaire

The questionnaire consisted of 28 closed questions and one opened, written in English. The first section included 22 questions relative to the respondents' school background,

[6] The Association counts 71 volunteer history, heritage and citizenship educators' associations and related institutes from 50 mostly European countries and connects around 35,000 professionals, who in their daily work are in contact with up to 5,000,000 students per year.

professional experience and training. Besides data about the educators work contexts and professional experience, these questions aimed to know whether they considered to have had sufficient initial training on inclusive education, enough opportunities for professional development and if anything 'standed' in the way of participating in training.
The second section comprised six closed questions and one opened, that aspired to obtain elements to answer to the broad interrogation: *Are the current provisions in schools meeting the needs of students with diverse learning needs?* Thus, this part aimed to identify teachers' perceptions on existing barriers concerning school organization and resources as well as curricular options, difficulties experienced to teaching concepts, historical/civic competencies and areas for professional development.

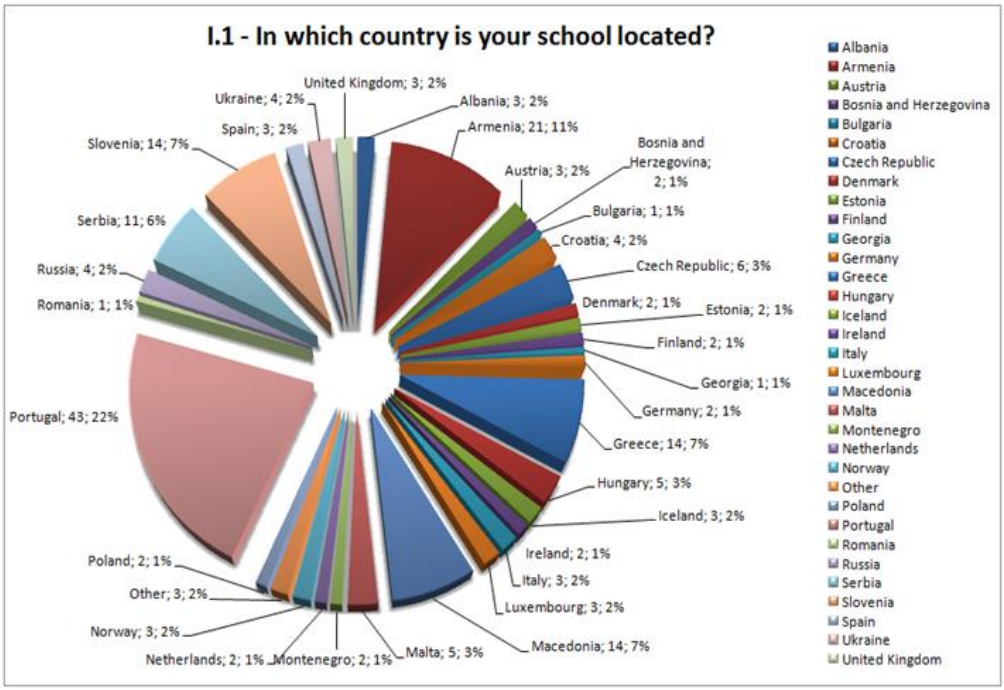
It is worth mentioning that questions relative to competences (QII.3-QII.5) have had as reference:

- A set of concepts grounded on research in historical cognition with the specific meanings that have been used in the Historiana Learning Section[7] (Annex II), in the case of historical competencies (QII.3);
- the conceptual model presented in the book *Competences for Democratic Culture - Living Together as Equals in Culturally Diverse Democratic Societies* (Council of Europe, 2016) (QII.4), for civic competences;
- the specific list of barriers that have been identified by the project team (QII.5), in Annex III;

When reading the instruction to each question, respondents could open the respective file, through a link, with the description of each competence.

Although the questionnaire was available during a period of workload for teachers (end and opening of the school years and vacation), it was submitted by 193 teachers from 33 countries (Graphic 1), which almost duplicated the set target of 100 responses and exceeded the number of countries (15).

[7] http://la.historiana.eu.



Graphic 1 - Share of participants per country

It should be emphasized that the nature of the tool, comprising closed questions and one opened[8], allowed to collect data which are not representative but could provide the project team an overview of perceptions of the participants that combined with data from other tools applied, if needed, and other broad research works in the field could give ground to decision making during the project duration, especially in what concerns the production of tailored educational resources, and, thus, respond to the problems and challenges that constituted the starting point of the project.

5. Data Analysis

Firstly, for the initial section of the questionnaire, it was applied a quantitative approach, by counting the number of occurrences in each item of a given question, in order to identify the most frequent ones. Identical procedure was followed in the second section. Considering that there were no large variations in the scores of the levels of the intensity scale[9], it was decided to jointly count the occurrences registered in the levels "To some degree" and "To a large degree" in order to identify trends that could lead to relevant clues to

[8] The question was *If there is ANYTHING FURTHER YOU WOULD LIKE TO SHARE (e.g. other barriers to teaching students with diverse learning needs, that are not included in the list; examples of successful practices, etc) to help us to accomplish the project goals, please do it here.*

[9] The scale levels were "Not at all", "A little bit", "Undecided", "To some degree", "To a large degree" and "This does not apply to my context". This last level intended to safeguard specificities related to the characteristics of certain cycles of schooling and educational systems, thus preventing respondents from opting for other level and making artificial responses.

guide the project actions to be developed a in a short/medium term, although recognizing that the tendency of option in each level represented a different perception in face of the question.

A cross comparison of items and responses was also implemented in order to evaluate the level of coherence of some answers.

This section presents the key findings of the main questionnaire. It starts by a "portrait" of the participants' background, regarding their work contexts, experience in teaching the students' target groups and training. A second part presents their perceptions on the existing barriers to teaching students with diverse learning needs in what concerns the administration levels, their practices to teach concepts and competencies and training needed.

5.1. The Teachers' Background

5.1.1. Key features

Table 1 presents key features of respondents regarding their work contexts.

193 from **33** countries:
181 (93,8%) teach history [140 -73% as an autonomous subject]
151 (78,2%) citizenship [76 -39,4% as an autonomous subject]
141 (73,1%) history & citizenship
136 (70,5%) are women
161 (83,4%) work in urban and **169** (87,6%) in public schools
69 (35,8%) work in senior secondary schools, **35** (18,1%) in junior, **33** (17,1%) in primary schools, **11** (5,7%) in higher education institutions and **45** (23,3%) in "other"
127(65,8%) teach class groups where SEN[10] students work with their colleagues in various compositions

Table 1 - Key features of the participants' survey.

Not surprisingly, most of the teachers are women[11]. The majority of them work in senior and junior secondary public schools, in urban environments.

[10] Special Educational Needs Students.

[11] According to the last Teaching and Learning International Survey (TALIS), 68%, on average, of the teachers are women in the 30 participating countries and economies - In OECD (2014), *A Teachers' Guide to TALIS 2013: Teaching and Learning International Survey, TALIS, OECD Publishing - http://dx.doi.org/10.1787/9789264216075-en.*

Most of them are history and citizenship teachers and have an average of 17[12] years of experience in teaching the first subject[13] and of 11 for the latter one. As observed in Table 1, in most of the cases[14] history is an autonomous subject (73%) or integrates social sciences (15%) whilst citizenship tends to be a cross-curricular area (41%), although is presented as an autonomous subject in a relevant number of cases (39%).

Most of these teachers claim to have experience in teaching students with diverse learning needs[15] (74,1%) but, as expected, and noticed in the initial stage of the survey, most of them have scarce experience with students with visual (26%) and hearing disabilities (34%); the opposite happens with the ones with motivational (68%) and behavioral issues (73%). These last issues have been reason of concern for many teachers and are reflected in studies such as TALIS (OECD, 2013, p. 9): *In about half of the TALIS-participating countries/ economies, one in four teachers reports spending at least 30% of lesson time handling classroom disruptions and administrative tasks.*

5.1.2. Teachers' Academic and Professional Development

The majority of teachers report that they have completed master's programs (52%) and post-graduated or specialization studies (22%).

Having concluded their initial training 18 years ago, on average, teachers seem to recognize that didn't receive sufficient specific training to teach the target groups of this project, although a higher percentage of them report that have obtained "sufficient preparation" (QI.14) to teach students with motivational and behavioral issues, 36% and 40%, respectively.

As for the continued professional development, one may find a similar scenario, as observed in Table 2, whose data derive from the answer to the question (QI.15) *During your employment as a teacher, did you participate in CONTINUED PROFESSIONAL DEVELOPMENT to learn how ....* [as formulated in the table below for the various dimensions].

[12] The data of this study is also aligned with TALIS's 2013 results: teachers have an average of 16 years of teaching experience and are 43 years old on average.

[13] It is worth mentioning that 33,3% of the participants have 1 to 10 years of teaching experience.

[14] These data refer to teachers of a varied range of countries and teaching cycles, from primary the upper secondary.

[15] Students who present visual or hearing disabilities, need for more challenge for higher performance, learning difficulties or motivational or/and behavioral problems.

	to make history and/or citizenship more accessible and/or inclusive?		to teach your subject(s) to students who are deaf or hard of hearing?		to teach your subject(s) to students who are blind or partially sighted?		to teach your subject(s) to students who have motivational issues?		to teach your subject(s) to students who have behavioural issues?	
No	35	18,1%	153	79,3%	162	83,9%	72	37,3%	0	0,0%
Yes, an accredited course.	29	15,0%	10	5,2%	3	1,6%	26	13,5%	28	14,5%
Yes, an accredited course., Yes, informal/occasional activities (conferences and seminars where teachers and/or researchers presented their practices/research results)	27	14,0%	4	2,1%	28	14,5%	12	6,2%	12	6,2%
Yes, informal/occasional activities (conferences and seminars where teachers and/or researchers presented their practices/research results)	102	52,8%	26	13,5%	72	37,3%	83	43,0%	90	46,6%

Table 2 - Attendance of professional development courses by the respondents.

The teachers participated in the last training four years ago, on average (for the four specific fields), but, although many report their participation in sessions targeting broader aspects of inclusive education, mostly "informal/occasional" ones, it should be noted that 50% didn't attend courses on the specific areas covered by the project, especially on those addressed to students with visual/hearing disabilities (81,6%). Worth to mention as well that in the fields where there was more expressive training - motivation and behavior - it was mostly occasional as well.

As no conclusive data was collected in this regard, it remains to be determined whether this lack of training in the mentioned areas derives from the scarcity of offer focusing particularly in the subjects of history and citizenship or if it relates with the constraints to the teachers' attendance to professional development courses[16]. In fact, many testify that may attend training during labor time (47,2%), if they find a replacement (29%). 22,3% declare that they have to ensure all costs and 40,9% part of them.

Considering that the attendance of training activities is compulsory in most countries (27), as 62,2% of the respondents report, the mentioned factors may represent relevant constraints for teachers professional development and, therefore, to achieve better quality standards in schools. This issue has been denounced to national and international authorities by EUROCLIO for nearly two decades.

Participants in this survey seem to be active in overcoming constraints, like the ones mentioned, as many belong to various professional networks[17] (68,9%), local (5,2%), national (21,2) or international, such as EUROCLIO (6,7%). Schools seem also active regarding the organization of training activities (17,6%), followed by Teachers' Associations (13%), Ministries of Education (10,4%) and Higher Education Institutions (8,8%).

[16] In studies such as TALIS (OECD, 2013, p. 20) teachers report *conflicts with work schedules and the absence of incentives* for not participating in professional development activities.

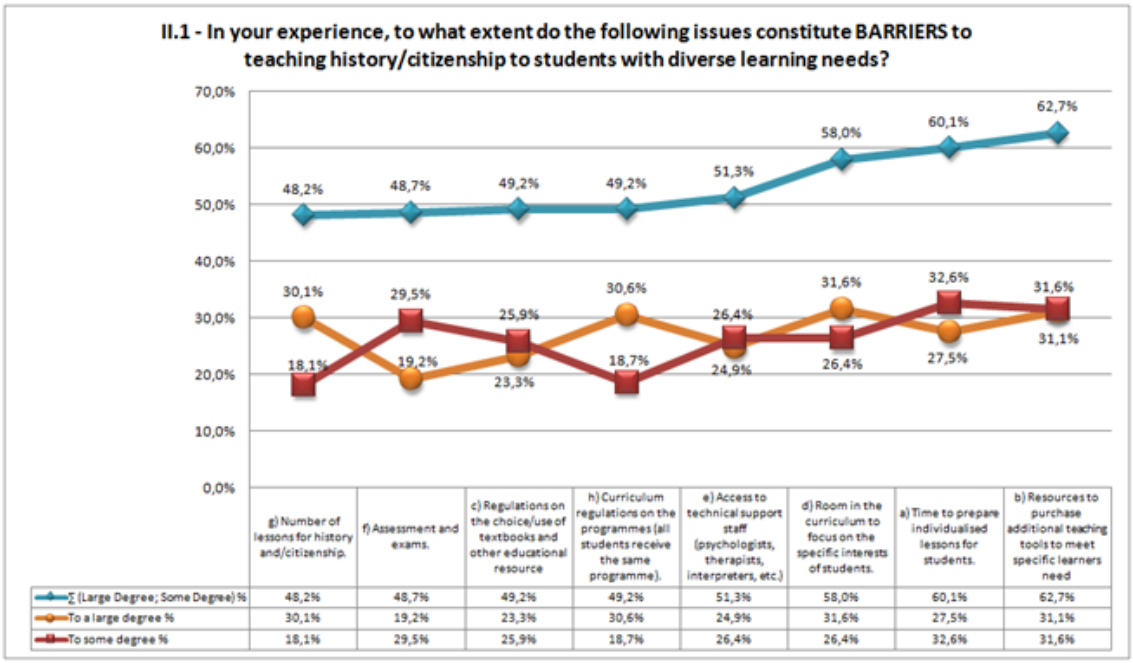
[17] We recall that the main mean to disseminate the final questionnaire was the project partners' networks.

5.2. Teachers' perceptions on existing barriers to teaching history and citizenship

As mentioned earlier, the first question of this section was meant to identify teachers' perceptions concerning possible constraints imposed to teaching the subjects to the target groups by administration (national, regional or local) and school organizational levels.

The proximity in scores and the average percentage of 8,9% on the "Undecided" level raises the hypothesis of hesitation of some respondents in face of issues that, in some cases, might not have developed deep reflection or that are rather unfamiliar.

Anyway, following the analysis procedure mentioned in the introduction of this section, this is, to aggregate the scores of the levels "To some degree" and "To a large degree", it resulted the trend represented in Graphic 2.



Graphic 2 - Contextual issues as barriers.

It seems that the participants encounter a considerable level of difficulty in all barriers as the sum of the two higher levels is located near or above 50%. However, the following items are those to which are ascribed more difficulties:

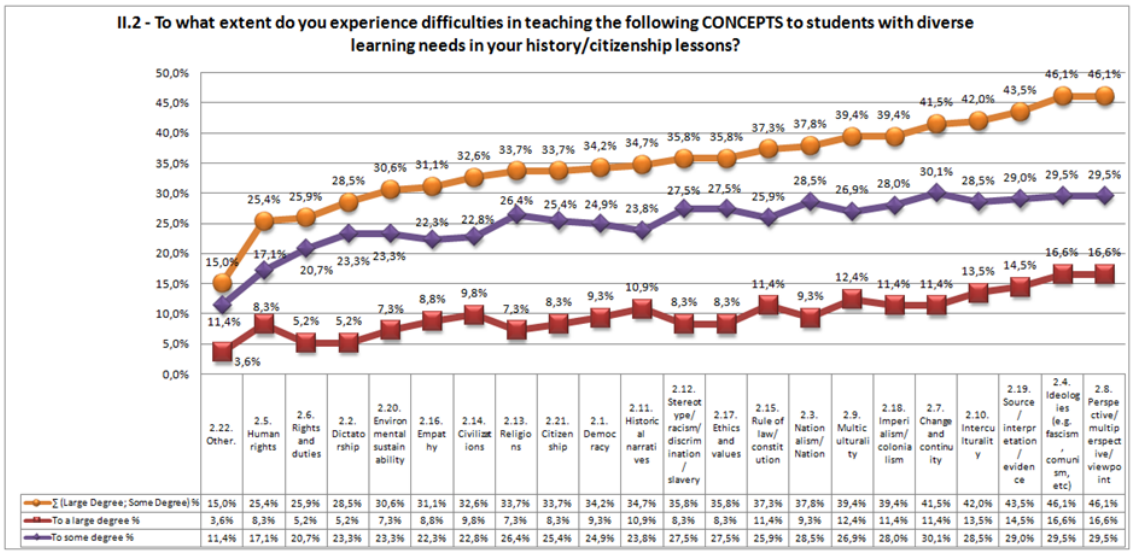
- *Resources to purchase additional teaching tools to meet specific learners need* (Q1.b) - 62,7%
- *Time to prepare individualized lessons for students* (Q1.a) - 60,1%
- *Room in the curriculum to focus on the specific interests of students* (Q1.d) - 58%

Therefore, issues related to **resources** (b), **school organization** (a) and **educational policies** (d) seem to be the main concern for teachers, as also identified by the International Baccalaureate Organization (2016, p. 2-3).

Questions (Q) 2, 3 and 4 wanted to know whether teaching concepts and competences were seen as problematic to teachers.

Question 2 listed substantive and second order **concepts**[18] considered as key ones both in history[19] and citizenship education. Respondents attributed more difficulties to teaching (Graphic 3):

- *Multiperspectivity* (QII.2.8) and *Ideologie*s (QII.2.4) - 46,1%
- *Source/Interpretation/Evidence* (QII.2.19) - 43,5%
- *Interculturality* (QII.2.10) - 42%



Graphic 3 - Difficulties in teaching concepts.

The second order concepts to which were attributed more difficulties were those of source/interpretation/evidence (43,5%) and change/continuity (41,5%). The percentage of respondents choosing "Undecided" in this question was 13,8%, on average, which allow us to raise the possibility of that some concepts and practices that they sustain may not be familiar to some teachers. Another sign that may support this reading is the position attributed to the concept of empathy (31,1%), placed in 16th position (with 16% “Undecided”), although it is

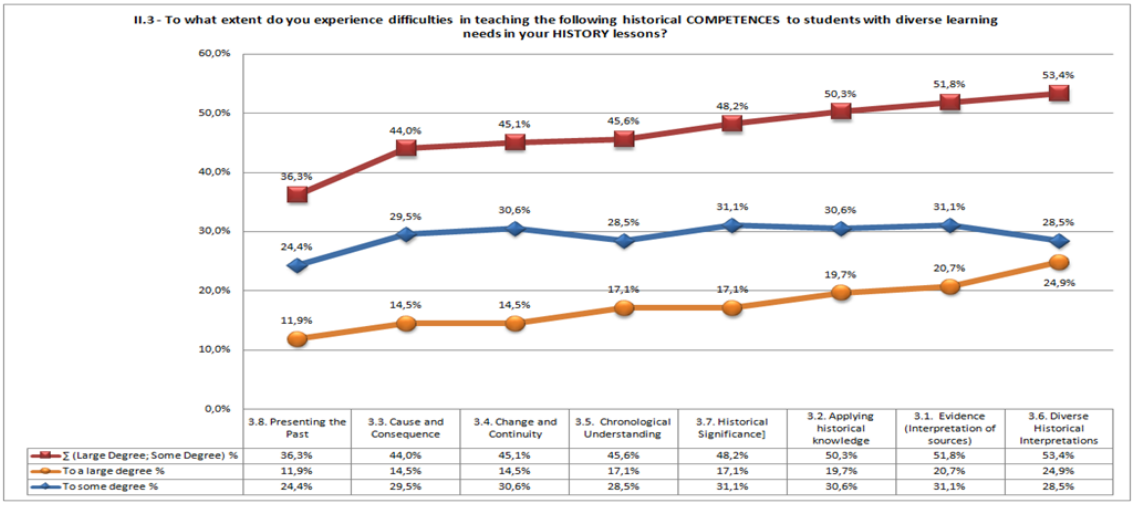
[18] Substantive concepts are those related to the subject matter of history, to the content learned, such as democracy or civilization; second-order or meta-concepts are those related to the specific procedural knowledge of history, of a methodological order, like change or interpretation that structure and give meaning to factual knowledge.

[19] The project consortium has had as reference research in historical cognition, such as Ashby & Lee, 2000; Barca, 2005; Chapman, 2009; Donovan & Bransford, 2005; Lee, 2005; VanSledright & Afflerbach, 2005 Van Straaten, Wilschut & Oostdam, 2016.

one relevant dimension of the interpretation of sources as evidence, that, by the way, also scored 17,1% of "Undecided" responses.

It is likely that a similar reading could be applied to the answers to questions 3 and 4, relative to historical[20] and civic **competences**[21]. In fact, in none of the items presented teachers consider teaching concepts and competences problematic "To a large degree". Nonetheless, using the mentioned data analysis procedure, more difficulties were identified in the following historical competences (QII.3):

- *Diverse historical interpretations* (QII.*3*.6) - 53,4%
- *Evidence* (QII.3.1) - 51,8%
- *Applying historical knowledge* (QII.3.2) - 50,3%

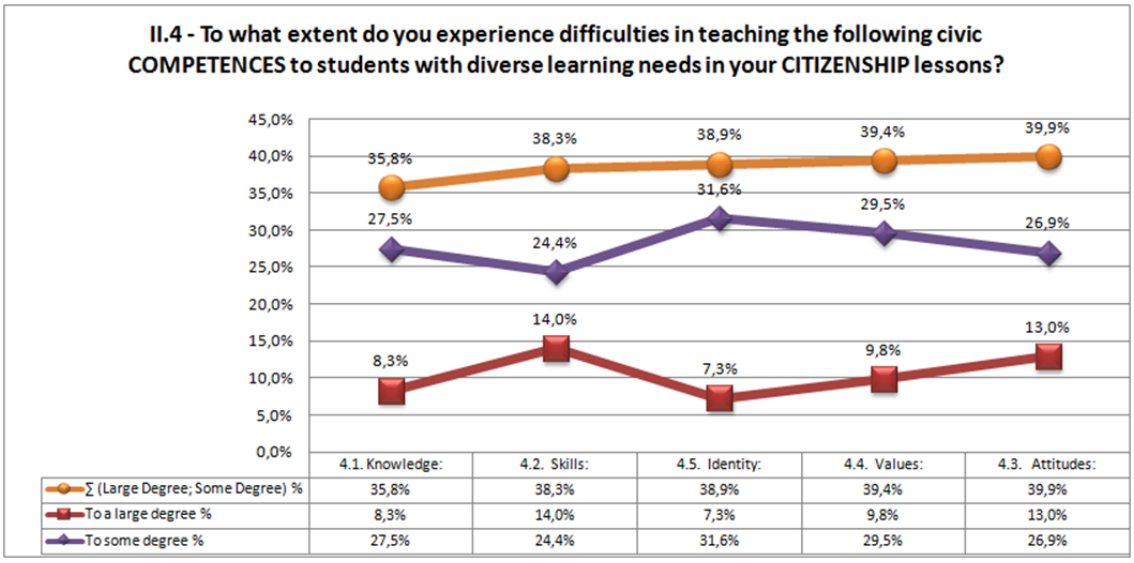


Graphic 4 - Difficulties in teaching historical competences.

The other competences display approximate scores, as presented in Graphic 4, which may suggest generalized difficulties in a competence-based teaching, as observed in various studies about conceptions of students and teachers (Ashby, 2005; Carvalho & Barca, 2012; Gago, 2005, 2008; Hsiao, 2005; Magalhães & Gago, 2009; VanSledright & Afflerbach, 2005). These results corroborate the ones of the initial study although more emphasis is given in the later stage to chronological understanding.

[20] By "historical competence" we mean the ability to think and act in compliance, that is, to have a contextualized understanding of the past, based on the available evidence, and the development of a temporal orientation, that allow to perspective the future and develop well grounded civic action.
[21] By "civic competences" we mean to be able to mobilize and deploy the values, attitudes, skills, knowledge and critical understanding needed to 'participate effectively and appropriately in a culture of democracy' (Council of Europe, 2016).

As for question 4, relative to civic competences, the same trend is detected as approximate scores - ranging from 35,8% to 39,9% - are observed in all of the four dimensions presented, although "Attitudes" stand out slightly (Graphic 5).

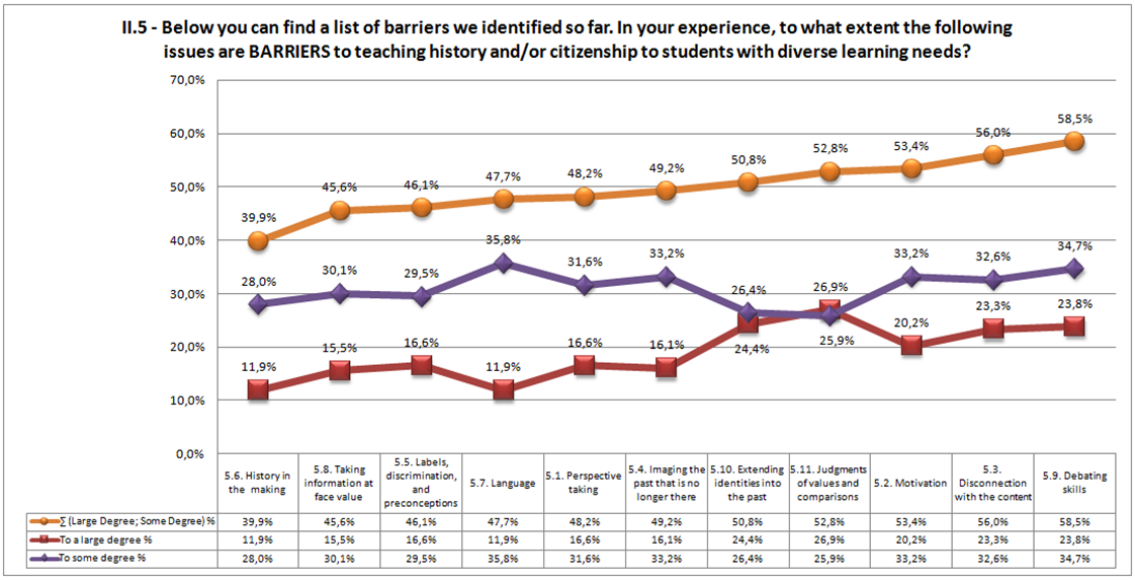


Graphic 5- Difficulties in teaching civic competences.

These data and the percentage of options on the "Undecided" level, 10,1% on average, that suggest some hesitation in choices, lead us to the hypothesis raised for the former question, that is: *Might these results mean identical difficulties of teachers?*

The specific barriers to learning history and civics identified in the project document Policy Recommendations (Annex III) were presented in Question 5.

From the application of the mentioned procedure, resulted the ranking displayed in Graphic 6.



	5.6. History in the making	5.8. Taking information at face value	5.5. Labels, discrimination, and preconceptions	5.7. Language	5.1. Perspective taking	5.4. Imaging the past that is no longer there	5.10. Extending identities into the past	5.11. Judgments of values and comparisons	5.2. Motivation	5.3. Disconnection with the content	5.9. Debating skills
Σ (Large Degree; Some Degree) %	39,9%	45,6%	46,1%	47,7%	48,2%	49,2%	50,8%	52,8%	53,4%	56,0%	58,5%
To a large degree %	11,9%	15,5%	16,6%	11,9%	16,6%	16,1%	24,4%	26,9%	20,2%	23,3%	23,8%
To some degree %	28,0%	30,1%	29,5%	35,8%	31,6%	33,2%	26,4%	25,9%	33,2%	32,6%	34,7%

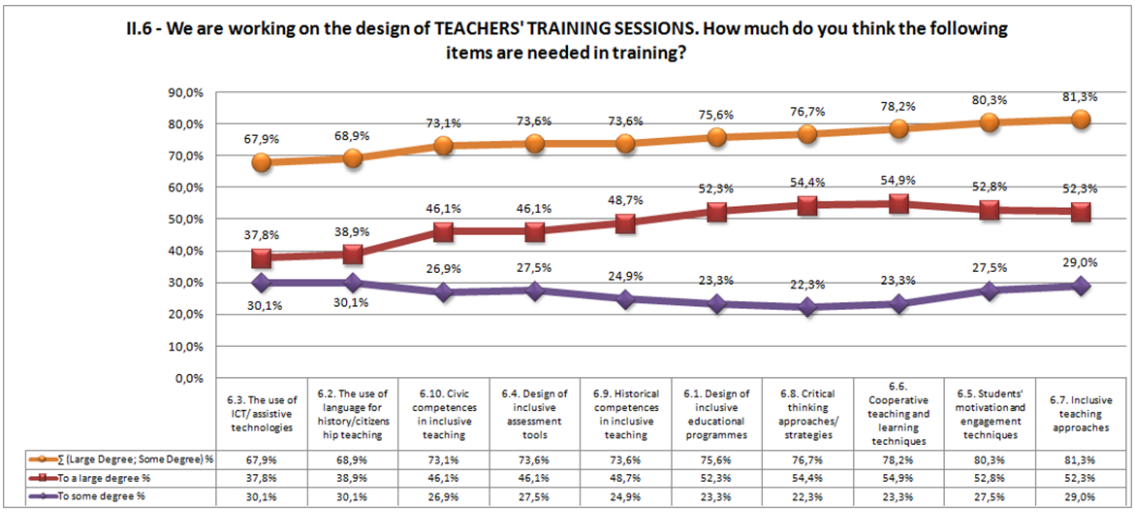
Graphic 6 - Do issues identified by the project team represent barriers?

We may observe higher scores in the issues:

- *Debating skills* (QII.5.9) - 58,5%
- *Disconnection with the content* (QII.5.3) - 56%
- *Motivation* (QII.5.11) - 53,4%

The general trend is the one detected in the former responses (Q2-Q4), that is, none of the issues listed was considered problematic "To a large degree", with the exception of the item "Judgments of values and comparisons", scored with 26,9%, close to the 24,4% attributed to the "To some degree" level. In addition, this question raised the higher scores of hesitation (16% of choices, on average, on the "Undecided" level).

The responses to the question relative to the identification of training needs (QII.6) reveal an opposite trend as all the items present greater frequency in the higher scale level: "To a large degree".



	6.3. The use of ICT/ assistive technologies	6.2. The use of language for history/citizenship teaching	6.10. Civic competences in inclusive teaching	6.4. Design of inclusive assessment tools	6.9. Historical competences in inclusive teaching	6.1. Design of inclusive educational programmes	6.8. Critical thinking approaches/ strategies	6.6. Cooperative teaching and learning techniques	6.5. Students' motivation and engagement techniques	6.7. Inclusive teaching approaches
Σ (Large Degree; Some Degree) %	67,9%	68,9%	73,1%	73,6%	73,6%	75,6%	76,7%	78,2%	80,3%	81,3%
To a large degree %	37,8%	38,9%	46,1%	46,1%	48,7%	52,3%	54,4%	54,9%	52,8%	52,3%
To some degree %	30,1%	30,1%	26,9%	27,5%	24,9%	23,3%	22,3%	23,3%	27,5%	29,0%

Graphic 7 - Teachers' continued professional development needs.

The sum of the two higher levels present values above 68% and range up to 81%, which suggests a great need in all areas, headed by an item relative to a global preparation *Inclusive teaching approaches* (QII.6.7=81,3%) and followed by *Students' motivation and engagement techniques* (QII.6.5=80,3%) and *Cooperative teaching and learning techniques (QII.*6.6=78,2%).

This tendency corroborates the training needs reported in the first section of the questionnaire (QI.14- QI.15).

The last question (QII.7) obtained nine registers that didn't add new elements to the issues raised.

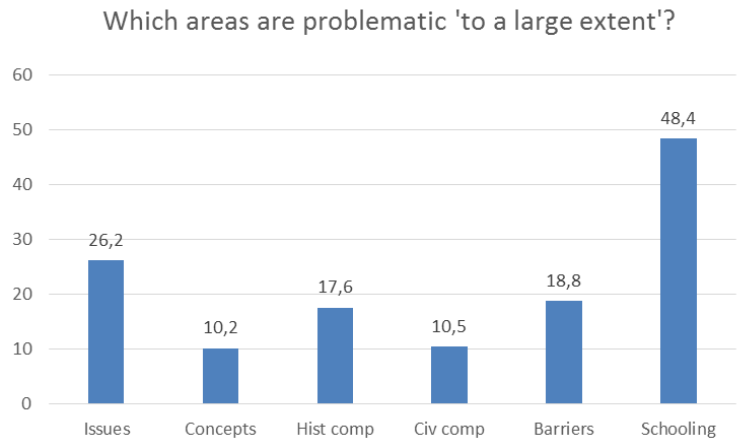
6. Conclusions

Following the methodological options mentioned and focusing our attention in the second section of the main questionnaire, we may highlight:

- Issues related to resources, school organization and educational policies seem to represent the main **barriers** for inclusive practices, as also identified by the International Baccalaureate (IBO, 2016);
- Choices related with concepts, competences and training suggest teachers recognize the need to deepen knowledge in the project core **concepts** and a in competence-based teaching;
- Specific historical and civic **competences** identified by the project team seem to be perceived as relevant barriers but we need to check if they were understood;
- Great need in all **training** areas presented require a consistent continued professional development policy for school agents to understand/ implement inclusive education;

- Respondents' global choices are similar to the ones of the history and citizenship teachers in all the items.

It is also relevant to reiterate that the variations in scores are not large enough to discern certain concepts, competences or barriers to learning (QII.2-QII.5) that really 'stand out'. In fact, reviewing the results of respondents who consider areas problematic "to a large extent" we notice that only in the first and last areas the scores for "To a large degree" are higher than those for "To some degree" (Graphic 8).



Graphic 8 - Areas considered problematic "to a large extent".

More specifically:

- Not many teachers consider teaching concepts and competences problematic *to a large extent*;
- The project specific barriers are not considered *a large problem* by many teachers;
- Issues at the schools (lack of time, educational resources, assessment) and at the curriculum and central administration levels (room to meet students' interests, exams) are envisaged as more problematic;
- There is a large demand for training.

Considering these results, the consortium decided to implement focus group interviews (Annex IV) with experienced educators in teaching the students' target groups of the project in the partners' countries, until April, in order to:

- Make sure that teaching concepts and competences in history and civics do not present major problems in teaching these students;

- If it is denied, identify which concepts and competences listed in the questionnaire are more difficult to teach and why;
- Make sure if the project identified 'barriers' are recognizable;
- Collect suggestions on how the identified barriers to learning could be overcome.

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