



EuroClio

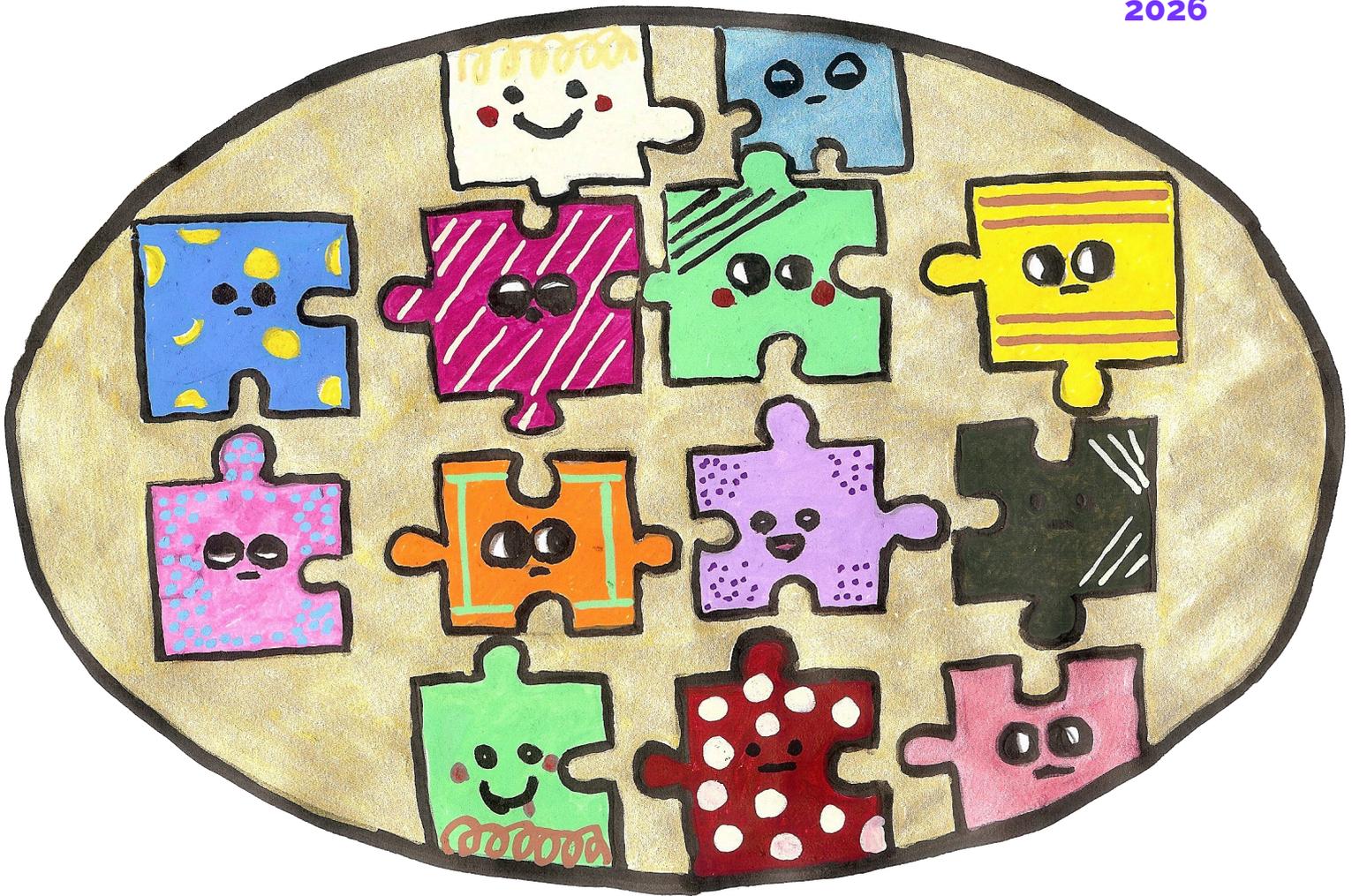
Inspiring History
and Citizenship Educators

SENSEI

Methodology Report

v.2026.02.05.A

2026



SENSEI



Co-funded by
the European Union

Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive

Citation

Author(s), *SENSEI Methodology Report*, Uwe Brandenburg (Global Impact Institute), 2026

Cover image

SENSEI Logo - EuroClio, Netherlands - [CC BY-NC-SA](#).

Table of Contents

Cover EC reference and Co-funded logo.....	1
Disclaimer.....	2
Table of Contents.....	3
1. Introduction: Why Measuring Impact in Inclusion Matters.....	4
1.1. Problems in just Measuring Output.....	4
1.2. How Measuring Impact Differs from Measuring Output.....	5
1.3. Challenges in Measuring Impact.....	6
1.4. Strategies for Measuring Impact.....	6
2. How We Decided to Measure the Impact in the SENSEI Project.....	7
2.1. The Basis: Activities per Target Group.....	7
2.2. Theory of Change.....	8
2.3. Measuring Input, Output and Impact.....	23
2.3.1. Indicators for Short-, Medium-, and Long-Term Impacts.....	23
2.3.2. Measuring the Impact for Participants.....	32
2.3.2.1. Big Five Inventory, Factor Openness.....	32
2.3.2.2. Attitudes towards Inclusion.....	33
2.3.2.3. Learning Outcomes.....	38
2.3.2.4. Post-only questions.....	39
2.3.3. Impact on Consortium.....	40
2.3.4. Impact on Further Target Groups.....	41
2.4. Combining the Instruments with the Target Groups per Activity.....	42
2.5. Analysis of Indicator Data.....	45
2.5.1. Short-Term.....	45
2.5.2. Medium Term.....	58
2.5.3. Long Term.....	73

1. Introduction: Why Measuring Impact in Inclusion Matters

Inclusive education is a crucial aspect of modern-day teaching, and it is imperative that teachers are equipped with the necessary skills to implement it effectively. According to a report by UNESCO, an education system that encompasses diversity means that “all children - no matter who they are - can learn together in the same school”.¹ This kind of learning needs professors and teachers who can identify the elements that offer an open range of educational options for each student. This preparation requires institutions to provide continuous training and meaningful feedback that supports integrating new pedagogical skills into the classrooms.

The impact of training on pre-service teachers' attitudes and concerns about inclusion has been studied utilizing a data set of 603 pre-service teachers from Australia, Canada, Hong Kong, and Singapore.² This study reports the effects of training in inclusive education on pre-service teacher attitudes towards inclusion, their sentiments about people with a disability, and their concerns about inclusion. The study concludes that training in inclusive education has a positive impact on pre-service teachers' attitudes towards inclusion and their concerns about inclusion.

Measuring the impact of training in inclusion is crucial for several reasons:

1. **Accountability:** It allows educational institutions to track the effectiveness of their training programs and ensure that resources are used efficiently.
2. **Continuous Improvement:** It helps identify areas for improvement in the training programs, leading to better outcomes for teachers and students.
3. **Evidence-based Practice:** Measuring the impact of training provides evidence on what works and what doesn't, informing future training designs and policies.
4. **Tailoring Training:** It helps identify the specific training needs of teachers, allowing for more targeted and effective interventions³.

1.1. Problems in just Measuring Output

Measuring the output of training in inclusion, such as the number of trained teachers or the number of inclusive classrooms, does not necessarily provide a clear picture of the actual impact of the training on teachers' practices and students' outcomes.

Some challenges in measuring output include:

¹ See <https://observatory.tec.mx/edu-news/teacher-training-inclusive-education/>

² Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773–785. <https://doi.org/10.1080/09687590802469271>

³ See <https://www.psy.gla.ac.uk/~steve/courses/ceredocs/oldwikis/1.Teacher%20training%20effects:%20whether%20they%20exist.%20how%20to%20measure%20them%20and%20what%20improves%20them.pdf>

1. **Defining Success:** Determining the outcomes of training that should be measured can be complex, as it depends on the specific goals and objectives of the training program
2. **Data Collection:** Collecting accurate and reliable data on teachers' practices can be difficult, requiring appropriate methods and tools
3. **Time and Resources:** Measuring the impact of training often requires significant time and resources, which may be limited in some educational institutions

1.2. How Measuring Impact Differs from Measuring Output

Measuring impact goes beyond simply counting the output of training programs. It involves:

1. **Understanding the Mechanisms:** Measuring the impact of training on inclusion requires an understanding of the underlying mechanisms, such as changes in teachers' attitudes, knowledge, and practices
2. **Assessing Long-term Outcomes:** Measuring impact involves tracking the long-term effects of training on teachers' practices and students' outcomes, rather than just focusing on short-term outcomes
3. **Evaluating the Interaction between Components:** Measuring impact requires evaluating the interaction between different components of the training program, such as the effectiveness of the training content, the quality of the training delivery, and the support provided by the educational institution

Several studies have explored the impact of training on inclusion and the challenges in measuring it. For instance, a systematic review of the effect of in-service training programs on regular teachers' attitudes towards inclusion found that nine studies reported practical in-service training on teachers' attitudes towards inclusion, with small to large effect sizes in six studies⁴. The study concluded that in-service training and professional development programs were effective in promoting positive attitudes towards inclusion among regular teachers. Another study developed a new scale to measure the use of inclusive practices by pre-service educators, finding that teaching efficacy was the strongest predictor of the use of inclusive practices⁵. This research highlights the importance of measuring the impact of training in inclusion to ensure that teachers are equipped with the necessary skills and knowledge to create quality inclusive classrooms.

Measuring the impact of training in inclusion is also essential for ensuring the effectiveness of training programs and promoting inclusive education. By understanding the mechanisms of change, assessing long-term outcomes, and evaluating the interaction between different components of the training program, educational institutions can continuously improve their training programs and promote inclusive education effectively. Measuring the impact of

⁴ See <https://www.diva-portal.org/smash/get/diva2:1449551/FULLTEXT01.pdf>

⁵ Umesh Sharma, Laura Sokal, Mian Wang, Tim Loreman, Measuring the use of inclusive practices among pre-service educators: A multi-national study, *Teaching and Teacher Education*, Volume 107, 2021, 103506, ISSN 0742-051X, <https://doi.org/10.1016/j.tate.2021.103506>, <https://www.sciencedirect.com/science/article/pii/S0742051X21002316>

training for teachers on inclusion is essential to control for creating quality classrooms and promoting inclusive education. Research has shown that teachers' beliefs and efficacy are central to their inclusive teaching competency. However, there is currently no valid instrument to measure teachers' competences in creating quality classrooms. Therefore, developing a new scale to measure the use of inclusive practices by teachers is necessary. The tool should measure both the time teachers spend on learning and the quality of teaching practices. Providing teachers with high-quality development opportunities that help them understand what is happening and their needs is essential. Appropriate training and positive attitudes towards inclusion are directly correlated. Therefore, fostering and developing teachers' professional perceptions, along with providing them with the knowledge and skills to promote inclusive education, must be part of all teacher education programs. Measuring the impact of training for teachers on inclusion is essential to ensure that teachers are equipped with the necessary skills and knowledge to create quality classrooms that support learning for all students.

1.3. Challenges in Measuring Impact

Measuring the impact of training on teachers' practices is not without challenges:

1. **Defining Success:** Determining the outcomes of training that should be measured can be complex, as it depends on the specific goals and objectives of the training program.
2. **Data Collection:** Collecting accurate and reliable data on teachers' practices can be difficult, requiring appropriate methods and tools.
3. **Time and Resources:** Measuring the impact of training often requires significant time and resources, which may be limited in some educational institutions.

1.4. Strategies for Measuring Impact

To overcome the challenges in measuring the impact of training on teachers' practices, several strategies can be employed:

1. **Setting Clear Goals:** Establish specific, measurable, achievable, relevant, and time-bound (SMART) goals for the training program.
2. **Using Validated Tools:** Utilize proven methods and tools for data collection, such as surveys, interviews, or observation techniques.
3. **Leveraging Technology:** Use technology to facilitate data collection, analysis, and reporting, such as learning management systems or data dashboards.
4. **Collaborative Approach:** Encourage collaboration among educators, trainers, and other stakeholders to share knowledge and best practices.

To measure the effectiveness of training, it is essential to have a set of evaluative tools. We decided to use an approach that considers the impact goals of the project (short, medium, long), the diverse target groups, and the different activities.

2. How We Decided to Measure the Impact in the SENSEI Project

2.1. The Basis: Activities per Target Group

As a first step, we needed to identify which activities would be related to which target group. Since we would have very short activities (1-2h webinars) and longer trainings, any ways to measure results would have to be applied to these different activities (since a pre-to-post measurement cannot be applied to a short activity in a meaningful way).

Target Group	Event	Place/Platform	Deadline	Duration
Consortium members	-	-	-	entire project
Established History Teacher Professionals	Teacher Training Module Testing	Denmark (In-Person)	Autumn 2024	1 Day
TBD (teachers in training or experienced professionals?)	Teacher Training Module Testing	Italy (In-Person)	Autumn 2024	1 Day
TBD (teachers in training or experienced professionals?)	Teacher Training Module Testing	Poland (In-Person)	Autumn 2024	1 Day
Open Call	Webinar	1 (Online)	March 2024	90 Minutes
Open Call	Webinar	2 (Online)	April 2024	90 Minutes
Open Call	Webinar	3 (Online)	May 2024	90 Minutes
Open Call	Webinar	4 (Online)	June 2024	90 Minutes
Open Call	Webinar	5 (Online)	July 2024	90 Minutes
Teachers (Priority on Webinar Attendees)	Thematic Seminar	Serbia (In-Person)	November 2024	3 Days

Teachers (Priority to the SENSEI Network)	Dedicated Strand EC Annual Conference 2025	Slovakia (In-Person)	Spring (April?) 2025	3 Days
Participants of the Dedicated Strand	Self-Paced Course	Online	November 2025	?
Members of the SENSEI Network	Focus Groups	Online	December 2025	?

2.2. Theory of Change

As a very first step, we needed a Theory of Change (ToC) which outlines the entire approach leading from goals over impacts to outputs and inputs.

A Theory of Change (ToC) is a project-specific and evaluation-related method that makes the underlying rationale of a project explicit, which supports planning, implementation, and assessment of the project⁶. A ToC is essential for assuring good impact of a project because it articulates how change will happen and how resources will be invested to contribute to that change⁷. It is focused on identifying the desired long-term goals and then working back from these to map out the outcomes' framework. A good ToC describes a tailored sequence of steps expected to lead to a desired outcome, and it is a way of thinking about and planning for a change.

A ToC is critical to an organization's impact because it creates the foundation for the grant-making strategy. A lack of clarity on the ToC at the beginning often results in many funders and stakeholders having different expectations of the project. It also creates a pathway for system-+s change, as it becomes much easier to identify the possibilities for shared action with fellow collaborators, and serves as a guide to measuring success, as it can be viewed as a north star to understanding progress, achievement, or failure and to determining efficacy. In addition, a ToC provides a framework for decision-making, as it can help drive decision making forward around investments of time and resources at all levels. In short, a ToC is essential for assuring good impact of a project because it articulates how change will happen and how resources will be invested to contribute to that change. It creates the foundation for the grant-making strategy, creates a pathway for systems change, serves as a guide to measuring success, and provides a framework for decision-making. By

⁶ Center for Theory of Change. (n.d.). What is Theory of Change? Retrieved January 17, 2024, from <https://www.theoryofchange.org/what-is-theory-of-change/>

⁷ Geneva Global. (2023, December 11). Why Your Theory of Change is Critical to Your Organization's Impact. Retrieved January 17, 2024, from <https://genevaglobal.com/blog/why-your-theory-of-change-is-critical-to-your-organizations-impact/>

understanding the mechanisms of change, assessing long-term outcomes, and evaluating the interaction between different components of the project, organizations can continuously improve their projects and promote positive change effectively.

We start with a general ToC that connects the main aims of the project with specific objectives and intermediate results.

The quality of (inclusive) teacher education is improved

Core theory of change

Teachers receive continuous professional development courses to enhance inclusive education

Teachers make use of innovative and adaptable teaching methods that will increase their confidence to cater to students with specific needs

Students with special needs and with diverse background receive innovative pedagogic tools and methods

Students with special needs and with diverse background follow curricula adapted to them.

The SENSEI partners produce tailored training programmes for pre- and in-service teachers on multiple subjects that enhance inclusive education

Teachers, educational authorities and policy makers acquire the know-how and mechanisms to deliver inclusive learning processes

<p>Pedagogical skills</p> <p>Inclusive techniques and methods</p> <p>Motivation</p> <p>Integration</p>	<p>Professional skills</p> <p>Simulation with inclusive work environments</p> <p>Tailor-made apprenticeships</p> <p>technical and vocational skills</p>	<p>LLL & soft skills</p> <p>Social competencies and attitudes</p> <p>Subject specific skills</p> <p>Cross-cultural communication</p>	<p>Access to labour market</p> <p>labour market information</p> <p>jobs and services for people with special needs and with diverse background</p>	<p>Supportive international networks</p> <p>Supportive relationships with peers, educators, social workers</p> <p>Positive affiliations, alumni, subject-specific cooperations</p>
---	--	---	---	---

Enablers

<p>NATIONAL ENABLING CONDITIONS</p> <p>Legal</p> <p>Economic</p> <p>Environmental</p> <p>Social</p>	<p>LOCAL ENABLING CONDITIONS</p> <p>Availability of infrastructure/services</p> <p>Local/regional inclusive environment</p> <p>Pathways to inclusion</p> <p>Community values</p>	<p>INTERNATIONAL ENABLING CONDITIONS</p> <p>International community priorities and support to students with special needs and diverse backgrounds</p> <p>International cooperation for sharing best practices</p>
--	---	--

We then based on SENSEI results on this Theory of Change with the following underlying logic of the SENSEI project:

IF professional development opportunities for teachers are presented in response to enhance inclusive education; and

- **IF** there are mechanisms to improve subject-specific training; and
- **IF** innovative and sustainable teaching methods that can be tailored to different contexts are developed; and
- **IF** equal opportunities and accessibility is considered in risk identification, outreach and capacity development plans; and
- **IF** there is a better understanding of inclusion mechanisms and how to motivate students with special education needs and with diverse backgrounds; and
- **IF** there is an international community of (in-service and pre-service) teachers and education professionals strengthened towards inclusive education, **assuming** that
 - The SENSEI project delivers high-quality, demand-led curricula/tools/approaches for inclusive education;
 - New high quality and relevant inclusive curricula/tools/approaches is accessed by teachers in Teacher Academy members.
 - New high quality and relevant curricula/tools/approaches are accessed by decision makers.
 - SENSEI initiative transfers best practices to the international community strengthening the knowledge and skills of in-service and pre-service teachers and education professional, **THEN**

Teacher Education will be able to provide a successful inclusive approach for students with special education needs and/or with diverse backgrounds.

In a next step, we differentiate between short-medium, and long-term impacts and related activities and outputs. In other words, we had to make the ToC measurable.

Our SENSEI ToC was achieved through a multi-step approach: firstly, the GII developed a draft based on the application which was then discussed in an online partner workshop and finally led to an interactive ToC that reflects the performance of the consortium based on indicators for each of the aspects. The performance is evaluated using the OECD DAC criteria (< 25 = "poor"/red; 25 < 50% = "fair"/yellow; 50 < 75% = "good" / light green; 75% - 100% = "very good" / dark green):



In this way, the SENSEI project is able to control the development of the project with regard to all three core aspects (input -> output -> impact).

Next, we identified the indicators for input, output and impact per target group for the short-, medium- and long-term aspects. Not for every target group, indicators were needed for every aspect and on every timeline:

Short-term

Target groups	Impacts		
	I1 Develop a better understanding of what is inclusive education and how they can contribute to its promotion I2 Develop an increased ability to critically reflect on their own approach to education and inclusion		
	Changes		
	C1 Teacher and teacher trainees start to mainstream inclusive education approaches in their day-to-day practice, notably by offering differentiated and scaffolded tasks to their students	C2 Teacher and teacher trainees actively look for additional training opportunities on inclusive education	C3 Consortium members and members of the SENSEI Network will add dedicated sessions on inclusive education in all the teacher training that they will design and propose
Consortium Members			X
Teacher Trainees	X	X	
Practicing Teachers	X	X	
Members of SENSEI Network			X

Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level			
Target groups	Outputs		
Consortium Members			# of consortium members that can dedicate sessions ... (e.g. not GII)
Teacher Trainees	<p>WP3</p> <p># of teacher trainees that took part in the training module (estimate: 20-30 teachers attending)</p> <p>webinars (estimate: 50-60 teachers attending)</p> <p>questionnaires (estimate: 50-60 teachers attending)</p> <p>SENSEI online course (estimate: 40-50 teachers attending)</p> <p>face to face meetings (estimate: 20-30 teachers attending)</p>	<p>WP3</p> <p># of teacher trainees that took part in the training module (estimate: 20-30 teachers attending)</p> <p>webinars (estimate: 50-60 teachers attending)</p> <p>questionnaires (estimate: 50-60 teachers attending)</p> <p>SENSEI online course (estimate: 40-50 teachers attending)</p> <p>face to face meetings (estimate: 20-30 teachers attending)</p>	
Practicing Teachers	<p>WP4</p> <p># of practicing teachers that took part in the</p>	<p>WP4</p>	

	<p>webinars (estimate: 50-60 teachers attending)</p> <p>face to face meetings in Serbia and Slovakia (estimate amount of teachers participating: around 80)</p> <p>% of participants that are satisfied with the training module overall (= average on satisfaction question > 3 (1-5 Likert scale))</p>	<p># of practicing teachers that took part in the webinars (estimate: 50-60 teachers attending)</p> <p>face to face meetings in Serbia and Slovakia (estimate amount of teachers participating: around 80)</p> <p>% of participants that are satisfied with the training module overall (= average on satisfaction question > 3 (1-5 Likert scale))</p>	
Members of SENSEI Network			# of SENSEI network members that can dedicate sessions...
Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level			
Target groups	Inputs/Activities		
Consortium Members			Designing and delivering dedicated sessions (of various types).
Teacher Trainees	<p>WP3:</p> <p>identify documentation relating to educational inclusion and experiment with good practices</p>	<p>WP3:</p> <p>identify documentation relating to educational inclusion and experiment with good practices</p> <p>development of inclusive training module</p>	

	<p>development of inclusive training module</p> <p>WP4:</p> <p>webinars, questionnaires, online course, face to face meetings</p>	<p>Study and theoretical research activities regarding "inclusion" as a main topic</p> <p>field experimentation activities regarding inclusive processes applied in the field (within group class in different school cycles)</p> <p>promote greater awareness in teachers regarding the issue of special educational needs by improving their sense of self-efficacy;</p>	
Practicing Teachers	<p>WP4:</p> <p>design and prepare the webinars, questionnaires, online course</p>	<p>WP4:</p> <p>design and prepare the face to face seminar in Serbia where topics and issues that arise in webinars are dealt with webinars, questionnaires, online course, face to face meetings</p>	<p>WP4:</p> <p>design and prepare second face to face meeting in Slovakia where we will improve the work done so far in order to create the final product: online courses</p>
Members of SENSEI Network			<p>Designing and delivering dedicated sessions (of various types).</p>
Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level			

Medium

Target groups	Impacts		
	<p>I3 Augment their confidence in successfully promoting inclusive education and increase their ability to develop their own inclusive lesson plans;</p> <p>I4 Know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education;</p> <p>I5 Cooperate in the creation of new transnational projects and courses that focus on inclusion.</p>		
	Changes		
	C4 Teachers not only continue mainstreaming inclusive education in their own practice, but start asking that their colleagues do the same, creating a culture of inclusion in their own schools	C5 Teacher trainers that were not directly involved in the project start developing their own training courses on inclusive education, also with the aid of the deliverables of this project.	C6 Within the network, sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.
Consortium Members			X
Teacher Trainees	X		
Practicing Teachers	X		

Members of SENSEI Network			X
Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level		X	
Target groups	Outputs		
Consortium Members			# of specifically related emails among partners regarding SENSEI, # of related remote meetings.
Teacher Trainees	# of participants in all SENSEI activities of WP3	# of participants in all SENSEI activities of WP3	
Practicing Teachers	# of participants in all SENSEI activities of WP4	# of participants in all SENSEI activities of WP4	
Members of SENSEI Network			# of related posts and comments by SENSEI Network members, # reactions to related posts

			and comments, # of opened newsletters.
Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level		# of participants/participating organisations in related SENSEI activities	
Target groups	Inputs/Activities		
Consortium Members			Sharing info cards [social media, newsletter, media coverage] and f2f sharing during events. (Proof is written report.)
Teacher Trainees	WP3: Development of Training Module on Inclusive Education Practices	WP3: Development of Training Module on Inclusive Education Practices	
Practicing Teachers	WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project)	WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project)	

Members of SENSEI Network			Sharing info cards [social media, newsletter, media coverage] and f2f sharing during events. (Proof is written report.)
Universities NGOs, Governments			
Providers of in-service and pre-service teacher training at national and international level		WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project); WP4: they are the ones who will provide the input through their contribution to the webinars and face to face events, as well as the final online courses; in what sense are they target groups?	

Long

	Impacts
--	---------

Target groups

	I6 Create a long-lasting community of practice focused on inclusive education I7 Policy makers will develop a better understanding of what is inclusive education and what is the role of policy making in promoting inclusion and diversity		
	Changes		
	C7 Solutions to local and context-dependent problems are automatically looked for and found collaboratively in an international setting	C8 Funds are regularly made available for further research and innovation in inclusive education and in teaching about inclusion	C9 All subject teachers receive subject specific training in inclusive education
Consortium Members			
Teacher Trainees	X	X	X
Practicing Teachers	X	X	X
Members of SENSEI Network			
Universities NGOs, Governments	X	X	X
Providers of in-service and pre-service teacher training at national and international level	X	X	X
Target groups	Outputs		
Consortium Members			

Teacher Trainees	# of participants in related SENSEI activities	# of participants in related SENSEI activities	# of participants in related SENSEI activities
Practicing Teachers	# of participants in related SENSEI activities	# of participants in related SENSEI activities	# of participants in related SENSEI activities
Members of SENSEI Network			
Universities NGOs, Governments	# of participants in related SENSEI activities	# of participants in related SENSEI activities	# of participants in related SENSEI activities
Providers of in-service and pre-service teacher training at national and international level	# of participants in related SENSEI activities	# of participants in related SENSEI activities	# of participants in related SENSEI activities
Target groups	Inputs/Activities		
Consortium Members	project results (activities that foster inclusivity) are available to be used freely; they serve as source of inspiration for particular situations.	trainees are offered advice regarding training opportunities	during events, trainees are advised to opt for training modules/ webinars, etc. that have a component regarding inclusive education

Teacher Trainees	project results (activities that foster inclusivity) are available to be used freely; they serve as source of inspiration for particular situations.	trainees are offered advice regarding training opportunities	during events, trainees are advised to opt for training modules/ webinars, etc. that have a component regarding inclusive education
Practicing Teachers			
Members of SENSEI Network	they are given examples and resources of how to carry out a module on inclusive education		
Universities NGOs, Governments	they are given examples and resources of how to carry out a module on inclusive education		
Providers of in-service and pre-service teacher training at national and international level	project results (activities that foster inclusivity) are available to be used freely; they serve as source of inspiration for particular situations.	trainees are offered advice regarding training opportunities	during events, trainees are advised to opt for training modules/ webinars, etc. that have a component regarding inclusive education

2.3. Measuring Input, Output and Impact⁸

2.3.1. Indicators for Short-, Medium-, and Long-Term Impacts

In a next step, we identified the concrete indicators to measure the impact for each of the target groups in the short-, medium- and long-term:

	Short-term				
Target groups	I1 Develop a better understanding of what is inclusive education and how they can contribute to its promotion	I2 Develop an increased ability to critically reflect on their own approach to education and inclusion	C1 Teacher and teacher trainees start to mainstream inclusive education approaches in their day-to-day practice, notably by offering differentiated and scaffolded tasks to their students	C2 Teacher and teacher trainees actively look for additional training opportunities on inclusive education	C3 Consortium members and members of the SENSEI Network will add dedicated sessions on inclusive education in all the teacher training that they will design and propose
Consortium Members					proof of dedicated sessions

⁸ All data shown is dummy data to visualise the colouring

<p>Teacher Trainees</p>	<p>Openness Attitudes I1-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I feel that I have a better understanding of what is inclusive education and how I can contribute to its promotion"</p>	<p>Openness Attitudes I2-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I developed an increased ability to critically reflect on my own approach to education and inclusion"</p>	<p>Openness Attitudes C1-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I started to mainstream inclusive education approaches in my day-to-day practice, especially by offering differentiated and scaffolded tasks to my students."</p>	<p>Openness Attitudes C2-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will now actively look for additional training opportunities on inclusive education."</p>	
<p>Practicing Teachers</p>	<p>Openness Attitudes I1-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I feel that I have a better understanding of what is inclusive education and how I can</p>	<p>Openness Attitudes I2-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I developed an increased ability to critically reflect on my own approach to</p>	<p>Openness Attitudes C1-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I started to mainstream inclusive education approaches in my day-to-day</p>	<p>Openness Attitudes C2-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will now actively look for additional training opportunities on inclusive education."</p>	

	contribute to its promotion"	education and inclusion"	practice, especially by offering differentiated and scaffolded tasks to my students."		
Members of SENSEI Network					
Universities NGOs, Governments					
Providers of in-service and pre-service teacher training at national and international level					

Target groups	Medium-term					
	I3 Augment their confidence in successfully promoting inclusive education and increase their	I4 Know better where to find more information regarding specific questions and challenges related to	I5 Cooperate in the creation of new transnational projects and courses that focus on inclusion.	C4 Teachers not only continue mainstreaming inclusive education in their own practice, but start asking that	C5 Teacher trainers that were not directly involved in the project start developing own training courses	C6 Within the network, sharing information not only about successful projects and ideas, but also

	ability to develop their own inclusive lesson plans.	different aspects of inclusive education		their colleagues do the same, creating a culture of inclusion in their own schools	on inclusive education, also with the aid of the deliverables of this project.	about challenges faced and potential solutions becomes automatic.
Consortium Members						proof of sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.

<p>Teacher Trainees</p>	<p>Openness Attitudes I13-specific ILOs Post only questions: "After my participation in the SENSEI activity(/-ies): a. I feel more confident to successfully promoting inclusive education b. I increased my ability to develop their own inclusive lesson plans"</p>	<p>Openness Attitudes I4-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education"</p>	<p>Openness Attitudes I5-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will cooperate with others in the creation of new transnational projects and courses that focus on inclusion."</p>	<p>Openness Attitudes C4-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will a. continue mainstreaming inclusive education in their own practice, b. start asking that my colleagues do the same, creating a culture of inclusion in their own schools"</p>		
-----------------------------	--	--	---	--	--	--

<p>Practicing Teachers</p>	<p>Openness Attitudes I13-specific ILOs Post only questions: "After my participation in the SENSEI activity(/-ies): a. I feel more confident to successfully promoting inclusive education b. I increased my ability to develop their own inclusive lesson plans"</p>	<p>Openness Attitudes I4-specific ILOs Post only question: "Thanks to my participation in the SENSEI activity(/-ies), I know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education"</p>	<p>Openness Attitudes I5-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will cooperate with others in the creation of new transnational projects and courses that focus on inclusion."</p>	<p>Openness Attitudes C4-specific ILOs Post only question: "After my participation in the SENSEI activity(/-ies), I will a. continue mainstreaming inclusive education in their own practice, b. start asking that my colleagues do the same, creating a culture of inclusion in their own schools"</p>		
<p>Members of SENSEI Network</p>						<p>proof of sharing information not only about successful projects and</p>

						ideas, but also about challenges faced and potential solutions becomes automatic.
Universities NGOs, Govern-ments						
Providers of in-service and pre-service teacher training at national and international level					Teacher trainer organisations not involved in SENSEI start developing own training courses on inclusive education, also with the aid of the deliverables of this project.	

Target groups	Long-term				
	I6 Create a long-lasting community of practice focused on inclusive education	I7 Policy makers will develop a better understanding of what is inclusive education and what is the role of policy making in promoting inclusion and diversity	C7 Solutions to local and context-dependent problems are automatically looked for and found collaboratively in an international setting	C8 Funds are regularly made available for further research and innovation in inclusive education and in teaching about inclusion	C9 All subject teachers receive subject specific training in inclusive education
Consortium Members	80% of consortium members remain members of the SENSEI network				
Teacher Trainees	10% of participants in SENSEI activities are members of the SENSEI network				
Practicing Teachers	10% of participants in SENSEI activities are members of the SENSEI network				

Members of SENSEI Network	SENSEI network remains active after end of funding for at least 3 years				
Universities NGOs, Governments		<p>Universities outside the SENSEI network discuss inclusion with reference to SENSEI</p> <p>Governments show change in inclusion policies that relate to SENSEI recommendations and results</p>	Universities and governments show increased international cooperation to solve local and context-dependent problems of inclusion	Governments make more funds available more regularly for further research and innovation in inclusive education and in teaching about inclusion	Governments show more inclination to increase subject specific training in inclusive education for teachers and teacher trainees through regulations such as curricula and teaching frameworks.
Providers of in-service and pre-service teacher training at national and international level					Teacher trainer organisations show increased training in inclusive education

While input and output indicators could be directly related to an action (input measures the amount of action, output the direct value as the consequence of an action), the values of change for impact needed sets of concrete indicators which would help us to identify such change, since impact does not have a direct relation to an action.

2.3.2. Measuring the Impact for Participants

Next, we needed indicators to assess the impact level for participants. Following the successful example set in previous EU projects, we decided to apply a multi-indicator approach. Since impact is not easy to measure directly, we use different methods approaching the issue from different angles.

1. Personality trait openness, measured using the Big Five Inventory
2. Attitudes towards inclusion
3. Learning Outcomes
4. Post-only questions

2.3.2.1. Big Five Inventory, Factor Openness	
We assess the development of the open mindedness using the scientifically validated Big Five Inventory Trait “Openness” which has proven to be successful as a serious measure of internationalization in various EU projects (SUCTI, SUCTIA, IHES, DITE). To this end, we use the following items (the English version is the reference scale): I am someone who...	
5.____	Is original, comes up with new ideas
10.____	Is curious about many different things
15.____	Is ingenious, a deep thinker
20.____	Has an active imagination
25.____	Is inventive
30.____	Values artistic, aesthetic experiences
35.____	Prefers work that is routine
40.____	Likes to reflect, play with ideas
41.____	Has few artistic interests
44.____	Is sophisticated in art, music, or literature

The scale for BFI is:

1	2	3	4	5
---	---	---	---	---

Strongly disagree	Disagree a little	Neither agree nor disagree	Agree a little	Strongly agree
-------------------	-------------------	----------------------------	----------------	----------------

The BFI-44 items for Openness as shown above were then translated into all SENSEI partner languages (Basque, Czech, Danish, Dutch, Italian, Polish, Portuguese, Romanian, Serbian). Either we used existing and validated translations or applied the reverse translation rule (from English to target language by a native speaker of the target language, back to English by a native speaker of the target language with at least C1 level of English, both English versions checked by either a native English speaker or a native speaker of the target language with English C2).

2.3.2.2. Attitudes towards Inclusion

We selected a number of items that could measure the attitudes towards inclusion among participants in the different SENSEI trainings. The list here was the starting point. We combined three item lists (red items are turned scales):

- a. A list of suggestions by the GII, based on previous projects in other areas and adapted in the wording to the SENSEI project:
 1. Schools should include all pupils in the creation of learning.
 2. Teachers should encourage pupils to engage with classmates they find difficult to communicate with.
 3. The costs of improving inclusion in school education exceed the benefits.
 4. Teachers should receive training regarding the challenges of inclusion and strategies to address those challenges.
 5. It is not enough to know your subject in order to understand the needs of different types of pupils.
 6. Including all pupils in the class experience of learning is not to the benefit of those with special needs.
 7. If you have been on an exchange abroad, you understand the idea of inclusion in the classroom better.
 8. Experiences abroad should be compulsory for all teachers.
 9. Many pupils do not make enough effort to integrate into our way of doing things.
 10. Becoming more inclusive should be a priority for all schools.
 11. Teachers should receive training about the challenges of inclusion only in the cases where they have pupils with special needs
 12. Teachers should have experiences in schools with different social-economic-ethnic background.
 13. Including all pupils in the class experience of learning is not to the benefit of those who have no special needs

- b. The CEFR-I items by García-Fernández, José Manuel, et al. “A Descriptive Study on the Training and Attitude of Future Teachers towards Inclusive Education.”:
 1. I would prefer to have students with specific educational support needs in my classroom.

2. A child with specific educational support needs does not disrupt the classroom routine.
 3. A child with specific educational support needs does not impair the learning of his or her classmates.
 4. Students with specific support needs can follow the day-to-day of the curriculum.
 5. I don't worry that my workload will increase if I have students with specific needs for educational support in class.
 6. I know how to teach each of my students differently according to their individual characteristics.
 7. I know how to elaborate the teaching units and classes keeping in mind the diversity of the students.
 8. I know how to adapt my assessment to the individual needs of each of my students.
 9. I know how to handle and adapt teaching materials to meet the needs of each of my students.
 10. I am able to adapt my communication techniques to ensure that all students can be successfully included in the regular classroom.⁹
- c. An item list adapted from the Survey of Educator Attitude Regarding Inclusive Education within a Southern Arizona School District (Hawkins/Fletcher, 2015):

⁹ García-Fernández, José Manuel, et al. "A Descriptive Study on the Training and Attitude of Future Teachers towards Inclusive Education." *Sustainability*, vol. 12, no. 19, 2020, p. 8028, retrieved on 04.01.2024 from <https://www.mdpi.com/2071-1050/12/19/8028>:

1. Inclusive education at my school has been a positive experience for students with disabilities.
2. Inclusive education at my school has been a positive experience for students without disabilities.
3. Inclusive education at my school is socially advantageous for students with disabilities.
4. Inclusive education at my school is socially advantageous for students without disabilities.
5. Inclusive education at my school is academically advantageous for students with disabilities.
6. Inclusive education at my school is academically advantageous for students without disabilities.
7. General education teachers at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom.
8. Professionals at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom.
9. Students with disabilities in the general education classroom develop a better self-concept than those in the self-contained classroom.
10. Students with disabilities do not monopolize teachers' time in the general education classroom.
11. Most students with disabilities do not demonstrate behavior problems in the general education classroom.
12. Students with disabilities can be best served in the special education classroom.
13. Students with disabilities included in the general education classroom, require additional time and attention which can be a burden.
14. Maintaining order in the general education classroom that includes students with disabilities is more difficult than in a general education classroom.
15. I am aware of my district's policy toward inclusive education.
16. Among students with disabilities, inclusion seems to be successful for students with:
 - 16.1. Autism
 - 16.2. Deafness
 - 16.3. Deaf-Blindness
 - 16.4. Emotional Disturbance
 - 16.5. Hearing Impairment
 - 16.6. Mental Retardation
 - 16.7. Multiple Disabilities
 - 16.8. Orthopedic Impairment
 - 16.9. Other Health Impairment
 - 16.10. Specific Learning Disability
 - 16.11. Speech or Language Impairment

16.12. Traumatic Brain Injury
 16.13. Visual Impairment Blindness¹⁰

This list was considered “not ideal” for two reasons. Firstly, the wording was considering old-fashioned and misleading, especially the use of “disabilities”, since inclusion goes far beyond that aspect. Secondly, various items would not be useful in our specific setting. Therefore, we would undertake an evaluation of all items by the partners to identify the useful ones. We did this for this item list in 2 steps. Firstly, a core team consisting of the GII and 2 experienced partners rated the items (5 highly relevant, 1 not relevant at all) and also reworded, exchanging “disabilities” for “special educational support needs” as used in the previous item list. This led to the following reduced list:

1. Inclusive education at my school has been a positive experience for students with specific educational support needs.
2. Inclusive education at my school has been a positive experience for students without specific educational support needs.
3. Inclusive education at my school is socially advantageous for students with specific educational support needs.
4. Inclusive education at my school is socially advantageous for student without specific educational support needs.
5. Inclusive education at my school is academically advantageous for students with specific educational support needs.
6. Inclusive education at my school is academically advantageous for students without specific educational support needs.
7. General education teachers at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with specific educational support needs in the general education classroom.
8. Professionals at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with specific educational support needs in the general education classroom.
9. Students with specific educational support needs in the general education classroom develop a better self- concept than those in the self-contained special education classroom.
10. Maintaining order in the general education classroom that includes students with specific educational support needs is more difficult than in a general education classroom that does not include such students.
11. I am aware of my district’s policy toward inclusive education.

All three item lists were then discussed in an online workshop among all partners and each partner expert rated the different items. The 18 best items across all three lists were then selected for the next phase. We deliberately chose more items than we wanted to have in the

¹⁰ Hawkins/Fletcher (2015). Survey of Educator Attitude Regarding Inclusive Education within a Southern Arizona School District, *Journal of Multilingual Education Research*, Volume 6, Bilingual Special Education: Exploring Pedagogical, Research, and Policy Implications, pp.61-90.
<https://files.eric.ed.gov/fulltext/EJ1176140.pdf>

final list in order to allow for a further evaluation step: a focus group with teacher students and professors in which those would rate the best items from their perspective.

As a consequence, the following list emerged from the first phase:

1. A child with specific educational support needs does not disrupt the classroom routine.
1. Teachers should receive training about the challenges of inclusion only in the cases where they have pupils with special needs.
2. It is not enough to know your subject in order to understand the needs of different types of pupils.
3. Teachers should encourage pupils to engage with classmates they find difficult to communicate with.
4. I know how to adapt my assessment to the individual needs of each of my students.
5. I know how to teach each of my students differently according to their individual characteristics.
6. I am able to adapt my communication techniques to ensure that all students can be successfully included in the regular classroom.
7. Schools should include all pupils in the creation of learning.
8. Including all pupils in the class experience of learning is not to the benefit of those who have no special needs.
9. I don't worry that my workload will increase if I have students with specific needs for educational support in class.
10. Maintaining order in the general education classroom that includes students with specific educational support needs is more difficult than in a general education classroom that does not include such students.
11. Teachers should have experiences in schools with different social-economic-ethnic background.
12. Becoming more inclusive should be a priority for all schools.
13. Inclusive education at my school is socially advantageous for students with specific educational support needs.
14. Students with specific support needs can follow the day-to-day of the curriculum.
15. I would prefer to have students with specific educational support needs in my classroom.
16. Inclusive education at my school is socially advantageous for student without specific educational support needs.
17. The costs of improving inclusion in school education exceed the benefits.
18. Teachers should receive training regarding the challenges of inclusion and strategies to address those challenges.

In April 2024, a first focus group was conducted by the GII and Euroclio. Partners provided participants which represented the trainees in the real activities. The average voting per item by the participants in the focus group (37 valid votes were casted) was then compared to the

average voting of all SENSEI partners and an overall average score was calculated which defined the final list of items:

1. A child with specific educational support needs does not disrupt the classroom routine .
2. Becoming more inclusive should be a priority for all schools.
3. I am able to adapt my communication techniques to ensure that all students can be successfully included in the regular classroom.
4. I know how to adapt my assessment to the individual needs of each of my students.
5. I know how to teach each of my students differently according to their individual characteristics.
6. It is not enough to know your subject in order to understand the needs of different types of pupils.
7. Schools should include all pupils in the creation of learning.
8. Teachers should encourage pupils to engage with classmates they find difficult to communicate with.
9. Teachers should have experiences in schools with different social-economic-ethnic background.
10. Teachers should receive training about the challenges of inclusion only in the cases where they have pupils with special needs.

2.3.2.3. Learning Outcomes

In an interactive approach, learning outcomes were developed. We started with an online workshop for all partners on 13. February 2024 in which the GII explained the reasoning and usage of learning outcomes for the impact assessment and first brainstorming took place. In the following weeks, people could leave comments on the respective document in the shared google folder.

Finally, especially in cooperation with Euroclio, the following learning outcomes (always an item related to an intended result) were developed and ratified:

1. Understanding of inclusive education (individual students - negative statement 1):
 - "I find that focusing on inclusive education detracts from academic achievements."
2. Perception of classroom dynamics (classroom dynamics - negative statement 2):
 - "I think that prioritising group work over individual tasks hinders some students' ability to learn effectively."
3. Approach to Differentiated Teaching (teachers' way of working - negative statement 3):
 - "Adapting teaching methods to meet the diverse needs of students is too time-consuming and has little impact on their overall success."

4. Value of emotional and social Intelligence in education (classroom dynamics & teachers' way of working - positive statement 1):
 - "Understanding and addressing the emotional and social needs of students is the responsibility of a teacher."
5. Necessity of safe space in the classroom (classroom dynamics & teachers' way of working - negative statement 4):
 - "Developing a safe space within their group is not the responsibility of a teacher."
6. Intrinsic student engagement in learning (individual students - positive statement 2):
 - "The interest of students in the subject matter is solely dependent on their personal preferences."
7. Influence of student engagement in learning (teachers' way of working - positive statement 3):
 - "Students' interest in the subject matter can be significantly influenced by teaching strategies."
8. Self-efficacy of teachers using inclusive strategies (teachers' way of working - negative statement 5):
 - "I feel ill-equipped to implement inclusive teaching strategies in my classroom effectively."
9. Perception of peer support among students (classroom dynamics & teachers' way of working - positive statement 4):
 - "Encouraging students to support each other's learning is an essential component of classroom management."
10. Diverse representation of subjects (subject delivery & individual students - positive statement 5):
 - "It is up to the educator to involve various student backgrounds in the subject(s) they teach by presenting the information through inclusive diversity and critical multiperspectivity."

These were then integrated in the online pre and post surveys for longer activities.

2.3.2.4. Post-only questions

These questions are essential for measuring impact of short activities for which pre-to-post analysis would not be feasible.

1. I feel that I have a better understanding of what inclusive education is and how I can contribute to its promotion.

2. I developed an increased ability to critically reflect on my own approach to education and inclusion.
3. I started to mainstream inclusive education approaches in my day-to-day practice, especially by offering differentiated and scaffolded tasks to my students.
4. I will now actively look for additional training opportunities on inclusive education.
5. I feel more confident in successfully promoting inclusive education.
6. I increased my ability to develop my own inclusive lesson plans.
7. I know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education.
8. I will cooperate with others in the creation of new transnational projects and courses that focus on inclusion.
9. I will continue mainstreaming inclusive education in my own practice.
10. I will start asking that my colleagues mainstream inclusive education, creating a culture of inclusion in their own schools.
11. I am very satisfied with the training and its contents.

Additionally, a second focus group is planned in January 2025. Its purpose is to reflect qualitatively on the impact of the different training activities on the participating individuals.

2.3.3. Impact on Consortium

For the consortium, impacts were expected regarding the activities of those members who are active in teacher training. To collect data on this, a small questionnaire was developed.

Target group: Consortium members

Related to:

C3 Consortium members and members of the SENSEI Network will add dedicated sessions on inclusive education in all the teacher training that they will design and propose

In which survey:

Pre survey (now)	Post survey (at end of project)
Yes	Yes

For those who provide teacher training (I need to know which partners do this, so please answer "YES" if you do):

Partner	Provides teacher training
GII	No
Euroclio	Yes
APH	Yes
Competency improvement Center	Yes
HILF	Yes
IKASTOLEN	Yes
Labyrinth	No
UnIFirenze	Yes
UniWroclaw	Yes

Statement:

Please state the number of dedicated sessions on inclusive education in all the teacher training that you design and propose (numerical value).

Related to:

C6 Within the network, sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.

In which survey:

Pre survey (now)	Post survey (at end of project)
-	Yes

Statement:

Please provide proof that sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic. (short open text)

Related to:

Overall impact of SENSEI on the partners

In which survey:

Pre survey (now)	Post survey (at end of project)
-	Yes

For all partners:

Statement:

Please answer the following statements

(1 strongly disagree, 2 disagree, 3 uncertain, 4 agree, 5 strongly agree)

1. The SENSEI project has sharpened my awareness of the relevance of inclusion in teacher education.
2. I have improved my knowledge of inclusion in education substantially due to the SENSEI project.
3. I plan to further engage in new inclusion activities as a consequence of my participation in the SENSEI project.

2.3.4. Impact on Further Target Groups

For the medium and long-term, we also expect impacts for wider target groups such as universities, ministries and other providers of teacher training. Although those impacts will only occur after the end of the project funding, we aimed to include them in our ToC.

As a consequence, a set of indicators for medium- and long-term impacts were developed. But those were based on values that could be collected by the consortium, especially the coordinator EUROCLIO (see below).

2.4. Combining the Instruments with the Target Groups per Activity

We then combined the different aspects for the different target groups by activity type into separate questionnaires:

Questionnaires in relation to events/activities	Tools used	Target Group	Event	Place/Platform	Deadline	Duration	Impacts	Languages Spoken
Questionnaire #0	specific pre-to-post questions post-only questions	Consortium members	-	-	-	entire project	C3, C6, overall impact on partners	
Questionnaire #1	BFI Openness Attitudes towards inclusion Learning outcomes Post-only questions	Established History Teacher Professionals	Teacher Training Module Testing	Denmark (In-Person)	Autumn 2024	1 Day	I1, I2, C1, C2	Danish
Questionnaire #1 Questionnaire #2	BFI Openness Attitudes towards inclusion Learning outcomes Post-only questions	TBD (teachers in training or experienced professionals?)	Teacher Training Module Testing	Italy (In-Person)	Autumn 2024	1 Day	I1, I2, C1, C2	Italian

Questionnaire #1 Questionnaire #2	BFI Openness Attitudes towards inclusion Learning outcomes Post-only questions	TBD (teachers in training or experienced professionals?)	Teacher Training Module Testing	Poland (In-Person)	Autumn 2024	1 Day	I1, I2, C1, C2	Polish
Questionnaire #3	Post-only questions of partner survey	Open Call	Webinar	1 (Online)	March 2024	90 Minutes	I1, I2, C1, C2	English
Questionnaire #3	Post-only questions of partner survey	Open Call	Webinar	2 (Online)	April 2024	90 Minutes	I1, I2, C1, C2	English
Questionnaire #3	Post-only questions of partner survey	Open Call	Webinar	3 (Online)	May 2024	90 Minutes	I1, I2, C1, C2	English
Questionnaire #3	Post-only questions of partner survey	Open Call	Webinar	4 (Online)	June 2024	90 Minutes	I1, I2, C1, C2	English
Questionnaire #3	Post-only questions of partner survey	Open Call	Webinar	5 (Online)	July 2024	90 Minutes	I1, I2, C1, C2	English
Questionnaire #1 or #2	BFI Openness Attitudes towards inclusion Learning outcomes	Teachers (Priority on Webinar Attendees)	Thematic Seminar	Serbia (In-Person)	November 2024	3 Days	I1, I2, C1, C2	English

	Post-only questions							
Questionnaire #1 or #2	BFI Openness Attitudes towards inclusion Learning outcomes Post-only questions	Teachers (Priority to the SENSEI Network)	Dedicated Strand EC Annual Conference 2025	Slovakia (In-Person)	Spring (April?) 2025	3 Days	I1, I2, C1, C2	English
Questionnaire #1 or #2	BFI Openness Attitudes towards inclusion Learning outcomes Post-only questions	Participants of the Dedicated Strand	Self-Paced Course	Online	November 2025	?	I1, I2, C1, C2	English
Questionnaire #4	Post-only questions	Members of the SENSEI Network	Focus Groups	Online	December 2025	?	C6	?

2.5. Analysis of Indicator Data

As a last preparatory step for the quantitative aspects before data analysis, we set up benchmarks for input, output and impact against which then the concrete performance would be measured. For impact indicators – where applicable-, we defined the degree of change (share of participants who show change) that we would expect as an ideal. These are being constantly monitored and the data adjusted, until we have the final data for the final report. All results presented here are based on dummy data for illustration purposes.

2.5.1. Short-Term

Target groups	Impacts			
	Indicator	Achieved value ¹¹	Benchmark	Result related to benchmark
I1 Develop a better understanding of what is inclusive education and how they can contribute to its promotion				
Teacher Trainees	Openness (share of participants with a positive change)	50%	35%	143%
	Attitudes towards inclusion (share of participants with a positive change)	56%	45%	124%
		70%	70%	100%

¹¹ All data here is dummy data to show how the measuring works.

	Learning Outcomes (share of participants with a positive change)			
	Post-only: After my participation in the SENSEI activity(/-ies), I feel that I have a better understanding of what is inclusive education and how I can contribute to its promotion. (share of people with a value higher than 5)	80%	60%	133%
Practicing teachers	Openness (share of participants with a positive change)	80%	30%	267%
	Attitudes towards inclusion (share of participants with a positive change)	80%	50%	160%
			70%	0%

	Learning Outcomes (share of participants with a positive change)				
	Post-only: After my participation in the SENSEI activity(/-ies), I feel that I have a better understanding of what is inclusive education and how I can contribute to its promotion. (share of people with a value higher than 5)		65%	0%	
Average for I1				116%	very good
I2 Develop an increased ability to critically reflect on their own approach to education and inclusion					
Teacher Trainees	Openness (share of participants with a positive change)		33%	0%	
	Attitudes towards inclusion (share of participants with a positive change)	60%	45%	133%	
		40%	70%	57%	

	Learning Outcomes (share of participants with a positive change)			
	Post-only: Thanks to my participation in the SENSEI activity(-ies), I developed an increased ability to critically reflect on my own approach to education and inclusion. (share of people with a value higher than 5)	60%	60%	100%
Practicing teachers	Openness (share of participants with a positive change)		30%	0%
	Attitudes towards inclusion (share of participants with a positive change)		50%	0%
			70%	0%

	Learning Outcomes (share of participants with a positive change)				
	Post-only: Thanks to my participation in the SENSEI activity(-ies), I developed an increased ability to critically reflect on my own approach to education and inclusion. (share of people with a value higher than 5)		50%	0%	
Average for I2				36%	fair
C1 Teacher and teacher trainees start to mainstream inclusive education approaches in their day-to-day practice, notably by offering differentiated and scaffolded tasks to their students					
Teacher Trainees	Openness (share of participants with a positive change)		33%	0%	
	Attitudes towards inclusion (share of participants with a positive change)		45%	0%	

	Learning Outcomes (share of participants with a positive change)		70%	0%
	Post-only: Thanks to my participation in the SENSEI activity(/-ies), I started to mainstream inclusive education approaches in my day-to-day practice, especially by offering differentiated and scaffolded tasks to my students. (share of people with a value higher than 5)	90%	65%	138%
Practicing teachers	Openness (share of participants with a positive change)	100%	30%	333%
	Attitudes towards inclusion (share of participants with a positive change)	34%	50%	68%

	Learning Outcomes (share of participants with a positive change)		70%	0%	
	Post-only: Thanks to my participation in the SENSEI activity(-ies), I started to mainstream inclusive education approaches in my day-to-day practice, especially by offering differentiated and scaffolded tasks to my students. (share of people with a value higher than 5)		65%	0%	
Average for C1				67%	good
C2 Teacher and teacher trainees actively look for additional training opportunities on inclusive education					
Teacher Trainees	Openness (share of participants with a positive change)		33%	0%	
	Attitudes towards inclusion (share of		45%	0%	

	participants with a positive change)			
	Learning Outcomes (share of participants with a positive change)		70%	0%
	Post-only: After my participation in the SENSEI activity(-ies), I will now actively look for additional training opportunities on inclusive education. (share of people with a value higher than 5)		65%	0%
Practicing teachers	Openness (share of participants with a positive change)		30%	0%
	Attitudes towards inclusion (share of participants with a positive change)		50%	0%
			70%	0%

	Learning Outcomes (share of participants with a positive change)				
	Post-only: After my participation in the SENSEI activity(/-ies), I will now actively look for additional training opportunities on inclusive education. (share of people with a value higher than 5)		65%	0%	
Average for C2				0%	poor
C3 Consortium members and members of the SENSEI Network will add dedicated sessions on inclusive education in all the teacher training that they will design and propose					
Consortium Members	# of consortium members that can dedicate sessions ... (e.g. not GII)		6	0%	poor

Target groups	Outputs			
	Indicator	Achieved number	Benchmark	Result related to benchmark
Teacher Trainees (WP3)	# of teacher trainees in training module	20	40	50%

	# of teacher trainees in webinars	24.5	50	49%	
	# of teacher trainees in questionnaires	40	50	80%	
	# of teacher trainees in SENSEI online course	50	50	100%	
	# of teacher trainees in face to face meetings	60	20	300%	
	% of participants that are satisfied with the training module overall (= average on satisfaction question > 3 (1-5 Likert scale))	70%	70%	100%	
Practicing Teachers (WP4)	# of practicing teachers in webinars (estimate: 50-60 teachers attending)	90	60	150%	
			80	0%	

	# of practicing teachers in face to face meetings in Serbia and Slovakia (estimate amount of teachers participating: around 80)			
	% of participants that are satisfied with the training module overall (= average on satisfaction question > 3 (1-5 Likert scale)""")		70%	0%
Members of SENSEI Network	# of SENSEI network members that can dedicate sessions...		10	0%
Universities NGOs, Governments	-	-	-	-
Providers of in-service and pre-service teacher training at national and international level	-	-	-	-
Average Output				83%
				very good

Target groups	Inputs/Activities			
	Indicator	Achieved number	Benchmark	Result related to benchmark
Consortium Members	Designing and delivering dedicated sessions (of various types).	Yes	Yes	1
Teacher Trainees (WP3)	identify documentation relating to educational inclusion and experiment with good practices	Yes	Yes	1
	development of inclusive training module	Yes	Yes	1
	Study and theoretical research activities regarding "inclusion" as a main topic, field experimentation activities regarding inclusive processes applied in the field	Yes	Yes	1

	(within group class in different school cycles)				
	promote greater awareness in teachers regarding the issue of special educational needs by improving their sense of self-efficacy;		Yes	0	
	Total	4	5	80%	
Practicing Teachers (WP4)	design and prepare the webinars, questionnaires, online course	Yes	Yes	1	
	design and prepare the face-to-face seminar in Serbia where topics and issues that arise in webinars are dealt with		Yes	0	
	webinars, questionnaires, online		Yes	0	

	course, face to face meetings			
	design and prepare second face to face meeting in Slovakia where we will improve the work done so far in order to create the final product: online courses		Yes	0
	Total	1	4	25%
Members of SENSEI Network	Designing and delivering dedicated sessions (of various types).	Yes	Yes	1
		1	1	100%
Universities NGOs, Governments	-			
Providers of in-service and pre-service teacher training at national and international level	-			

Average Input				68%	good
---------------	--	--	--	-----	------

2.5.2. Medium Term

Target groups	Impacts			
	Indicator	Achieved number	Benchmark	Result related to benchmark
I3 Augment their confidence in successfully promoting inclusive education and increase their ability to develop their own inclusive lesson plans.				
Teacher Trainees	Openness (share of participants with a positive change)	40%	33%	121%
	Attitudes towards inclusion (share of participants with a positive change)	40%	45%	89%
	Learning Outcomes (share of participants with a positive change)	40%	70%	57%
	Post-only: After my participation in the SENSEI activity(-ies):	49%	50%	98%

	a. I feel more confident to successfully promoting inclusive education. (share of people with a value higher than 5)			
	Post-only: After my participation in the SENSEI activity(-ies): b. I increased my ability to develop my own inclusive lesson plans. (share of people with a value higher than 5)	60%	60%	100%
Practicing teachers	Openness (share of participants with a positive change)	50%	30%	167%
	Attitudes towards inclusion (share of participants with a positive change)	60%	50%	120%
		80%	70%	114%

	Learning Outcomes (share of participants with a positive change)				
	Post-only: After my participation in the SENSEI activity(/-ies): a. I feel more confident to successfully promoting inclusive education. (share of people with a value higher than 5)		55%	0%	
	Post-only: After my participation in the SENSEI activity(/-ies): b. I increased my ability to develop my own inclusive lesson plans. (share of people with a value higher than 5)		50%	0%	
Average for I3				87%	very good
I4 Know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education					
Teacher Trainees					

	Openness (share of participants with a positive change)		33%	0%	
	Attitudes towards inclusion (share of participants with a positive change)	90%	45%	200%	
	Learning Outcomes (share of participants with a positive change)		70%	0%	
	Post-only: Thanks to my participation in the SENSEI activity(-ies), I know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education. (share of people with a value higher than 5)	60%	42%	143%	
Practicing teachers		50%	30%	167%	

	Openness (share of participants with a positive change)				
	Attitudes towards inclusion (share of participants with a positive change)	60%	50%	120%	
	Learning Outcomes (share of participants with a positive change)	70%	70%	100%	
	Post-only: Thanks to my participation in the SENSEI activity(-ies), I know better where to find more information regarding specific questions and challenges related to different aspects of inclusive education. (share of people with a value higher than 5)	80%	42%	190%	
Average for I4				115%	very good
I5 Cooperate in the creation of new transnational projects and courses that focus on inclusion.					
Teacher Trainees			33%	0%	

	Openness (share of participants with a positive change)				
	Attitudes towards inclusion (share of participants with a positive change)		45%	0%	
	Learning Outcomes (share of participants with a positive change)		70%	0%	
	Post-only: After my participation in the SENSEI activity(/-ies), I will cooperate with others in the creation of new transnational projects and courses that focus on inclusion. (share of people with a value higher than 5)		33%	0%	
Practicing teachers	Openness (share of participants with a positive change)		30%	0%	

	Attitudes towards inclusion (share of participants with a positive change)		50%	0%	
	Learning Outcomes (share of participants with a positive change)		70%	0%	
	Post-only: After my participation in the SENSEI activity(/-ies), I will cooperate with others in the creation of new transnational projects and courses that focus on inclusion. (share of people with a value higher than 5)		28%	0%	
Average for I5				0%	poor
C4 Teachers not only continue mainstreaming inclusive education in their own practice, but start asking that their colleagues do the same, creating a culture of inclusion in their own schools					
Teacher Trainees	Openness (share of participants with a positive change)	50%	33%	152%	

	Attitudes towards inclusion (share of participants with a positive change)	60%	45%	133%	
	Learning Outcomes (share of participants with a positive change)	70%	70%	100%	
	Post-only: After my participation in the SENSEI activity(/-ies), I will a. continue mainstreaming inclusive education in their own practice. (share of people with a value higher than 5)		65%	0%	
	Post-only: After my participation in the SENSEI activity(/-ies), I will b. start asking that my colleagues do the same, creating a		60%	0%	

	culture of inclusion in their own schools. (share of people with a value higher than 5)				
Practicing teachers	Openness (share of participants with a positive change)	50%	30%	167%	
	Attitudes towards inclusion (share of participants with a positive change)		50%	0%	
	Learning Outcomes (share of participants with a positive change)		70%	0%	
	Post-only: After my participation in the SENSEI activity(-ies), I will a. continue mainstreaming inclusive education in their own practice. (share of people with a value higher than 5)		65%	0%	

	Post-only: After my participation in the SENSEI activity(-ies), I will b. start asking that my colleagues do the same, creating a culture of inclusion in their own schools. (share of people with a value higher than 5)		50%	0%	
Average for C4				55%	good
C5 Teacher trainers that were not directly involved in the project start developing own training courses on inclusive education, also with the aid of the deliverables of this project.					
Providers of in-service and pre-service teacher training at national and international level	Teacher trainer organisations not involved in SENSEI start developing own training courses on inclusive education, also with the aid of the deliverables of this project.	5	5	100%	very good
C6 Within the network, sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.					

Consortium Members	proof of sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.	3	6	50%	
Members of SENSEI Network	proof of sharing information not only about successful projects and ideas, but also about challenges faced and potential solutions becomes automatic.	5	10	15%	
Average for C6				33%	fair

Target groups	Outputs			
	Indicator	Achieved number	Benchmark	Result related to benchmark
Consortium Members	# of related emails among partners regarding SENSEI		20	0%

	# of related remote meetings		4	0%
Teacher Trainees (WP3)	# of participants in all SENSEI activities of WP3		210	0%
Practicing Teachers (WP4)	# of participants in all SENSEI activities of WP3		140	0%
Members of SENSEI Network	# of related posts and comments by SENSEI Network members		20	0%
	# related reactions to posts and comments		10	0%
	# of opened newsletters		5	0%
Universities NGOs, Governments	-	-	-	-

Providers of in-service and pre-service teacher training at national and international level	# of participants/participating organisations in related SENSEI activities		5	0%	
Average Output				0%	poor

Target groups	Inputs/Activities			
	Indicator	Achieved number	Benchmark	Result related to benchmark
Consortium Members	Sharing info cards [social media, newsletter, media coverage] and f2f sharing during events. (Proof is written report.)		Yes	0
Teacher Trainees (WP3)	WP3: Development of Training Module on Inclusive Education Practices		Yes	0
			Yes	0

	WP3: Development of Training Module on Inclusive Education Practices				
	Total	0	2	0%	
Practicing Teachers (WP4)	WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project)		Yes	0	
	WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project)		Yes	0	
		0	4	0%	

	Total			
Members of SENSEI Network	Sharing info cards [social media, newsletter, media coverage] and f2f sharing during events. (Proof is written report.)		Yes	0
Universities NGOs, Governments	-	-	-	-
Providers of in-service and pre-service teacher training at national and international level	WP4: Development of Training Module on Inclusive Education Practices: online courses (final and improved result after the webinars and face to face meetings carried out during the project); WP4: they are the ones who will provide the input through their contribution to the webinars and face to face events, as well as the final online	Yes	Yes	1

	courses; in what sense are they target groups?				
Average Input				25%	fair

2.5.3. Long Term

Target groups	Impacts			
	Indicator	Achieved number	Benchmark	Result related to benchmark
I6 Create a long-lasting community of practice focused on inclusive education				
Consortium Members	80% of consortium members remain members of the SENSEI network	20%	80%	25%
Teacher Trainees (WP3)	10% of participants in SENSEI activities are members of the SENSEI network	50%	10%	500%
Practicing Teachers (WP4)	10% of participants in SENSEI activities are members of the SENSEI network		10%	0%

Members of SENSEI Network	SENSEI network remains active after end of funding for at least 3 years		Yes	0%	
Average for I6				131%	very good
I7 Policy makers will develop a better understanding of what is inclusive education and what is the role of policy making in promoting inclusion and diversity					
Universities NGOs, Governments	Universities outside the SENSEI network discuss inclusion with reference to SENSEI Governments show change in inclusion policies that relate to SENSEI recommendations and results	Yes	Yes	100%	very good
C7 Solutions to local and context-dependent problems are automatically looked for and found collaboratively in an international setting					
Universities NGOs, Governments	Universities and governments show increased international cooperation to solve local and		Yes	0%	poor

	context-dependent problems of inclusion				
C8 Funds are regularly made available for further research and innovation in inclusive education and in teaching about inclusion					
Universities NGOs, Governments	Governments make more funds available more regularly for further research and innovation in inclusive education and in teaching about inclusion	Yes	Yes	100%	very good
C9 All subject teachers receive subject specific training in inclusive education					
Universities NGOs, Governments	Governments show more inclination to increase subject specific training in inclusive education for teachers and teacher trainees through regulations such as curricula and teaching frameworks.		Yes	0%	
Providers of in-service and pre-service teacher training at	Teacher trainer organisations show	60%	50%	120%	

national and international level	increased training in inclusive education				
Average for C6				60%	good

Target groups	Outputs			
	Indicator	Achieved number	Benchmark	Result related to benchmark
Teacher Trainees (WP3)	# of participants in related SENSEI activities	45	210	21%
Practicing Teachers (WP4)	# of participants in related SENSEI activities	30	140	21%
Members of SENSEI Network		10	50	20%
Universities NGOs, Governments	# of participants in related SENSEI activities	-	-	-
Providers of in-service and pre-service teacher training at national and international level	# of participants in related SENSEI activities	-	-	-

Average Output				21%	poor
----------------	--	--	--	-----	------

Target groups	Inputs/Activities				
	Indicator	Achieved number	Benchmark	Result related to benchmark	
Consortium Members					
Teacher Trainees (WP3)	project results (activities that foster inclusivity) are available to be used freely; they serve as source of inspiration for particular situations.	Yes	Yes	1	
	trainees are offered advice regarding training opportunities	Yes	Yes	1	
	during events, trainees are advised to opt for training modules/ webinars, etc. that have a component regarding inclusive education	Yes	Yes	1	

Practicing Teachers (WP4)	project results (activities that foster inclusivity) are available to be used freely; they serve as source of inspiration for particular situations.	Yes	Yes	1
	trainees are offered advice regarding training opportunities		Yes	0
	during events, trainees are advised to opt for training modules/ webinars, etc. that have a component regarding inclusive education		Yes	0
Members of SENSEI Network				
Universities NGOs, Governments	they are given examples and resources of how to carry out a module on inclusive education		Yes	0

Providers of in-service and pre-service teacher training at national and international level	they are given examples and resources of how to carry out a module on inclusive education		Yes	0	
Average Input		4	8	38%	fair

euroclio.eu

@euroclio

Bankplein 2,
2585 EV, The Hague
The Netherlands
+31 70 3817836
secretariat@euroclio.eu

Funded by the European Union.
Views and opinions expressed
are however those of the author(s)
only and do not necessarily reflect
those of the European Union or

The European Education and
Culture Executive Agency (EACEA).

Neither the European Union nor

EACEA can be held responsible
for them.



Co-funded by
the European Union