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"PLATFORM 9 ¾ RIGOR AND CREATIVITY"



JOINT REPORT ON FEEDBACK TO THE QUESTIONNAIRES AND SURVEY

THE ANSWERS TO THE SURVEY TOOLKIT ADMINISTERED TO BOTH TEACHERS AND STUDENTS TO UNDERSTAND WHAT THEY KNOW ABOUT INCLUSIVE TEACHING, WHAT METHODS THEY USE AND WHICH THEY WOULD LIKE THEM TO USE

(Italy, Romania and Turkey)

WP2, 1st result, Activity 2

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INTRODUCTION, BACKGROUND AND OBJECTIVES

"Platform 9 ¾ - Rigor and Creativity" is the result of the collaboration among four partners from three European countries who want to innovate teaching approaches, training and learning methods. The project aims to improve non-formal learning and create new synergies between institutions working in education, training and sport. The common thread of the work plan is the promotion of a culture of accessibility, sustainability and inclusion in the education; values that are reflected in every aspect of the project, from communication to teaching methodologies, from resource management to risk assessment, from cognitive surveys to the blended learning and technological model.

The project's innovative vision is reflected in an ongoing commitment to advanced and targeted teaching methodologies, which go far beyond the traditional educational approach. Communication as a bridge between participants plays an important role, while the integration of digital technologies enriches the educational process of the students and teachers involved.

The Platform 9 ¾ project presents itself as an unprecedented opportunity for growth and innovation for learning and teaching, while promoting an inclusive and sustainable culture in education, in which rigor and creativity coexist profitably.

Thanks to the industriousness of the partners and the results achieved with the first part of Work Package 2, an innovative educational paradigm is emerging, a non-formal learning model that embraces and develops soft skills inspired by the essential principles of the nine arts with the added value of ¾ deriving from the world of sport, embodying virtues such as fair play, mutual respect, collaboration, and acceptance of results.

In this context, the "Platform 9 ¾" model stands as a catalyst for more comprehensive, real-world-oriented training. The synergistic fusion between arts and sport will give rise to a pedagogical approach that goes beyond the mere transmission of knowledge, favouring an integral growth of individuals. Awareness, active participation, and reflexivity become, therefore, the cornerstones on which this ambitious project is based.

To create the body of the new model, the Partners' researchers conducted an in-depth analysis of the state of the art in the three countries regarding the use of the values of artistic and sports

disciplines in teaching. The resulting works allowed them to conceive a reflection on the added value given by art, sport, and creativity.

The research will support the entire project and, together with the analysis of the needs of the target groups, will support the creation and experimentation of methodological and didactic innovations that promote the enjoyment of everyone's right to education and, at the same time, guarantee the raising of students' levels of competence, in line with the guidelines of the European Union.

To address all young people in an open, flexible, and inclusive way, education must involve in practice a change of perspective and a new orientation that emphasizes cooperation, partnership, social learning and the enhancement of positive and humanistic relationships.

Inclusive education can only succeed in a broad social context, which encompasses and enables collaboration between stakeholders who are children, teachers, authorities, communities and legislators; That is why it is important to start by assessing the individual perceptions and opinions of students and teachers on aspects of inclusive education.

For the reasons mentioned, but above all to stimulate informed, active, and reasoned participation in students and teachers, the partners decided to conduct a detailed survey involving the target groups to gain an in-depth understanding of their perspectives on inclusive education and to fully understand their specific needs to provide targeted educational responses.

The Survey Toolkit has been developed with a balanced approach between qualitative and quantitative questions, aimed at collecting information from teachers and students about their knowledge, methodologies, and expectations regarding inclusive education.

The following report will analyse and compare the feedback collected through the questionnaires to which Italian, Romanian and Turkish teachers from the cooperating realities were submitted.

To get a complete picture of the context, the purpose and circumstances of the survey, the methodology used and the composition of the groups of participants will be observed at first. The formats of the questionnaires will be re-proposed, and the data collected will be studied, highlighting trends, differences, and correlations. The main results of the survey will be summarized, as well as the limitations and challenges encountered, to formulate directives and recommendations that will

be, first, of support to the Turkish partner for the drafting of the e-book, and, overall, fundamental to improve the development of the model of innovative inclusive school education that is emerging.

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TARGET GROUPS, QUESTIONNAIRES AND SURVEY METHOD

The survey conducted by the Partners is aimed at providing a detailed overview of the perceptions, knowledge and expectations of teachers and students, outlining the nuances of the inclusive educational context. Teachers are the beating heart of teaching methods, while students are the protagonists of the educational environment. Both groups have been carefully chosen to ensure a holistic comparison of the dynamics underlying inclusive education in the three reference countries: Italy, Romania, and Turkey.

To obtain robust and meaningful data, a blended approach was adopted, combining qualitative and quantitative elements in the survey toolkit. The open-ended questions, submitted exclusively to teachers, provided space for in-depth reflection, while the structured multiple-choice surveys, designed differently for the two types of target groups, enabled the collection of measurable data. This joint proposal made it possible to capture the richness of respondents' personal experiences and, at the same time, to quantify emerging trends.

As far as the Italian basin is concerned, three primary school teachers (one English teacher, one first and one fourth grade) and 29 students aged between 8 and 10 participated in the surveys of the Ancelle del Sacro Cuore di Gesù Agonizzante Institute. The survey was provided to them in a printed version.

10 teachers participated in the Romanian survey, conducted by Liceul Teoretic "Stefan Odobleja", 7 of whom answered online questionnaires with open-ended questions and 9 answered multiple-choice surveys. There were 42 students, 19 of whom responded in the online version.

The Turkish teacher target of the partner Akdeniz Yükseliş Sport Club Association consisted of 10 teachers who all answered the multiple-choice questionnaire, while only 7 participated in the open-ended survey. There were 42 students, of which 19 responded in the online version and the rest in paper format.

The methodological approach to information collection is based on a kit consisting of three separate questionnaires aimed at collecting data from both students and teachers. These survey tools, appropriately designed, have made it possible to obtain a detailed and meaningful overview of the

knowledge, current practices and expectations of the key actors in the educational context. As per the project's forecast, both the expected number and the profile of the participants were widely respected, therefore, at least 50 students and teachers joined the survey.

In May and June 2023, the Liceul Odobleja in Bucharest, with the support of all partners, drafted the toolkit in English to be administered to the target groups. The kit, consisting of two closed-ended questionnaires and a narrative interview, was then shared with the other Partners for final validation and translation into their respective languages of origin to grasp, without language barriers, the nuances of the answers. The results, administered anonymously and confidentially, made it possible to understand what the target groups know about inclusive teaching, what methods they use and which they would like them to use. Once the feedback was collected, each Partner was able to draft, in English, an evaluation summary of the data acquired, which is essential for the drafting of this comparative report and, finally, for the creation of the new model of inclusive school.

The formats of the questionnaires are shown below, to better understand the following considerations.

Closed-ended questionnaire on inclusive education to be administered to teachers:

1. Is the concept of inclusive education known to you?
a) yes
b) no
c) I do not know

2. Which of the following statements do you think best defines school inclusion?
a) Separation of children with disabilities in special schools
b) Integration of children with disabilities in regular schools without providing them with additional support
c) An educational approach that involves the active and full participation of all students, including those with disabilities, in regular schools, providing them with adequate support to develop in an inclusive environment

3. Consider that the direct beneficiaries of inclusive education are:

a) students from vulnerable communities

b) students with special educational needs (SEN) / disabilities

c) all students included in the class herds

d) students with poor results in school acquisitions

4. Why do you consider school inclusion important?

a) To reduce the costs of education.

b) To separate children with disabilities from other children.

c) To ensure the right to education of all children, regardless of their differences, and to promote understanding and respect for diversity.

5. Which of the following do you consider to be a benefit of school inclusion?

a) Separation of children with disabilities to protect them from the school environment.

b) Learning opportunities for all children, including those with disabilities.

c) Promoting discrimination and stigmatization of children with disabilities.

6. Which of the following do you think is a suitable strategy for promoting school inclusion?

a) Separation of children with disabilities into separate classes.

b) Ensuring access to educational facilities only for children without disabilities.

c) Implement appropriate adjustments and support for all children, regardless of their differences, in regular schools.

7. What do you think a teacher should do to ensure the inclusion of students with special educational needs (SEN)?

a) Remove these students from the classroom and place them in separate classes.

b) Provide additional support, adjustments and adaptations according to the specific needs of each student.

c) Ignore the specific needs of students with SEN and focus exclusively on other students.

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8. Which of the following principles of school inclusion do you think are relevant in working with children with special educational needs (SEN)?

a) Active and full participation of all students in school life.

b) Respect for diversity and promote a culture of acceptance and understanding.

c) Providing additional resources and support only for students with poor academic performance.

9. Do you consider that in the school where you work, equal access to resources and activities is promoted for all students?

a) yes

b) no

c) I do not know

10. How often do you engage in activities to prevent and combat discrimination?

a) very often

b) rarely

c) not at all

11. Do you get involved in organizing extracurricular activities?

a) yes, very often

b) rarely

c) no

12. What is the field most often encountered in the extracurricular activities you have organized?

a) painting

b) dance

c) music

d) sport

e) theatre

f) poetry

g) other .....

h) I am not involved in the organization of extracurricular activities

13. During your classes do you use teaching-learning-assessment methods that help students discover your talents, improve their skills?

a) yes, very often

b) rarely

c) never

14. In the activities with the students, during the classes, I integrate, most of the times, the arts or sports:

a) drawing

b) music

c) sport

d) other .....

e) never combine the arts or sports with the subject they teach

15. Are the methods you use in classes based on collaboration between students within working groups?

a) yes

b) rarely

c) no

16. Do you use individualized teaching styles in your classes, adapted to the needs of all students in the class?

a) yes, very often

b) rarely

c) no

17. Consider that the planning and organization of the teaching-learning-evaluation process through an interrelationship of the objects of study:

a) creates connections between learned notions and life experiences

b) removes the student from understanding the topic taught

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c) decreases the degree of interest of the students in the respective subject

18. Which of the following do you consider to be benefits of the use of arts or sports (such as visual art, music, dance) in children's education?

a) Development of creativity and emotional expression

b) Improving communication skills and social interaction

c) Promoting motor skills and coordination

d) Stimulation of cognitive development and critical thinking skills

e) Reducing stress and anxiety

f) All the options above

Narrative interview on inclusive education to be administered to teachers:

1. Have you followed any training program in the field of inclusive education? If so, what were the main themes/chapters addressed?

2. Who do you consider responsible for ensuring inclusive education?

3. What specialists do you consider necessary to ensure inclusive education? Which of those specified exists in your school?

4. Specify ways in which you adapt classroom work to students' needs.

5. What types of arts or sport activities do you incorporate into your learning strategies?

6. What material resources do you consider necessary to conduct classes in order to ensure inclusive education? Which of these resources are available to you by the school?

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7. Do you work with student groups in which there are also children with special educational needs? What do you do for them to discover and develop their creativity, skills?

8. Have you been involved in projects promoting inclusive education? What do you think are the benefits of such a project?

Closed-ended questionnaire on inclusive education to be administered to students:

1. Are you familiar with the concept of inclusive education?
a) yes
b) no
c) I don't know

2. Do you consider that the direct beneficiaries of inclusive education are:
a) pupils from vulnerable communities
b) students with special educational needs / disabilities
c) all pupils included in the class
d) pupils with poor results in education

3. Which of the following statements do you think best defines school inclusion?
a) Separation of children with disabilities in special schools
b) Integrating children with disabilities into regular schools without providing them with additional support
c) An educational approach involving the active and full participation of all pupils in regular schools, providing them with appropriate support to develop in an inclusive environment

4. Do you consider that your school promotes equal access to resources and activities for all students?
a) yes

b) no

c) I don't know

5. How often do you participate in extracurricular activities?

a) very often

b) rarely

c) not at all

6. What is the area most often encountered in the extracurricular activities you have participated in?

a) painting

b) dance

c) music

d) sport

e) theatre

f) poetry

g) other …….

h) I did not participate in any extracurricular activities

7. Do you think that school activities help you discover your talents and improve your skills?

a) Yes, very often

b) rarely

c) never

8. Did you participate during class in activities where you collaborated with your colleagues to solve a certain assignment?

a) yes

b) rarely

c) no

9. During your school activities, were you in a position to make connections between the notions learned in several subjects, in order to solve a certain theme?

a) Yes, often

b) rarely

c) No, never

10. Did you participate during classes in activities where arts or sports were integrated in disciplines other than music, drawing, sports?

a) Yes, very often

b) Rarely

c) No, never

11. Which of the following do you consider to be benefits of using arts or sport (such as visual art, music, dance) in children's education?

a) Development of creativity and emotional expression

b) Improving communication and social interaction skills

c) Promoting motor skills and coordination

d) Stimulating cognitive development and critical thinking skills

e) Reducing stress and anxiety

f) All of the above

The multiple-choice questionnaires for teachers aimed to assess current teaching methodologies in relation to inclusive education to identify the most common teaching practices and collect comparable data for an accurate assessment, while the questionnaire with open-ended questions allowed teachers to freely express their views on their backgrounds. the challenges encountered and desirable solutions, and researchers to gain a deeper understanding of teachers' and trainers' perceptions of inclusive education. The third questionnaire, intended for students and closed-ended answer, was developed to obtain clear and quantitative information on students' knowledge in relation to inclusivity in the school environment.

The investigation process is therefore based on a combination of quantitative and qualitative analysis. Quantitative data obtained from multiple-choice questionnaires underwent careful statistical analysis to identify significant trends and patterns. At the same time, the answers to the open-ended questions provided a deeper picture, enriching the overall understanding of the situation.

The discussion continues with a summary of the results of the survey and the main considerations of the Partners to offer a comprehensive overview of students' knowledge, teachers' practices and future perspectives, which are essential to guide future efforts in promoting and developing quality inclusive education.

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RESULTS OF THE SURVEY

The following section aims to present and analyse the results of the survey that was conducted in Italy, Romania and Turkey, providing an overall picture of the knowledge and expectations regarding inclusive education in schools of three different educational contexts.

TEACHER SURVEY

The teachers of the Italian Institute Ancelle del Sacro Cuore di Gesù Agonizzante, of the Romanian Liceul Teoretic "Stefan Odobleja" and of the Turkish reality Akdeniz Yükseliş Spor Club Association contributed to the project by filling out two of the three questionnaires of the kit, one multiple choice and one open question.

A total of 23 teachers participated in the survey on inclusive education, including 3 Italians, 10 Romanians and 10 Turks.

Italy – Istituto Ancelle del Sacro Cuore di Gesù Agonizzante

In Italy, the multiple-choice questionnaire and the narrative interview were completed by three primary school teachers: an English teacher and two others first and fourth grade teachers.

In the narrative interview, all three teachers said that they had already followed, in the past, a training program on inclusive education that allowed them to learn inclusive methodologies such as brainstorming, circle time, debate and cooperative learning, as well as effective tools for personal development planning (PDP) and individual educational planning (IEP).

Answering questions number 2 and 3, the teachers unanimously agreed that, in their opinion, it is the task of teachers and the educational environment in general to ensure inclusive teaching by promoting accessible learning opportunities, however, they think that to have better results it would be better to have the support of special education teachers, psychologists and professional educators whose presence, Unfortunately, it is not provided in their school to date.

Teachers usually adapt classroom work to the specific needs of students through the use of dispensaries and compensatory tools such as maps, digital content and lap books, thanks to the presence, in their school, of interactive whiteboards, which allow children to actively participate in teaching.

In their classes, they stated that they also include the arts and sports activities. The English teacher often uses music and lyrics to help students learn English vocabulary, while other teachers include arts and sports activities such as games and the creation of themed posters. In addition, for all classes there are two hours of physical education per week and involvement in the staging of a theatrical performance. The fact that arts and sports activities are already used in their learning strategies shows that they consider them valuable tools for developing more than one skill.

The Servants of the Sacred Heart of Jesus in Agony welcomes several pupils with special needs, and teachers are at their side by showing their support and using individualised approaches.

Finally, they were asked if they had already been involved in projects promoting inclusive education in the past and it turned out that for two of them this is the first project on the subject matter, while one of them participated in similar activities during her university period. Regardless of past experiences, all three agree that the main benefits of a project that promotes inclusion concern all students, with or without special needs, since inclusive education improves relationships between peers, dialogue, and the propensity to help each other.

Combining the results of both the surveys emerged that Italian teachers have a good preparation on inclusive education and are inclined to introduce art and sport and creativity in their teaching methodology, however, limitations and challenges in daily practice were highlighted, underlining the need to introduce additional resources and specific training. The answers to the open-ended questions highlighted the desire for more advanced inclusive methodologies and the importance of broad support from the school.

Romania – Liceul Teotetic “Stefan Odobleja”

In Romania, the questionnaire and the narrative interview for teachers allowed researchers to create a concrete vision on the degree of information of teachers on inclusive education, on their degree of

involvement in the choice of strategies for the maturation of quality education according to the specific needs of each student, on the level of integration of the arts in teaching activities, on the level of integration of the arts in teaching activities, on the level of integration of the arts in teaching activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in educational activities, on the level of integration of the arts in the teaching activities, on the level of integration of the arts in the on the methods used in the teaching, learning and assessment process, as well as on the resources available and necessary for the implementation of inclusive and quality education.

The analysis of the statistical data from the questionnaire reveals that each teacher involved has a strong understanding of the concept of inclusive education which, for the majority (89%) manifests itself as a total and active participation of all students, who have adequate support for their needs. Only the 11% believe that students do not need any additional support.

As far as direct users of inclusive education are concerned, 56% of teachers identify all students with special educational needs as possible beneficiaries, while 11% associate inclusion with those with limited educational achievement. The remaining 33% perceive inclusive education as an approach that must be addressed to all students, regardless of any physical, psychological or performance limitations. In any case, there is unanimous recognition by all the teachers interviewed of the importance of school inclusion in guaranteeing the right to education for every child, regardless of their diversity. The shared goal is to promote understanding and respect for differences, offering learning opportunities to all students.

In the context of the promotion of school inclusion by the teaching staff, 89% of teachers say that the most suitable strategy is the implementation of specific adaptations and supports for each child, according to their needs, regardless of differences.

More specifically, when working with students with special educational needs, teachers consider the principle of respect for diversity and the promotion of a welcoming and understanding culture to be

essential (78%), along with the principle of the active and total participation of each student in school life (22%).

Almost all the teachers at Liceul Odobleja believe that their school is already effectively promoting equality in access to resources and activities for all students with an active daily commitment to preventing and combating discrimination.

Each teacher in the target group involved participates in extracurricular activities with painting, music and drama leading the way, followed by dance, sport and poetry. In addition, all teachers surveyed integrate the arts into their lessons; That is to say, most of them adopt the support of sports, music and drawing to stimulate cognitive progress, improve communication skills, develop creativity and reduce stress and anxiety.

78% of respondents adopt teaching, learning and assessment methodologies that encourage the discovery of students' talents, focusing on collaboration within work groups. In addition, 89% use individualized teaching styles, tailored to the specific needs of students. Interdisciplinarity is also appreciated by 89% of teachers, who consider it a key element in creating connections between the notions learned and life experiences.

As recorded in Italy, also in Romania all the teachers interviewed participated in training programs on inclusive education, actively contributing to its promotion. Their experience shows that their involvement has led to significant improvements in educational outcomes.

Regarding the responsibility of inclusive education, Romanian teachers, like those in Italy, consider themselves fundamental to ensure quality education for all children, however, they also recognize the importance of supporting families, schools, and society. In addition, they believe that specialists such as school counsellors and psychologists play a crucial role in this process.

When it comes to classroom activities, most teachers favour student-centred learning methodologies tailored to the specific needs of everyone, perfecting traditional teaching with the integration of dance, music, and painting. For teachers in the Romanian sample, technological resources, such as smart boards and laptops, are important to ensure inclusive education, while, in working with

students with special educational needs, they emphasize the need for more attention, individual tasks and continuous encouragement.

In Romania, as in Italy, teachers highlighted the need for updates in training programs and additional technical resources to successfully implement inclusive education. The answers to the open questions indicated the attention of the teaching staff to inclusive methodologies that are more innovative and personalized than traditional teaching, thanks also to the cooperation of different disciplines for the development of common skills and values.

Turkey – Akdeniz Yükseliş Sport Club Association

In Turkey, as in Italy and Romania, teachers stressed the need to implement more defined policies and structured support to ensure the effective implementation of inclusive education. While the responses to the multiple-choice questionnaire provided feedback that was entirely in line with the data collected in other countries, there was a slight difference in preparation and satisfaction from the responses to the open-ended questions, which indicated the need for a more student-centred approach and the diversification of resources used to address the daily challenges of inclusion.

Among the seven Turkish teachers interviewed, almost none reported having received specific training on inclusive education. Unlike their colleagues in Italy and Romania, only one teacher said they had followed a program dedicated to teaching Turkish language to foreign students who moved to Turkey.

Despite this, based on their experiences, teachers believe that the responsibility for implementing inclusive education lies with several actors, including teachers, psychological counsellors, guidance teachers, principals, and school administration. In addition to the other two countries, they also mentioned, among the subjects guaranteeing inclusion, the curriculum preparation unit of the Ministry of National Education and the guidance research centers.

Teachers at Akdeniz Yükseliş believe it is essential to involve figures such as PDR teachers, classroom teachers, art and sports instructors, and experts in the field of special education to provide inclusive

education. Based on the answers collected, their school, both elementary and secondary, has sufficient figures to fill these roles; a remedy that is lacking in Italy.

Regarding the implementation of lessons according to the needs of the students, the teachers propose approaches such as careful observation of students, giving them the opportunity to express themselves freely in each educational context, including different activities within the same course, theatre training, administering relevant directions, conducting surveys and interviews, and exploring individual interests to create programs based on this information.

In the arts, teachers consider painting, music, sculpture, dance, poster making, short videos, and drama as useful activities. As far as sports are concerned, possible learning and teaching strategies may include children's games, brain games, chess, volleyball, and gymnastics.

Only two of the seven teachers interviewed have the pleasure of working with students in need of special education, relying on the support of the school providing them with the financial resources necessary to ensure effective inclusive education. It is the conviction of these two support figures, involved in several inclusive projects, that the integration of activities aimed at increasing self-confidence facilitates social interactions and enhances artistic works without competitive comparisons with other students.

Finally, all teachers agree on the idea that education is a whole and cannot be divided, emphasizing the importance of a holistic approach to ensure inclusive and comprehensive education.

A total of ten teachers participated in the quantitative survey conducted for the Turkish research, including two fourth-graders, seven English teachers and one native English conversation teacher.

Initially, the survey verified teachers' familiarity with the concept of inclusive education and found that seven teachers were informed about the topic, two that they did not have sufficient details and one that they had no knowledge about it.

When it came to expressing views on the participation of disadvantaged individuals in school, all teachers agreed that sending them to separate schools was not appropriate. Nine teachers believed, as well as the views expressed by Italian and Turkish teachers, that the active participation of these individuals in mainstream schools was more beneficial for individual and social development as long

as an educational approach was adopted that provided the appropriate support, while only one out-of-the-box teacher disagreed, advocating the direct and equal integration of disadvantaged people into mainstream schools.

When asked who they think are the direct beneficiaries of inclusive education, four teachers pointed to students with special needs and disabilities, one to students with low academic achievement, while all the others think that not all students would directly benefit from this type of approach. However, all teachers agreed on the importance of inclusive education to guarantee the right to education, regardless of differences, promoting a culture of acceptance and understanding. The confinement of disadvantaged individuals is, for everyone, an obstacle to scholastic and social integration, therefore, ensuring personalized support to students with special needs, removing discrimination of any kind, is seen as an effective way to ensure the effective implementation of inclusivity.

Akdeniz Yükseliş Spor Club Association is considered by its teachers to be the best school in the district from an inclusive point of view, as all students, thanks to school incentives, are ensured easy access to resources and scheduled activities. The biggest challenge, however, is dealing with discrimination outside the school, an issue that did not actually emerge in surveys conducted in the other two countries.

Some of the teachers interviewed, due to time or family limitations, have no way to take part in extracurricular activities, while others usually give their contribution occasionally or frequently. Among the activities offered by the school are the theatre course, the most popular among the students, painting, music and dance, which are widely adhered to, and sport and poetry, which are still present, but less participated.

The experience shows Turkish teachers, specialized in their respective fields, apply learning techniques aimed at discovering students' talents and developing their skills. The frequency of use of disciplines such as painting, music and sports varies according to the interests of the teachers, but cooperation between students in study groups is essential to achieve the objectives of the educational activities. It is mainly the two class teachers who have successfully implemented individualized teaching methodologies to meet the needs of students in study groups, while the others use them less frequently or even rarely.

The final evaluation of the teaching activities emphasizes the importance of establishing connections between the concepts learned and the life experiences of the students. Activities such as visual arts, music, dance, and sports, as well as academic classes, enrich students' communication and social skills, creativity, emotional expression, motor and coordination skills, cognitive development, and critical thinking, contributing to the reduction of stress and anxiety.

Comparative Considerations on Teacher Survey Results

The comparative analysis between the three countries revealed convergences in the training needs of teachers to create a more inclusive school environment. At the same time, the specific challenges faced by each country reflect the differences in their respective educational and cultural systems, suffice it to note that educational precedents about inclusivity are almost taken for granted in Italy and Romania, yet not so obvious in Turkey; or again, the provision of profiles designated for inclusivity such as trainers and psychologists seems so natural in Turkey and Romania, while for the Italian school it would be an ideal concretization of what to date is only a purpose.

Each teacher endorses the support of sports, music, and drawing to stimulate cognitive progress, improve communication skills, develop creativity, and reduce stress and anxiety. In practice, there are teachers who invest more time in interdisciplinarity and others who believe in it a little less, but most of them, in all three realities, are inclined to establish reinforced connections between skills, knowledge, talents, skills and experience. To achieve more consistent results, teachers' work should be supported by appropriate technological resources, such as smart boards and laptops. About the availability of technological support, the Italian school seems to have an advantage over the others.

Another unanimous view concerns the attribution of the responsibility for inclusive education to both teachers and families, to the school as a whole and to society in general.

The teachers who participated in the survey, just because they took part in the project, showed that they want to promote, for all students, non-discrimination in access to school and recreational activities. The responses to the open-ended questions have, however, highlighted the common demand for a more individual-centred approach and adequate resources to address the day-to-day challenges of inclusion.

The results of this survey offer concrete bases on which to work to develop targeted improvement strategies in inclusive teacher education in Italy, Romania and Turkey, as well as the implementation of specific additional resources and innovative methodologies to ensure an educational environment oriented towards the success and satisfaction of all students.

Edited by WIDE Srl with the collaboration of Istituto Ancelle del Sacro Cuore di Gesù Agonizzante, Liceul Teoretic "Stefan Odobleja" and Akdeniz Yukselis Spor Club Association/Akdeni z Yukselis Spor klubu Dernegi

STUDENT SURVEY

The students of the Italian Institute Ancelle del Sacro Cuore di Gesù Agonizzante, the Romanian Liceul Teoretic “Stefan Odobleja” and the Turkish reality Akdeniz Yükseliş Spor Club Association, as well as the teachers, provided valuable perspectives on the concept of inclusive education, allowing a comparative analysis of basic knowledge and expectations within the target groups.

A total of 118 students participated in the survey, including 29 Italians, 47 Romanians and 42 Turks. The multiple-choice questionnaire was completed digitally by 38 students, 19 Romanians and 19 Turks, while all the others, for reasons related to the age of the target and difficulties in receiving the online format, were subjected to the paper version.

Italy – Istituto Ancelle del Sacro Cuore di Gesù Agonizzante

The Italian students of the Ancelle del Sacro Cuore di Gesù Agonizzante Institute have shown a good familiarity with the concept of inclusive education, which should involve the active and full participation of all pupils.

Their positive response to the question of equal access to resources and activities in the school reflects an environment that, according to them, actively promotes equal access to resources and equality. Their awareness of extracurricular activities and the ability to link notions learned in different subjects indicate a more active involvement and an integrated view of education; In fact, as many as 26 out of 29 students said they practice, as a hobby, dance or a sport, play at least one instrument or, less frequently, act in a theatre company, paint or practice English.

Most students recognize the role, their positive role of their school in developing skills and enhancing the educational experience. 24 of them are more confident than others in promoting equal access to classroom activities and demonstrate this with a real attitude towards collaboration and inclusive participation.

Many, but not all, of the students believe that they are able to make quick connections between different subjects and participate in activities that integrate arts and sport into different disciplines.

Although this is a data collection carried out on a sample of students with a very young age, a solid and considered opinion clearly emerges on what they consider to be the advantages of the use of arts and sport in their education, i.e. three of them think that such use develops creativity and emotional expression, two agree that it improves communication and social interaction skills, Six say it is useful in promoting motor skills and coordination, three see it as a remedy for anxiety and stress, while as many as 19 students observe the fulfilment of the benefits mentioned above.

The Italian sample showed a high level of awareness and involvement towards inclusive education, which denotes contact with an educational environment that promotes equality, accessibility, and integration of the different dimensions of learning. This is a generic survey that nevertheless places particular emphasis on the good practices already present in the school context examined.

Romania – Liceul Teoretic "Stefan Odobleja"

The analysis focused on the Romanian sample, represented by the students of the Liceul Teoretic "Stefan Odobleja", provides an in-depth analysis of the specific perceptions and knowledge of Romanian students on inclusive education.

Romanian students have demonstrated a good basic awareness of the concept of inclusive education. Their answers suggest an understanding, albeit more limited than that of Italian students, indicating the need for further information and awareness on the subject, in fact, 26% of them do not know the topic at all.

In defining school inclusion, Romanian students emphasized the importance of equality of opportunity. Educational inclusion is considered by all respondents as the educational approach that involves the active and full participation of all students in regular schools, providing students with disabilities with adequate support to develop in an inclusive environment. This suggests a perception sometimes focused on the specific needs of certain groups of learners, indicating potential areas for improvement in the broader understanding of inclusion; 63% of students, however, already master this extended vision and answered, precisely, that inclusive education is aimed at all students and not just certain groups.

Romanian students pointed to some challenges in promoting equal access to school resources and activities. 74% of students believe that their school ensures equal access to resources and activities for all students, 21% do not know, and 5% believe that this is not happening. These responses provide insights to further explore perceived barriers and develop strategies to improve accessibility.

School activities are seen by 89% of the students surveyed as activities in which collaboration develops between them and 85% regularly participate in activities that integrate the arts or sport, underlining the objective potential of developing an interdisciplinary approach to learning.

Less unified are the answers regarding participation in extracurricular activities. While Italian students seem to take on a lot of commitments in their free time, Romanian students have uneven mannerisms: 37% of students regularly practice at least one additional activity, 58% rarely do so and the remaining 5% do not participate at all. The most popular fields within these activities are dance, sports, theatre and painting. Beyond actual participation, as many as 68% of them recognize the value of these activities in promoting capacity building and talent discovery, while only 32% do not see any benefits.

Opinion is divided once again when asked if there is an effective integration of the arts in school activities: 48% find it, while 58% do not consider it sufficient.

Regarding the benefits of using arts or sports in education, all students say that such an approach to lessons would improve communication and social interaction skills, develop creativity and emotional expression, reduce stress and anxiety, develop fine motor skills, stimulate cognitive development and critical thinking skills. These considerations are strong incentives to promote educational and training initiatives to foster a more active inclusive and multidisciplinary environment in Romanian educational contexts.

Turkey – Akdeniz Yükseliş Sport Club Association

The specific analysis on the Turkish sample, represented by the students of the Akdeniz Yükseliş Sport Club Association, was attended by 42 individuals, 19 of whom were able to respond to the online survey, while 22 responded in writing on paper.

Turkish students presented varied answers from the first question, indicating a variable knowledge of the concept of inclusive education. While 23 students demonstrated a solid understanding of the topic, others highlighted a need for more clarity and information on the issue, suggesting the need for more targeted awareness-raising initiatives.

To allow students to continue in an informed way in the completion of the questionnaire, brief indications on inclusive education were provided to all. Once the concept was clarified, the students revealed a general awareness of the benefits of inclusive education, but with a variety of perspectives. Turkish students seem to recognize the importance of including all students, only six of them, in fact, stated that the beneficiaries of inclusive education are students in need of special education.

The students were able to broadly understand inclusive education from the information provided, and this was evident in the answer they gave to the third question; In the more specific definition of school inclusion, Turkish students highlighted the importance of equality of opportunity, the full and active participation of all students, as well as the possibility of taking advantage of adequate support for the full development of everyone's potential. In addition, many students (35 students) think that their school is already supporting equal access to resources and activities for all students.

In line with the Romanian trend, only a small proportion of Turkish students reported that they regularly and frequently participate in extracurricular activities, while most of them do not participate in such occupations. Among the most popular extracurricular activities, sport is in first place, followed by painting, dance, music, theatre and poetry in a clear minority.

Regardless of whether they participate or not, most students have demonstrated a positive understanding of the benefits of arts and sports in education believing that extracurricular activities allow them to discover their talents and develop their skills.

The Turkish sample offers a diverse sensitivity, reflecting different human and educational approaches in the classroom experience: 15 students said they often collaborated with their classmates to solve a task during the lesson, 17 said they did it but only rarely, while others preferred to do their work alone.

The responses also highlight a good ability of students to make connections between different subjects, showing that a large proportion of Turkish students are used to participating in activities that integrate arts or sports with traditional educational methodology. When asked if they had participated in supplementary activities with disciplines other than art and sport, music, drawing and sport, 16 students answered yes, 16 rarely and the rest said they had never participated; Very different responses that highlight the need to encourage more student participation.

The Turkish champion believes that the use of sports and arts in education will help them improve creativity and emotional expression, enhance communication skills and social interaction, develop fine motor skills and encourage coordination, increase cognitive development and critical thinking skills, and reduce stress and anxiety.

The responses suggest, in general, a constant promotion of equality in the daily practice of Turkish schools, with the need to intensify efforts to raise awareness and participate of students in the challenges dictated by inclusive education.

Comparative Considerations on Student Survey Results

The examination of the responses of the students from the Italian Institute Servants of the Sacred Heart of Jesus in Agonism, from the Romanian Liceul Teoretic “Stefan Odobleja” and from the Turkish reality Akdeniz Yükseliş Sport Club Association allowed to identify significant distinctions in their approaches and perceptions regarding inclusive education.

Italian and Romanian students demonstrated a good understanding of the concept of inclusive education, while Turkish students presented variable responses that demonstrated a solid understanding of the topic on the part of some, while on the part of others the need for more information.

All the students of the three realities, when asked to indicate the beneficiaries of inclusive education, highlighted the importance of including all students among them, regardless of differences. Their perception suggests a broader inclusive vision, which goes beyond support for disabilities alone. Some voices outside the group think, however, that students with disabilities need more

consideration in terms of inclusivity. This divergence of thought could emerge from the complexity of education systems, regardless of where they come from.

For Italian, Romanian and Turkish students, school inclusion depends on the creation of a fair and accessible environment. A good ally in this path is seen in the further development of an interdisciplinary approach to learning. All students from all three countries recognized the positive benefits of arts and sports in education, emphasizing their role in enhancing skills, discovering talent, and enriching the educational experience.

The comparative analysis highlights a significant understanding and commitment to inclusive education in all three realities of the three countries, with nuances of perception linked to cultural and contextual specificities. The variety of approaches and the needs that emerged in the different contexts provide precise clues on the gaps to be filled and the strengths to be enhanced to promote a more inclusive and welcoming educational environment.

By working in a targeted manner on the students and teachers of the three realities, the project will contribute to consolidating and expanding the concept of inclusive education in Europe.

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CONCLUDING REVIEWS AND OPPORTUNITIES

With the aim of promoting more inclusive educational practices and identifying the key opportunities of the "Platform 9 ¾ - Rigor and Creativity" model, the Partners have invested in collecting first-hand opinions and experiences from teachers and students. Through in-depth analysis of feedback from a survey involving faculty and students, the researchers were able to gain a detailed understanding of their perspectives on inclusive education.

The report examined the purpose and context of the research, as well as the questions answered by the target groups. The selection and use of survey tools were clarified, the contents of the investigative formats were analysed, the composition of the participants and the limitations and challenges encountered were addressed. In the results, the data collected were analysed to highlight trends, differences and correlations between the three countries.

The survey toolkit was developed with a balanced approach between qualitative and quantitative questions, with the aim of identifying central indicators in both aspects. The closed-ended questionnaires provided a quantitative overview of participants' opinions and experiences, while the narrative interview explored teachers' motivations, emotions, and personal stories. The results highlighted teachers' and students' knowledge, practices, and expectations on inclusive education, highlighting the challenges and opportunities present in the current educational context.

Teachers' perceptions and opinions underlined the importance of continuing education to address challenges related to inclusivity, while students highlighted the need for additional resources and supports to improve the educational environment, promoting mutual acceptance.

Inclusive education emerges as a shared and important goal for all target groups, but it requires greater awareness, training and support from institutions and society. Teachers and students have shown openness and curiosity towards the integration of innovative approaches into the traditional classroom, already present in some classrooms, but need suitable tools to manage diversity in an effective and respectful way.

The research provided key information to guide the Platform 9 ¾ project, aimed at supporting the values of accessibility, sustainability and inclusion in non-formal education. However, the data

highlight a disconnect between arts and sports education and the world of education, a gap that is still little perceived by students. This discrepancy between positive intentions and actual practice unites Italy, Romania and Turkey and, although everyone agrees on the preference for motivating teaching, in tune with the life and attitudes of the pupils, it emerges that the sampled schools apply the dynamic multidisciplinary approach only occasionally, and not as usual.

The central theme in defining the quality of the training offer is the development of transversal skills. In today's knowledge-based society, where new information and communication technologies abound, teaching cannot be limited to theoretical lectures, but must respond to the complexity of contemporary reality.

An educational experience based on inclusion, non-formal learning and the acquisition of transversal skills, alongside formal training, covers aspects that are absent in traditional educational programs. This flexible approach allows for personalized and focused learning, in line with the growing concept of teaching methodology and the role of soft skills for the future.

Italian, Romanian and Turkish teachers show a strong interest in bringing young people closer to art and sport with positive impacts on learning, soft skills and inclusion. The need to rethink educational systems in terms of multidisciplinary aims to integrate traditional subjects with transversal skills deriving from hybrid knowledge, which can be used outside the training environment. Education through art and sport plays a key role thanks to its democratic and inclusive approach, using values and skills related to creativity and the civil involvement of young people in active citizenship, as well as enhancing diversity.

Through the analysis of the data collected by the survey, the project's researchers understood the urgency of giving substance to the process of modernizing the teaching approach, exploiting the values of the arts and sport. Although the need to develop transversal skills and promote an inclusive attitude is now consolidated over time, there is still a lack of a balanced fusion with traditional teaching in the realities examined. This merger could become a reality thanks to the converging efforts of Italy, Romania and Turkey in the project "Platform 9 ¾ - Rigor and Creativity".

The commitment shown by the partner schools is a tangible testimony to the desire to create an educational environment that welcomes diversity. There is a clear preference for innovative

methodologies that stimulate students' interaction and active participation, and it is this awareness that could act as a driver for the development of new teaching approaches, pushing education beyond traditional boundaries.

Investing in continuing education programs on innovative methodologies and the effective use of technology is essential to support inclusive education. The gradual implementation of new methodologies should be supported by experts, allowing teachers to organically adapt to the specific needs of their classes and then consider new opportunities for involvement from other countries, expanding the scope of the project and helping to build a wider educational community.

The innovative and technological didactic experiential model of "Platform 9 ¾" will be enriched by the inferences drawn from this survey on the results of the sociological analysis of students and teachers from Italy, Romania and Turkey, which offers an in-depth and coherent look at their profiles, initial skills, established practices, personal aspirations and future projections.

The targeted in-depth analysis, together with the recognition of the state of the art in arts and sports disciplines in the three countries, allowed the Partners to connect directly with the target groups, creating a realistic overview, fundamental for developing the specific training programs, which will be outlined in the e-book written by the Turkish partner Akdeniz Yükseliş Sport Club Association, containing the guidelines of the new paradigm of inclusive education through learning informal.

The goal of this guide is to forge a program that provides students and teachers with the tools to reveal and amplify their often-undervalued skills and competencies. These skills are essential for the educational success of every student, promoting inclusion, active participation, and educational citizenship. Akdeniz Yükseliş Sport Club Association, with the support of the Partners, will highlight the concrete changes that schools will have to face by integrating the values of the 9 arts, sport, creativity and new technologies in their educational context, and will argue a reflection on what skills to develop, what means to employ and how to reduce the distance between formal and informal spheres, between students and teachers, between school and everyday life. The guide will act as a supporter for the creation and experimentation of methodological and didactic innovations to promote not only the right to education for all, but also ensure a significant increase in students' levels of competence, in full compliance with the guidelines of the European Union.

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