



## EVIDENCED INFORMED PRACTICE FOR SCHOOL INCLUSION (EIPSI) (2020-1-ES01-KA201-082328)

### Intellectual Output 3

#### The aim

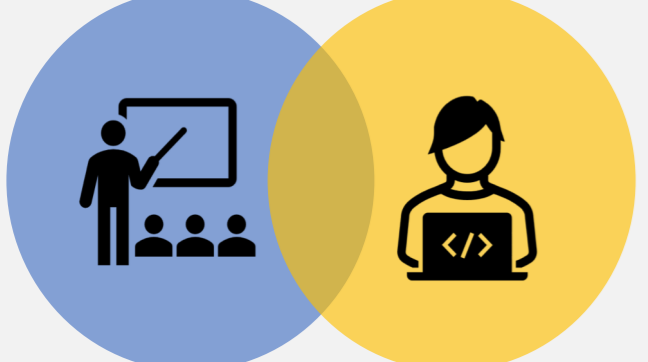
Build the capacity of teachers, school leaders, and stakeholders to implement EIPA in schools.

#### Training plan

#### Principles

COMPREHENSIVE,	oriented toward the development of knowledge, skills and attitudes
INTEGRATED	into teachers' professional development
APPLIED	through the "experimentation"
CONTEXTUAL,	considering the schools' and teachers' realities, and the social and educational context
SUSTAINABLE,	oriented towards the social and educational change
FLEXIBLE,	adapted to school and teachers' circumstances
COLLABORATIVE	between researchers-teachers-administration-NGO

#### Format



**Blended learning**  
Online + workshops


**40 training hours**

20 h. self-training

8 h. seminars/workshops

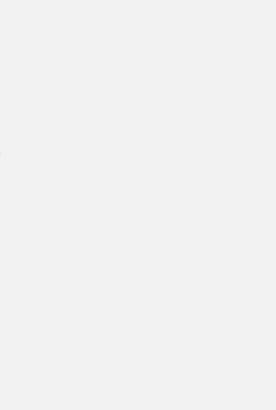
12 h. to transfer to the workplace

Theory



Practice

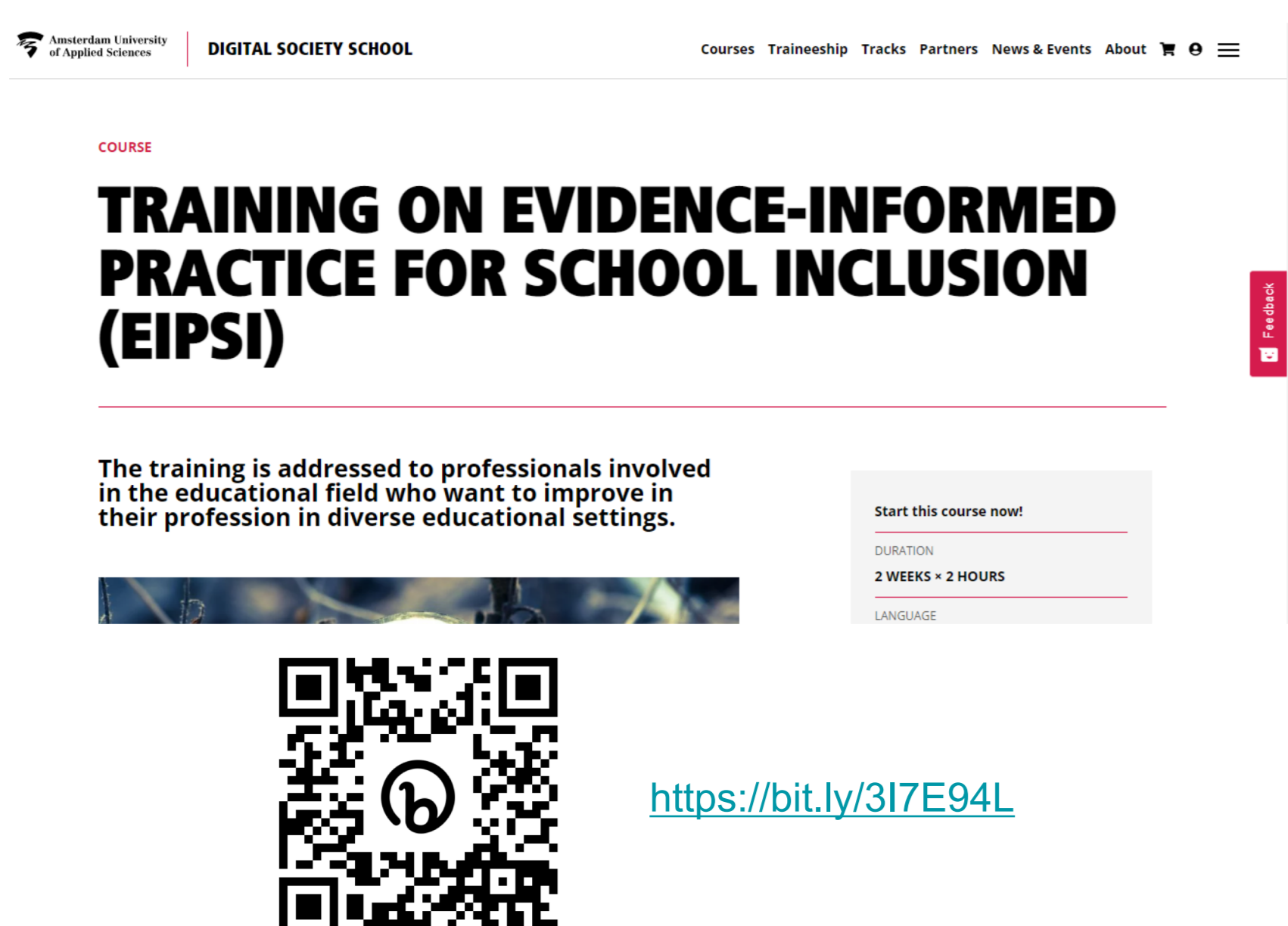
Action



Reflection



#### Access



**TRAINING ON EVIDENCE-INFORMED PRACTICE FOR SCHOOL INCLUSION (EIPSI)**


The training is addressed to professionals involved in the educational field who want to improve in their profession in diverse educational settings.

Start this course now!

Duration: 2 WEEKS - 2 HOURS

Language: [dropdown]

<https://bit.ly/317E94L>



## TRAINING PLAN FOR TEACHERS, SCHOOL LEADERS AND AUTHORITIES

### Methodological design of the course

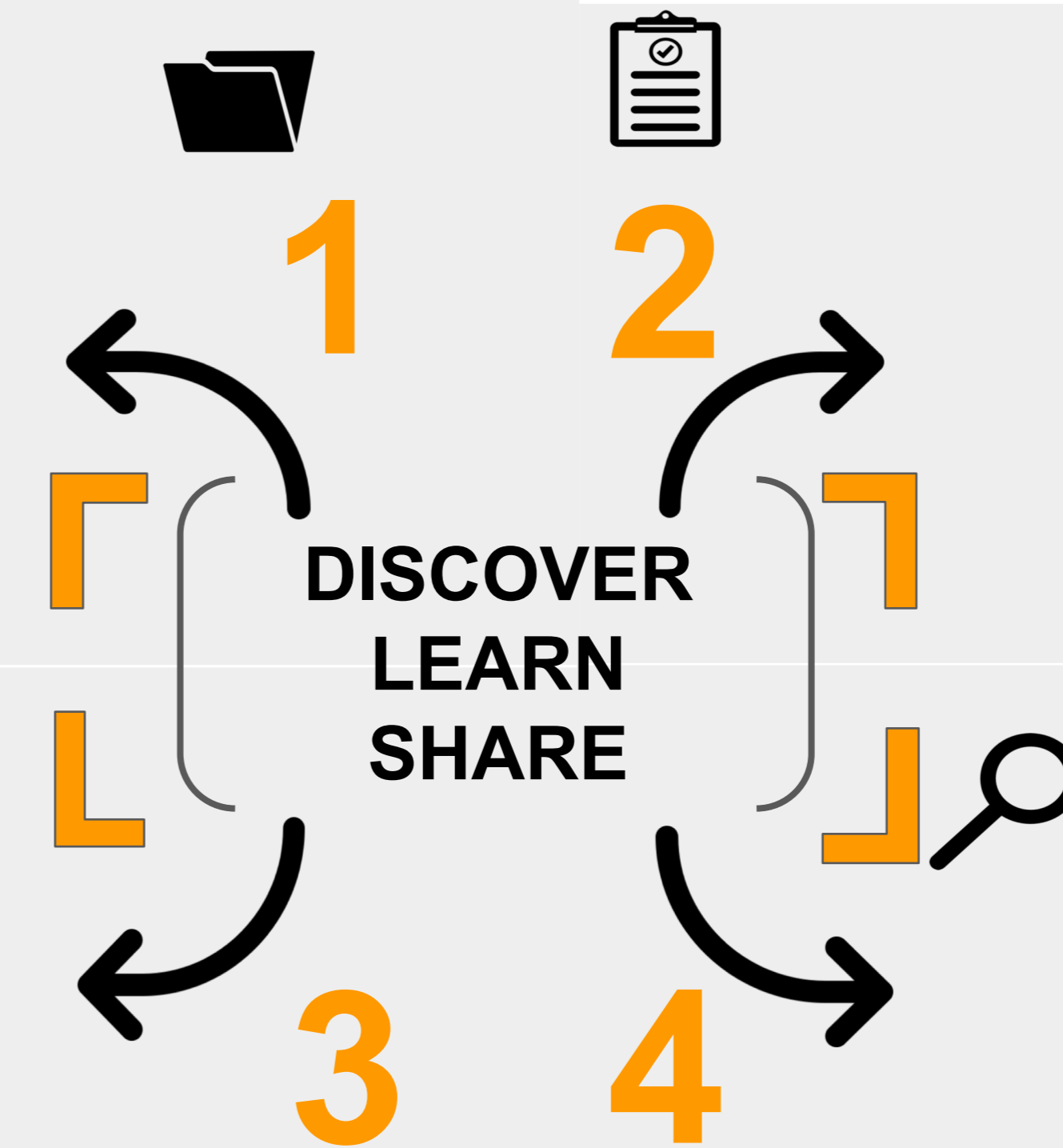
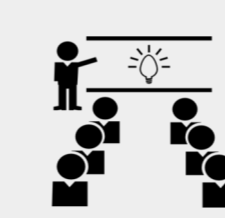
To design the course, we conducted a systematic analysis of documents and resources related to EIPA, collecting inputs from 4 sources of information.

#### International policy documents

- How EIP is conceptualized? What are the teachers' competences?
- What is the role/place EIP has in shaping the teaching profession?

#### Analysis of training programs

- How are teachers' competences trained?
- What methodologies are used to train teachers capacity to use evidence?



#### Transnational needs assessment

- What are the needs teachers have in national contexts regarding EIP?
- What are the commonalities and differences between countries?

#### Previous project results

- What is the conception of educational research and evidence?
- How teachers better engage with research evidence?

### Competences and skills

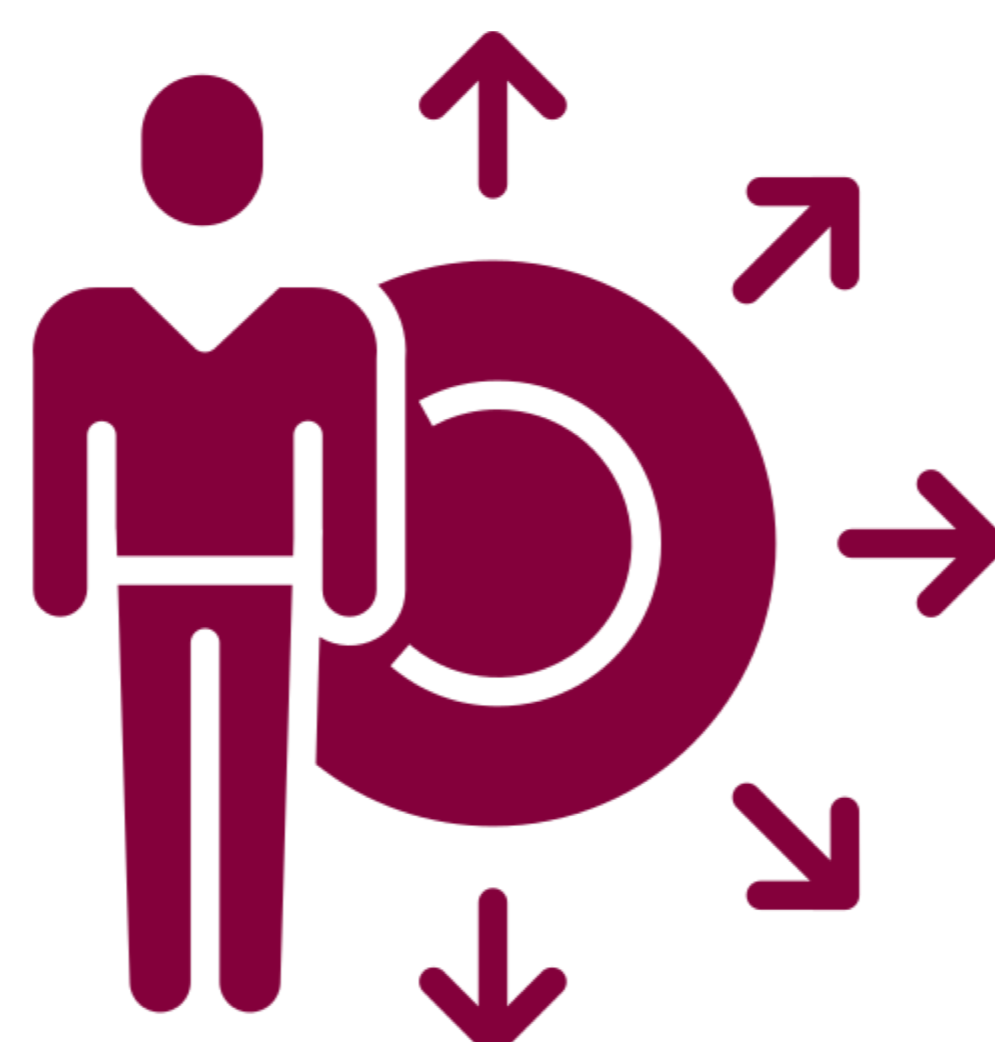


Image taken from Fraktion

- 1 To acquire knowledge on how to access, judge and use EIP.
- 2 To develop an attitude aimed at improving educational practice in which research plays an important role.
- 3 To have rigorous knowledge about inclusion and diversity and what are the best strategies and resources to promote it based on the latest scientific evidence.
- 4 To be able to carry out individual and collaborative reflection processes to improve teaching practice.
- 5 To be familiar with strategies for transferring educational practices that operate in a broader institutional or external context.

### Contents

MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6	MODULE 7
EIP concept and benefits	School inclusion	Conditions for the use of evidence	Access to research	Use of evidence to recognize and evaluate educational inclusion	Strategies for knowledge mobilization	Assess the evidence to inform practice

### Impact

150



Teachers and school leaders have been trained through the self-training platform and/or attending the seminars conducted in each country

+80



Primary and secondary schools from Europe

- Confidence in the use of EIP.
- Leadership capacity for introducing EIP and developing the conditions for its use.
- Improvement of teacher practices.
- Improvement of students' results through to the improvement of teachers' and school practices.