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## DESCRIPTION OF THE PROJECT

**Project title: "Structures of uncertainty": inclusive education in Central and Eastern European countries**

**IMPLEMENTATION PERIOD: 01/10/2024–30/09/2027**

The aim is to develop a model for supporting inclusive education in the V4 countries. The proposed activities will be addressed to teachers of kindergartens, primary schools, junior high schools and academic schools from the V4 countries. Multi-faceted recommendations for inclusive education will be created, developed jointly by project participants, combining and promoting social practices.

Each era has its rhythm and atmosphere. Modern times seem more fluid, unstable, and changeable compared to the past. This is an era in which changes happen so quickly that we often lose control. Inclusive education evokes many emotions of fear and uncertainty.

People-to-people contacts in the field of education help promote the very idea of inclusive education. Sharing knowledge takes place by connecting societies in the exchange of experiences. The assumptions of our project are: (1) the climate of the breakthrough and uniqueness of the era can be found in many contemporary concepts, including: "risk society" (Beck 2002), "risk culture" (Giddens 2008), "network society" (Castells 2010), "flexible society" (Sennett 2006), "expert society" (Giddens 2001), "liquid modernity" (Bauman 2006), (2) V4 countries are among those societies that are characterized by one of the highest rates of uncertainty avoidance. In societies that avoid uncertainty, new, uncertain, and ambiguous situations that are associated only with threat and danger are not tolerated, (3) In the V4 countries, an initial enthusiastic emphasis on the social inclusion of students with disabilities was met with a continuing and often resurgent role for special education. Where systems have changed, practitioners emphasize that practice has remained largely unchanged or has soon returned to what was done before. 4. activities promoting inclusive education through people-to-people contacts connecting teachers from the Visegrad region.

IECEE, project participants are: 1. academic teachers, 2. secondary school teachers, 3. primary school teachers 4. preschool teacher - educators with practical experience, all coming from V4 countries, making the team interdisciplinary and international. The collaboration of researchers and practitioners enables to take all integrated view on the issue and guarantees work effectiveness. The project consists of 2 parts: (1) research - actual status identification (DIAGNOSIS) and (2) practice and recommendation. The research problems to which we are looking for answers have taken the form of questions: (1) what are the “structures” of uncertainty in teachers' perception and what determines them? (2) what are the differences in feeling change and adapting to it?, (3) what phenomena, situations and events are important to them? (4) what extent is this micro-social space of life filled with uncertainty, threat, a sense of instability, constant challenge and the need for change? This research aims to present the conditions, tasks and challenges facing the education system, the core of which should be professionally prepared teachers. The outcome of the research and practical solutions are to be published in a form of books, articles, as well as on an internet platform dedicated for inclusive education. In this research, we assume that each teacher constructs his or her own social world, and its shape is determined by three factors, (1) restrictions on taking action, (2) each teacher has a unique biographical situation, (3) each teacher has a unique "resource of common knowledge".

In the context of the findings regarding uncertainty, it is worth noting that one of the most important tasks of any education system is to develop a model of support and increasing the competences of staff in organizing the education process of a group of children/students with diverse developmental and educational needs. A key element in the implementation of inclusive education are teachers who are not afraid of new challenges and feel prepared to implement them. IECEE project is innovative because of (1) addressing the humanist aspect of inclusive education, this search raises the questions of (2) what place the teacher occupies in the process of ongoing changes, and (3) how the equip teacher so that has chance to feel needed and a competent professional in a society uncertain of rules and principles. We will create systematic, multi-aspect recommendation for inclusive education addressed to teachers.

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